



Year 10 Curriculum Handbook 2022

YEAR 10 COURSE INFORMATION

YEAR 10 SUBJECTS

All students in Year 10 take English, Mathematics, Physical Education and Health, Science, and Social Studies. These courses occupy 19 of the 25 hours in a school week.

YEAR 10 OPTIONS

- Students study four optional subjects - two per half year, each for 3 hours per week.
- Languages are full year courses and therefore count as two options.

The option subjects are shown in the table below. Please refer to the course descriptions on pages 4-11 for more information about each option.

PLANNING YOUR PROGRAMME

- Use the charts on pages 12 - 15 when you plan your programme to ensure that you will be able to gain access to courses that are of interest to you in the future.
- Complete the form on Page 16 for your own records. Use the Year 10 Pathway Planning Help Sheet on Page 17 as a guide to decision making.
- Return the separate Subject Preference Form with your new enrolment.

| Code | Year 10 Option Subjects | Recommended Previous Study |
|-------------|---|---|
| 10ART | Art | Open entry |
| 10CNS | Consumer and Business Studies | Open entry |
| 10DAN | Dance | Open entry |
| 10DTE | Design Technology | Completion of 9DTE recommended |
| 10DVC | Design and Visual Communication | Open Entry. Completion of 9DVC recommended |
| 10DIT | Digital Technologies | Open entry |
| 10DRA | Drama | Open entry |
| 10ELS/10ELA | English for Speakers of Other Languages | Referral from the English Language (EL) department |
| 10FDE | Fashion and Design | Completion of 9TXD recommended |
| 10FRE | French (<i>full year course</i>) | Completion of 9FRE or equivalent French language experience |
| 10JAP | Japanese (<i>full year course</i>) | Completion of 9JAP or equivalent Japanese language experience |
| 10MRN | Mandarin (<i>full year course</i>) | Completion of 9MRN or equivalent Mandarin language experience |
| 10MRI | Māori (<i>full year course</i>) | Completion of 9MRI or equivalent Māori language experience |
| 10MUS | Music | Open Entry* |
| 10NFT | Nutrition and Food Tech | Completion of 9NFT recommended |
| 10SPA | Spanish (<i>full year course</i>) | We encourage completion of 9SPA or equivalent Spanish language experience |

* 'not completed' means that these Year 10 courses are the SAME as their Year 9 counterparts. You would only do these courses EITHER in Year 9 OR Year 10, not both (e.g. If you had done 9DTE in Year 9, you would not do 10DTE in Year 10.)

The information in this booklet is correct at date of printing. Minor changes may occur.

COURSE CONTRIBUTIONS

Various Workbooks, Materials and Activities

There may be resources and activities associated with the subject a student has selected that enhance the student's understanding of the subject area by providing an opportunity for learning which is enjoyable and challenging. The School requests a voluntary contribution for these items.

- There are course contributions for English - \$20, Maths - \$23 (workbooks), Science - \$20 (workbooks), and Physical Education (guest instructors/speakers and health workbooks) – \$10.
- Contributions for options are listed with the course descriptions.

Additional Voluntary Items

Some departments may provide recommendations to purchase additional materials (i.e. study books). These items are not required and can be purchased on a voluntary basis. Students who chose to purchase these additional materials must pay the associated fee.

Stationery

A full stationery list is available on the Onslow College website in December, families need to purchase required stationery from a commercial supplier. Some courses list specific stationery requirements that may be purchased through the school, these are listed with the course descriptions.

**Please note: all amounts are approximate at the time of printing
and may be subject to change.**

THE ONSLOW COLLEGE CURRICULUM

The New Zealand Curriculum sets the direction for teaching and learning in New Zealand schools. Every school curriculum must be clearly aligned with the intent of this document, schools have considerable flexibility when determining the detail.

The New Zealand Curriculum specifies eight learning areas: English, the Arts, Health and Physical Education, learning Languages, Mathematics and Statistics, Science, Social Sciences, and Technology.

Learning Area Descriptors

- **English** we want students to develop confidence when engaging with a range of texts, the knowledge to shape their own responses and the independence to communicate their ideas effectively. We aim to explore a variety of voices and stories in our units which represent NZ's bi-cultural identity, so students grow their own understanding, empathy, and critical thinking.
- **The Arts** are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies.
- In **Health and Physical Education**, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.
- Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. **Languages** are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its user.
- **Mathematics** is the exploration and use of patterns and relationships in quantities, space, and time. **Statistics** is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

- **Science** is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations.
- The **Social Sciences** learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.
- New Zealanders have long been technological innovators and creators. Our economy has been driven by creative problem solvers, designers and inventors. The **Technology** learning area incorporates a range of specialist subjects which all use practical skills and related specialist knowledge to develop and communicate a range of innovative and creative outcomes; software programmes, food products, garments and other textiles items, design presentations, websites and products which encompass a range of hard materials. Technology education explores how; beginning with a need or opportunity, new products and systems are developed and how these developments impact on our world. Quality outcomes result from practices that are informed, critical, and creative.

YEAR 10 OPTIONS – COURSE DESCRIPTIONS

Courses for all year levels will run only if there are sufficient numbers of students interested in the course.

LANGUAGES

ENGLISH LANGUAGE

CODE: 10ELS/10ELA

Recommended Previous Study

Students must be English language learners who need additional tuition outside the mainstream classroom.

They require an assessment by the Subject Leader EL, or the Dean of International Students before they are admitted to the course. 10ELA is for the more advanced students.

Course Description

This is an intensive course. It aims to teach students the language skills they need to manage in the classroom. It covers listening, speaking, reading and writing skills, with an emphasis on the language used in classes. There is also an intensive vocabulary building programme.

Contributions: \$20 for resource materials

Stationery: Bilingual dictionary or basic English dictionary

FRENCH

CODE: 10FRE (Full year course)

Recommended Previous Study

Completion of 9FRE or equivalent French language experience. See subject leader if neither of these apply.

Course Description

The ability to speak another language is not only a benefit, but also a great joy. More than 300 million people speak French on the five continents; it is a language of international communication. French is the sixth most spoken native language in the world, it is the second most studied after English, and it is the official language of 29 countries.

Building on the French you already know, you will learn how to communicate about familiar topics such as family and friends, free-time activities, school life, daily routines. Through simple stories, songs and videos. You will also broaden your understanding of French culture and daily life.

Please note: Students who already have an intermediate-advanced level of French are likely to

find this course too basic for them. Please contact the subject leader to discuss options.

Contributions: \$30 for Language Perfect subscription (for web-based vocabulary learning)

JAPANESE

CODE: 10JAP (Full year course)

Recommended Previous Study

Completion of 9JAP or an equivalent Japanese language experience, see subject leader if neither of these apply.

Course Description

The ability to speak another language is not only a benefit, but also a great joy. Japan has the world's 3rd largest economy and is the home of manga and anime. Knowledge of the language will bring you into contact with a fascinating country and culture and give you a skill possessed by few New Zealanders.

Building on the Japanese you already know, you will learn how to communicate about familiar topics such as daily routines, friends and family, likes and dislikes, shopping, meals and food, school life, travel and leisure activities. You will learn to write in Katakana and become familiar with Kanji. Through simple stories, songs and videos you will broaden your understanding of Japan's culture and customs. Through simple stories, songs and videos you will also broaden your understanding of Japanese culture and traditional customs and events. You will learn to write in Katakana and become familiar with Kanji.

Please note: Students who already have an intermediate-advanced level of Japanese are likely to find this course too basic for them. Please contact the subject leader to discuss options.

Contributions: \$30 for Language Perfect subscription (for web-based vocabulary learning)

MANDARIN

CODE: 10MRN (Full year course)

Recommended Previous Study

Completion of 9MRN or an equivalent Mandarin language experience. See subject leader if neither of these apply.

Course Description

The ability to speak another language is not only a benefit, but also a great joy. More than 1.2 billion people speak Mandarin on the five continents; it is a language of international communication. Mandarin is the most spoken native language in the world and it forms a solid basis for learning other Asian languages.

Building on the Mandarin you already know, you will learn to communicate about familiar topics such as school, food, hobbies, travels, shopping and pop culture.

Through simple stories, songs and videos you will also broaden your understanding of the culture and lifestyle of countries and communities where Chinese is spoken.

Please note: Students who already have an intermediate-advanced level of Mandarin are likely to find this course too basic for them. Please contact the subject leader to discuss options.

Contributions: \$5 for making dumplings, \$30 for Language Perfect subscription

MĀORI - TE REO MĀORI

CODE: 10MRI (Full year course)

Recommended Previous Study

We encourage completion of 9MRI or equivalent Māori language experience. See subject leader if neither of these apply.

Course Description

Building on the Te Reo Māori you already know, you will learn to communicate about familiar topics such as kura, kai, haerenga, waiata, whānau, whakapapa and hākinakina.

Through simple pūrākau, waiata and videos you will also broaden your understanding of the Māori culture.

Skills Acquired

Through activities such as:

- speaking - mihi, role plays, giving instructions
- listening - songs, bingo, directed listening tasks, dictation
- reading - articles, magazines, short stories, translation
- writing - short reports and stories
- understanding of tikanga is further developed

Contributions: \$15 course material

SPANISH

CODE: 10SPA (Full year course)

Recommended Previous Study

Completion of 9SPA or equivalent Spanish language experience. See subject leader if neither of these apply.

Course Description

The ability to speak another language is not only a benefit, but also a great joy. More than 500 million people speak Spanish on the five continents; it is a language of international communication. Spanish is the second most spoken native language in the world, and it is the official language of 21 countries.

Building on the Spanish you already know, you will learn to communicate about familiar topics such as family and friends, school, free-time activities and holidays. Through simple stories, songs and videos you will also broaden your understanding of the culture and lifestyle of countries and communities where Spanish is spoken.

Please note: Students who already have an intermediate-advanced level of Spanish are likely to find this course too basic for them. Please contact the subject leader to discuss options.

Contributions: \$30 for class materials

ARTS

ART

CODE: 10ART

Recommended Previous Study

Open entry

Course Description

The course includes a wide range of activities: drawing, sculpture, painting, printmaking and design. The students will have the opportunity to learn about a range of approaches to art making, ideas and processes.

Skills Acquired

- Students will apply their understanding of the elements of art and design to produce finished works using a variety of techniques, tools and materials.
- They will investigate, communicate and develop visual ideas through the study of art works.

Contributions: \$50 for class materials and art pack.

DANCE TECHNIQUE AND PERFORMANCE

CODE: 10DAN

Recommended Previous Study

Open Entry

Course Description

Dance technique - street, jazz, contemporary
Dance performance

Skills Acquired

Physical skills: body awareness, alignment, co-ordination, ability to reproduce movements.
Performance skills: focus, expression, energy, projection, group awareness

Contributions: Small charges for any workshops or field trips

DRAMA

CODE: 10DRA

Recommended Previous Study

Open entry

Course Description

- Theatre sports

- Scriptwriting
- Acting skills
- Major production

Skills Acquired

- Fostering of self-confidence and group skills
- Enhancement of understanding of dramatic conventions.
- Development of students' skills of characterisation and performance
- Devising / scriptwriting skills

Contributions: No production contributions charged

MUSIC

CODE: 10MUS

Recommended Previous Study

Open Entry

The course focuses on equipping students with the skills, techniques and knowledge to succeed at performing and creating music. Students will get to explore and enhance their creative abilities through composing their own music. They will also have the opportunity to expand their practical and theoretical skills through the researching, practicing and or performing music created by others.

The music department encourages individuals to play to their strengths while enjoying an environment that strongly supports collaboration and the sharing of ideas.

This course is open entry, no prior practical or theoretical knowledge is required. You do not have to be able to read music to create or perform music. You do however need to have a love or interest in music to create and perform music.

Contributions: \$15 for class materials

TECHNOLOGY

DESIGN TECHNOLOGY

CODE: 10DTE

Recommended Previous Study

Open Entry

Course Description

This course consists of two major design briefs that encourage the development of creative and innovative solutions using a range of technologies and materials. Students will learn modelling and presentation skills, in preparation for Level 1 NCEA. They will also have the opportunity to use new technologies to aid the manufacture of prototypes.

Skills Acquired

- Construction skills and techniques
- Understanding material properties
- Developing designs for manufacture
- Design presentation
- Design-based software and hardware

Contributions: \$65 for hard materials and basic components.

DIGITAL TECHNOLOGIES

CODE: 10DIT

Recommended Previous Study Open entry

Course Description

This course is based on the Computational Thinking and Designing and Developing Digital Outcome strands that underpin further study in Digital Technologies. Students will also be able to apply their learning in other curriculum areas.

The course includes learning in:

- Digital Information
- Digital Infrastructure
- Digital Media
- Programming
- Computer Science
- Conceptual design

Topics Covered

- Image manipulation using Photoshop
- Hardware/software with Arduino
- File management and standard operating procedures
- Simple program planning and programming using *Python*

Contributions: \$18 to cover software and online course subscriptions.

Students will be expected to have sufficient print balance for this course, approximate value \$5. Students will also be required to have a USB stick and earphones

DESIGN AND VISUAL

COMMUNICATION

CODE: 10DVC

Recommended Previous Study

Open Entry. Completion of 9DVC recommended

Course Description

Students learn more complex drawing skills and are asked to use these within challenging design briefs. The briefs will develop students' approach to mostly 3 dimensional problems. Modelling techniques and presentation skills will be taught to enable rigorous critique of the design solutions.

Skills Acquired

- 2D and 3D Freehand Sketching
- Orthographic Projection
- Instrumental Drawing
- Application of Design Thinking
- Modelling
- Presentation skills

Contributions: \$8 for access to cloud-based design software. \$55 DVC pack if not taken in Year 9

NUTRITION AND FOOD TECHNOLOGY - ADVANCED

CODE: 10NFT

Recommended Previous Study

Completion of 9NFT recommended.

Course Description

Students will:

- Develop an understanding of the factors that influence food choice and explore ways in which they can enhance and sustain their own and their family's well-being through the selection and preparation of food.
- Have the opportunity to design and create their own food products, demonstrating originality and innovation.

Skills Acquired

- Self-management
- Food preparation and presentation techniques
- An ability to use food preparation equipment
- Food product design process
- Co-operative learning
- Evaluation and reflection

Contributions: \$45 for materials. Students may also be asked to bring additional food supplies.

- Self employment

Contributions: \$40 – for materials, plus \$8 for access to cloud based design software. Students need to provide fabric and extras to complete the main hoodie project

- Teaching
- Costume design
- Fashion journalism
- Textiles designer
- Machinist
- Interior Design
- Self employment

Contributions: \$40 – for materials, plus \$8 for access to cloud-based design software. Students need to provide fabric and extras to complete the main hoodie project.

FASHION AND DESIGN

CODE: 10FDE

Recommended Previous Study

Completion of 9TXD or 10TXD (10TXD in 1st half of year is recommended)

Course Description

Focusing on fabric, this course aims to further develop technical skills and explore creative and innovative ways of designing fabric products. This course could be the next step on a career pathway in design, or for those students who love to design and sew as a creative outlet.

During this half year option course student will complete two projects:

1. A social action/commentary focused project “ONE FOR YOU”. In recent years the class has designed and upcycled fabrics to make cot quilts which are donated to the Neonatal intensive care unit at Wellington hospital.
2. A personalised decorated Hoodie or sweatshirt project: “FASHION REVOLUTION – DESIGNED AND MADE BY ME!” Fashion has a huge, and often negative impact on our world. But we can make change. One way is to get a better understanding of how clothes are made and to design and make items that we love – one off, creative garments that we will wear forever!

Career Opportunities include:

- Fashion Designer
- Fashion retail/buying
- Pattern Maker/cutter
- Stylist
- Graphic Artist/Illustrator

SOCIAL SCIENCES

CONSUMER & BUSINESS STUDIES

CODE: 10CNS

Recommended Previous Study

Open entry

Course Description

The first half of this course is project-based in which students will develop the skills and knowledge of being a savvy consumer. Possible project themes include buying a car, buying a laptop and planning an overseas trip. The second half of the course will focus on Business and Enterprise where students will learn about the knowledge and skills required

to be an entrepreneur and run a successful business.

Topics

- Buying
- Consumer Rights
- Saving
- Borrowing
- Entrepreneurs
- Business Concepts
- Business planning & ideas

Contributions: Nil

Onslow College Subject Structure 2022

| Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Half Year (Yr12/13) |
|--|-------------------------------------|-------------------------------|-----------------------------------|--|------------------------|
| Arts Learning Area | | | | | |
| Art | Art | Art | Art | Art - Design | |
| | | | | Art - Painting | |
| | | | Art - Photography | Art - Photography | |
| | | | | Art History | |
| Dance | Dance | Dance | Dance | Dance | |
| Drama | Drama | Drama | Drama | Drama | |
| Music | Music Performance | Music | Music | Music | |
| | Music Composition | | | | |
| English Learning Area | | | | | |
| English* | English* | English* | English* | English | |
| | | | Media Studies | Media Studies | |
| Languages Learning Area | | | | | |
| ELS | ELS/ELA | ELS | ELS | | |
| | | ELA – Academic Eng. | ELA – Academic Eng. | ELA – Academic Eng. ^(NUA) | |
| French | French | French | French | French | |
| Japanese | Japanese | Japanese | Japanese | Japanese | |
| Spanish | Spanish | Spanish | Spanish | Spanish | |
| Mandarin | Mandarin | Chinese | Chinese | Chinese | |
| Te Reo Māori | Te Reo Māori | Te Reo Māori | Te Reo Māori | Te Reo Māori | |
| | | Curric. Based Learning | Curric. Based Learning | Curric Based Learning ^(NUA) | |
| Mathematics Learning Area | | | | | |
| Mathematics* | Mathematics* | Mathematics [^] | Mathematics | Mathematics: Calculus | |
| | | Mathematics Initiative | Mathematics & Statistics | Mathematics | |
| | | | Mathematics Initiative | Mathematics: Statistics | |
| | | | | Mathematics: Advanced Statistics | |
| Physical Education/Health Learning Area | | | | | |
| PE/Health* | PE/Health* | Physical Education | Physical Education | Physical Education | |
| | | | Outdoor Education | | |
| Science Learning Area | | | | | |
| Science* | Science* | Science [^] | Earth and Space Science | Earth and Space Science | |
| | | | Biology | Biology | |
| | | | Chemistry | Chemistry | |
| | | | Physics | Physics | |
| Social Sciences Learning Area | | | | | |
| Social Studies | Social Studies | Geography | Geography | Geography | Geography |
| | | History | History | History | History |
| | | | Classical Studies | Classical Studies | NZ Studies |
| | Consumer Studies & Business Studies | Business and Economics | Economics | Economics | |
| | | Accounting | Accounting | Accounting | |
| | | | Business Studies | Business Studies | |
| | | | Tourism | Tourism ^(NUA) | Tourism |
| | | | Gateway | | |
| | | Supported Learning | Duke of Edinburgh's Hillary Award | | Supported Learning |
| Technology Learning Area | | | | | |
| Design Tech – Found. | Design Tech | Design Tech - Materials | Design Tech - Materials | Design Tech - Materials | |
| | | DTE – Pre-Apprenticeship | | | |
| Nutrition & Food Tech – Found. | Nutrition & Food Tech | Nutrition & Food Tech | Nutrition & Food Tech | Nutrition & Food Tech | Café Cuisine |
| Design & Visual Communication | Design & Visual Communication | Design & Visual Communication | Design & Visual Communication | Design & Visual Communication | |
| Textiles & Design – Found. | Fashion & Design | Fashion & Design | Fashion & Design | Fashion & Design | Sewing 101 |
| | | | | | Fashion Studio |
| Digital Technologies (DIT) | Digital Technologies (DIT) | Digital Technologies (DIT) | DTC - Computer Sci & Prog | DTC - Comp Sci & Prog | Information Technology |
| | | | DTM – Media | DTM – Media | |
| Non-aligned | | | | | |
| Digital Literacy - Found | Digital Literacy - Found | | Wellington Trades Academy | | |
| Financial Literacy | | | | | |
| Integrated Studies | | | | | |

* Compulsory course (see course descriptions for precise details)

[^] Compulsory course – choose one English, one maths and one science course

(NUA) Not a university approved course in 2020

Level 1 (Year 11) Subject Recommended Previous Study 2022

The table below shows what previous study, if any, Learning Areas recommend students complete before selecting the subject.

Subject Leaders/Learning Area Leaders are available to discuss selections.

| Code | Level 1 (Year 11 Subjects) | Recommended Previous Study |
|--------------|--|---|
| 11ACC | Accounting | Open entry |
| 11ART | Art | Completion of 9ART and/or 10ART or with approval by Subject Leader |
| 11BEC | Business and Economics | Open entry |
| 11CBL | Curriculum Based Learning | EL students. Recommendation of International Dean |
| 11CHI | Chinese | We encourage completion of 10MRN or equivalent Mandarin experience |
| 11DAN | Dance | Open Entry |
| 11DTE | Design Technology – Materials | Satisfactory completion of 9DTE, 10DTE or 10DTA or by discussion with Subject Leader. |
| 11DIT | Digital Technologies | Satisfactory completion of 9DIT or 10DIT course or recommendation of Subject Leader |
| 11DRA | Drama | Full participation in 9DRA and/or 10DRA, or by discussion with Subject Leader |
| 11ENG | English | Compulsory |
| 11ELS | English for Speakers of Other Languages (EL) | Recommendation of Subject Leader, EL |
| 11ELA | EL - Academic English | Recommendation of Subject Leader, EL |
| 11ELP | English for Speakers of Other Languages | Recommendation of Subject Leader, EL |
| 11FDE | Fashion and Design | Completion of 9TXD, 10TXD or 10TXA or with approval by Subject Leader (10TXA recommended) |
| 11FRE | French | We encourage completion of 10FRE or equivalent French language experience |
| 11GEO | Geography | Open entry |
| 11DVC | Design and Visual Communication | Satisfactory completion of 9DVC or 10DVC |
| 11HIS | History | Open entry |
| 11JAP | Japanese | We encourage completion of 10JAP or equivalent Japanese language experience |
| 11MRI | Te Reo Māori | We encourage completion of 10MRI or approval by subject leader. |
| 11MAT | Mathematics | Year 10 Maths |
| 11MIT | Mathematics initiative | Year 10 Maths |
| 11MAZ | Mathematics | Year 10 Maths |
| 11MUS | Music | This course is open entry however beneficial to have an instrument. |
| 11NFT | Nutrition and Food Technology | Completion of 9NFT or 10NFT |
| 11PED | Physical Education | Open Entry |
| 11SCI | Level 1 – Science | A Level 1 Science course is compulsory unless exempted by Dean |
| 11SPA | Spanish | We encourage completion of 10SPA or equivalent Spanish language experience |
| 11SPC | Supported Learning | Recommendation of Dean or Learning Area Leader, Learning Support |
| | | |
| | | |
| | | |

SUBJECT PREFERENCES FOR 2022

Planning Your Programme - Use this sheet to help you think about next year. Final selection done online

- When choosing your options, you should plan a two-year programme.
- Use the charts on pages 12 – 15 when you plan your programme to ensure that you will be able to gain access to courses that are of interest to you in the future.
- Students study four optional subjects - two per half year, each for 3 hours per week.
- Languages are full year courses so if a student chooses a language this counts as two options.
- Enter options in order of preference, that is, first choice in line 1, second choice in line 2, and so on. Please enter two reserve options in lines 5 and 6. Your reserve subjects will be used in the event of some of your first four choices being unavailable.
- Subjects already entered are compulsory.

Note: All courses are dependent upon staffing and student numbers. You will be contacted in the event of any problems with your option choices.

| Year 10 Subject Preferences | Code |
|-----------------------------|-------|
| English | 10ENG |
| Mathematics | 10MAT |
| PE/Health | 10PED |
| Science | 10SCI |
| Social Studies | 10SST |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

| |
|----------------------------------|
| My plans for the future include: |
| |

- The tables below are for planning purposes and do not guarantee course entry.

| Year 9 Subjects Taken | Year 11 Subject Preferences | Year 12 Subject Preferences |
|--------------------------|--------------------------------|--------------------------------|
| English | English | English |
| Mathematics | Mathematics | 1. |
| Science | Science | 2. |
| Social Studies | 1. | 3. |
| PE and Health | 2. | 4. |
| 1. | 3. | 5. |
| 2. | | 6. |
| 3. | | |
| 4. | | |

YEAR 10 PATHWAY PLANNING HELP SHEET

NAME _____ Parent Signature _____

What areas am I interested in? What do I really enjoy doing? What am I good at? What is my passion? (LIST everything that even remotely appeals.)

Any vague ideas about what job areas I may want to go into later? List them ALL!

What do I need to study to go into these areas?

| SUBJECTS (Write down ALL the subjects you are interested in.) | Have I got entry? Tick or cross | Does it go through to Y11? | Does it go through to Y12? | Does it go through to Y13? | Does it help me get to where I want to go? Tick or cross. |
|---|--|-----------------------------------|-----------------------------------|-----------------------------------|--|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

QUESTIONS ABOUT MY COURSE SELECTION: