

# Courses of Study Guide **2022**

## **Junior School**

Year 9 and Year 10



**KING'S**  
COLLEGE





# Contents

|   |           |
|---|-----------|
| <b>Junior School curriculum</b>                                 | <b>4</b>  |
| <b>Teaching and Learning at King's College</b>                  | <b>5</b>  |
| E-learning  | 7         |
| Support for learning  | 8         |
| <b>Advice from the Careers Centre</b>                           | <b>10</b> |
| Parents as career educators                                     | 11        |
| How to select your subjects                                     | 12        |
| <b>Option Subjects</b>  | <b>14</b> |
| Art   | 14        |
| Code School   | 14        |
| Financial Education   | 14        |
| Latin   | 16        |
| Performing Arts   | 16        |
| Technology  | 17        |
| <b>Progression of subject choice<br/>from Year 9 to Year 13</b> | <b>18</b> |
| <b>Core Subjects</b>  | <b>20</b> |
| English   | 20        |
| Health and Physical Education                                   | 21        |
| Languages   | 22        |
| Māori Studies   | 23        |
| Accelerated Mathematics   | 23        |
| Mathematics   | 23        |
| Religious Education   | 24        |
| Science   | 24        |
| Social Studies  | 26        |
| <b>Sports Development Programme</b>                             | <b>27</b> |
| <b>Year 10 Adventure Challenge</b>                              | <b>28</b> |

# Junior School curriculum

We have developed a curriculum for our Year 9 and Year 10 students that aims to give them the strongest possible foundation for their senior studies at the College.

Our two-year Junior School curriculum aims to provide a base from which students can venture into senior courses and beyond. The curriculum covers the core learning areas and is compulsory to ensure that all of our students have a wide range of options open to them when they come to select their senior school courses.

King's College values the study of languages and taking a language is compulsory at Year 9. Students are able to choose which language they want to study from French, Latin, Spanish and Te Reo language options.

We aim to challenge our students and encourage them to reach their academic potential.

All Year 9 and 10 students have the opportunity to be selected for a Sports Development Programme.

All Year 10 students will also participate in the 'Adventure Challenge' – a 22 day outdoor education programme which takes them away from home and school. The Adventure Challenge is part of our commitment to providing the best all-round education and provides our students with educational and character development experiences to help advance personal responsibility, health and well-being, community, leadership development, civic engagement and stewardship for King's College.

## Year 9 and Year 10 Subjects

Year 9 students follow a compulsory course of subjects and select **one** language option plus two half-year options from the table below. Year 10 students follow a compulsory course of subjects and choose **two** options from the table below.

| Year 9   | Year 10   |          |   |  |   |
|--|---|----------|---|--|---|
| <p><b>Core:</b></p> <ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li><li>• Social Studies</li><li>• Science</li><li>• Physical Education</li><li>• Languages (choose <b>one</b> from either French, Latin, Spanish or Te Reo Māori)</li></ul>   | <p><b>Core:</b></p> <ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li><li>• Social Studies</li><li>• Science</li><li>• Physical Education</li></ul> |          |   |  |   |
| <p><b>Options:</b></p> <p>Choose <b>one</b> subject from Column A, and <b>one</b> from Column B. Each runs for half a year.</p> <table><thead><tr><th>Column A</th><th>Column B</th></tr></thead><tbody><tr><td><ul style="list-style-type: none"><li>• Art</li><li>• Latin (do not choose Latin if you have chosen it as your language)</li><li>• Technology</li></ul></td><td><ul style="list-style-type: none"><li>• Coding</li><li>• Financial Education</li><li>• Performing Arts</li></ul></td></tr></tbody></table> | Column A  | Column B | <ul style="list-style-type: none"><li>• Art</li><li>• Latin (do not choose Latin if you have chosen it as your language)</li><li>• Technology</li></ul> | <ul style="list-style-type: none"><li>• Coding</li><li>• Financial Education</li><li>• Performing Arts</li></ul> | <p><b>Options:</b></p> <p>Choose <b>two</b> different option subjects. Each runs for the whole year.</p> <ul style="list-style-type: none"><li>• Art</li><li>• Coding</li><li>• Drama</li><li>• Financial Literacy</li><li>• French</li><li>• Latin</li><li>• Music</li><li>• Spanish</li><li>• Te Reo Māori</li><li>• Technology</li></ul> |
| Column A   | Column B  |          |   |  |   |
| <ul style="list-style-type: none"><li>• Art</li><li>• Latin (do not choose Latin if you have chosen it as your language)</li><li>• Technology</li></ul>  | <ul style="list-style-type: none"><li>• Coding</li><li>• Financial Education</li><li>• Performing Arts</li></ul>  |          |   |  |   |

All Year 9 and 10 students do an introductory course on Māori Studies and Religious Education.

# Teaching and Learning at King's College

Providing “the best all-round education it is possible to obtain” is at the heart of the King's College educational philosophy. Our goal is to prepare our students so that they can flourish in today's rapidly changing world.

Staff are dedicated to the development of our academic curriculum and co-curricular programmes and have worked productively to create exciting, challenging and worthwhile opportunities for all our students.

Recognising that a successful education has many different strands, we have identified eight key dimensions that communicate the King's College Teaching and Learning Philosophy.

## Our all-round educational philosophy

Founding Headmaster, Graham Bruce, determined that King's College should “*provide the best all-round education it is possible to obtain*”. That commitment remains today and is now evident in the eight key dimensions: learning, internationalism, democracy, environment, adventure, leadership, service and spirituality. Each of these dimensions guides our approach to learning and shapes the environment we create for our students.

Every King's student benefits from our all-round teaching and learning philosophy. A student with an all-round education is a proficient thinker, capable of deep understanding and the ability to apply their knowledge to different situations. They have a strong sense of who they are and are aspirational and self-motivated. They value freedom of thought and speech, they see themselves as global citizens and they aspire to make a difference.

## The learning journey

Our King's College curriculum has been developed to offer the best possible learning pathway to meet the needs of every student.

We have a two-year school curriculum for Year 9 and Year 10 students combining traditional academic subjects with a wide range of life and thinking skills. This gives our students a strong base for the future.

In Year 11 our students can access the National Certificate of Educational Achievement (NCEA) and the Cambridge International Examination (Cambridge) pathway. In Year 12 and Year 13 they must choose between these two great qualifications. We are proud to be offering this choice to our students.

As students progress to more senior levels at King's they will also have more choice of subjects. We encourage our students to retain a broad range of subjects for as long as possible, giving them access to more opportunities when they come to consider future study options and other endeavours.

## A positive environment

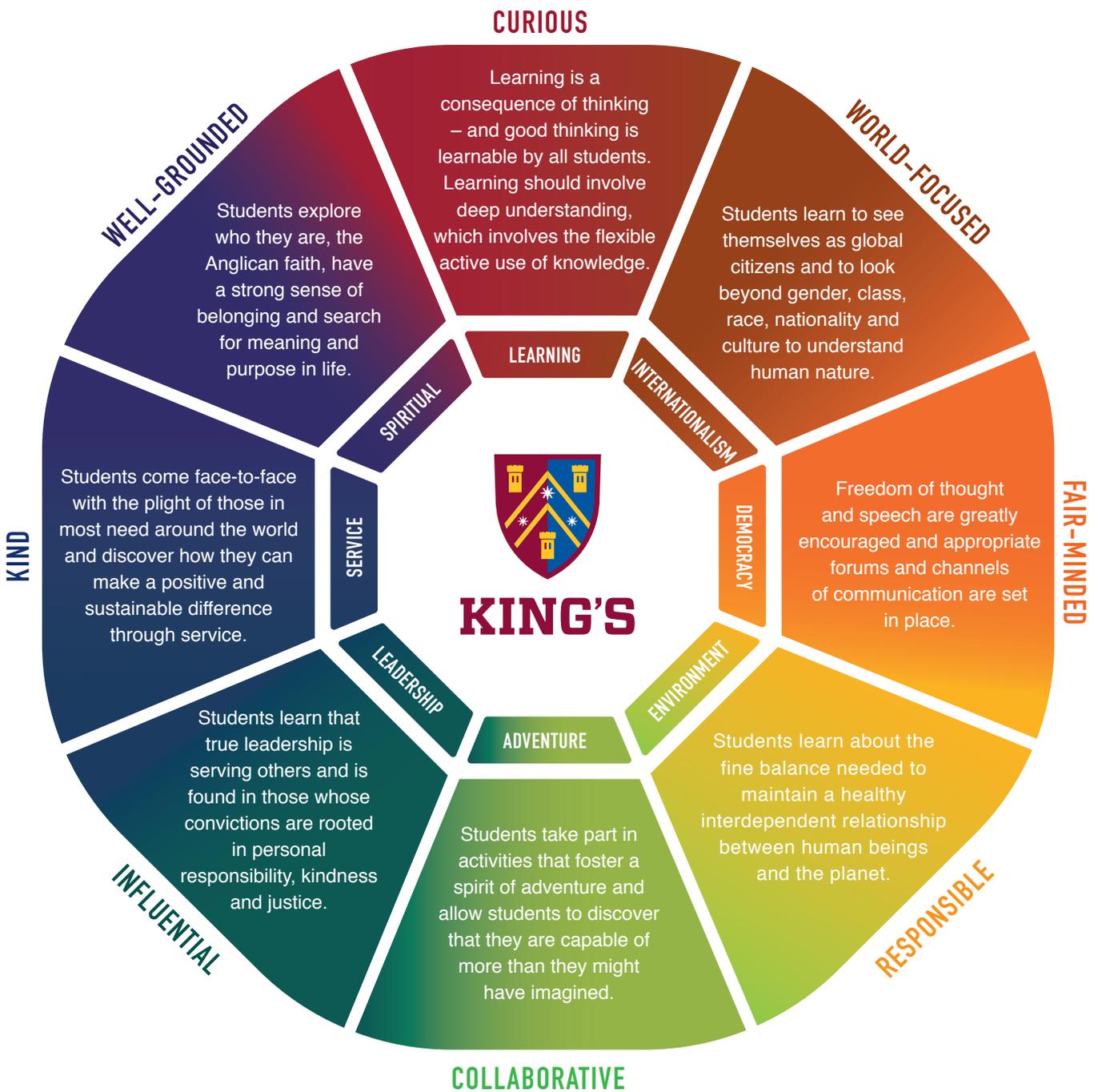
The commitment of our teachers, encapsulated with our innovative Teaching and Learning Philosophy, has created an environment that supports excellence.

Our class sizes are small allowing us to provide low pupil-to-teacher ratios. This ensures our students benefit from greater individual attention in the classroom.

All our students are encouraged to be self-motivated and are encouraged to reach their highest potential.

“Students learn in calm and deliberately arranged learning environments that promote engagement. Students and teachers interact positively and with respect. Students demonstrate an enthusiasm for learning, and learning together.”

*Education Review Office Report*



# E-learning

At King's College we are using educational technologies and our e-learning programme to transform the learning experience by making it more student-centred, more dynamic and more accessible.

Our teachers are using technology to give our students access to new resources and new ways to learn. We are also equipping our students with the skills to enhance their own study and research, by making smarter use of the technology that is available to them.

One of the key advantages of our e-learning approach is that it allows our staff to deliver more individualised learning opportunities and gives our students greater control over their learning experience.

Students are supported to learn at their own pace, allowing them to revise content with which they need to spend more time, or to stretch themselves with additional readings and exercises.

Each student's device enables our staff to reach them with a range of learning resources such as course notes, videos, podcasts, revision exercises and online publications, including a number of multi-touch interactive books developed in-house by our subject departments.

## Technology requirements

All our students, from Year 9 to Year 13, are required to use an iPad Pro and Apple Pencil for their learning. Their academic courses are accessible online, enabling them to keep up-to-date with their coursework at any time and from anywhere.

## Digital citizens

We are very conscious of the role we play as digital educators. We want our students to be confident users of technology and to know how to use technology in the way that is most appropriate to the task at hand.

Our teachers integrate the use of technology into classroom teaching and assignments, allowing students to learn about different applications in a practical and useful way.

Through our Ngā Tuāpapa programme, Year 9 and 10 students learn valuable skills that they can apply in their subjects, such as effective note-taking on digital devices and smart online search practices. Knowing how to access, navigate and differentiate information is a vital skill in today's world and one which our students will continue to use in future study and in the workplace.

Alongside teaching them how to access the advantages offered by digital technologies, we also educate our students to become responsible digital citizens. Students learn about the risks, responsibilities and etiquette of being a digital citizen.

 To prepare our students for the increasingly complex work environments of the future, we know it is essential to develop their digital literacy and confidence. We recognise technology as an important platform and enabling tool for creativity and innovation, critical thinking and problem-solving, and communication and collaboration in our globally-connected classrooms and workplaces. 

## Prepared for the future

To prepare our students for the increasingly complex work environments of the future, we know it is essential to develop their digital literacy and confidence. We recognise technology as an important platform and enabling tool for creativity and innovation, critical thinking and problem-solving, and communication and collaboration in our globally-connected classrooms and workplaces.

By building educational technologies into all aspects of our teaching and learning, we also ensure that our students can access and make use of real-world, contemporary data, tools and expert insights. We believe this is a valuable practice for our students to learn and apply in their studies and, ultimately, in their careers.

With the present uncertainty around COVID-19 lockdowns, which can be mandated with no more than 24 hours notice, it is essential that our teachers and students can make a seamless transition from in-person to distance learning. Our well-established e-learning programme has meant that we have been able to make this transition with minimum fuss for each of Auckland's lockdowns, picking up lessons immediately when distance learning begins.

Technology is constantly evolving and at King's College our goal is to prepare our students with the tools and confidence to keep pace with that evolution. We are always looking for new opportunities to use technology to unlock student potential and expand the learning experience.

# Support for learning

King's College is committed to promoting achievement, raising standards and to providing an environment that encourages all students to develop his or her abilities to the fullest. We aim to provide a rich education for every student, working with their talents and abilities, and take pride in celebrating their success.

We believe that the role of the College is to provide a wide range of challenging learning opportunities that will enable each individual to realise their potential. It is also our role to support our students to meet the challenges we set for them.

Different students will need different levels of support and we are committed to understanding the individual needs and circumstances of each student.

The Learning Centre at King's College focuses on five key elements to help students achieve their highest potential: communication, support, curriculum, achievement, and monitoring progress opportunities.

## Communication

- Identify and monitor a student's needs at the earliest possible stage.
- Make teachers aware of additional/specific needs of the student they teach and provide support for both the teacher and student to meet their needs.
- Involve parents at an early stage - parents are encouraged to be involved with their child's education.
- Close liaison with education assessment and learning support services and, where necessary, social services, educational welfare and medical services.
- Develop adequate records that follow the student through the school, which are clear, factual, up to date and reliable.

## Support

- Help students with their intellectual, emotional and social development, working with them to develop their personalities, skills and abilities.
- Meet the particular social and emotional needs associated with students with a learning difference.
- Work for quality and equality of opportunity.
- Work to ensure students with a learning difference develop a positive self-image.
- Give students the pastoral support they need to maximise their potential.
- Preliminary screening for students with potential learning differences.

## Curriculum

- Provide lessons which take account of both the student's ability and his/her learning difference.
- Continuously improve classroom-based provision for students with learning differences.
- Help students to reach their potential in all aspects of the curriculum by ensuring there is an efficient system of identification, programme planning and monitoring.
- Provide a full and balanced curriculum that attempts to meet the learning needs of all students.
- Devise strategies for learning as part of a differentiated, extended and enriched experience.

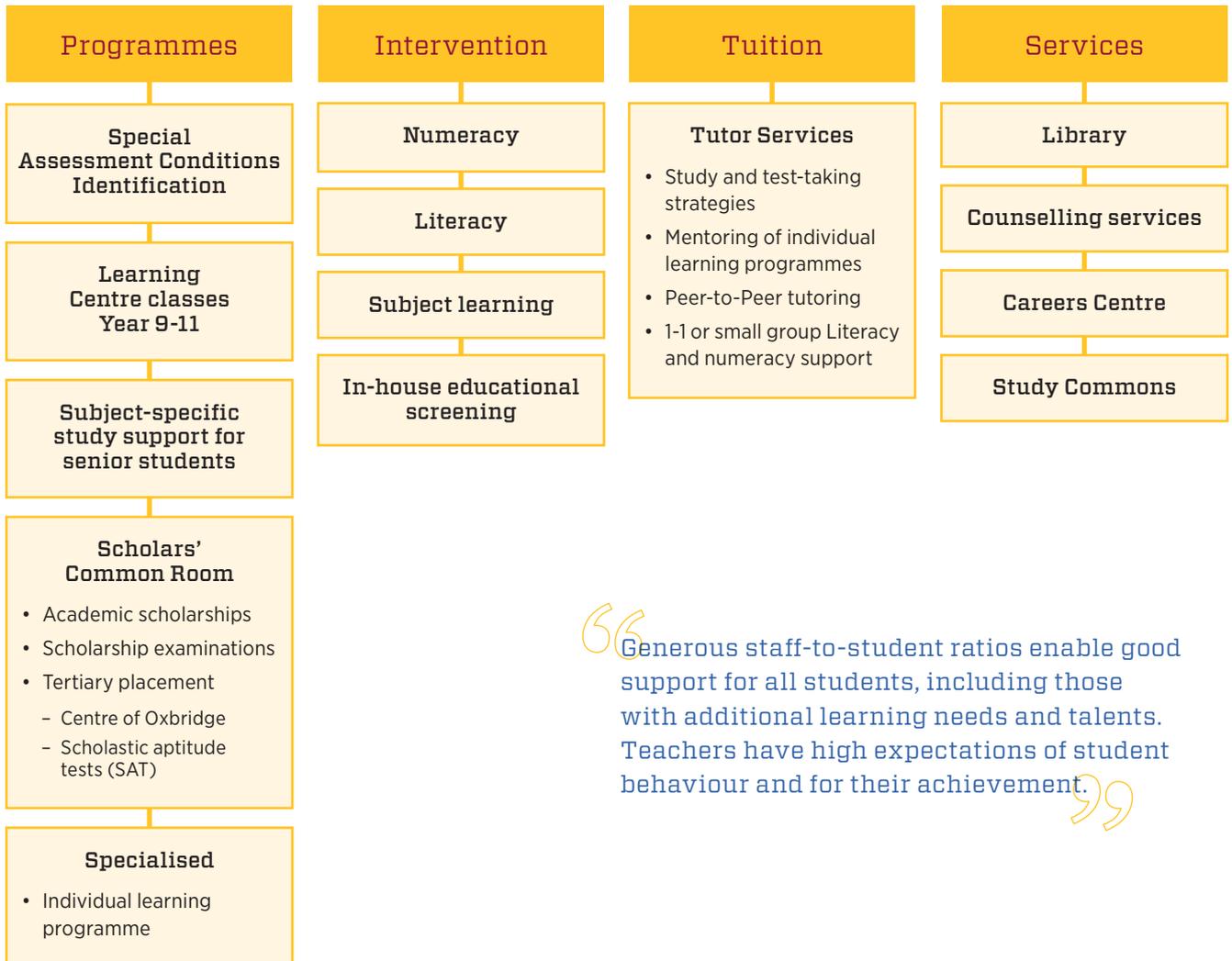
## Achievement

- Raise students' levels of achievement.
- Recognise under-achievement through appropriate teaching and learning programmes.
- Increase the level of engagement of all students.
- Enable students to reach their potential in all aspects of College life.

## Monitoring Progress

- Make use of learning analytics to interpret data from the College's Learning Management System, providing insights into each student's learning behaviours and tracking their academic attainment. This information assists in enabling teachers to provide personalised, targeted advice for each student and helps to identify when and where extra learning support is needed.
- Share information about learning behaviours and academic attainment with students, encouraging them to set goals and take responsibility for their own learning and achievement.

## Learning Support



“
 Generous staff-to-student ratios enable good support for all students, including those with additional learning needs and talents. Teachers have high expectations of student behaviour and for their achievement.
 ”

# Advice from the Careers Centre

For each of our students, understanding where they want to go next in their studies – and ultimately which career pathway they want to follow – will help them choose the subjects and course options that are right for them.

The 'Parents as career educators' material on the following page (adapted from the University of Canterbury's Careers, Internships & Employment Centre) provides advice for parents on questions they can ask and steps they can take to help their son/daughter identify future study and career options.

We also have some simple tips to help with subject selection – the most important piece of advice is to leave yourself enough time to choose your subjects. Read this guide. Visit the careers section of Schoolbox for relevant information. Book in for a one-on-one careers consultation. Talk to family, friends and teachers about your career interests, skills, abilities and talents, and the options or pathways that fit with your strengths and interests.

When choosing your subjects make sure that you look ahead to your final year of school and consider the prerequisites that you will need for future tertiary study options. Visit the Careers section in Schoolbox, and click on the Subject Choice tile to access helpful resources including a table of recommended and prerequisite subjects. You will find web links to detailed advice from all eight NZ universities. The Overseas Study tile will lead you to good starting points for researching tertiary study in the United Kingdom, United States of America, Australia and a few other popular overseas study destinations.

This guide includes information on how to gain university entrance for admission to universities and tertiary education organisations in New Zealand. We recommend that students and parents alike visit the websites of their universities of interest to research the specific entry requirements for admission, and prerequisites for the various degree programmes. This is especially critical for students applying to overseas universities including Australia.

We hope this information helps students to make informed, well-researched decisions about the subjects they can take now with a view to realising their study and career aspirations in the future. We encourage any students who needs more guidance to visit the King's Careers Centre at the College to discuss their study and career options.

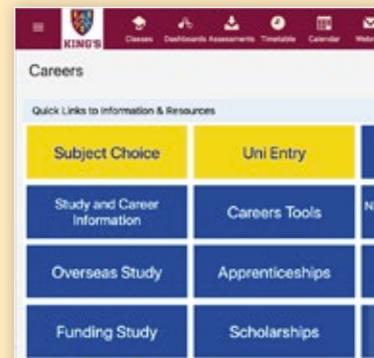
*Nāku noa, nā*

**Riki Apa**  
Careers Director

“I got most of my advice from the King's Careers Centre and found the university subject talks really helpful as they give you an idea of what each degree involves.”

## Schoolbox:

Visit the 'Careers' section on Schoolbox to find more Career Tools and Career Resources, and to learn more about Subject Choice and University Entry.



# Parents as career educators

Helping and supporting our children to make well-informed career and education decisions can feel like a heavy responsibility. The best role that parents/guardians can play in their teenager's decision-making process is to be supportive, acting as a sounding board and advisor to allow your son/daughter to find the options that are right for them. Below are some steps that we recommend working through with your son or daughter to help them identify study and career options that are a good match with their interests and strengths.

- Ask your son/daughter open-ended questions that will help them to look at themselves. Focus on their interests, things that they are good at, and their personal values relating to work, communities, and the world around them.
- If your son/daughter does not know what career they want, ask them to define broad areas of interest, such as helping people or scientific work. Then encourage them to investigate lots of options within each field. Pursuing work or study in an area of interest is vital for maintaining the motivation and satisfaction that will help them get through tough times.
- Discuss what your son/daughter needs or wants from their career. Attitudes to the need for money, security or selfdevelopment vary from person to person.
- Try not to impose your own ideas, but rather help by asking questions that will them to clarify the issues. For example, "This job does not have much physical activity in it, and yet you have said that it is important to you. How much will that matter?."
- Point your son/daughter towards reliable sources of information about careers and encourage them to attend a careers meeting (career development consultation) with a Careers Advisor (Mr Apa, Careers Director), and to look at websites such as [www.careers.nz](http://www.careers.nz), or [www.canterbury.ac.nz/careers](http://www.canterbury.ac.nz/careers).
- Encourage your son/daughter in any activity that develops skills. Many of the important transferable skills that employers look for are developed at school through the general curriculum. Skills are also gathered from voluntary, part-time or holiday jobs, as well as from leisure and sporting activities.
- Discuss subject choice with your son/daughter each year. Which subjects best suit their plans for the future? Do you agree with their thinking? If you have concerns, sit down with their Careers Advisor (Mr Apa, Careers Director) or teachers to find out what they think.

**Skills and abilities that you can use to help your child to clarify their interests, and explore their study and career options**

## Listening Skills

Listen uncritically and patiently, and don't rush to solutions.

## Guiding Ability

Suggest ideas without forcing them in one direction.

## Asking Ability

Ask questions that help your son/daughter think about their likes and dislikes – their interests, sports, hobbies and academic subjects.

## Lateral Thinking Ability

Help them see the links between different jobs, between skills and jobs, and between interests and jobs.

## Assessment Ability

Assist your son/daughter to gather and assess the information that they have collected about subject and career options, using categories such as 'really interested', 'it is okay' and 'not really my thing'.

## A 'Sounding Board'

Encourage one-on-one or family discussions to help your son/daughter work through various ideas and get feedback. (Remind family members to keep it positive).

## Encouragement Skills

Support and encourage your son/daughter to do the necessary research to come to a good, informed decision.

Source: Adapted from [www.canterbury.ac.nz/careers](http://www.canterbury.ac.nz/careers)

## Keep an open mind – and be positive

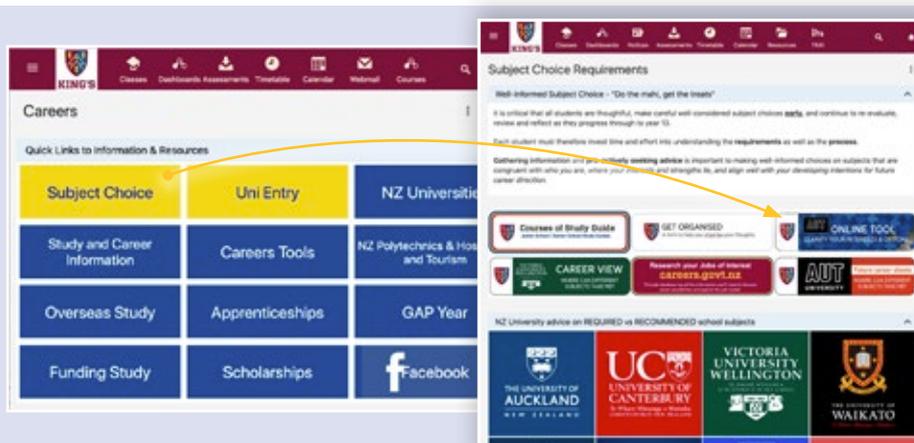
- We are often limited by our own experience. There are hundreds of different sorts of jobs that we have never heard of, let alone considered. Try to cast your son's/daughter's net as wide as possible.
- Do not discourage with comments like "You are not bright enough to do that" or "I thought you hated that subject". It is amazing what people can achieve when they want something, and many people are 'late career developers', growing into skills as they get older.
- Above all else, encourage your son/daughter in all aspects of their lives – school, home, hobbies, sport and part-time or summer employment. The greatest gift that you can give them is a belief in themselves.
- No career decision is final or fatal! It is okay not to know! There can be more than one pathway to the same destination. A career is a journey, not a destination, so let's enjoy the trip!

# How to select your subjects



## For more advice on selecting your subjects

Visit **Schoolbox** and click on 'Subject Choice' to find resources that can help you identify subject and study pathways that fit with your skills and interests.



## YEAR 9

- Students follow a compulsory course which introduces a broad range of subjects and offers a strong foundation for future learning at the College.
- Students select one language from either French, Latin, Spanish or Te Reo Māori. They also choose two half-year option subjects.
- Option subjects selected in Year 9 are not prerequisites to being able to study an option subject in Year 10. A student could select two option subjects in Year 9 and then select two different option subjects in Year 10. For example, a student could select Art as a Year 10 option without having taken Art in Year 9.

## YEAR 10

- Students follow a compulsory course which continues with a broad range of subjects and offers a strong foundation for future learning at the College.
- Students select two option subjects.

## YEAR 11

- All students must select an English course and a Mathematics course.
- Students are encouraged to achieve breadth in their subject selection by selecting as many different learning areas as possible – this ensures you do not unduly limit future study pathways by narrowing your subject choices now.
- If you are unclear about future study and career aspirations do not discard subjects studied as part of the Junior School curriculum, continue with a broad subject selection.
- Students contemplating overseas tertiary study need to understand that their Year 11 results will be considered in their application.
- Students should identify entry requirements for university degree programmes they are interested in. Students should select subjects that prepare them for the widest range of programmes in their field (or fields) of interest.
- The emphasis at Year 11 is on the choice of subjects, not the qualification pathway. Students do not need a full IGCSE Certificate or NCEA Level 1 Certificate to proceed to Year 12 courses of study. They do, however, need to attain success in their individual subjects.

## YEAR 12

- All students must select an English course.
- Students should select subjects, if possible, that are going to lead them to a definitive tertiary pathway.
- At this level students should look ahead to their subject options for Year 13 and make a plan for the final two years of study at the College – this will help to ensure you meet course prerequisites.
- Students should not enrol in a subject if they have not met the criteria for success in Year 11 – many courses have set prerequisites.
- Students are reminded that they may only qualify for tertiary entrance through one pathway not both – Cambridge or NCEA – but this does not need to preclude a mixed course.
- Year 12 results will be a key determinant in successful applications to New Zealand Halls of Residence and overseas placement.

## YEAR 13

- There are no compulsory courses at Year 13.
- Care should be taken in deciding which subjects to continue or discard. Students should not enrol in a subject if they have not met the criteria for success in Year 12 – many courses have set prerequisites.
- Some subjects are ‘stand alone’ at this level. That is, students can enrol in these without prior study. Students should consult with the appropriate Head of Department to ascertain whether selecting such a subject is in the student’s best interests.

## Advice on subject selection from former students

“In hindsight, I wouldn’t be so quick to specialise in one subject area, which I did in Year 11, by taking mostly essay-heavy ‘humanities’. If you’re indecisive about what you want to study at university, keeping your options open is probably your best course of action.”

“I chose my subjects based on the research I had carried out into the course that I wanted to enrol in for university, as it

gave me the best idea of which subjects would help me or give me an advantage for entry to that course.”

“I recommend students keep their options as open as possible by taking a balance of humanities and science subjects. Students shouldn’t stress too much about choosing their senior subjects. Ultimately, I think the goal of high school is for students to build up a good work ethic irrespective of the subjects they take.”

# Option Subjects

## Art

### Year 9

Year 9 Art is a foundation course on which each successive year builds. By engaging with art, students are encouraged to learn how to discern, participate in and celebrate their own and others' visual worlds. Students start to develop conceptual thinking within a range of practices across, drawing, painting, printmaking, photography and Design. Students are given the opportunity to gain skills, techniques, processes and an increased understanding of the theoretical, practical and conceptual principles of visual art.



### Year 10

The Year 10 Course is structured to deepen students' knowledge of art making and prepare them for the NCEA or CIE Visual Art curricula that follow in Year 11. Students are led through a number of projects in which they are challenged to develop understanding and capability in modes of visual expression. Projects vary in length and cover a range of techniques, from manual through to digital media: drawing, painting printmaking, etc. Students are encouraged to critically examine composition, tone, colour, and other artistic principles through practice-led reflection. Some projects allow students to pursue a personal expression, in order to develop their thinking on the making, communication and appreciation of art.

This course is valuable for students who wish to:

- Challenge themselves by learning through making,
- Improve their dexterity in observational and compositional methods,
- Focus on creative processes with diligence and perseverance.



## Coding

### Year 9 Digital Innovations

The single-semester Digital Innovations Program (DIP) is a hands-on introduction to the exciting world of technologically relevant skills. There is no entry requirement and students are encouraged to have an open mind and to learn about the different aspects of IoT (Internet of Things). In all sectors of society, we are seeing innovations with “smart” equipment and programming, including Artificial Intelligence (AI). The Year 9 DIP program will allow students to engage with creating “smart” objects via devices such as the Raspberry Pi (tiny computers that students can learn to programme through practical projects). Once students are comfortable with the building blocks of Digital Innovations, they will proceed to their final project which will be based around building a “smart” model racing car.

### Year 10 Cyber Technology

The Cyber Technology Program is a full-year program designed to introduce students to programming using the Python language. No prior experience is required as students will be taught the necessary basics of Python enabling them to complete the main project. This project will involve using creative design, problem-solving skills and the full potential of Raspberry Pi (tiny computers that students can learn to programme through practical projects) to produce a variety of different projects. Examples of projects include creating security surveillance systems and programming a display board for sports scoring. This course will include exposure to both computer hardware and software and students will put together solutions that uses both. Students will also understand 4G and 5G connectivity so that they can build controllers that can wirelessly connect to their proposed projects.

# Financial Education

Financial Education equips students with the skills, knowledge and capability to make well-informed financial decisions throughout their lives. These courses assist students to become responsible, confident and independent managers of money which will enable them to live, learn, work and contribute as active members of our community.

Developing financial capability allows students to look at significant future focused issues, participate in economic life, recognise and develop personal values as well as have an awareness of others' values and priorities, make wise personal financial management decisions across a range of financial contexts and improve the financial well-being of individuals and society.

## Year 9

To be an active and productive participant in our community it is vital that students are prepared for a complex and fast-paced financial world. Students need to have a basic knowledge and understanding of financial organisations, how to use credit effectively and make wise investment choices. This semester course sets the foundation for students to develop their understanding of financial information and processes that impact on their daily lives. They will become confident in making sound financial and economic decisions. A student's financial behaviour will be explored within situations where their beliefs and values are reflected in their thinking and actions.

Topics covered include:

- Banking, interest rates, exchange rates
- Savings, KiwiSaver, Risk vs Return, Investments and the Share Market
- Debt – credit cards, personal loans, Hire Purchase, Bank Overdrafts, Mortgages
- Understanding Income, payslips
- Taxation – PAYE, GST, RWT, Excise and Customs Duty
- Budgeting, preparing for your first job
- Property – renting vs owning, going flatting
- Insurance – House, Contents, Vehicles, Health and Life insurance
- Consumer Law and Financial Risk.

Students will have an opportunity to use a real-world Financial Education platform – Banqer High to build financial confidence.

## Year 10

The New Zealand Curriculum places high value on students having the skills and knowledge needed so that they can negotiate the increasingly complex financial challenges. This full year course builds on the Year 9 Financial Education course developing students' knowledge, financial capability, and skills as well as having valuable financial acumen for the future. Students will have an opportunity to engage in a Share Market Challenge.

An excellent foundation is set for students to progress to senior courses at Years 11, 12 and 13 where more detailed financial

knowledge will be further developed in the Commerce subjects of Accounting, Business Studies and Economics.

There are three key aspects developed in this course:

## Accounting

The language of business" as it is the way to communicate the financial health of a business or community organisation or an individual so that economic decisions can be made.

Topics covered:

- What is Accounting?
- Getting started in Business for service and trading businesses
- Understanding Assets, Liabilities, Income, Expenses and Equity
- The Accounting Equation and recording transactions
- Using spreadsheets in Accounting
- Preparation of Statement of Financial Position and Income Statement
- Analysis and Interpretation of financial statements.

## Business

How does the world of Business really work? We need passionate and driven entrepreneurs who know how organisations operate – what they do, choosing appropriate management styles and business strategies.

Topics covered:

- The Economic Problem – linking Business with Economics using scarcity, choice and opportunity cost
- Understanding Business Activity – forms of ownership and structure, Business objectives, stakeholders
- Sources of Business funding
- Entrepreneurship
- Corporate social responsibility including Māori business concepts
- Marketing mix
- Market research
- Plan, organise and implement a micro business activity.

## Economics

Economics is concerned with the production, distribution, and consumption of goods and services. It studies how individuals, businesses, governments, and nations make choices about how to allocate resources.

Topics covered:

- The Market – Supply and Demand
- Types of Economies – Communism to Capitalism – where are we now?
- Economic sustainability – climate change and resource depletion
- Ethics – social responsibility of business
- Behavioural Economics – consumer psychology
- Share Market – bubbles to bust – Tulip bubble to Global Financial Crisis.



## Latin

This option is an introduction to the language, culture and history of the ancient Romans. By studying Latin alongside a modern language, students will enhance their linguistic knowledge, develop analytical and critical thinking, and gain a greater appreciation for the lasting impact of these significant people from the past.

### Year 9

This course is an abridged version of the Year 9 Latin Language course, following the story of Caecilius and his family. Students will learn basic Latin vocabulary and grammar in order to translate stories about life in Pompeii. They will also explore aspects of Roman life and customs such as housing, entertainment, food and daily routine, and complete a group project exploring the relevance of Latin to modern society.

### Year 10

Students wishing to continue studying Latin in Year 10 and beyond are recommended to take the Language course; however if you wish to study both Latin and a modern language please see Mr Jackson (TIC Latin) to discuss a catch up programme.

## Performing Arts

### Year 9

We are excited to present an exciting new programme in the Performing Arts for students in year 9.

This may include options in the following disciplines:

- **Year 9 Rock Bands** working towards performances during the year incorporating learning – students will enjoy these hands on sessions working in small groups to create their own music as well as develop covers.
- **Year 9 Concert Bands** working towards The New Zealand Honours Band Festival at the Town Hall – Practical music making. Students with a knowledge of instrumental music will be advanced to a higher level in a working concert band environment developing ensemble skills and performing at events.

- **Year 9 Drama and Dance** also working towards performances during the year in this practical component to devise and have fun with the performance art.
- **Year 9 Theory in Music.** This course will help develop the students' understanding of reading and interpreting music in a more traditional sense. Great for those looking to move forward in traditional music.
- **Year 9 Beat Making.** Students will be introduced to production side of music and develop own ideas in creative sound and beats. Great for students interested in DJ production and creation.
- **Year 9 Choral Music.** This course will help develop the changing male voice as tone and sight reading will introduce students to the exciting world of Choir Music in a classroom setting.

### Year 10

#### Drama

Junior Drama focuses on skill building, enabling students to build confidence and performance skills. Students will undertake a variety of scripted and devised work and will learn to communicate and interpret ideas. The course will also investigate the functions, purposes and technologies of drama in cultural and historical contexts.

#### Music

This course covers basic theory, ensemble performance, arranging and composing and prepares students with the skills and knowledge necessary to take music at higher levels. Students undertake a mix of theoretical and practical work.

The key components of the course include:

- Performance
- Composition
- Materials of Music
- Music Knowledge.



## Technology

### Year 9

The Year 9 Technology course is designed to give students a real feel for Design and Technology. They will cover many different processes and learn valuable skills that will set them up for the following year – electronics, woodworking, ceramics, metal work, sketching, and product design and many more. They will learn about New Zealand designers and the role they play in the world we live in.

During the course they will make a thirty-watt Bluetooth loudspeaker system involving many skills. They will design and produce an exciting ceramics project utilizing complex glassing techniques. They will produce a project based on New Zealand designers, culminating with an innovative individual design folio. They will do a comprehensive health and safety course to enable them to use all the machinery in the workshop.

This is a fast-paced, exciting course that will engage any student with an interest in how and why the things around them are designed and produced.

### Year 10

The Year 10 course has now been extended. The students will build on their Year 9 experience and learn many new skills. A full term of graphic communications including both product and architectural design as well as working drawings and folio lay out. They will produce real products using a wide range of skills and materials. We will also teach the skills necessary to produce high quality presentations. The main design build product will be a bedside table with an inbuilt USB charging system, this will be augmented by an angle poise lamp that will be compatible with the table. Methods of analyzing every day products will be part of the course culminating in a design folio. The course is intended to build up the students' skills to enable them to gain top grades in the external examination in year eleven and beyond. This is an exciting course that will appeal to anyone with an interest in how the things around are designed and built.



# Progression of subject choice from Year 9 to Year 13

| Faculty                      | Junior Curriculum                                |  |
|------------------------------|--|--|
|                              | Year 9   | Year 10  |
| English                      | <b>English</b>                                   | <b>English</b>   |
| Mathematics                  | <b>Mathematics</b>                               | <b>Mathematics</b>   |
| Sciences                     | <b>Science</b>                                   | <b>Science</b>   |
| Social Sciences / Humanities | <b>Social Studies</b>                            | <b>Social Studies</b>  |
| Physical Education           | <b>Physical Education</b>                        | <b>Physical Education</b>                                      |
|                              |  | <b>Sport</b> (Athletics Performance Class) (full year option)* |
| Commerce                     | <b>Financial Education</b><br>(half year option) | <b>Financial Education</b><br>(full year option)               |
| Languages                    | <b>Languages</b>                                 | <b>Languages</b> (full year, option)                           |
|                              | <b>Learning Centre</b> (full year)*              | <b>Learning Centre</b> (full year)*                            |
|                              | <b>Māori Studies</b>                             | <b>Māori Studies</b>   |
|                              | <b>Latin</b> (half year option)                  |  |
| Performing Arts              | <b>Performing Arts</b><br>(half year option)     | <b>Drama</b><br>(full year option)                             |
|                              |  | <b>Music</b><br>(full year option)                             |
| Technology                   | <b>Technology</b><br>(half year option)          | <b>Technology</b><br>(full year option)                        |
|                              | <b>Coding</b><br>(half year option)              | <b>Coding</b><br>(full year option)                            |
| Visual Arts                  | <b>Art</b><br>(half year option)                 | <b>Art</b><br>(full year option)                               |
| Religious Studies            | <b>Religious Studies</b>                         | <b>Religious Studies</b>                                       |

**KEY:** Core Subject. \*Subject by HOD selection only.

| Senior Curriculum                   | NCEA |    |    | CIE |    |    |
|-------------------------------------|------|----|----|-----|----|----|
|                                     | L1   | L2 | L3 | IG  | AS | A2 |
| English                             | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| Mathematics                         | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| Biology                             | ✓    | ✓  | ✓  |     | ✓  | ✓  |
| Chemistry                           |      | ✓  | ✓  | ✓   | ✓  | ✓  |
| Marine Science (AS/A2 Year 13 only) |      |    |    |     | ✓  | ✓  |
| Physics                             |      | ✓  | ✓  | ✓   | ✓  | ✓  |
| Science (CHE, PHY L1 Year 11 only)  | ✓    |    |    |     |    |    |
| Geography                           | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| History                             |      | ✓  | ✓  | ✓   | ✓  | ✓  |
| Classical Studies                   | ✓    | ✓  | ✓  |     | ✓  | ✓  |
| Psychology (AS Year 13 only)        |      |    |    |     | ✓  |    |
| Physical Education                  | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| Outdoor Education (L3 Year 13 only) |      |    | ✓  |     |    |    |
| Accounting                          | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| Business Studies                    |      | ✓  | ✓  | ✓   | ✓  | ✓  |
| Economics                           |      | ✓  | ✓  | ✓   | ✓  | ✓  |
| French                              | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| Spanish                             | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| Te Reo                              | ✓    | ✓  | ✓  |     |    |    |
| Latin                               |      | ✓  | ✓  | ✓   | ✓  | ✓  |
| Dance (Period 6)                    | ✓    | ✓  | ✓  |     |    |    |
| Drama                               | ✓    | ✓  | ✓  |     |    |    |
| Music                               | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| Technology                          |      | ✓  | ✓  | ✓   | ✓  | ✓  |
| Computing                           |      | ✓  | ✓  | ✓   | ✓  | ✓  |
| Visual Art                          | ✓    | ✓  | ✓  | ✓   | ✓  | ✓  |
| Art History                         |      | ✓  | ✓  |     |    |    |
| Media Studies                       | ✓    | ✓  | ✓  |     | ✓  | ✓  |
| Religious studies / Divinity        | ✓    |    |    |     | ✓  |    |

# Core Subjects

## English

Overarching aims

- Thinking
- Using symbols and texts
- Managing self
- Relating to others
- Learning how to learn
- Participating and contributing to community

Source: NZ Curriculum

### Year 9: Making and Creating Meaning

#### Aims

- To bridge the gap between middle school and senior school.
- Embed knowledge of, and revise, key SPAG skills.
- Use feedback to ensure students can use grammatical conventions with increasing accuracy. Encourage the use of a Growth Mindset in order to achieve this.
- Foster a love of reading and learning.
- To give opportunities for group work to encourage new friendships. To give students opportunities to fail.
- To introduce key apps and use of the iPad to enhance learning.
- To support students to reach a minimum Level 4 (or low level 5) on the NZ Curriculum strands (Listening, Reading, Viewing and Speaking, Writing and Presenting) by the end of Year 9.

### Year 10: Adventure

#### Aims

- To stretch and challenge students to step outside of their comfort zone.
- To apply knowledge of grammatical skills accurately.
- To use feedback to ensure students can independently identify errors in grammatical conventions in their own and others' work.
- To challenge students to read broadly, beyond their usual interests.
- To encourage students to use the iPad independently to enhance their learning.
- To support students to reach a minimum high level 5 (or low level 6) on the NZ Curriculum strands (Listening, Reading, Viewing and Speaking, Writing and Presenting) by the end of Year 10.



# Health and Physical Education

The Health and Physical Education courses at Year 9 and 10 give students the opportunities to learn in, through and about movement and examine health-related concepts. The course provides a foundation for future studies in Physical Education, while providing students with strategies for well-being and lifelong participation. Students will focus on the well-being of self, others and wider society.

Concepts covered may include but are not limited to:

- Interpersonal Skills
- Cultural Responsiveness
- Risk Management
- Biophysical Principles
- Motor Skill Learning & Improving Performance
- Socio-Cultural Factors
- Mental Health
- Sexuality Education
- Decision Making
- Taking Action





## Languages

**Year 9 students must choose ONE language option.**

**Year 10 students may choose one or two languages within their option subjects.**

Languages link people locally and globally. By learning a new language and studying the related culture, students are introduced to a new way of thinking about, questioning and interpreting the world and their place in it.

### French

This course provides a strong framework for learning French and a foundation for future studies. Students learn to:

- Conduct basic and more developed transactions in French
- Talk about themselves and their families
- Express opinions and talk about a range of straight-forward topics.

or

### Latin

This course introduces students to the language, culture and history of the ancient Romans via the story of Caecilius, a citizen of Pompeii, and his family. By studying Latin, students will improve their knowledge and use of English as well as many other languages, develop their analytical and critical thinking, and gain a greater appreciation for the lasting impact of these significant people from the past.

Our junior course covers:

- Translation and comprehension of Latin language into English using simple vocabulary and grammatical structures
- Daily life, social customs and habits of the Romans in the 1st Century AD, and their relevance to our lives today
- Word studies looking at the Latin vocabulary which has provided the basis of more than 60 per cent of our modern English vocabulary
- Insights into the history of Roman civilisation including student research projects.

Year 9 classes focus on family life in Pompeii, as well as its destruction by Mount Vesuvius in the eruption of 79 AD. They also complete group projects exploring the relevance of Latin to

modern society and archaeological techniques. Year 10 classes build on this by learning about Roman Britain and aspects of life in a Roman province. The Roman military is a particular area of focus, with group research projects and a practical component where they become Roman soldiers themselves!

*Students who did not take Latin in Year 9 may be able to pick it up in Year 10; please see Mr Jackson (TIC Latin) to discuss a catch up programme.*

or

### Spanish

The aim of this course is to provide a framework for learning Spanish and introduce students to the relationship between culture and language. Students learn to:

- Conduct basic and more developed transactions in Spanish
- Express opinions and talk about a range of straight-forward topics
- Understand basic tenses and grammatical structures.

or

### Te Reo Māori

This course is designed for students wishing to develop their skills in Te Reo Māori. This course will prepare students for senior courses of study in future years. Students learn to:

- Greet, farewell and acknowledge people
- Introduce themselves and others
- Communicate about a range of basic topics including possessions, likes and dislikes, weather and seasons, time, physical characteristics, personality and feelings.



## Māori Studies

Year 9 introduces students to Māori language, culture and history. Students learn about Te Reo Māori and correct pronunciation and about key Māori concepts and cultural practices.

In Year 10 this topic builds on the Year 9 course, developing greater understanding of Māori language, culture and history.

## Accelerated Mathematics

For selected students there is an accelerated pathway through to studying CIE Further Mathematics in Year 13. Students chosen for this programme will have outstanding mathematical ability and will be expected to continue with Mathematics through to the end of Year 13.

Year 9 students may opt in voluntarily to the accelerated mathematics programme which includes being part of the Maths Olympiad Club. At the beginning of Term 4 there will be an exam, for Year 9 students who wish to take it, that will determine which students are able to continue in the Accelerated Maths Programme.

## Mathematics

The Year 9 and Year 10 Mathematical Modelling and Problem-Solving courses broadly follows the NZ Curriculum.

The course has the following overarching aims:

- To help students to develop a belief in the value of mathematics and its usefulness to them, to nurture confidence in their own mathematical ability, to foster a sense of personal achievement and to encourage a continuing interest in mathematics
- To develop in students the skills, concepts, understandings and attitudes which will enable them to cope confidently with the mathematics of everyday life
- To help students to develop a variety of approaches to solving problems involving mathematics and to develop the ability to reason logically
- To help students to achieve the mathematical and statistical literacy needed in a society which is increasingly technologically-oriented and information-rich
- To provide students with the mathematical tools, skills, understandings and attitudes they will require in the world of work
- To provide a foundation for those students who may continue studies in Mathematics or other learning areas where mathematical concepts are central
- To help foster and develop mathematical talent
- To instil a love of mathematics in our students through engaging and challenging tasks and by stressing the links with other subjects.

## Religious Education

Religious Education reflects the College's commitment to the all-round education of our students. The course explores Christian values and ethics and helps to foster the culture of service encouraged at King's.

Through this course students will also be introduced to philosophy and discuss some of the big questions with reference to contemporary and history's great thinkers.

In Year 9 there is an introduction to mainstream world religions and Anglicanism. Year 10 classes learn the value of 'reflection' by being involved with Community Service during class time and then discussing and evaluating the experiences they have. Year 10 classes also follow a course which explores the basics of the Christian faith. The classes allow students to engage with and research key biblical texts.

## Science

Science is about creating testable explanations and predictions from scientific knowledge about the world and universe around us. The ability for a student to arrive at conclusions and make judgements through testing, problem-solving and collaboration will be helpful throughout their adult life.

At this level science is taught by subject specialists in Biology, Physics and Chemistry. Students in Year 9 and Year 10 study each of the scientific disciplines, in turn, over the course of the year and receive subject-specific instruction. We believe this offers the very best preparation for students as they enter the Senior School and further their science education.

### Biology

In biology at Year 9 students will investigate:

- New Zealand fauna and flora
- The ecology of New Zealand – looking at study and conservation of the College's streams
- The Future is Wild – evolution of our world and its creatures in 5, 100 and 200 million years from now.





The Year 10 biology course provides an excellent introduction to human anatomy and physiology. The course covers six topics:

- Cardiovascular system
- Co-ordination
- Digestion
- Human reproduction
- Microscope and cells
- Response.

## Chemistry

In chemistry at Year 9 the course covers 16 key topics which introduce students to the basic ideas, concepts and techniques they need as a foundation for this subject. The topics covered are:

- Chemistry as a science
- States of matter and changes of state
- Laboratory rules and etiquette
- Hazard symbols
- Properties of pure substances – physical and chemical
- Laboratory equipment
- Experimental chemistry
- Scientific method and deductions
- The candle experiment
- The elements
- Chemical names and formulae
- Mixtures and separations
- Chromatography
- Chemical changes
- Water
- The atmosphere

This Year 10 course ensures students are well-prepared for Chemistry at the next level, whether it be the Cambridge or NCEA course. The course covers nine topics:

- Introduction and a review of Year 9 material
- Atoms and atomic structure
- Periodic table
- Bonding
- Writing formulae, ionic and molecular
- Writing balanced formula equations
- Types of reactions
- Properties and reactions of simple acids with metals and bases
- Salts

## Physics

At Year 9 students concentrate on four main topics:

- **Home electricity** – an introduction to electrostatics and circuits with inquiry projects that enable the student to understand home electricity and power generation
- **Seeing the world** – a look at light and how we use it for exploration of the world around us and space above us
- **Magnetic effects** – how magnets and electromagnets influence our lives
- **Forceful effects** – an investigation of the origins of force and how they apply to objects in motion.

The Year 10 course builds on the previous year and further develops understanding of physics with four topics:

- **Measurement and experiments** – introduction to the scientific method of gathering data and looking at relationships
- **Extended forces and motion** – dynamics of flight, pressure and levers are investigated in depth
- **Extended electronics** – further work in electricity extending into basic electronics
- **Thermal physics** – introduction to thermal physics with investigations into thermal properties of materials.

# Social Studies

In Social Studies students learn about the world around them and are given an understanding of important contemporary and historic issues. Social Studies students gain an understanding of differing points of view and develop their own clear, critical thinking. This course provides a good foundation for later studies in Art History, History and Geography.

At Year 9 students investigate the following topics:

- **King's Unit** – students gain an understanding of what it means to become a member of their House and part of the King's College community
- **19th Century History of Aotearoa** – this topic focuses on the interaction between Māori and Pakeha up to the 1870s, the end of the New Zealand Wars. The main areas of focus for this topic include: early contact, the Treaty and its legacy, the Māori King movement, New Zealand wars and contemporary issues
- **Kiwiana** – this topic examines formal and informal aspects of New Zealand 'Kiwi' identity
- **The rise of Hitler and the Nazi State** – this unit examines fascism and its growth in Europe through the 1920s and 1930s, comparing it with the system of government in New Zealand.

At Year 10 students investigate the following topics:

- **Cold War** – this topic attempts to examine the reasons for the divisions between East and West after 1945, focusing on specific events in the period up to 1951
- **Global Issues** – this topic examines how past events have created a number of global issues that have grown in significance over the second half of the 20th Century
- **Plate Tectonics** – this topic examines the background and causes of plate movement and hazards that result from these movements
- **Local Area Study** – this topic examines the geography and history of the Auckland region along with a more specific study of South Auckland, which has played such a unique role in the growth of the city.





## Sports Development Programme

**Students in Year 9 and 10 can apply to be part of the Junior Sports Development Programme.**

The emphasis of the Sports Development Programme is on learning “how to train” followed by “training to train”. The idea behind the programme is to provide students with the building blocks of fundamental movement and foundational sports skills including strength, conditioning, technique and understanding. This foundation will lessen the risk of injury, and prepare their body and mind to train at a higher level of intensity and complexity that will allow them perform at a higher level later on.

Participants will undertake regular physical assessments over the course of the programme. The assessments will generate valuable data allowing students to gain insights and understanding of the physical and physiological changes that they will experience. The results will also provide powerful analytics that the programme staff will use to track changes and measure development and improvements over time.



“Our Adventure Challenge programmes have been developed to give the students a better understanding of themselves and other people. Students come away with improved personal confidence and initiative, resilience and self-reliance, and the ability to work in a team.”

## Year 10 Adventure Challenge

All Year 10 students participate in the Adventure Challenge – a 22-day outdoor education programme which takes them away from home and school. The Adventure Challenge provides educational and character development experiences for our students which advance personal responsibility, health and well-being, community, leadership development, civic engagement and stewardship for King’s College.

The Adventure Challenge includes time spent at:

- **Ahuroa:** King’s College Adventure Camp in Puhoi (approx. 7 days)
- **Steinlager II:** Sir Peter Blake’s 85-foot maxi yacht (approx. 4 days)
- **Tongariro National Park** (approx. 10 days).

During the Adventure Challenge students will take part in a wide range of outdoor activities which can include tramping, swimming, kayaking, bush craft and bush survival, camping, orienteering, navigation, ropes course, compass courses, abseiling, firearms, initiative exercises, solo experience, problem-solving and trust exercises, sailing, snorkelling, rock-climbing, canoeing, confidence course activities, tubing, caving, snow skills and river walking.

Leadership opportunities are provided for students to develop judgement and decision-making, giving and receiving feedback, bystander intervention skills, creating effective learning sequences and learning how to be challenged and how to positively challenge others.





HE LIVED A LIFE  
OF SERVICE AND  
USED TO THE FULL  
THE GREAT IDEAS  
WITH WHICH HE  
WAS ENDOWED



CHARLES THOMAS  
MAJOR  
CRE. D. S. O., M. A., B. S. C.  
1869 - 1938  
HEADMASTER  
SCHOLAR  
SOLDIER





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