

YEAR 10 JUNIOR CURRICULUM HANDBOOK 2027

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INTRODUCTION

The Junior School Curriculum at HIBS reflects the intentions of the New Zealand Curriculum (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
- 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.

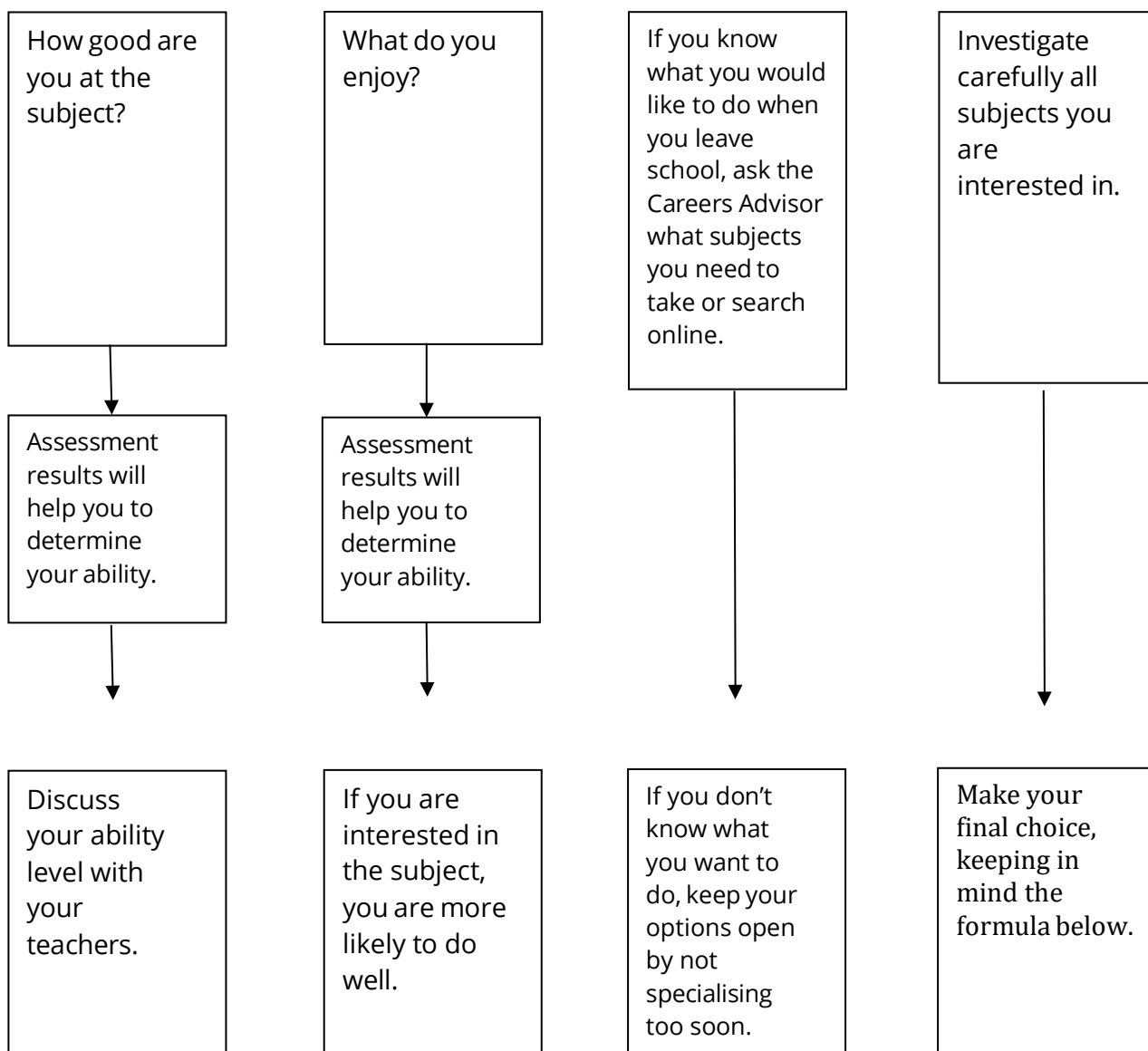
Encourage Excellence

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.

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 indicated on the Subject Links Across All Year Levels page (3) 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, including the Common Assessment Activities for Literacy and Numeracy.

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
Careers Advisor
Deputy Principal - Curriculum

Students wanting to consider study options beyond the HIBS school curriculum should discuss options with either Mr Martin Burrows or Ms Catherine Chen.

SUBJECT LINKS ACROSS ALL YEAR LEVELS

Year 7 & 8	Year 9	Year 10	Year 11	Year 12	Year 13
English	English Literacy	English Literacy	English	English English Alternative Classical Studies	English Classical Studies
Mathematics	Mathematics	Mathematics	Mathematics Maths Numeracy	Mathematics Maths with Statistics	Mathematics Calculus Statistics
Science	Science	Science	Science	Biology Chemistry Physics	Biology Chemistry Physics
Social Studies	Social Studies	Social Studies	Geography History	Geography History	Geography History
Physical Education Health	Physical Education Health	Physical Education Health	Physical Education	Physical Education	Physical Education
Performing Arts	Performing Arts	Music Drama	Music Drama	Music Drama Media Studies	Music 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
Chinese	Chinese	Chinese	Chinese	Chinese	Chinese
French	French	French	French	French	French
Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
	Business Studies	Business Studies	Commerce	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:

Subject	Head of Department
Commerce	Mr Trevor Lawrence
Digital Technologies	Mr Steve Jenkins
English	Mrs Lynlee Lawrence
Languages	Ms Catherine Chen
Learning Support	Mrs Rachel Beach
Mathematics	Mr Paul Firth
Music	Mr Greg McMillan-Perry
Performing Arts	Mr Paul Cotton
Physical Education	Mr Alan Watts
Science	Mr Phil Chevis
Social Sciences	Mr Bede Bailey
Design Technology & DVC	Mr Chris Smyth
Visual Art	Mrs Niki Fisher

Careers Advisor - Ms Catherine Chen

Deputy Principal – Curriculum – Mr Martin Burrows

HIBS has both a physical Careers Library (found in the School Library), and a HIBS Career website at <https://hibs.careerwise.school/> for students and parents to access. The latest events and notices can be found on the website as well as a large array of links to useful information.

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 and 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.

It is worthwhile noting that beginning a study programme in Year 10 establishes routines which are easier to build on prior to exams. This practice also supports continued study for formal qualifications in the future.

LATE WORK AND STUDENT ABSENCE

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

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

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.

"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.

"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, they will have no further opportunity for reassessment.

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 and/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, electronic documents 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. It also includes ensuring Artificial Intelligence (AI) has not been used to generate content being assessed as stipulated in the standard or task outline. HIBS uses plagiarism checking tools 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 subject HOD.

YEAR 10 SUBJECTS

All Year 10 students will study every subject listed below as well as attempting the Literacy and Numeracy Co-Requisite Assessments.

English Health Mathematics Physical Education	Science Social Studies Understanding Faith Year 10 Development Programme
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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 **one** subject from **Column A** and **two** subjects from **Column B**.

A	Chinese** French** Spanish** Te Reo Māori ** Literacy ***	1 subject from A
B	Business Studies Design Technology* Design & Visual Communication (DVC)* Digital Technologies Drama Music* Visual Arts*	2 subjects from B

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

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

**** Students wanting to select Literacy should discuss this with their English Teacher in the first instance. Subjects with no asterisk/s are not prerequisites for further study.*

YEAR 10 BUSINESS STUDIES

Prerequisites

None.

Course Content

This course provides an opportunity for students to experience topics such as Economics, Accounting and Entrepreneurial Skills. Students also participate in the Trade Fair experience and explore Duff World, a simulated economy within the classroom that aims to improve Financial Literacy.

Business Studies is not a pre-requisite for Year 11 Commerce. The Year 10 Business Studies course provides an opportunity to develop an understanding of some of the material covered in the Year 11 Commerce course.

Assessment

Internally assessed with tests, assignments and an end of year assessment.

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 Content:

These courses are a continuation of the Year 9 course in each language and follow the same assessment procedure and language skills (ie. Listening, speaking, reading and writing). Homework is mainly learning vocabulary, as in the Junior school and building students up to the vocabulary base required for Year 11.

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 Year 11 Design Technology and develop Technological literacy and practical abilities.

Course

Students will work on two 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 through a variety of modelling and making activities. Students get further exposure to laser cutting technologies as well as more traditional construction methods. There is a focus on developing accuracy and quality through the practical aspects of the course.

Assessment

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

In addition to completing all assessment tasks, students must demonstrate satisfactory engagement in class throughout the year in order to transition into Year 11 Design Technology.

YEAR 10 DESIGN & VISUAL COMMUNICATION (DVC)

Prerequisites

None.

Aims

To prepare students for Year 11 DVC.

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

Curriculum 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. To transition into Year 11 DVC it is strongly recommended students have opted for the subject at Year 10.

YEAR 10 DIGITAL TECHNOLOGIES (DGT)

Prerequisites

An enthusiasm for and interest in DGT.

Course Content

The Year 10 DGT course at HIBS aims to consolidate and extend the basic DGT skills taught at Years 7 and 8 through more extensive and individualised project-based work. It also introduces students to the standards-based assessments in the Senior DGT Programme.

Topics covered include:

Laptop/Tablet Technology – a review and written presentation 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 (*Option*).

PowerPoint – refining the skills learned in Year 8. In this unit the students focus on a chosen area of Digital Technology to produce a visually engaging and informative PowerPoint.

Access Database - using MS Access to gain understanding of database design and creation, together with creating queries, forms and reports.

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

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

Artificial Intelligence (AI) – An Introduction to Productive AI – this course offers an engaging introduction to AI, with a practical emphasis on using contemporary AI tools like **Gemini** to foster creativity and problem solving.

Assessment

While the Year 10 programme is structured to ensure all students make steady progress, within the structure there is sufficient flexibility for individuals to extend themselves according to their ability.

Again, while students are expected to have attained a reasonable standard of computer competence, the course aims to balance consolidating and refining existing skills and extending future DGT horizons by developing new ones. The emphasis is to offer project-based work incorporating each of the various application programmes.

YEAR 10 DRAMA

Prerequisites

None.

Course Content

This is a fun and engaging course which provides excellent foundation skills for Year 11 Drama.

Students will learn about the elements and conventions of Drama whilst working on a devised journey performance.

There are also many opportunities to develop acting techniques and extend one's range of dramatic expression during topics such as mime, improvisation, filmmaking and an audio drama based on the story of Bad Jelly the Witch. Students will also develop comic understanding and role development skills whilst performing two significant plays about eccentric blind dates and Star Wars characters attending school.

Learners enjoy working together to devise, rehearse and refine their work. This is a really exciting subject that is well suited to creative thinkers who like to perform.

Over the course of the year, there will also be opportunities for students to attend live professional theatre performances.

The ability to work with others, understand different points of view, and convey ideas effectively is valued in any future pathway. Enhancing personal communication skills will serve students well in all areas of learning and life.

Assessment

Internally assessed using marking criteria based around the NCEA framework.

YEAR 10 LITERACY

In Year 10 students will work towards achieving the Literacy and Numeracy NCEA co-requisite qualification. This includes 10 credits in Literacy (5 Reading and 5 Writing), and 10 credits in Numeracy.

Predominantly, learning for these assessments occurs in English and Mathematics and will be sequentially developed from Year 7 onward.

Prerequisites

Students will be invited to join this course based on their assessed literacy needs.

Aims

The course aims to develop and extend a student's skill level in their ability to understand and use language.

Course Content

The course is designed to improve reading comprehension, writing and support the development of literacy skills in a small group. Students will have the opportunity to build their capabilities, which will impact their future learning and success in all subjects.

The Literacy course will focus on:

- Vocabulary extension
- Reading comprehension strategies
- Spelling, grammar, punctuation
- Genre reading and writing
- Organising and developing skills for writing
- Editing and proof reading
- Support with other assessments in subjects involving literacy

Assessment

The Literacy Standards are:

US32403 Read written texts to understand ideas and information

US32405 Write texts to communicate ideas and information

The standards will be assessed using a digital Common Assessment Activity (CAA).

YEAR 10 MUSIC

In this subject, students can develop confidence in their ability to express themselves creatively and emotionally through making original music and performing to an audience.

Participating in Music enhances personal wellbeing. An aspiration for music educators is to encourage students to be active participants in music, rather than passive consumers of it. Students can start to understand how learning music can contribute to future study and work pathways across a wide range of areas, including the arts and media, business, community services, education, social sciences and technology.

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 Content / Career Pathways for Visual Arts Students

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.