INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME

2019
STAFF WHO CAN ASSIST WITH COURSE SELECTION

Principal ................................................................................................................................. Jayne-Ann Young
Head of Middle School ....................................................................................................... Rena Day
MYP Coordinator ................................................................................................................ Helen Wright
Community Project Coordinator ....................................................................................... Nicole Sinarahua
Counsellor ............................................................................................................................ Joanne Logan

DEPARTMENTS

English .................................................................................................................................
Social Sciences .................................................................................................................... Nadine Allen
Languages ............................................................................................................................ Florence Hamon
Mathematics and Commerce ............................................................................................. Paul Sherris
PE & Health ........................................................................................................................ Tarron Duffill
Performing Arts .................................................................................................................. Tim Jenkin
Science ............................................................................................................................... Vanessa Gray
Technology (Digital) .......................................................................................................... Richard Knuckey
Technology ......................................................................................................................... Barbara Knight
Visual Art ............................................................................................................................. Paulette Pavelich

MIDDLE SCHOOL DEANS

Year 7 ................................................................................................................................. Tonia Geddes
Year 8 ................................................................................................................................ Natasha Selkirk
Year 9 ................................................................................................................................ Mary Wood
Year 10 ................................................................................................................................. Samantha Adlam
THE MIDDLE SCHOOL – INTRODUCTION

Between 10-15 years of age is a time of immense change as a girl transitions from child to teenager. During these pivotal years, she requires structure and stability as well as an environment in which she can explore and pursue her unique talents. Having each girl feeling that she is known, cared for and valued as an individual is important and our programmes are designed to ensure this is achieved.

The Middle Years (Years 7-10) Curriculum Handbook provides an overview of our education, and in particular the IB Middle Years Programme (MYP), the framework for our academic programme. Specifically designed for the Middle Years cohort, MYP emphasises rigorous learning, community service, attitude development and preparation for participation in an increasingly global society. Building on the skills and knowledge developed through the Primary Years Programme (PYP) in the Junior School, the programme is the ideal preparation for the dual qualification pathway delivered in the Senior School: either the IB Diploma or NCEA. Together the three IB programmes provide a continuum of high-quality international education underpinned by a common, cohesive and progressive philosophy.

The Middle Years Programme is characterised by breadth of subject with all disciplines compulsory throughout and some limited choice available in the last two years of the programme, for example language choice. Learning a second language fits with our belief in preparing students to be global citizens. STEM (Science, Digital Technology, Engineering and Mathematics) subjects are vital for the modern workplace. A feature of our MYP programme is the Drama, Music and Visual Arts courses that encourage girls to be creative and build confidence.

Whilst providing an environment where students feel secure, happy and recognised, the middle years are also about offering girls increased opportunity and challenges to discover how they learn, how to manage themselves, how to work with others and where they want to go. At QMC, opportunities abound in extra-curricular sport and cultural activities to develop and pursue areas of interest to sophisticated levels. Through their Middle School experience, girls can take risks in a safe and supported environment, develop resilience and discover their strengths and passions.
NEEDS AND CHARACTERISTICS

Adolescents have social, physical, emotional and intellectual needs that can only be met through specific educational experiences that are different from either the Junior School or the Senior School.

To ensure the specific needs of Middle School girls are met, we have implemented the following:
- Social and academic progress monitored and nurtured by the Form Teacher and Dean
- Subjects designed and taught by specialist teachers, thereby creating challenging programmes which require the students to be organised and focussed
- Learning programmes which allow for natural links between subjects to occur
- A rigorous assessment system
- Targeted learning support enrichment for identified students
- LEAP (Learning Enhancement and Acceleration Programme)
- Leadership opportunities, such as Year 8 and 10 House Leaders, Class Captains, Qtechs, Librarians and student exchanges
- A Health programme where issues of bullying, drug education, friendships and personal development are explained
- A Community Service programme at each year level
- A Performing Arts programme which develops skills in drama and music and builds confidence in performance-based activities
- A Sports programme that encourages participation and excellence
- Community Project at Year 10
- A strong connection with the Senior School to ensure a smooth transition
- Themed pastoral guidance through our Deans, Counsellor and Mentor and Peer Support
- Proactive liaison and communication with parents

CURRICULUM

The senior leader with responsibility for curriculum and assessment works closely with the Head of Middle School and MYP Coordinator. She has the overview of subjects and works directly with the Heads of Department.

Heads of Department are responsible for subjects taught in the Middle and Senior Schools and can be contacted about specific subject matters.

Please note: Every effort is made to accommodate each student’s subject choices. However, sometimes it is not always possible to do this. Where there are clashes in subject choice or the class size is too small, students may be asked to make another choice.
WHAT IS THE MIDDLE YEARS PROGRAMME?

MYP helps students develop the knowledge, skills and attitudes needed to participate responsibly in a changing and increasingly inter-related world. This means teaching them to become independent learners who can recognise relationships between school subjects and the world outside and learn to combine relevant knowledge, experience and critical thinking to solve complex problems.

The MYP is guided by three fundamental concepts:

**Holistic Learning**

Whilst maintaining excellent standards of teaching and learning across a wide and balanced range of traditional subjects, the MYP also has an extra emphasis on the interrelatedness of the subjects. This encourages the student to consider issues and problems from a variety of points of view. The students learn to combine relevant knowledge, experience and critical thinking to solve real problems.

**Intercultural Awareness**

The MYP develops students’ attitudes, knowledge and skills as they learn about their own and others’ cultures. MYP teaching and learning encourages tolerance, respect and empathy. This is an essential part of education to create a better and more peaceful world in the future.

**Communication**

Good command of one’s own language enables clear expression of ideas, attitudes and feelings. The learning of other languages extends the student’s ability to communicate and it teaches appreciation of different cultures and ways of thinking. Good communication is also about listening to others and understanding variations and nuance. The MYP also encourages students to explore various modes of expression.
IBO LEARNER PROFILE

Teachers work with students to develop the ten attributes which form the learner profile. Goal setting, modelling, explicit teaching and reflection provide opportunities for the girls to consider the attributes and how they impact on learning, behavior and personal development.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

APPROACHES TO LEARNING SKILLS (ATL)

ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in rigorous academic programmes like the Diploma Programme (Year 12 and 13). ATL skills are grouped into five broad skill organisers. Within each ATL Skill Category there are one or more Skill Clusters.
Approaches to learning skills can be:
- Learnt by the student
- Improved with practice
- Taught by the teacher
- Developed incrementally

ATL Skills are of three types: Cognitive; Affective; and Metacognitive.

Cognitive skills include active information processing and retrieval strategies e.g. study skills. Affective skills enable students to gain some control over mood, motivation and attitude. Metacognitive skills can be viewed as: metacognitive knowledge - students gaining awareness of the thinking and learning preferences, strategies, techniques and skills they use at present; and metacognitive performance - students using that knowledge to improve performance, changing ineffective strategies, trying new ones and learning new skills.

ACADEMIC HONESTY

- Acknowledging your sources
- Using your own words
- Doing your own work
- Being honest and principled

The Middle School recognises that academic honesty is embodied in the Mission Statement, values and IB Learner Profile which are foundations of Queen Margaret College. A clear, positive approach to academic honesty as good practice is imperative to ensure that:
- Teacher and student integrity is promoted through sound teaching and learning practice
- Student research is properly conducted
- Assessment is authentic
- Intellectual property and copyright regulations of New Zealand are upheld. This policy is consistent with the International Baccalaureate’s philosophy and expectations and is designed to support the Middle Years Programmes from Principles to Practices (2014).

ASSESSMENT

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on thinking strategies and processes as well as the end result. Assessment is criterion-based and relates to subject objectives.

Activities on which the students are assessed can include: open-ended problem-solving activities, investigations, organised debates, hands-on experimentation, analysis and reflection as well as the more conventional written assignments. Middle School students do not sit any formal examinations.

Clear marking schedules are issued to students using the MYP Criteria and Achievement Level Descriptors where a 1 signifies minimal achievement in terms of the objectives, and an achievement level of 8 signifies maximum achievement.
At the end of the year a final grade of 1-7 (highest) is awarded for each subject based on an evaluation of student achievement in the criteria. All students are awarded a final grade of 1-7 for each subject in their end of year summative report. This is similar to the Diploma where a final grade of 1-7 (highest) is awarded for each subject.

THE MYP YEAR 10 COMMUNITY PROJECT

The Community Project gives each student an opportunity to develop awareness of the needs in various communities, and the opportunity to address a specific need about which they feel concerned.

Students may choose to complete their Community Project independently, or to work in a small group.

The Community Project offers the opportunity for students to:
- Give service to the community
- Pursue a goal which will make a real difference to others or to the environment
- Inquire and research an issue about which they are passionate
- Create an action plan and move towards thoughtful and positive action
- Collaborate with other students on this service project, sharing goals, learning and service as action
- Apply all the learning strategies and Approaches to Learning skills they have acquired throughout the MYP years at Queen Margaret College
- Reflect thoroughly on learning and on how well goals were achieved

Ultimately the Community Project will:
- Enable students to experience the responsibility of completing a significant piece of work over an extended period of time
- Help students to develop key skills which will prepare them for success in further study, the workplace and the community

HOMEWORK

Homework serves as an intellectual discipline, establishes study habits, and reinforces work done in school. High achieving students invariably have a positive attitude to homework and its completion, viewing it as an opportunity to consolidate learning and even to share what they are doing with parents.

Suitable Homework Tasks:
- Learning new second language vocabulary daily
- Daily practice of basic facts and times tables
- Reading of texts or reference material
- Pre-reading of information for the next lesson
- Reinforcement of skills
- Reflection on lessons and/or tasks
- Preparation/revision for assessments
- Practice, rehearsal for performance

Busy work (e.g. irrelevant colouring in, borders and decoration) should be avoided

Students and Parents can expect that:
- Students in Years 7 and 8 should be learning at home for about 45 minutes each week night
- Students in Years 9 and 10 can expect to manage one hour or up to ninety minutes each
evening

- There may be assignments set over a period of time. These will be worked on in class with some work expected to be completed at home. Students and parents are advised to watch the deadlines (students will have these and they are also on mag.net assessment calendars).

Staff can expect that:
- Homework will be completed to a high standard and to the deadlines
- On occasion, family commitments/circumstances may prevent students from completing homework (please contact the teacher concerned)
- Parents will let the form teacher know if homework is taking much longer than the expected time so that a solution can be found

Deans also monitor homework expectations and are another useful point of contact for parents if there are concerns.
YEAR 7 SUBJECT INFORMATION

ALL STUDENTS FOLLOW A COURSE WHICH INCLUDES THE FOLLOWING SUBJECTS

**DRAMA (ARTS)**

Course details:
The aim of the course is to introduce all students to key concepts in a practical environment. The course aims to inspire a passion for, and confidence in, Drama in all students. There is a particular focus on verbal and non-verbal skills - along with small group collaborative skills and the development of independent work skills as a support to other curricular areas. Students will begin with a study of how to use techniques effectively in a performance situation and move on to creating an original performance based on a fairy-tale through a devising cycle. The students will then work with short scripts to prepare for an evening performance for parents in either Term 2 or Term 4. The year concludes with a study of puppetry through both construction and application in performance.

Course Information:
- The course is run over half the year, alternating with Music
- Each class will cover four topics over the duration of the course

Homework expectations:
Students are expected at times to complete some homework. Generally written reflections will be completed in class. However, it is vital that when approaching an assessment homework time is used to learn lines.

**MUSIC (ARTS)**

Course details:
In the Year 7 MYP course students gain a basic understanding of how music is constructed and expressed, and begin to develop skills in creating and performing their own music.

The students learn:
- A basic understanding of musical elements including foundational keyboard skills
- To compose and notate their own rhythms and melodies using music software
- An overview of the history, development and identity of musical instruments from around the world through research and presentation tasks
- To read and effectively perform music on the ukulele

Course Information:
- The course is run over half the year, alternating with Drama
- A number of extra-curricular activities are available to all students

Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Practicing solo or group performance
- Completing composition tasks
- Completing theory exercises
VISUAL ARTS (ARTS)

Course details:
The aim of this course is for students to develop an enthusiasm for and a confidence in art making, building on the skills acquired in each successive year. The Year 7 Visual Arts course is a practical course of study that introduces the students to Year 1 of the MYP framework. The artistic fundamentals that students develop form a foundation on which to build further skills and understanding of the MYP Arts Curriculum. They will be encouraged and enabled to:
- Create 2D and 3D artworks in a variety of wet and dry media
- Develop technical skills specific to the discipline
- Engage in a process of creative exploration and discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art

Course Information:
- Each class will rotate through four different unit topics over the year.
- There is a consumables fee of $62, which will be charged to the student’s account.

Homework expectations:
Students should be learning at home for a total of at least one hour per weeknight, across all subjects. To achieve at a high level in this subject, students may have to complete some homework during the week. Homework might include:
- Completion of assignments or self-evaluation reflection sheets started in class
- Catching up on work missed due to absence

TECHNOLOGY (DESIGN)

Course details:
Technology (Design) is about making a difference in our world – through developing designs, products and systems that meet the requirements of a design brief. The Design Cycle is a key development process that is followed at all year levels in Technology.

Potential Units:
Felting: Zoo Gifts:
Students will learn about felt-making traditions and processes. They will create their own felt fabric and learn how to hand-sew and embellish their materials. As part of this topic students will visit Wellington Zoo and the zoo gift shop – to develop prototype gift items that have a zoo theme.

Digital Technology:
In this unit activities will include an introduction to Digital Technology at QMC and the 1:1 laptop programme, digital citizenship, skills development, and a Design/Technology project that will incorporate the application of a variety of digital media.

Course Information:
- Each class in Year 7 will take Technology (Design) as a compulsory subject.
• Each class will rotate through two different unit topics over the year. Each unit topic will be approximately two terms in length.
• Each unit topic may be taught by a different teacher in appropriate timetabled classrooms. Each unit of work will focus on a different technological area/context: (eg: Materials, Digital)
• There is a $30 + GST consumables fee for Technology. This will be charged to your school account. The Felting topic will incur a $14 (approximate) charge for use of the Wellington Zoo Educational facility and bus travel to the Zoo. This will be charged to your school account.

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Carrying out individual project - written, research or design sketching tasks
- Attending lunchtime workshops to complete any practical work or to access extra help with practical work
- Catching up with work not completed during class time
- Online tutorials for keyboard skill development (Digital Technology)

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**HUMANITIES (INDIVIDUALS AND SOCIETIES)**

**Course details:**
MYP Individuals and Societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, technological and cultural factors that have (or had) an impact on individuals, societies and environments.

The IB’s approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in the study of societies; they test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focuses on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).

**Course Information:**
- Each class covers four units over the year
- Each unit topic will be approximately nine weeks in length

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Completion of or extension of work done in class
- Reading
- Research
- Revision of material covered in class
- Written responses
- Reinforcement of fundamental skills
ENGLISH (LANGUAGE & LITERATURE)

Course details:
Students are encouraged to develop genuine interest in literature and a confidence in reading, writing and presenting. Students read and write for a range of different purposes, developing research and presentation skills, building on their understanding of how texts are constructed and why authors create them. Students develop their written and oral communication skills using a variety of contexts and genre.

Course Information:
- Developing fundamental literacy skills is a focus throughout the whole year.
- An understanding of visual literacy is developed through the study of film and storyboard development.
- Creative writing skills are developed.
- Paragraph writing skills are taught.
- The skills of writing are taught by studying a range of texts.
- Skills in reading comprehension and analysis are developed.
- Skills in constructing and delivering a monologue are developed.

Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Completion of or extension of work done in class
- Reading
- Research
- Revision of material covered in class
- Written responses
- Reinforcement of fundamental literacy skills

LANGUAGE ACQUISITION

Queen Margaret College offers an introductory MYP language acquisition course, structured as a ‘languages carousel’. Students complete a seven week module in each of our five languages offered: Chinese, French, te reo Māori, Spanish and Japanese. Towards the end of the academic year, they choose one of the languages from the carousel with the intention of studying that language in Years 8, 9 and 10.

Course details:
Through learning languages, students develop a respect for, and understanding of, diverse linguistic and cultural heritages. In each of the five carousel courses, they work on a task-based project where they begin to communicate in the target language using vocabulary specific to the topic or situation. Each of the languages has a different theme for their project. The proposed projects could include; for example, ‘Eating out in a French restaurant’, ‘Organising a fiesta’ or ‘Discovering Japanese sports and leisure’. In class, students participate in fun and challenging activities whilst practising their listening, reading, speaking and writing skills. They engage in elearning, using their laptop to access various language learning resources and to record their work on OneNote. The support of our international language assistants enhances the learning experience.

Homework expectations:
Your daughter may be assigned short homework tasks.
These might include:

- Vocabulary lists to revise
- Completion of classwork
- Catching up on work missed due to absence
- Carrying out a research task on the project topic

Students will be subscribed to www.educationperfect.com and the approximate cost of $20 will be charged to the parents’ or caregivers’ school account.

**MATHEMATICS**

**Course details:**
The academic curriculum for Middle School mathematics at Queen Margaret College has the New Zealand Curriculum as its foundation. The mathematical content of courses and the way we measure student progress with mathematical skills is taken from the New Zealand Curriculum. The IB Middle Years Programme informs our approaches to teaching and learning and the way that students engage with the mathematical content at a particular curriculum level.

The curriculum in Year 7 is designed as a continuing mathematical step from the Junior School through the Middle School and on to the Senior School. Classes are mixed ability, and teachers differentiate learning for individual student needs.

**Course Information:**
The main topics covered throughout the year are probability, number knowledge and skills, geometry and measurement, and algebra. We also run a Mathematics Club staffed by teachers every week, usually one at lunchtime and one after school. Students can attend to do their homework or receive some extra help.

There will also be the opportunity to take part in a number of activities and competitions, including the University of Otago Problem Challenge, the International Competition and Assessment for Schools (ICAS) for Mathematics, and the Australian Mathematics Competition.

All students will receive a printed MathsMate homework book and will be registered for the Education Perfect online mathematics software.

**Homework expectations:**
Regular homework will be set and students are expected to complete a total of no more than one hour of homework per night across all subjects.

**PHYSICAL AND HEALTH EDUCATION**

**Course details:**
Students are provided with an exciting and enriching programme. The Physical Education department is committed to creating and maintaining a learning environment that recognises and acknowledges each student as having individual and metacognitive needs, by offering a high quality, broad-based curriculum. Students work cooperatively, demonstrating appropriate communication skills to achieve goals in social and competitive situations.

The students learn about:
• Fitness components and how these can be used to improve fitness through a number of fitness games, such as monopoly fitness, snakes and ladders, rob the nest and air guitar fitness.
• Movement compositions through dance and Māori games.
• Encouraging personal best and cooperation in modified games.
• Identifying factors that affect performance.
• The skills needed to successfully participate in invasion games, striking and fielding.
• Accepting individual differences and celebrating others successes in team situations.
• Health topics including interpersonal skills, friendships, communication styles, bullying, puberty, nutrition, and hygiene.

Course Information:
• Correct uniform to be worn. Failure to do so will result in the following:
  o 1st time a warning
  o 2nd time a PE detention
  o 3rd time a Deans detention

Homework expectations:
On occasion PE homework will include:
• Extra physical tasks
• Creation of routines
• Written tasks to support practical work

**SCIENCES**

Course details:
The aim in Year 7 is for students to develop an appreciation of how scientists work and become enthusiastic scientists themselves. Year 7 students develop their understanding of science ideas and concepts as they explore the skills and knowledge used by different types of scientists. They learn basic practical skills and use these to work sensibly with chemicals and equipment in the laboratory. They learn to plan and carry out experiments, including launching rockets to investigate factors effecting flight. Additionally, students develop an appreciation of how Science affects us not only individually and locally but the Earth as a whole.

Course Information:
• Each class covers five units over the year
• Each unit topic will be approximately seven weeks in length
• Students are assessed on four key skills. These are Knowledge and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impacts of Science.
• Students are assessed on two or more of these key skills per unit

Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
• Reading and researching science concepts studied in class
• Completion of assignments started in class
• Practising new skills learned in class
• Catching up on work missed due to absence

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Religious Education is at the heart of the “special character” of Queen Margaret College. It allows opportunities for students to experience learning and thought in religion; notably Christian, but also in other faiths.

Year 7 begins with a short overview of world religions before moving on to some consideration of Easter. From Term Two, attention moves to observing how the Bible is constructed and to considering some of its key people and themes, and the main stories of the Bible. Classes follow the stories of some of the central characters, with special attention given to the patriarchs, whose themes are foundational to the monotheistic faiths. Then, in a leisurely way, they traverse the Old Testament, with the aim of observing the story of God and the people and attempting to secure a foundation of knowledge to which later learning may be secured. At the end of the year, they consider Christmas.
YEAR 8 SUBJECT INFORMATION

ALL STUDENTS FOLLOW A COURSE WHICH INCLUDES THE FOLLOWING SUBJECTS

DRAMA (ARTS)

Course details:
The aim of the course is to introduce all students to key concepts in a practical environment. The course aims to inspire a passion for, and confidence in, Drama in all students. There is a particular focus on verbal and non-verbal skills, along with small group collaborative skills and the development of independent work skills as a support to other curricular areas. The programme looks initially at developing the students understanding and application of comedy techniques. This is followed by a study and application of devising process which will result in students creating an original piece of theatre for performance. In Term 3 the students will work with short scripts to prepare for an evening performance for parents in either Term 2 or term 4. The Drama programme concludes with a unit looking at production technology and the place of set design in theatre.

Course Information:
- The course is run over half the year, alternating with Music
- Each class will cover four topics over the duration of the course

Homework expectations:
Students are expected to complete some homework during the week. Generally written reflections will be completed in class. However, it is vital that when approaching an assessment, that homework time is used to learn lines.

MUSIC (ARTS)

Course details:
In the Year 8 MYP course students further their understanding of how music is constructed and expressed, and continue to grow their skill base of creating and performing their own music.

The students learn:
- A more developed understanding of musical elements and notation
- Acquisition and application of keyboard skills including scales, triads and playing melodies
- How music from the past can influence music in the present
- Acquisition and application of basic compositional techniques to create, notate, and present an original set of variations using music software
- To listen to and identify a variety of vocal styles and genres
- Through researching a particular singer to appreciate how a singer communicates their music to an audience, and how the audience may respond
- Acquisition and application of basic guitar skills including chords, tunes and bass riffs, to a point of realisation in performance

Course Information:
- All students take Year 8 Music in 2019
The course is run over half the year, alternating with Drama
Students have eight lessons per 10 day cycle, either in Terms 1 & 2 or in Terms 3 & 4
A number of extra-curricular activities are available to all students

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Practicing solo or group performance
- Completing composition tasks
- Completing theory exercises
- Research tasks
- Working on Process Journals

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**VISUAL ARTS (ARTS)**

**Course Information:**
- Each class will rotate through four different unit topics over the year
- There is a consumables fee of $62, which will be charged to the student’s account

**Course details:**
The aim of this course is for students to develop an enthusiasm for and a confidence in art making, building on the skills acquired in each successive year. The Year 8 Visual Arts course is a practical course of study that progresses the students from Year 1 to Year 3 of the MYP framework. The artistic fundamentals that students develop form a foundation on which to build further skills and understanding of the MYP Arts Curriculum. They will be encouraged and enabled to:
- Create 2D and 3D artworks in a variety of wet and dry media
- Develop technical skills specific to the discipline
- Engage in a process of creative exploration and discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art

**Homework expectations:**
Students should be learning at home for a total of at least one hour per weeknight, across all subjects. To achieve at a high level in this subject, students may have to complete some homework during the week. Homework might include:
- Completion of assignments or self-evaluation reflection sheets started in class
- Catching up on work missed due to absence

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**TECHNOLOGY (DESIGN)**

**Course details:**
Technology (Design) is about making a difference in our world – through developing designs, products and systems that meet the requirements of a design brief. The Design Cycle is a key development process that is followed at all year levels in Technology.

**Potential Units:**

**Tote Bags:**
This course focuses on developing skills with sewing machinery, materials and construction
techniques. A focus theme for this unit is sustainability and being eco-conscious in design. Students will construct a Tote Bag for a selected client.

**Electronics / Multi-materials:**
In this unit activities will include a review of electronic circuit construction, soldering and LEDs. The main project will involve construction of a multi-materials product (which may be a conceptual design, a construction testing model, or a finished article) for a selected client that includes a working electronic circuit. A laser cutter and digital technology will be utilised during this course.

**Course Information:**
- Each class will rotate through two different unit topics over the year
- Each unit topic will be approximately two terms in length
- Each unit topic may be taught by a different teacher in appropriate timetabled classrooms. Each unit of work will focus on a different technological area/context (eg: Materials, Electronics)
- There is a $30 +gst consumables fee for Technology. This will be charged to your school account.

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Carrying out individual project - written, research or design sketching tasks
- Attending lunchtime workshops to complete any practical work or to access extra help with practical work
- Catching up with work not completed during class time

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**HUMANITIES (INDIVIDUALS AND SOCIETIES)**

**Course details:**
MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

The IB’s approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in the study of societies; they test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focuses on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).

**Course Information:**
- Each class covers four units over the year
- Each unit topic will be approximately 9 weeks in length

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during
the week. Homework might include:

- Completion of or extension of work done in class
- Reading
- Research
- Revision of material covered in class
- Written responses
- Reinforcement of fundamental skills

ENGLISH (LANGUAGE AND LITERATURE)

Course details:
Students are encouraged to develop genuine interest in literature and a confidence in reading, writing and presenting. Students read and write for a range of different purposes, developing research and presentation skills, building on their understanding of how texts are constructed and why authors create them. Students develop their written and oral communication skills using a variety of contexts and genre.

Course Information:
- A film is studied to learn how film makers use techniques and conventions to create meanings in film
- Paragraph writing skills are developed
- A novel is studied to develop understanding of how writers construct meaning
- Skills in constructing and delivering speeches are developed
- Different writing genres are studied and modelled to develop creative writing skills
- Skills in reading comprehension and analysis are developed throughout the year

Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:

- Completion of or extension of work done in class
- Reading
- Research
- Revision of material covered in class
- Written responses
- Reinforcement of fundamental literacy skills

LANGUAGE ACQUISITION

Students study one language in Year 8. They choose from Chinese, French, Japanese, Spanish and te reo Māori.

Homework expectations are the same for all languages:
Students are expected to complete some homework during the week. Your daughter should be learning at home for a total of one hour per night, across all subjects. The key to language learning is ‘little and often’.

Homework might include:
- Learning a number of words, verbs or phrases
- Reading and grammar exercises to do or a short paragraph to write
• Before an assessment, students will be expected to revise their notes or to practise their spoken language
• Revision of vocabulary learned in class with www.languageperfect.com and www.linguascopecom
• Catching up on work missed due to absence

FRENCH

Course details:
During the course of the year, students learn how to talk about themselves and others in a range of familiar situations. They revise the present tense and develop their knowledge of past tenses. In class, students work on achieving grammatical accuracy in writing and on improving the other key skills of reading, speaking and listening. They have regular conversation classes with our French assistant to help develop their speaking and listening skills. In addition, they engage in elearning, using their laptops to work on OneNote and to access various language learning resources. Students may study the following topics:
• Around Town
  o Countries and nationalities
  o Places in town
  o Simple directions
• My free time
  o What I did yesterday, last weekend
  o Where I went
  o Television programmes
• Holidays
  o Describing present and past holidays
  o Asking questions
  o Expressing my opinion
• Enjoy your meal
  o Food and drinks
  o Eating at a restaurant
  o Shopping for food

Students will be subscribed to www.educationperfect.com and charged approximately $20. Some students will be offered an optional subscription to Mary Glasgow Magazine – approximately $27.

CHINESE

Course details:
The Year 8 Chinese course is designed to extend the four key skills of listening, speaking, reading and writing throughout the year. The students work in a target language environment and focus on expanding their work using complex grammatical structures and higher level vocabulary. In addition, they engage in elearning, using their laptops to access various language learning resources. Students may study the following topics:
• Social relationships
  o Making phone calls to friends
• Customs, traditions and celebrations
  o Birthday celebrations and traditions
  o Food Chinese people eat in different festive situations.
• Time, place and location
Students will be subscribed to www.languageperfect.com and will receive a workbook which accompanies the course. An approximate cost of $20 for the website and $10 for the workbook will be charged to the parents or caregivers’ school account.

JAPANESE

Course details:
During the course of the year, students learn how to talk about themselves and others in a range of familiar situations. In class, they are encouraged to speak Japanese and work towards improving the other key skills of listening, reading and writing using the Hiragana alphabet. The topics covered give students exposure to a variety of contexts and situations related to their personal experiences. Concurrently with the teaching of language through topics, there is an introduction to the Japanese culture and basic sentences. In addition, they engage in elearning, using their laptops to record work on OneNote and to access various language learning resources. Students may study the following topics:

- Me and my family
  - Hiragana alphabet
  - Greetings and introducing yourself
  - Numbers from 0-100 and age
  - Classroom instructions
  - My family
- Daily routine
  - Like and dislike
  - Morning routine and breakfast
  - Transport
- School life
  - Subjects and opinions
  - My timetable and telling the time
  - Strengths and weaknesses
- Like and dislike
  - Describe your trip, past tense
  - Free time activities, hobbies
  - Birthday
  - Katakana symbols

Students will be subscribed to www.languageperfect.com and will receive a workbook which accompanies the course. An approximate cost of $20 for the website and $8 for the workbook will be charged to the parents or caregivers’ school account.
**SPANISH**

Course details:
During the course of the year, students learn how to talk about themselves and others in a range of familiar situations. They develop their knowledge of the present tense of regular and irregular verbs. In class, students are encouraged to speak Spanish and work towards improving the other key skills of reading, writing and listening. They have regular conversation sessions in class time with our Spanish language assistant to help develop their speaking and listening skills. In addition, they engage in elearning, using their laptops to complete work on OneNote and to access various online language learning resources. Students may study the following topics:

- **My family and friends**
  - Greetings and introducing yourself, numbers, age and birthdays
  - Description of family, friends and pets
- **Where I live**
  - Talking about your home and where it is
  - Describing your house, the rooms and your bedroom
- **My school day**
  - Subjects and opinions, timetable and telling the time
  - Describing my school, morning and after school routine
- **My free time**
  - Sports, weekend and holiday activities

Students will be subscribed to [www.languageperfect.com](http://www.languageperfect.com) and will receive a workbook which accompanies the course. An approximate cost of $20 for the website and $10 for the workbook will be charged to the parents’ or caregivers’ school account.

**TE REO MĀORI**

Course details:
During the course of the year, students learn how to talk about themselves and others in a range of familiar situations. They develop their knowledge of the present tense, pronouns, prepositions and are introduced to possessives. In class, students are encouraged to speak te reo Māori and work toward improving the other key skills of reading, writing and listening. In addition, they engage in elearning, using their laptops to work on OneNote and to access various language learning resources. Students may study the following topics:

- **My family and I**
  - Greetings and farewells
  - Introducing yourself (pēpeha)
  - Family tree (whakapapa)
  - Numbers from 0-100, age and birth dates
  - Description of self, family members, friends and pets
- **The house**
  - Māori place names
  - Description of house and kitchen
  - Activities at home
  - Location of items inside and outside the home
- **My school day**
  - Subjects and opinions
  - Daily activities and telling the time
  - Morning and after school routine
• My free time activities
  o Sports, musical instruments and opinions

Students will be subscribed to www.educationperfect.com and charged approximately $20.

MATHEMATICS

Course details:
The academic curriculum for Middle School mathematics at Queen Margaret College has the New Zealand Curriculum as its foundation. The mathematical content of courses and the way we measure student progress with mathematical skills is taken from the New Zealand Curriculum. The IB Middle Years Programme informs our approaches to teaching and learning and the way that students engage with the mathematical content at a particular curriculum level.

The curriculum in Year 8 is designed as a continuing mathematical step from the Junior School through the Middle School and on to the Senior School. Classes are mixed ability, and teachers differentiate learning for individual student needs.

Course Information:
The main topics covered throughout the year are statistics, number knowledge and skills, geometry and measurement, and algebra. In Year 8, we encourage students to develop problem solving skills.

We also run a Mathematics Club staffed by teachers every week, usually one at lunchtime and one after school. Students can attend to do their homework or receive some extra help.

There will also be the opportunity to take part in a number of activities and competitions, including the University of Otago Problem Challenge, the International Competition and Assessment for Schools (ICAS) for Mathematics, the Australian Mathematics Competition, and the regional Mathswell competition.

All students will receive a printed MathsMate homework book and will be registered for the Education Perfect online mathematics software.

Homework expectations:
Regular homework will be set and students are expected to complete a total of no more than one hour of homework per night across all subjects.

PHYSICAL AND HEALTH EDUCATION

Course details:
Students are provided with an exciting and enriching programme. The Physical Education department is committed to creating and maintaining a learning environment that recognises and acknowledges each student as having individual and metacognitive needs, by offering a high quality, broad-based curriculum. Students work cooperatively, demonstrating appropriate communication skills to achieve goals in social and competitive situations.

The students learn about:
• Methods of training and how these can be used to improve the fitness of specific sports. They also learn about their own bodies capabilities through a number of fitness activities with a specific focus to develop on the teaching and learning from Year 7.
• Developing enjoyment, self-confidence and complex movement sequences through
  gymnastics (either apparatus or rhythmic) and house music.
• Participating in community events and describing how these events enhance the community
e.g. jump rope for heart.
• The skills of badminton, t-ball, invasion games, table tennis, and futsal.
• Factors that affect their physical, social and emotional well-being.
• Health topics including personal identity, body’s growth and development, internet safety
  and keeping ourselves safe.

Course Information:
• Correct uniform to be worn per term. Failure to do so will result in the following:
  o 1st time a warning
  o 2nd time a PE detention
  o 3rd time a Deans detention

Homework expectations:
On occasion PE homework will include:
• Extra physical tasks
• Creation of routines
• Written tasks to support practical work

SCIENCES

Course details:
The aim in Year 8 is for students to develop as scientists, and advance their understanding of how
scientists work. Students develop their knowledge of science concepts and laboratory skills as they
explore a wide variety of topics. Students hone their practical skills, including practicing careful
observation in their forensics unit. The Science Fair is an important part of the Year 8 course where
students plan and carry out a self-selected investigation. The students have the opportunity to
improve their analytical skills as they draw conclusions from their results and evaluate their method.
The winners of the Queen Margaret College Science Fair represent the school at the Wellington
Regional Fair. Students develop an appreciation of how Science affects us not only individually and
locally but the Earth as a whole, and use their research skills to explore and communicate scientific
ideas using specialist vocabulary.

Course Information:
• Each class covers five units over the year
• Each unit topic will be approximately eight weeks in length
• Students are assessed on four key skills. These are Knowledge and Understanding,
  Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impacts of
  Science.
• Students are assessed in at least one of these key skills per unit

Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during
the week. Homework might include:
• Reading and researching science concepts studied in class
• Completion of assignments started in class
• Practising new skills learned in class
• Catching up on work missed due to absence
RELIGIOUS EDUCATION

Religious Education is at the heart of the ‘special character’ of Queen Margaret College. It allows opportunities for students to experience learning and thought in religion; notably Christian, but also in other faiths.

Students spend time early in noticing different styles of writing in the Bible, with the aim of reading it with a greater understanding of its aims and our appropriate responses. They complete the overview of the Bible begun in Year 7, by constructing a study of the New Testament. They observe Easter – and, later in the year, Christmas. There is also a unit on Harry Potter, a character in the redeemer tradition with clear religious overtones, and a mini-unit on traditional Māori Spirituality.
YEAR 9 SUBJECT INFORMATION

ALL STUDENTS FOLLOW A COURSE WHICH INCLUDES THE FOLLOWING SUBJECTS

**DRAMA (ARTS)**

**Course details:**
The aim of the Y9 MYP course is to introduce students new to QMC to key concepts in a practical environment, and to build on skills developed for those girls who completed the Year 8 programme. The course aims to inspire passion and confidence in Drama in all students, while building on bridging skills for those girls wanting to take Drama as a full option in Year 10. As always in Drama, there is a focus on small group collaborative skills and the development of independent work skills as a support to other curricular areas. The programme looks initially at developing the students understanding and application of techniques in a scripted situation. This is followed by a study of improvisation technique, leading into a unit on devising process which results in students creating a short original piece of theatre for performance. The programme concludes with a study of Elizabethan theatre, and focuses on taking the fear out of Shakespeare in performance.

**Course Information:**
- The course is run over half the year, alternating with Music

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Generally written reflections will be completed in class. However, it is vital that when approaching an assessment homework time is used to learn lines.

**MUSIC (ARTS)**

**Course details:**
The aim of the Y9 MYP course is to introduce students new to QMC to key concepts in a practical environment, and to build on skills developed for those girls who completed the Year 8 programme. The course aims to inspire confidence and enthusiasm in Music in all students, while building on bridging skills for those girls electing to take Music as a full option in Year 10. Students will further develop their musical skills through investigation, application and collaborative performance opportunities.

**The students learn:**
- A sound understanding of reading and writing musical notation
- Listening skills to identify musical elements and features.
- Compositional skills as they create their own songs
- Collaborative skills as they perform their own and their peers’ songs.
- Technical skills in recording their own and their peers’ songs.

**Course Information:**
- The course is run over half the year, alternating with Drama
- A number of extra-curricular activities are available to all students
Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:

- Practising for performances
- Completing composition tasks
- Working on Process Journals

**VISUAL ARTS (ARTS)**

Course details
The aim of this course is for students to develop an enthusiasm for and a confidence in art making, building on the skills acquired in each successive year. The Year 9 Visual Arts course is a practical course of study that continues the students’ study of the Year 3 MYP framework. The artistic fundamentals that students develop form a foundation on which to build further skills and understanding of the MYP Arts Curriculum. They will be encouraged and enabled to:

- Create 2D and 3D artworks in a variety of wet and dry media
- Develop technical skills specific to the discipline
- Engage in a process of creative exploration and discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art

Course Information:
- Each class will rotate through two different unit topics over the year
- There is a consumables fee of $31 which will be charged to the student’s account

Homework expectations
Students should be learning at home for a total of at least one hour per weeknight, across all subjects. To achieve at a high level in this subject, students may have to complete some homework during the week. Homework might include:

- Completion of assignments or self-evaluation reflection sheets started in class
- Catching up on work missed due to absence

**TECHNOLOGY (DESIGN)**

Course details:
Technology (Design) is about making a difference in our world – through developing designs, products and systems that meet the requirements of a design brief. The Design Cycle is a key development process that is followed at all year levels in Technology.

Potential Units:
**Taonga Pewter Jewellery:**
Students will have the opportunity to further integrate knowledge and understandings about Māori Taonga (as discovered on the Y9 Marae Camp). Students will develop a personalised pewter based jewellery item for an identified client. Activities in this unit involve carving, casting pewter (lead free/school appropriate), handling workshop equipment, and jewellery making techniques.

**Digital Design:**
This course covers four main topics: (i) An introduction to Digital Design and an exploration what it
means to be an informed and responsible Digital Citizen, (ii) an investigation of what makes for effective digital media, (iii) using HTML and CSS code to create a website to meet a client brief and (iv), an introduction to computer programming.

**Course Information:**
- Each class will rotate through two different unit topics over the year. Each unit topic will be approximately two terms in length.
- Each unit topic may be taught by a different teacher in appropriate timetabled classrooms.
- Each unit of work will focus on a different technological area/context: (eg: Materials, Digital).
- There is a $40+gst consumables fee for Technology. This will be charged to your school account.

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Carrying out individual project - written, research or design sketching tasks.
- Attending lunchtime workshops to complete any practical work or to access extra help with practical work.
- Catching up with work not completed during class time.
- Online tutorials for keyboard and coding skill development (Digital Design).

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**HUMANITIES (INDIVIDUALS AND SOCIETIES)**

**Course details:**
MYP individuals and societies encourages learners to respect and understand the world around them and equip them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

The IB’s approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in the study of societies; they test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focuses on real-world examples, research and analysis is an essential aspect of the subject group. The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).

**Course Information:**
- Each class covers four units over the year.
- Each unit topic will be approximately nine weeks in length.

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Completion of or extension of work done in class.
- Reading
- Research
- Revision of material covered in class
- Written responses
Reinforcement of fundamental skills

ENGLISH (LANGUAGE AND LITERATURE)

Course details:
Students are encouraged to develop genuine interest in literature and a confidence in reading, writing and presenting. Students read and write for a range of different purposes, developing research and presentation skills, building on their understanding of how texts are constructed and why authors create them. Students develop their written and oral communication skills using a variety of contexts and genre.

Course Information:
- A selection of short stories, poetry and a novel are studied
- Skills in creative, and literary essay writing are developed, and skills in visual literacy are developed
- Students are introduced to Shakespeare’s style and language in ‘A Midsummer Night’s Dream’
- Students read nonfiction texts to explain, recount, analyse, discuss and persuade
- Skills in constructing and delivering an informative and persuasive speech are developed
- Skills in reading comprehension and analysis are developed
- Skills in research are developed

Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Completion of or extension of work done in class
- Reading
- Research
- Revision of material covered in class
- Written responses and essays
- Reinforcement of fundamental literacy skills

LANGUAGE ACQUISITION

In Year 9 all students study one language. Students who have studied a language at Queen Margaret College in Year 8 will generally continue with that language. In special circumstances they may change their language choice with the permission of the Head of Middle School or Senior Leader with responsibility for curriculum. Students new to Queen Margaret College have the full choice of languages: Chinese, French, Japanese, Spanish or te reo Māori.

Homework expectations are the same for all languages:
Students are expected to complete some homework during the week. Your daughter should be learning at home for a total of one hour per night, across all subjects. The key to language learning is ‘little and often’.
Homework might include:
- Learning a number of words, verbs or phrases
- Reading and grammar exercises to do or a short paragraph to write.
- Before an assessment students will be expected to revise their notes or to practise their spoken language.
Revision of vocabulary learned in class with www.languageperfect.com and www.linguascope.com

Catching up on work missed due to absence

CHINESE

Course details:
The Year 9 Chinese course is designed to build students’ confidence in the language. The topics covered give them exposure to a variety of contexts and situations related to their personal experiences. Students have regular conversation classes with our Chinese assistant to help develop their speaking and listening skills. In addition, they engage in elearning, using their laptops to record their work on OneNote and to access various language learning resources.

Students may study a selection of the following topics, depending on previous experience with the language:

- Me, my family and friends - Introducing themselves and others
  - Pinyin – pronunciation system
  - Greetings and self-introduction
  - Numbers 0 – 100
  - Age and animal signs
  - Describing family members, their ages and animal signs
  - Describing people and their pets

- My school life
  - Telling the time, days of the week, months and year
  - timetable
  - Expressing what language they learn or can speak

- My hobbies/sports/classroom items
  - Talking about their hobbies or sports
  - Discussing why they like or dislike doing certain sports etc.
  - Describing classroom items

- Travelling
  - Transports
  - A trip to China (future and past tenses)
  - Dining
  - Shopping

- Healthy living
  - Illnesses
  - Going to the doctor and giving advice

Students will be subscribed to www.languageperfect.com and the approximate cost of $20 for the website and $10 for the Year 9 Chinese Workbook will be charged to the parents or caregivers’ school account.

FRENCH

Course details:
The Year 9 course is designed to enhance the students’ skills in a variety of contexts and situations related to their personal experiences. They work in a target language environment and focus on improving their spoken, written work and grammar. In addition, they engage in elearning, using their laptops to record their work on OneNote and to access various language learning resources. Students may study the following topics:

- School life
Students will be subscribed to www.educationperfect.com and charged approximately $20. Some students will be offered an optional subscription to Mary Glasgow Magazine – approximately $27.

JAPANESE

Course details:
During the course of the year, the students learn how to talk about themselves and others in a range of familiar situations. In class, the students are encouraged to speak Japanese and work towards improving the other key skills of listening, reading and writing using the Hiragana alphabet. The topics covered give students exposure to a variety of contexts and situations related to their personal experiences. Concurrently with the teaching of language through topics, there is an introduction to the Japanese culture and basic sentences. In addition, they engage in elearning, using their laptops to record work on OneNote and to access various language learning resources. Students may study the following topics:

- Me and my family
  - Hiragana alphabet
  - Greetings and introducing yourself
  - Numbers from 0-100 and age
  - Classroom instructions
  - My family
- Daily routine
  - Like and dislike
  - Morning routine and breakfast
  - Transport
- School life
  - Subjects and opinions
  - My timetable and telling the time
  - Strengths and weaknesses
- Like and dislike
  - Describe your trip, past tense
  - Free time activities, hobbies
  - Birthday
  - Katakana symbols
Students will be subscribed to www.languageperfect.com and will receive a workbook which accompanies the course. An approximate cost of $20 for the website and $8 for the workbook will be charged to the parents’ or caregivers’ school account.

**SPANISH**

**Course details:**
During the course of the year, students learn how to talk about themselves and others in a range of familiar situations. They develop their knowledge of the present tense of regular and irregular verbs. In class, students are encouraged to speak Spanish and work towards improving the other key skills of reading, writing and listening. They have regular conversation sessions in class time with our Spanish language assistant to help develop their speaking and listening skills. In addition, they engage in elearning, using their laptops to complete work on OneNote and to access various online language learning resources. Students may study the following topics:

- **My family and friends**
  - Greetings and introducing yourself, numbers, age and birthdays
  - Description of family, friends and pets
- **Where I live**
  - Talking about your home and where it is
  - Describing your house, the rooms and your bedroom
- **My school day**
  - Subjects and opinions, timetable and telling the time
  - Describing my school, morning and after school routine
- **My free time**
  - Sports, weekend and holiday activities

Students will be subscribed to www.languageperfect.com and will receive a workbook which accompanies the course. An approximate cost of $20 for the website and $10 for the workbook will be charged to the parents’ or caregivers’ school account.

**TE REO MĀORI**

**Course details:**
During the course of the year, students learn how to talk about themselves and others in a range of familiar situations. They develop their knowledge of the present tense, pronouns, prepositions and are introduced to possessives. In class, students are encouraged to speak te reo Māori and work towards improving the other key skills of reading, writing and listening. In addition, they engage in elearning, using their laptops to work on OneNote and to access various language learning resources. Students may study the following topics:

- **My family and I**
  - Greetings and farewells
  - Introducing yourself (pēpeha)
  - Family tree (whakapapa)
  - Numbers from 0-100, age and birth dates
  - Description of self, family members, friends and pets
- **The house**
  - Māori place names
  - Description of house and kitchen
  - Activities at home
  - Location of items inside and outside the home

Tikanga
• My school day
  o Subjects and opinions
  o Daily activities and telling the time
  o Morning and after school routine
• My free time activities
  o Sports, musical instruments and opinions

Students will be subscribed to www.educationperfect.com and charged approximately $20.

MATHEMATICS

Course details:
The academic curriculum for Middle School mathematics at Queen Margaret College has the New Zealand Curriculum as its foundation. The mathematical content of courses and the way we measure student progress with mathematical skills is taken from the New Zealand Curriculum. The IB Middle Years Programme informs our approaches to teaching and learning and the way that students engage with the mathematical content at a particular curriculum level.

The curriculum in Year 9 is designed as a continuing mathematical step from the Junior School through the Middle School and on to the Senior School. Classes are broadly streamed, but teachers differentiate learning for individual student needs.

Course Information:
The main topics covered throughout the year are probability, number knowledge and skills, geometry and measurement, and algebra. In Year 9, we aim to develop critical thinking skills and the ability to solve more difficult problems.

We also run a Mathematics Club staffed by teachers every week, usually one at lunchtime and one after school. Students can attend to do their homework or receive some extra help.

There will also be the opportunity to take part in a number of activities and competitions, including the International Competition and Assessment for Schools (ICAS) for Mathematics, the Australian Mathematics Competition, the Junior Mathematics Competition, and the regional Mathswell competition.

All students will receive a printed workbook and will be registered for the Education Perfect online mathematics software. A scientific calculator is required (preferably a Casio FX calculator).

Homework expectations:
Regular homework will be set and students are expected to complete a total of no more than one hour of homework per night across all subjects.

PHYSICAL AND HEALTH EDUCATION

Course details:
Students are provided with an exciting and enriching programme. The Physical Education department is committed to creating and maintaining a learning environment that recognises and acknowledges each student as having individual and metacognitive needs, by offering a high quality, broad-based curriculum. Students work cooperatively, demonstrating appropriate communication
skills to achieve goals in social and competitive situations.

The students learn about:

- How the body responds to exercise. How this varies depending on the types of exercise that is being done and the short and long term effects of exercise. Basic anatomy and physiology. This is a collaborative unit run with Science.
- Identifying the pressures on peers when learning new and complex skills and help to promote positive outcomes.
- Safety management and movement composition through parkour.
- How to give and receive meaningful feedback, the benefits of peer and self reflection.
- The skills of tchoukball, cricket, invasion game, striking and fielding and international games.
- Health topics including decision making skills, legal drugs – tobacco and alcohol, hauora, sexuality, relationships, and assertiveness.

Course Information:
- Correct uniform to be worn per term. Failure to do so will result in the following:
  - 1st time a warning
  - 2nd time a PE detention
  - 3rd time a Dean’s detention

Homework expectations:
On occasion PE homework will include:
- Extra physical tasks
- Creation of routines
- Written tasks to support practical work

SCIENCES

Course details:
The aim of the Year 9 Science course is to allow students to see what it takes to become an effective Scientist and appreciate how Scientists work. Students start the year off focusing on working safely and effectively in the laboratory, and learning about scientific experimentation including analysing their results and evaluating their methods. Throughout the year, they will develop their knowledge of science ideas and concepts as they explore the skills and knowledge used by different types of scientists. They learn to independently research how the application of scientific knowledge affects us not only individually but as a society.

Course Information:
- Students will be issued with a SciPad workbook, the cost of which will be charged to the student’s account
- Each class covers five units over the year
- Each unit topic will be 6-9 weeks in length
- Students are assessed on four key skills. These are Knowledge and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impacts of Science.

Homework Expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Reading and researching science concepts studied in class
- Completion of assignments started in class
- Practising new skills learned in class
- Catching up on work missed due to absence
- Revising material covered in class in preparation for tests

**RELIGIOUS EDUCATION**

Religious Education is at the heart of the “special character” of Queen Margaret College. It allows opportunities for students to experience learning and thought in religion; notably Christian, but also in other faiths.

Students consider individual and collective identity, central aspects of the Christian faith and a study of Islam, including some of its topical religious events. There is also a study of The Lion the Witch and the Wardrobe, CS Lewis’s great allegory of Christian themes.

The overall aim is to consider how an individual relates to the world in a religious context.
YEAR 10 SUBJECT INFORMATION

COMPULSORY SUBJECTS

INDIVIDUALS AND SOCIETIES: HUMANITIES

Course details:
MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

The IB’s approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in the study of societies; they test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focuses on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).

Course Information:
- Each class covers 4 units over the year
- Each unit topic will be approximately 9 weeks in length

Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Completion of or extension of work done in class
- Reading
- Research
- Revision of material covered in class
- Written responses

ENGLISH (LANGUAGE AND LITERATURE)

Course details:
The study of English helps students engage with and enjoy language and literature in all its varieties. A selection of poetry from a range of cultural perspectives is studied. Students also study Shakespeare’s ‘Romeo and Juliet’ and a film. Students will develop skills in creative and literary essay writing, and in oral commentary and speeches. Students develop skills in critical and creative thinking.
Course Information:
- Read and study a play and poetry
- View and study a film
- Create and deliver a speech and an oral commentary
- Write essays and use visual language to create a static image
- Write creatively

Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Completion of or extension of work done in class
- Reading
- Research
- Revision of material covered in class
- Written responses and essays
- Reinforcement of fundamental literacy skills

LANGUAGE ACQUISITION

In Year 10 all students continue their study of their chosen language. In special circumstances students may change their language choice with the permission of the Head of Middle School or the Senior Leader with responsibility for curriculum. New students to Queen Margaret College study a choice of Chinese, French, Japanese, Spanish or te reo Māori.

Homework expectations are the same across all languages:
Students are expected to complete some homework during the week. Your daughter should be learning at home for a total of one hour per night, across all subjects. The key to language learning is ‘little and often’.

Homework might include:
- Learning a number of words, verbs or phrases
- Reading and grammar exercises to do or a short paragraph to write.
- Before an assessment, students will be expected to revise their notes or to practise their spoken language.
- Revision of vocabulary learned in class with [www.languageperfect.com](http://www.languageperfect.com).
- Completion of assignments started in class
- Catching up on work missed due to absence
- Researching on the internet

CHINESE

Course details:
The Year 10 Chinese course is designed to extend the four key skills of listening, speaking, reading and writing throughout the year. Students work in a target language environment and focus on expanding their work using complex grammatical structures and higher level vocabulary. In addition, they engage in elearning, using their laptops to access various language learning resources.

Students may study the following topics:
- Social relationships
• Describe how you relate to friends and family
  • Making phone calls to friends
  • Customs, traditions and celebrations
    • Birthday celebrations and traditions
    • Food Chinese people eat in different festive situations.
  • Time, place and location
    • My House
    • Travel plan
    • Shopping and dining
  • Health
    • Being sick
  • The environment
    • The weather

Students will be subscribed to www.languageperfect.com and will receive a workbook which accompanies the course. An approximate cost of $20 and $10 for the workbook will be charged to the parents or caregivers’ school account.

**CHINESE ADVANCED**

**Course details:**
The Year 10 Advanced Chinese course is designed to enhance the students’ skills in a range of social and cultural contexts with a focus on improving their spoken, written work, reading and listening comprehension and grammar. This course aims to develop their interactive skills in familiar and some unfamiliar situations. Students will engage in elearning, using their laptops to record their work on OneNote and to access various language learning resources.

Students may study the following topics:
• Social relationships
  • Family relationships in inter-cultural context
  • Friendship
• Education
  • Comparison of New Zealand and Chinese education systems
• Health
  • Leisure activities, sickness and health
• Working part-time
  • Pros and cons about working part-time
  • Benefits of learning a foreign language (e.g. Chinese)
• Land, People and Travel
  • Cultural exchange

**Assessments**
As well as sitting the MYP assessments, students are also able to extend their learning by sitting the Chinese proficiency test, HSK Level 2 (or another preferred level) if they are interested.

Students will be subscribed to www.languageperfect.com and a Year 10 Advanced Chinese student workbook. The approximate cost of $20 for the website and $10 for the workbook will be charged to the parents or caregivers’ school account.
FRENCH

Course details:
The Year 10 French course is designed to considerably extend the four key skills of listening, speaking, reading and writing throughout the year. Students work in a target language environment and focus on expanding their work using complex grammatical structures and higher level vocabulary. In addition, they engage in elearning, using their laptops to record their work on OneNote and to access various language learning resources. Students may study the following topics:

• Social relationships
  o Describe how you get on with your family
  o Chores and pocket money

• Holidays
  o Past and future holidays

• The Environment
  o Local and global issues
  o Possible solutions to protect the environment

• Technology
  o Personal use of gadgets
  o Advantages and disadvantages of technology

Students will be subscribed to www.educationperfect.com and charged approximately $20. Some students will be offered an optional subscription to Mary Glasgow Magazine – approximately $27.

JAPANESE

Course details:
The Year 10 course is designed to develop the four key skills of listening, speaking, reading and writing. Students consolidate their knowledge of Hiragana and Katakana symbols and are introduced to Kanji symbols. The topics covered give students exposure to a variety of contexts, the Japanese Culture and situations related to their personal experiences. In addition, they engage in elearning, using their laptops to record work and to access various language learning resources. Students may study the following topics:

• My town
  o Places in town
  o Describe my town
  o What you can do in town

• Celebrations
  o Describe your friends
  o My friend’s birthday party
  o Invite to the party

• Clothing and Shopping
  o Clothes and uniform
  o What I want
  o What shall we buy / eat

• Travel
  o Family trip
The weather
Leisure activities
Travel

Students will be subscribed to www.languageperfect.com and will receive a workbook which accompanies the course. An approximate cost of $20 for the website and $25 for the workbook will be charged to the parents’ or caregivers’ school account.

SPANISH

Course details:
The Year 10 course is designed to develop the four key skills of listening, speaking, reading and writing throughout the year. Students consolidate their knowledge of the present tense and learn to talk about events in the past and future. The topics covered give them exposure to a variety of contexts and situations related to their personal experiences. In addition, they engage in elearning, using their laptops to record their work and to access various language learning resources.

Students may study the following topics:
- My town
  - Directions and where things are
  - Describing your town and talking about weather
- Clothing and shopping
- Tourism
  - Tourist attractions, what you can do
  - Describing a holiday you have had – places, activities, experiences
- Food and drinks

Students will be subscribed to www.languageperfect.com and will receive a workbook which accompanies the course. An approximate cost of $20 for the website and $10 for the workbook will be charged to the parents’ or caregivers’ school account.

TE REO MĀORI

Course details:
During the course of the year, students learn how to talk about themselves and others in a range of familiar situations. They develop their knowledge of tenses, instructions, possessives and negative sentences. In class, students are encouraged to speak te reo Māori and work toward improving the other key skills of reading, writing and listening. In addition, they engage in elearning, using their laptops to work on OneNote and to access various language learning resources. Students may study the following topics:

- Travelling around
  - Māori districts of New Zealand, countries, nationalities
  - Places in town
  - Simple directions
  - Travel and mode of transport
- The past, present & future
Students will be subscribed to www.educationperfect.com and charged approximately $20.

**MATHEMATICS**

Course details:
The academic curriculum for Middle School mathematics at Queen Margaret College has the New Zealand Curriculum as its foundation. The mathematical content of courses and the way we measure student progress with mathematical skills is taken from the New Zealand Curriculum. The IB Middle Years Programme informs our approaches to teaching and learning and the way that students engage with the mathematical content at a particular curriculum level.

The curriculum in Year 10 is designed as a continuing mathematical step from the Middle School to the Senior School. Classes are broadly streamed, but teachers differentiate learning for individual student needs.

Course Information:
The main topics covered throughout the year are statistics, number knowledge and skills, geometry and measurement, and algebra. In Year 10, we stress the importance of critical thinking skills and the ability to understand answers in context.

We also run a Mathematics Club staffed by teachers every week, usually one at lunchtime and one after school. Students can attend to do their homework or receive some extra help.

There will also be the opportunity to take part in a number of activities and competitions, including the International Competition and Assessment for Schools (ICAS) for Mathematics, the Australian Mathematics Competition, the Junior Mathematics Competition, and the regional Mathswell competition.

All students will receive a printed workbook and will be registered for the Education Perfect online mathematics software. A scientific calculator is required (preferably a Casio FX calculator).

Homework expectations:
Regular tasks will be set as part of the homework programme.
PHYSICAL AND HEALTH EDUCATION

Course details:
The Physical Education programme encourages students to participate in a variety of physical activities and allows the application of knowledge in both practical and written contexts. The students learn about:

- Fitness trends, how these have changed over time and how can we promote a balanced lifestyle to reduce the obesity rates in New Zealand.
- Application of basic principles of motor skill learning to improve performance across a variety of invasion games and striking and fielding games.
- Working collaboratively to create a movement composition with the use of motions, lifts and chants for cheerleading.
- The skills of volleyball, invasion game, striking and fielding, safety during cheerleading, and how to belay during rock climbing.
- Roles within sporting settings by taking on different individual responsibilities.
- Health topics including sexuality education, mental health, social media and illegal drugs.

Course information:
- Correct uniform to be worn per term. Failure to do so will result in the following:
  - 1st time a warning
  - 2nd time a PE detention
  - 3rd time a Deans detention

Homework expectations:
On occasion PE homework will include:
- Extra physical tasks
- Creation of routines
- Written tasks to support practical work

SCIENCES

Course details:
The aim of the Year 10 Science programme is to allow students to see what it takes to become an effective scientist and appreciate how Scientists work, whilst also preparing the students to continue with science in the Senior School. Throughout the year, they develop their knowledge of science ideas and concepts as they explore the skills and knowledge used by different types of scientists, whilst also learning to communicate science ideas appropriately. An important aspect of science is scientific methodology, and students develop their understanding of this by designing and carrying out investigations into chemical reactions and microbial processes, and analysing and evaluating their results. They learn to independently research how Science affects us not only individually and locally but the Earth as a whole.

Course Information:
- Each class covers four units over the year
- Each unit topic will be approximately 8-10 weeks in length
- Students are assessed on four key skills. These are Knowledge and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impacts of Science.
Homework expectations:
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Reading and researching science concepts studied in class
- Completion of assignments started in class
- Practising new skills learned in class
- Catching up on work missed due to absence
- Revising material covered in class in preparation for tests

DIGITAL & PRODUCT DESIGN (DESIGN)

Course Details:
Design (Technology) is about making a difference in our world – through developing designs, products and systems that meet the requirements of a design brief. The Design Cycle is a key development process that is followed at all year levels in Technology.

The year 10 Design Technology programme is a whole year course that incorporates elements of STEM (Science, Technology, Engineering and Mathematics) in its approach to units of work. STEM education has been identified by educational researchers as key to providing future opportunities to today’s learners and proficiency in a range of core Digital Technology skills.

Potential Units:
Two key topics will be carried out that are designed to develop a wide variety of skills. The Digital Technology topic focuses on 3D printing, as well as smaller units on data manipulation and digital citizenship. The Product and Design topic involves the development of a flat pack lighting solution designed and created using laser cutting technology. Short term design challenge topics may also feature throughout the year.

Course Information:
- Each class will rotate through two different major topics over the year. Each unit topic will be approximately two terms in length.
- Each unit topic may be taught by a different teacher in appropriate timetabled classrooms.
- There is a $30+gst consumables fee for Technology. This will be charged to your school account.

All Y10 students are required to purchase the Adobe Creative Cloud suite for approx. $32. This gives them a one-year subscription to industry standard software such as Adobe Photoshop, Illustrator, InDesign, and Premier Pro. This will be installed at school and charged to students' school accounts. This software is required to enable students to create Laser Cutting files in Technology, but will also be valued for many other subject applications and assessment activities – eg: Art option uses Photoshop.

Homework expectations:
To achieve at a high level in Design, students are expected to complete some homework during the week. Homework might include:
- Practicing keyboard skills
- Learning new software such as drawing software for the Computer Aided Design Unit
- Completing a self-evaluation reflection sheet at the end of each unit that enables the student to assess her projects
• Carrying out individual project - written, research or design sketching/digital manipulation tasks
• Attending lunchtime workshops to complete any practical work or to access extra help with practical work
• Catching up with work not completed during class time

**RELIGIOUS EDUCATION**

Religious Education is at the heart of the “special character” of Queen Margaret College. It allows opportunities for students to experience learning and thought in religion; notably Christian, but also in other faiths.

Students continue with the Middle School focus of Religious Education which is to consider faith in a variety of life contexts. Early areas of study include the teachings of Jesus, focusing on the Beatitudes. There is a study of Buddhism, including the origins, nature and spread of the faith and its main teachings, and some time is also given to religious symbolism in the church and the community. Late in the year, there is a study of Rastafarianism, with its background in colonialism and slavery, and in preparation for that, Year 10 considers the William Wilberforce film Amazing Grace, the story of the abolition of slavery in the British Empire and a movement led by practicing Christians. Easter and Christmas are both covered in their respective seasons of the year.

**OPTION SUBJECTS (choose three)**

**DRAMA (ARTS)**

**Course details:**
The aim of the Year 10 Drama course is to introduce some key concepts, performance skills, production knowledge and terminology in a practical environment. There is a focus on verbal and non-verbal skills, along with small group collaborative skills and the development of independent work skills as a support to other curricular areas. Students will learn how to develop performance skills to create effect, study world theatre forms and further their ability to create a strong narrative through the use of improvisation and Drama conventions and elements. Their devised work will be shown in an evening performance for parents late in Term 2. The year concludes with a study of production technologies and an exploration of mask through both construction and application in performance.

**Course Information:**
• Each class will cover five topics over the course of the year
• The first three of the five unit topics will be approximately 1 term in length, with production technology and mask work being covered in the fourth term

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Generally written reflections will be completed in class. However, it is vital that when approaching an assessment homework time is used to learn lines.
**MUSIC (ARTS)**

**Course details**
The Year 10 MYP course is designed to prepare students for NCEA Level 1 Music, as well as provide opportunities for students to develop their practical skills in a variety of ways, including group and solo performance, composition, and creating an original musical. It is expected that all students will be learning voice or an instrument concurrently with this course.

**The students learn:**
- The theory of music, to an intermediate level. Some students may also sit an external examination.
- An understanding of the elements and features of Western music and how these enhance musical expression
- An appreciation of the elements and features of music from a variety of different cultures
- To further develop and apply their solo and group performance skills
- To further develop and apply their composition skills, including a familiarity with music notation software
- The collaborative process of devising, composing and performing an original musical

One of the main outcomes of this course is the end of year performance of the original musical. The primary learning is in the collaborative creation of original music, but also includes script-writing, choreography, staging, chorus and solo singing, as well as skills in lighting, sound, costumes, props and rehearsal techniques. The process offers a real-life situation as part of a creative team.

**Course Information:**
- It is expected that all students will participate in an extra-curricular music activity at the College.

**Homework expectations**
To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:
- Practicing solo or group performance
- Completing composition tasks
- Completing theory exercises
- Research tasks
- Working on Process Journals

**VISUAL ARTS (ARTS)**

**Course Information:**
- Each class will rotate through four different unit topics over the year
- There is a consumables fee of $62 which will be charged to the student’s account

**Course details:**
The aim of this course is for students to develop an enthusiasm for and a confidence in art making, building on the skills acquired in each successive year. The Year 10 Visual Arts course is a practical course of study that continues the students’ study of the Year 3 MYP framework. The artistic fundamentals that students develop form a foundation on which to build further
skills and understanding within the Year 11 Visual Arts Curriculum. They will be encouraged and enabled to:

- Create 2D and 3D artworks in a variety of wet and dry media
- Develop technical skills specific to the discipline
- Engage in a process of creative exploration and discovery
- Make purposeful connections between investigation and practices
- Understand the relationship between art and its contexts
- Respond to and reflect on art

**Homework expectations:**
Students should be learning at home for a total of at least one hour per weeknight, across all subjects. To achieve at a high level in this subject, students are expected to complete some homework during the week. Homework might include:

- Reading and researching about artists studied in class
- Completion of assignments started in class
- Practising new techniques learned in class
- Catching up on work missed due to absence
- Researching on the internet
- Completing a self-evaluation reflection sheet at the end of each unit that enables the student to assess her projects.

**MATERIALS TECHNOLOGY (DESIGN)**

**Course details:**
Design is about making a difference in our world – through developing designs, products and systems that meet the requirements of a design brief. The Design Cycle is a key development process that is followed at all year levels in Technology.

Students will expand their technical skills and knowledge of materials and design through several units of work designed to develop a wide variety of skills. Units of work may include aspects of the following key concepts: ‘designing for a cause’, ‘adding value’ and ‘sustainable fashion’. Students will have opportunity to create individual garments using commercial patterns, applying embellishments (eg: screen-printing), and to participate in available competition design challenges. Fashion illustration and a variety of design skills will be developed throughout the year in the various units of work.

**Course Information:**
- Design/Materials Technology is a practical based course. The skills and knowledge developed is a good lead-in for students planning to take the Y11-13 NCEA Materials Technology/or/IB Visual Arts Textiles subject in future years.
- There is a $30 +gst consumables fee for Materials Technology which covers some resource requirements. This will be charged to your school account.
- Individual projects may require purchase of some own material or equipment resources. Specific resource details will be given to students at the start of each topic.
- If opportunity arises to enter project work into any available competitions, students will be required to pay their own entry fee. If students work in teams – they can split any entry fee between the members of their team.

**Homework expectations:**
To achieve at a high level in this subject, students are expected to complete some homework
during the week. Homework might include:
- Carrying out individual project - written, research or design sketching tasks.
- Attending lunchtime workshops to complete any practical work or to access extra help with practical work.
- Catching up with work not completed during class time.
- Sourcing materials and resources for practical construction work.

BUSINESS & ECONOMICS (INDIVIDUALS AND SOCIETIES)

This course aims to enable students to understand how producers of goods and services operate in the business environment and to understand the role individuals play within the business environment.

Students study:
- Their roles as a consumer and what are the external and internal influences that affect their spending pattern.
- The innovators in our economy and the role and responsibilities of producers.
- The services offered by banks and aspects of financial literacy as they learn how to make useful financial decisions in the future.
- How entrepreneurs create and build ideas and businesses. This is supported at the end of the year by a three-day BP Business Challenge programme facilitated by the Young Enterprise Trust.
# Queen Margaret College Curriculum Overview

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*Transdisciplinary Approach:
Six Key Themes are studied over the course of the year. These themes cover all learning areas. In addition we offer specialist teaching in Art, Music (Year 9 Band), French (Year 2 – 6) and Religious Education.*
Passionate Learners

Resilient Women

Future Leaders

www.qmc.school.nz