

Junior Curriculum Handbook

Contents

Introduction	Page 2
Choosing a Course of Study	Page 3
Subject Links	Page 4
People to see about Subject Choices	Page 5
NCEA	Page 6
Special Assessment Conditions	Page 7
Homework Policy & Guidelines	Page 8
Appealing Internal Results in NCEA Assessments	Page 9
Late Work and Student Absence	Page 10-11
Breaches of Rules and Misconduct in Assessment	Page 12
Reassessment	Page 13
Year 10 Subjects	Page 14
Year 10 Option Outlines	Pages 16-23

Introduction

The Junior School curriculum at HIBS reflects the intentions of the New Zealand Curriculum 2007 (MOE). Currently, these support:

- a broad range of subjects in Years 7 to 9, with a slightly narrowed focus at Year 10,
- provision for leadership development,
- opportunities for more able students and support for those needing additional learning assistance,
- emphasis on developing creative abilities, and
- a balance between academic, physical, cultural, social and spiritual growth.

The inclusion of Understanding Faith and Languages are a reflection of the School's special character. There is also an emphasis on creative, business (its associated technology) and academic programmes.

Encourage Excellence

The students are encouraged to work to their own potential. Targeted tracking identifies boys' strengths and weaknesses and the range of learning needs are supported through a variety of school programmes, for example Learning Support.

Junior classes are split into two bands of two classes. One band will receive additional support to assist with learning, progress and achievement in numeracy and literacy. The other band will receive enrichment work in addition to the standard course material.

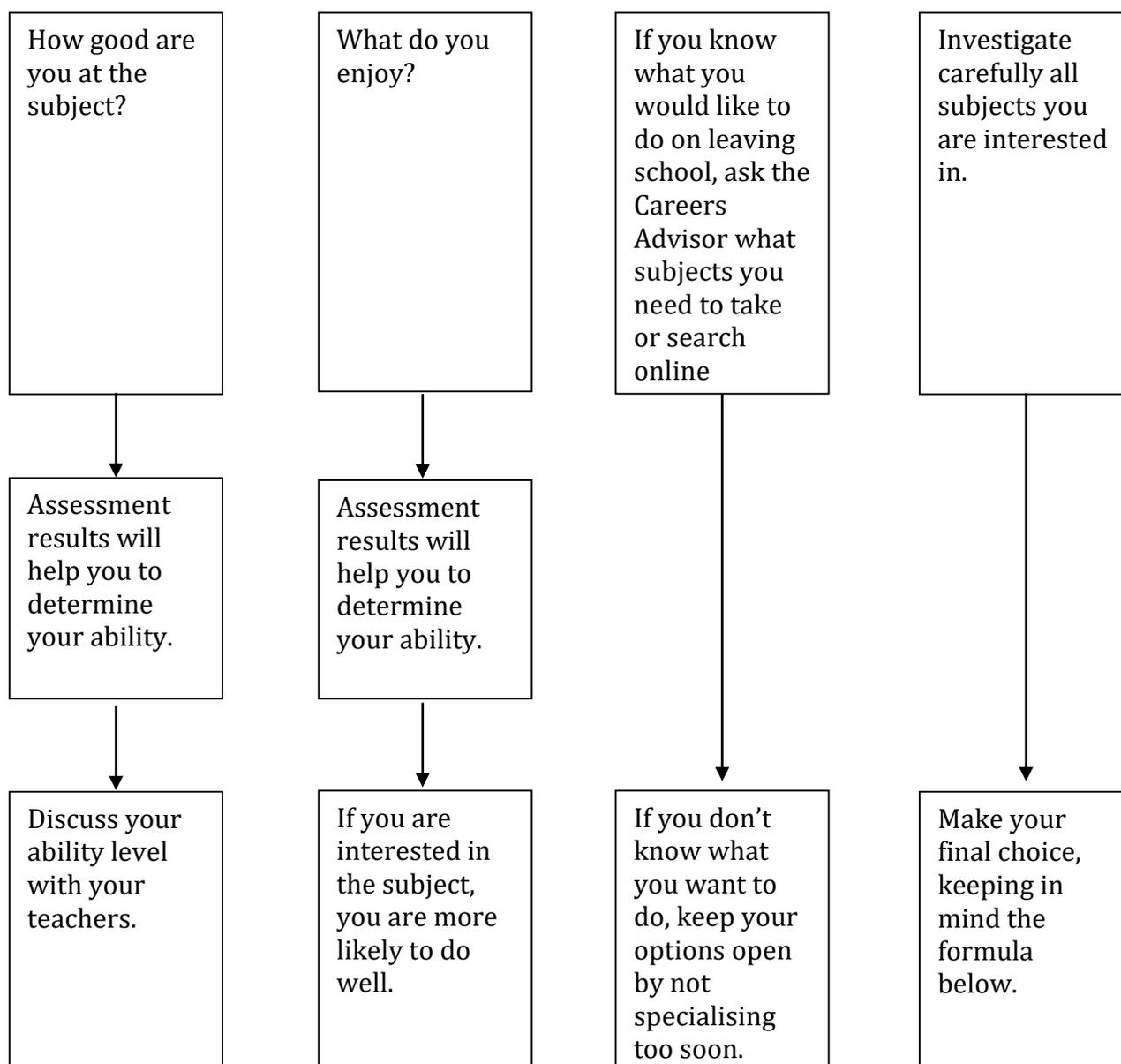
There is ongoing evaluation to ensure that students are placed in the class where they can make the best progress. Analysis of common assessment tasks, motivation grades and teacher feedback provide the data which determines class placing.

The purpose of this handbook is to enable students (with the support of their parents) to make an informed decision regarding their programme of learning in Year 10.

As marked on the selection sheet, some Year 10 courses are prerequisites for further study in the senior school and students should take care to select courses which keep their options open.

Some subjects at Year 10 include assessments for NCEA credits. Included in this handbook are the procedures for appeals, late work, absence, misconduct and reassessment for these assessment events. There is also information for students requiring Special Assessment Conditions.

Choosing a Course of Study



Here is a formula that may help you:

ABILITY + INTEREST + OCCUPATION = SUBJECT CHOICE

If you need help with your choice of subjects, please ask:

- Your present Subject Teacher
- Your Tutor Teacher or Housemaster
- Head of Department
- Director of Senior Students
- Director of Curriculum.

or search www.careers.govt.nz (Careers NZ) for more information.

Students wanting to consider study options beyond the HIBS school curriculum should discuss options with either Viv Hullena or Jeanie Moore..

SUBJECT LINKS ACROSS ALL YEAR LEVELS						
Year 7 & 8	Year 9	Year 10	Year 11 (NCEA Level 1)	Year 12 (NCEA Level 2)	Year 13 (NCEA Level 3)	
English	English	English	English	English English Alternative	English English Alternative	
Mathematics	Mathematics	Mathematics	Mathematics Mathematics Alternative	Mathematics Mathematics with Statistics	Calculus Statistics Mathematics	
Science	Science	Science	Science Alternative Science Specialised	Biology Chemistry Physics	Biology Chemistry Physics	
Social Studies	Social Studies	Social Studies	Geography History Physical Education	Geography History Physical Education	Geography History Physical Education	
Physical Education Health	Physical Education Health	Physical Education Health	Physical Education	Physical Education	Physical Education	
Music	Music	Music	Music	Music	Music	
Performing Arts	Performing Arts	Drama	Drama	Drama Media Studies	Drama Media Studies	
Visual Arts	Visual Arts	Visual Arts	Visual Arts	Painting Photography Visual Arts Design	Painting Photography Visual Arts Design	
	DVC	DVC	DVC	DVC	DVC	
Design Technology	Design Technology	Design Technology	Design Technology	Design Technology	Design Technology	
Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies	
Chinese	Chinese	Chinese	Chinese	Chinese	Chinese	
French	French	French	French	French	French	
Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	
Te Reo Māori (Year 8)	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	
	Business Studies	Business Studies	Economics Accounting	Economics Accounting Business Studies	Economics Accounting Business Studies	
Understanding Faith	Understanding Faith	Understanding Faith				
			Aviation	Aviation	Aviation	
				Gateway	Gateway	

People to See About Subject Choices

Individual Subject Teachers
Tutor Teacher

Heads of Department:

English	Mrs J Dewar
Mathematics	Mr I Clark
Sciences	Mrs B MacKechnie
Social Sciences	Mr P Hoeksma
Foreign Languages	Ms M Chouremootoo
Technology & DVC	Mr D Waterson
Digital Technology	Mr S Jenkins
Commerce	Ms J Moore
Physical Education	Mr A Watts
Visual Art	Mrs D Smith
Music	Mr G McMillan-Perry
Performing Arts	Mr P Cotton
Learning Support	Mrs R Beach
Careers Adviser	Ms J Moore
Director of Curriculum	Ms V Hullena

The Careers Library is available to students at all levels, including parents and the School community throughout the day. In the Careers Library you can access information about careers, education and training vocational pathways, job requirements and tertiary course prerequisites. The Careers Adviser has the latest information available. Career's information is also available on the web at www.careers.govt.nz

National Certificate of Educational Achievement (NCEA)

NCEA is a system of assessment based on the national standards set in each subject. Students can be awarded one of three grades for passing an Achievement Standard: Achieved, Achieved with Merit or Achieved with Excellence. Unit Standards are generally passed at Achievement level, although some may be able to be achieved with Merit or Excellence. Both Achievement Standards and Unit Standards count towards NCEA.

In each subject different aspects of skills, knowledge and understanding are assessed separately. Each aspect can earn a different number of credits. NCEA results provide a profile of student achievement across all subjects.

The assessments are designed to suit the context, skill or knowledge being assessed. Skills and knowledge that can be assessed by examination will be included in end of year examinations run by NZQA. Most internal assessments involve skills, for example: giving a speech, making a product, carrying out research or completing laboratory work.

For a student to be awarded NCEA Level 1 they must achieve 80 credits from anywhere on the New Zealand Qualifications Framework (NZQF). Of these, 10 credits must be achieved in prescribed literacy standards and 10 credits must be achieved in prescribed numeracy standards.

For a student to be awarded NCEA Level 2 they must achieve 80 credits, 60 of which must be from standards at Level 2 or above. Students must also have met the Level 1 literacy and numeracy requirements.

For a student to be awarded NCEA Level 3 they must achieve 80 credits, 60 of which must be from standards at Level 3 or above. The remaining 20 credits must be from Level 2 or higher.

High achieving students can receive an endorsed NCEA. Students who receive 50 credits at Excellence level gain an NCEA endorsed with Excellence and 50 credits at Merit level (or Merit and Excellence) are needed to gain an NCEA endorsed with Merit.

Students can also receive a course endorsement for any of the courses they are taking. In order to do this they need 14 or more credits at Merit or Excellence at the lower level that supports the endorsement. This must include at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (with the exception of Physical Education and Level 3 Visual Arts) in each course.

You may like to explore NCEA further by watching the How NCEA Works video at the address below:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/video/>

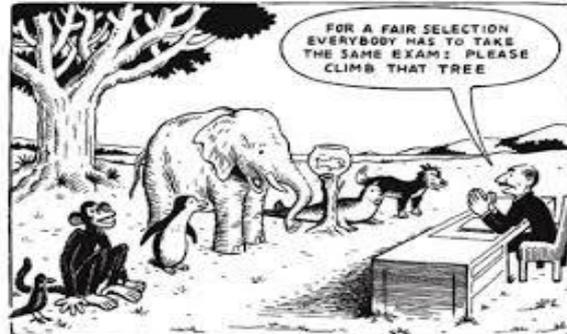
Special Assessment Conditions (SAC)

What are Special Assessment Conditions (SAC)?

SAC's are a change in the way assessments are normally approached for NCEA.

SAC's may include:

- Reader and/or Writer.
- Computer use.
- Extra time.
- Separate Accommodation.
- Rest Breaks.



Why have SAC's?

'NZQA grants entitlement to Special Assessment Conditions so that approved candidates may be fairly assessed and have access to assessment for National Qualifications. Special Assessment Conditions are approved so that entitled candidates can demonstrate their knowledge, skills and understanding, without providing unfair advantage over other candidates.'

2014 NZQA Special Assessment Guidelines

Students with **Specific Learning Differences (SLD)** or **long-term medical, sensory or physical conditions**, may be eligible for Special Assessment Conditions if there is a significant barrier to their performance in both internal and external assessments.

Students with **Specific Learning Differences** may have either a current Cognitive Assessment from a Level C Assessor/Registered Educational Psychologist or a School Evidence application. A Cognitive Assessment is valid for 4 years. This report must state the assessor's recommendation for SAC, with the required supporting evidence.

It is preferable for parents to have these reports completed and sent to the school, by the end of Year 10, as applications for SAC close Mid-March the following year.

The school can provide Alternative Evidence to support a student's application. This information is valid for one year.

Students with **long-term medical, sensory or physical conditions**, require supporting documentation from a Registered Medical Professional.

Please note: Students who have a significant injury which will impact on assessment performance, after Labour weekend, will receive a Derived Grade. Prior to Labour weekend – if there will be long term rehabilitation or effect, they can apply for 'a writer or rest breaks'.

The Head of Learning Support oversees the Special Assessment Applications.

For further information, please contact Rachel Beach, Head of Learning Support.

Homework Policy and Guidelines

HIBS strongly encourages students to become self directed in regard to their learning, therefore homework is seen as an integral part of the school day.

Learning to be self directed includes taking responsibility for homework, the completion of unfinished classroom learning and study.

There are essentially two types of homework:

Regular - given most days in short doses, to practise new concepts, to revise work covered, or to research or read ahead work which will be covered.

Assignment - given periodically to practise research skills, analysis, and presentation skills, as well as time management and independent study. If assignments are given, they are generally given in addition to regular homework.

As a rule, Year 10 students can be expected to be able to complete their homework within one hour. In the absence of homework students can be reading for personal enjoyment or revising classroom learning from the last few days, using mind maps or other similar revision strategies.

Appealing Internal Results in NCEA Assessments

Assessment results received by a student may be subject to appeal.

1. For each assessment event the criteria for Achievement, Merit and Excellence will be made clear to the student.
2. On receipt of the marked assessment, students will be reminded of their right of appeal and be given the opportunity to discuss their grade with the class teacher /subject marker.
3. All appeals should be written on the appeals form which is available from the classroom teacher.
4. Appeals must be made within one week from the time the assessment is returned to the student.
5. Each student will be required to sign off his result to indicate his agreement with the grade allocated.
6. Where the student and class teacher/marker are unable to reach an agreement on the allocated grade the matter will be passed to the HOD for final judgment.
7. When the HOD is also the class teacher/marker the decision may be referred to the Director of Curriculum. In such a case, the decision of the Director of Curriculum will be final.

Late Work and Student Absence

Unless covered in the procedures outlined below, NCEA Internal assessment work that is submitted after the assessment date will NOT be marked.

1. Clear instructions of the timing of an assessment event and the date for submission of work will be given in writing.
2. Notice of at least one week must be given for assessment events.

Absence

(a) Absence for reasons which are beyond the student's control (e.g. sickness or bereavement).

A student's absence during an assessment event needs to be supported by documentation (e.g. doctor's certificate) within three school days of returning in order to be regarded as legitimate.

A student who is legitimately absent from an assessment event will be given the opportunity of assessment at the earliest convenient time for the teacher. If this is not possible within one week of the original assessment event, then it is likely that the student will have lost the opportunity for this assessment and must apply for reassessment (see Reassessment Procedures). Alternatively, a teacher may be able to use existing evidence to award a grade.

(b) Absence because of school trips (e.g. field trips, sports or music events)

Assignment and project work which is due during the period of absence must be submitted prior to the student being away.

Tests and in-class assessments will be treated in the same manner as for (a) above.

(c) Absence because of national representation in a sport or approved activity (e.g. selection for New Zealand Under 17 Football team to attend an international tournament)

Assignment and/or project work which is due during the period of absence must be submitted prior to the student being away.

Tests, examinations and in-class assessments will be eligible for in-school Derived Grades where possible. The Derived Grade will be based on evidence gathered prior to the missed test or examination.

NZQA requires HIBS to gather a copy of:

- The documentary evidence (e.g. letter) from the national body verifying that the student is representing a nationally selected event or team.
- The dates of the competition/event.
- A copy of the travel arrangements.

Please note: NZQA will allow for reasonable travelling time to and from the event. However, if the student chooses to go early or stay on for additional touring or a holiday, the examinations or assessments missed in this time do not meet the criteria for a derived grade.

(c) “Self-interest” absence (e.g. family holidays, non-school sports or music events).

Assignment and/or project work which is due during the period of absence must be submitted prior to the student being away.

Students will receive no grade for any tests or in-class assessments missed. They may apply for reassessment if it is available.

(d) “Wilful” absence or refusal to hand in work for assessment.

If a student has had an adequate opportunity to prepare for an assessment event but does not submit work for marking at the set time and date or is wilfully absent from the assessment, then they will receive a Not Achieved result for that standard with no further opportunities for reassessment.

If a student has had an adequate opportunity to achieve but fails to achieve, a Not Achieved result will be reported.

Breaches of Rules and Misconduct in Assessment

(a) Authentication of a Student's Work

Assessments submitted by a student must be the student's own work.

1. A student may be required to discuss his assessments with the teacher or HOD to clarify any concerns that have arisen regarding the authenticity of the work.
2. A student may be required to submit plans, drafts, worksheets or log-books used in the preparation of the final copy of an assessment or be told to retain them until work has been assessed.
3. On submission of work, a student is to acknowledge in writing all resources used and the names and status of any person quoted.
4. Just before, upon, or after submission of an assessment, a student may be asked to demonstrate his skills, knowledge and understanding of the work by discussion with the teacher, a report to the class, or a written task.
5. A student (and/or his parents) may be asked to sign a declaration at the time of submission that the work is the student's own.
6. Students must not copy the assessment work of others nor provide undue assistance to other students during an assessment.
7. Students may not copy (plagiarise) the knowledge, ideas or work of others. This includes published and unpublished information belonging to someone else. HIBS uses Turnitin as a plagiarism checking tool to help ensure fair, robust and rigorous assessment processes, including the marking of student assessment tasks.

(b) Misconduct during an Assessment Event

The behaviour of a student must not hinder others in the assessment process.

The supervisor of an assessment event has the authority to remove a student who they believe has interfered with or impeded another student during that assessment event.

(c) Consequences

Where a student breaches any of the above procedures (numbers 1-6) or others laid out by the School or Department, the student will be referred to the Director of Curriculum. The consequence will be the awarding of a Not Achieved grade and no further opportunity for assessment in that Standard during that calendar year. In regard to a breach of number 7 above, the final decision will be made by the subject HOD.

(d) Appeals

All appeals, regarding accusations of breaches of rules or misconduct in an assessment, must be made in writing to the Director of Curriculum.

Reassessment

(a) Formal Reassessment

When it is feasible, students will be given a second opportunity to achieve in an internally assessed Achievement Standard or Unit Standard.

1. Not all internally assessed Achievement Standards and Unit Standards are available for formal reassessment. Students will be informed verbally and via a handout at the start of the year, which standards are available for reassessment.
2. After receiving their results, students will be informed of any reassessment opportunity which might be available.
3. Any reasonable costs involved in reassessment are to be met by the student.
4. The opportunity occurs after additional teaching and learning have taken place.
5. The reassessment event will have the same assessment criteria as the original assessment event but will differ in content.

(b) Resubmission and the use of Other Evidence

In certain situations, in particular where the further evidence required is minimal, teachers may use their professional judgement to use evidence gathered in other ways, ie. the teacher may:

1. Have the student provide further written evidence from the same task, for example, by developing an answer further.
2. Use evidence from work during the teaching programme, where this is valid, authentic and meets the criteria.
3. Talk to the student to elicit evidence that may not have been provided in the activity.
4. Use evidence from other assessment procedures rather than requiring the student to repeat the entire formal assessment.

Year 10 Subjects

All Year 10 students will study every subject listed below:

English
Health
Mathematics
Physical Education
Science
Social Studies
Understanding Faith
Year 10 Development Programme

Options

It is at Year 10 that the true option system begins. Students must choose to study three of the option subjects listed below. Note that these are all full year options. Course outlines for option subjects are provided further on in this booklet.

Students must select a minimum of one language from A and one subject from B. Their third subject choice can be from either A, B or C.

A	Chinese** French** Spanish** Te Reo Māori**	1 subject from A _____
B	Design Technology* Design & Visual Communication (DVC)* Drama* Music** Visual Arts*	1 subject from B _____
C	Business Studies Digital Technology	1 subject from A, B or C _____

*Subjects marked ** are prerequisites for further study in that subject in Year 11.*

*Subjects marked * are not prerequisites, but they are a recommended advantage for further study in that subject in Year 11.*

Subjects that are not marked are not prerequisites for further study.

Year 10 Option Outline

Page Index

Year 10 Chinese, French, Spanish & Te Reo Māori	Page 16
Year 10 Design Technology	Page 17
Year 10 Design & Visual Communication (DVC)	Page 18
Year 10 Drama	Page 19
Year 10 Music	Page 20
Year 10 Visual Arts	Page 21
Year 10 Business Studies	Page 22
Year 10 Digital Technology	Page 23

Year 10 Chinese, French, Spanish & Te Reo Māori

Prerequisites: Year 9 course in that language or 'native speaker' ability (ie. that language is often spoken at home, previous immersion in that language, etc).

Course These courses are a continuation of the Year 9 course in each language and follow the same assessment procedure and language skills (i.e. listening, speaking, reading and writing). Homework is mainly learning vocabulary, as in the Junior school, building students up to the vocabulary base required for NCEA.

These courses will give students great listening skills and an awareness of grammar that will help them with English. The slightly longer translations and comprehensions improve students' overall comprehension skills, by working out the meanings or implied meanings in the target language.

In oral work in the language, students build on their prior knowledge but aim for greater speed and fluency. Similarly, when listening to the spoken language, students vastly improve their own listening skills, as they need to concentrate to pick up the small details.

Cultural knowledge of the country is assimilated into the language aspects.

All Language courses give great skills which will enhance a student's chosen career.

Year 10 Design Technology

Prerequisites: None.

Aims: To prepare students for NCEA Level 1 and develop Technological literacy and practical abilities.

Course Students will work on three projects over the course of the year. The projects will include developing products to meet a need using a range of design skills and research investigation. Making the designed products will expose the students to various materials and manufacturing processes. Students also use advanced 3D computer modelling software as a tool for designing products and environments. The final project is designed to address an NCEA achievement standard and will focus on developing accuracy and quality through a practical skills project.

Assessment: Assessment is based on coursework and will include design skills, critical thinking, justifying decisions, craftsmanship, research and presentation.

Project 3 will be assessed against NCEA Achievement Standard AS1.20 (AS91057) Implement basic procedures using resistant materials to make a specified product – 6 Level 1 credits.

Year 10 Design & Visual Communication (DVC)

Prerequisites:	None.
Aims:	To prepare students for NCEA Level 1.
Course Content:	Students will work on a range of design projects which will expose them to a variety of skills using conventional drawing techniques, computer image manipulation, model making and design processes. The intent is to develop individual creativity and a broad skills base.
Assessment:	Standards based assessment focusing on design skills (development of ideas, critical thinking and justifying decisions) as well as the presentation and communication of ideas through drawing and modelling.

Year 10 Drama

Prerequisites: None.

Course Content: This course provides the foundation skills for Drama NCEA Level 1.

Students will develop acting techniques and learn about the elements and conventions of drama.

There are many opportunities to devise, rehearse and perform during topics such as mime, Greek theatre and soap opera. Students will also study stage combat, improvisation and perform one of Shakespeare's soliloquies.

This is an exciting subject that requires creative thinkers who are not afraid to perform.

Assessment: Internally assessed using marking criteria based around the NCEA framework.

Year 10 Music

Prerequisites: Students need to be learning a musical instrument or be prepared to start learning an instrument in Year 10.

Course Content:

Performance - Students will be required to perform both individual and group pieces within a performance context.

Composition - Techniques will be covered and ideas explored using performance instruments and music software on computers.

Musical Knowledge - Elements of music theory and harmony are studied in conjunction with set musical pieces covering a wide variety of styles and eras.

Aural/Listening Skills - Focused listening and simple transcriptions.

Music Technology – Introduction to recording skills and equipment use.

Assessment: Internally assessed through the above areas, using NCEA marking criteria, with an exam at the end of the year.

Year 10 Visual Arts

Prerequisites: None.

Course **Career Pathways for Visual Arts Students**

Content: Study in the Visual Arts prepares students with skills in problem-solving, lateral thinking, self-motivation and provides them with a strong work ethic as well as developing an awareness of their own and others' cultures. These qualities not only prepare students for specialist fields of employment but gives them a wider choice of occupations, where employers seek all or most of these qualities. In a world in which ideas and information are often delivered visually, study in the Visual Arts develops the kind of thinker and manager that businesses need if they are to remain competitive in global marketplaces.

1. Motivation for making art works.
Students will acquire an understanding of the ways in which art works can transmit ideas and feelings visually.
2. Procedures used in making art works. Drawing, painting, printmaking, introduction to basic photography, three-dimensional construction and aspects of design.
3. Knowing about art - the ways in which people and societies respond to art works, and how art operates within cultures and societies.

Assessment: A Visual Diary must be kept which will allow the students and teacher to view, discuss and assess development according to the required curriculum level. Studying Visual Arts at this level is strongly recommended as a prerequisite for studying NCEA Level 1 Visual Arts.

Year 10 Business Studies

Prerequisites: None.

Course Content: This course is based on the Enterprise Studies Programme and encompasses topics such as Economics, Accounting, Entrepreneurial Skills and others. Students participate in the Trade Fair and Duff World (which is a simulated economy within the classroom and is aimed at improving financial literacy).

While Business Studies is not a prerequisite for Year 11 Economics and Accounting it does provide excellent 'tasters' of these two courses.

Assessment: Internally assessed with tests, assignments and end of year examination. Business Studies Level 1 Achievement Standard 90842 – *'Carry out and review a product-based business activity within a classroom context with direction' (6 credits).*

Year 10 Digital Technology

Prerequisite: None.

Course Content: The Year 10 DGT course at HIBS aims to consolidate and extend the basic DGT skills taught at Years 7 and 8. It also introduces students to the standards based assessments in the senior DGT programme.

Topics covered include:

Laptop/Tablet Technology – a review of current laptop/tablet technology and possible purchase options.

The Internet - an overview of the net, how it developed, how it works and its advantages as a communication and learning tool.

Photoshop – an overview of the key tools in this industry-standard program and their application to the non-destructive editing photo images.

Web Page Design - an overview of web site design and the creation of a web site together with an introduction to HTML coding.

My First Car - a review of prospective makes and models together with an overview of some of the pitfalls of car purchase and ownership.

While the programme is structured to ensure all students make steady progress, within this structure there is sufficient flexibility for individuals to extend themselves according to their ability.

Again, while the students are expected to have attained a reasonable standard of computer competence, the course aims to strike a balance between consolidating and refining existing skills and extending future DGT horizons by developing new ones.

Assessment: The emphasis is to offer project based work incorporating a range of application programs.

Students will complete the following Unit Standard in this course
US 5946 - *Use computer technology to create and deliver a presentation from given content (3 credits).*