



*Kerikeri High School*

## **YEAR 9 and YEAR 10**

## **CURRICULUM GUIDE FOR 2018**

**OPTION EVENING  
Thursday 17 August 2017  
4pm – 7pm  
Years 8, 9, 10, 11, 12  
ALL WELCOME**

**KERIKERI HIGH SCHOOL CURRICULUM 2018** Full Guide Available at <http://kkhsnews.wordpress.com/>

Learning areas	YEAR 7 & 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
ENGLISH & LANGUAGES	<b>English</b> <b>Spanish</b> <b>Māori Studies</b>	<b>English</b> Spanish Māori Studies	<b>English</b> Māori Studies Spanish	<b>English</b> <b>Modular English</b> Spanish – Beginner Spanish – Advanced Māori Studies	<b>English</b> <b>Modular English</b> Māori Studies Spanish	English Literature English Media Theory Māori Studies Spanish
MATHEMATICS	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics &amp; Statistics</b> <b>Mathematics &amp; Statistics - Internally Assessed</b>	Mathematics with Statistics & Calculus Mathematics with Statistics	Calculus Statistics
SCIENCE	<b>Science</b>	<b>Science</b>	<b>Science</b>	Science – General Science – Internally Assessed Science – Biological Science – Physical (Students may take just one of these or Biological & Physical Science together)	Biology Chemistry Physics Science	Biology Chemistry Physics
SOCIAL SCIENCE	<b>Social Studies</b>	Enterprise & Business History <b>Social Studies</b>	Business & Economics History <b>Social Studies</b>	Economics & Business Business Management Geography History Social Studies	Business & Management Economics Geography History Social Studies	Business & Management Economics Geography History Social Studies
HEALTH & PHYSICAL WELLBEING	<b>Health</b> <b>Physical Education</b>	<b>Health</b> <b>Physical Education</b>	<b>Health</b> <b>Physical Education</b>	Physical Education Physical Education – Advanced	Outdoor Education Physical Education Physical Education – Advanced	Physical Education Physical Education – Advanced
TECHNOLOGY	<b>Life Technology</b> <b>Technology</b>	Food Studies Design & Visual Communication Digital Technologies Technology	Food Studies Design & Visual Communication Digital Technologies Technology	Design & Visual Communication Digital Technologies Hospitality Technology – Engineering Technology – Practical (Design & Make) Technology – Systems and Control	Automotive Design & Visual Communication Digital Technologies – Essentials Digital Technologies – Advanced Hospitality Human Development Technology – Engineering Technology – Practical (Design & Make)	Automotive Design & Visual Communication Digital Technologies Hospitality – Essentials Hospitality – Advanced Human Development Technology
ARTS	<b>Art</b> <b>Music</b>	Art Drama Music	Art Drama Music	Art (Visual Art) Art (Illustration & Design) Dance Drama Music	Art (Design) Art (Painting) Art (Photography) Drama Performing Arts Technology Music	Art (Design) Art (Painting) Art (Photography) Drama Music Performing Arts Technology
STUDENT SUPPORT SERVICES					Rural Studies Tourism	Rural Studies Tourism

**Compulsory subjects are in bold**

**Year 11:** Students must take an **English** and a **Mathematics** and at least one **Science** subject in Year 11.

**Year 12:** Students must study **Level 1 English** or **Level 2 English**

## YEAR 9 AND 10 Option Choices

In Year 7 and 8 you have had the opportunity to try a lot of different subjects. As you move into Year 9 you must decide which of these subjects you would like to continue studying.

### All students study the following:

English  
Mathematics  
Social Studies  
Science  
Health  
Physical Education

In addition, you will choose 3 options. While it is not compulsory, in the interests of a balanced education students should consider choosing one of the **Arts or Technology** subjects marked with a **Star\***.

Because you will study 2 of your option choices also in Year 10 we want to help you choose wisely.

Students who choose a course that does not contain a balance of subjects will receive individual course counselling.

The options you can choose from are:

**Art \***  
**Business & Economics Y10**  
**Design & Visual Communication \***  
**Digital Technology \***  
**Drama \***  
**Enterprise & Business Y9**  
**Food Studies \***  
**History**  
**Maori Studies**  
**Music \***  
**Spanish**  
**Technology \***

Please note that student numbers, availability of staff and specialist rooms are all determining factors in deciding whether a course will proceed. There is no guarantee that any course will proceed until these factors are considered.

**REMEMBER:**  
**YOU CHOOSE 3 OPTIONS AT YEAR 9, AND REDUCE THESE TO 2**  
**OPTIONS AT YEAR 10**

## **YEAR 9 AND 10 CURRICULUM GUIDE**

### **This booklet tells you**

- \* What the subject is about
- \* Where the subject can lead
- \* Who can give you more information about the subject

### **HOW DO YOU DECIDE WHAT SUBJECT TO CHOOSE?**

#### **Consider**

- How well you have done so far
- What other subjects you hope to study in the future
- What you enjoy
- Thinking how you can keep your career options open

### **WHO CAN HELP YOU DECIDE?**

- You will make your initial choice with the help of your parents
- We will hold an information evening when you and your parents can come and talk to the teachers of the options
- Following this you and your parents, if they wish, will have the opportunity to discuss your course choice with a member of a course counselling team.
- Other people who can help you decide are subject teachers, your Dean and counsellors.

**REMEMBER:**  
**YOU CHOOSE 3 OF THE FOLLOWING OPTIONS AT YEAR 9, AND  
REDUCE THESE TO 2 OPTIONS AT YEAR 10**

## Online Student Option Choices

Students are being asked to submit their option choices for 2018 online.

We believe the best choices for each individual will be made through a process involving family, Form Teacher and Dean. With this in mind, our process in 2018 has been streamlined to enable families to gather all the information needed to support a student in making the right choices.

Our Course Guides contain course descriptions and information on any prerequisites needed for courses. Two Parent Evenings early in Term Three will provide opportunities to talk to subject teachers and our Options Evening allows an informal evening where you and your child can chat to our Careers Advisors and Leaders of Learning about subject choices and future pathways.

Once the student portal opens on Monday 14 August, students can enter their option choices from the range of available subjects. Entries can be changed up to ten times before the portal closes for course planning. After this date any changes will need to be made in a meeting with the Year Level Dean.

For our students without email we will be organising meetings with the Year Level Dean who will enter student option choices online with them.

### Term Three Options Process

Week 2	Course Guides out <b>Parent Evening</b> : Tuesday 1 August 2017
Week 3	<b>Parent Evening</b> : Wednesday 9 August 2017
Week 4	<b>Options Evening</b> : Thursday 17 August 2017
Weeks 4-5	Student Portal Open for choices
Week 6	Student Portal Closed : 9am Monday 28 August 2017

## How does it work?

You will receive an email to the address you selected for correspondence early in Term Three. The email will outline how to enter each student's subject preferences online and will look like the example below.

<b>1</b> <b>Internet Access</b>	<p>You will need a computer with an internet connection and a printer.</p> <p>We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.</p>
<b>2</b> <b>Log In</b>	<p>Log In to <a href="http://www.selectmysubjects.com.au">www.selectmysubjects.com.au</a> using:</p> <p><a href="#">Click here to open Web Preferences</a></p> <p>Student Access Code: <b>KE424-XXXX-7039902</b></p> <p>Password: <b>XX3HYKZ</b></p>
<b>3</b> <b>Home Page</b>	<p>To view your subject information click "<b>View Subject Details</b>" at the top right of the screen.</p> <p>To select/change your preferences, click "<b>Add New Preferences</b>" at the top right of the screen.</p>
<b>4</b> <b>Preference Selection</b>	<p>Select your subjects from the drop down lists, you have 30 minutes to do so.</p> <p>Once complete, click "<b>Proceed</b>".</p> <p>Note: You are not finished yet.</p>
<b>5</b> <b>Preference Validation</b>	<p>If you are happy with your preferences click "<b>Submit Valid Preferences</b>" which will open your "Preference Receipt".</p> <p>Or if you would like to make changes to your preferences click "<b>Cancel</b>" and this will take you back to the Preference Selection page.</p>
<b>6</b> <b>Preference Receipt</b>	<p>You can print your "Preference Receipt" by clicking "<b>Open Print View</b>" and clicking "<b>Print Receipt</b>".</p> <p>To continue click "<b>Return to Home Page</b>". If you want to change your preferences, repeat the process by clicking "<b>Add New Preferences</b>", otherwise exit by clicking "<b>Log Out</b>". End of steps.</p>

## **SUBJECTS OFFERED IN YEARS 9 & 10**

- ART - Visual Art
- ECO - Business & Economics (Year 10)
- DVC - Design & Visual Communication
- DTC - Digital Technology
- DRM - Drama
- ENT - Enterprise & Business (Year 9)
- FST - Food Studies
- HIS - History
- MAO - Māori Studies
- MUS - Music
- SPA - Spanish
- TEC - Technology



# **ART – VISUAL ART (ART) - Years 9 & 10**

## **SUBJECT STATEMENT**

Art is an exciting and interesting subject that enables students to work in new and creative ways and to develop their skills and knowledge in preparation for senior Visual Arts courses.

## **COURSE CONTENT**

- This course gives students the opportunity to work as painters, printmakers, sculptors, designers and photographers. Over the course of the year, students are able to create in-depth and interesting works. They are introduced to a variety of different ways of making Art, given opportunity to express creativity and imagination, and develop technical skills to a higher level.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$30.

## **PRE REQUISITES**

- There are no pre requisites to study Art at Year 9 or Year 10, however if students are intending to study Visual Arts in the senior school the study of Art at both Year 9 and Year 10 is highly recommended.

## **WHERE DOES IT LEAD?**

- NCEA Level 1 Visual Arts or Design and Image
- NCEA Level 2 and 3 Visual Arts - Design/Painting/Photography
- Beyond secondary school, the study of Visual Arts leads to a broad range of courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly, on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Interior, Fashion, Product, Transport and Communication), Signwriting, Software and Gaming Development, Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media (Television, Film, Video and Photography) Online Publishing and Development.

## **FURTHER INFORMATION FROM**

Mrs Wise, Mr Forstner or any member of the Art Department

# **BUSINESS & ECONOMICS (ECO) - Year 10**

## **SUBJECT STATEMENT**

Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. It helps explain and predict how goods and services will be produced and consumed.

The study of business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers.

## **COURSE CONTENT**

The learning process may include, but will not be limited to content from the following list;

- Creative thinking and Entrepreneurship
- Developing ideas for a successful business
- Managing risk taking in business
- Writing and presenting a marketing and a business plan
- Producing a product or service for sale
- Problem solving and decision making strategies
- How to prepare a CV.
- Financial skills (Introduction to Basic Accounting ideas)
- Introduction to Economic concepts

This course may use resources developed by the Enterprise New Zealand Trust. This successful programme is now running in many schools throughout the country. More information on their courses and programmes can be found at [www.enzt.co.nz](http://www.enzt.co.nz)

## **WHERE DOES IT LEAD?**

- NCEA Economics
- NCEA Business and Finance
- NCEA Business and Management (Levels 2 and 3)
- Self-Employment (Run your own business)
- Sales & Marketing, Advertising
- Banking & Finance
- Journalism, Law, Education
- Information Technology
- Business and Management
- Shares & Investment

## **FURTHER INFORMATION FROM**

Mrs Prendergast

# **DESIGN AND VISUAL COMMUNICATION (DVC)**

## **Years 9 & 10**

### **SUBJECT STATEMENT**

Design and Visual Communication (DVC) is the study of product and spatial design with an emphasis on structured drawing styles, rendering, model making and the design process. Students will gain an understanding of what design is and have a fundamental skill level in both freehand and instrumental drawing.

### **COURSE CONTENT**

- The Year 9 course introduces basic graphical drawing styles and the design process. Year 10 extends these skills. The emphasis is for students to enjoy drawing and designing items that are relevant to them.
- Freehand isometric, oblique and perspective drawing.
- Design process and model making.
- Media design briefs such as poster design, logo development and typography.
- Computer aided design (Sketch Up, ArchiCAD and Photoshop)
- Fashion design.
- Introduction to Architecture.

### **SPECIAL REQUIREMENTS**

- Students will need to purchase the Junior Graphics pack or similar materials.
- Course Contributions : \$20.

### **WHERE DOES IT LEAD?**

- Leads on to NCEA Design and Visual Communication.
- Possible career opportunities in:

Engineering	Advertising	Product Design
Illustration	Surveying	Fashion Design
Sign Writing	Drafting	Graphic Design
Landscaping	Architecture	Building
- Leads to further secondary and tertiary study.

### **FURTHER INFORMATION FROM**

Mr Jarman and Mrs Irving

# **DIGITAL TECHNOLOGY (DTC) – Years 9 & 10**

## **SUBJECT STATEMENT**

Computers are an integral part of our everyday life. Therefore, confidence with PC technology including keyboarding, design, use of media and combining programmes is essential.

## **COURSE CONTENT**

- Be aware of ergonomic practices
- PC Awareness including Hardware and Software
- Use graphics and illustrations, eg drawing and animations
- Use MS Word, eg creating text based documents
- Use MS Publisher, eg creating design publications
- Use MS Excel, eg creating spreadsheets and charts
- Use MS PowerPoint, eg creating multimedia presentations
- Use Adobe Photoshop, eg creating original graphics
- Use Adobe Dreamweaver, eg creating multi-page website
- Use Adobe Flash, eg creating original animations
- Use Scratch, eg create your own game
- Use Python, eg construct a basic computer program for a specified task

## **SPECIAL REQUIREMENTS**

- None, except a positive attitude and a desire to learn.

## **WHERE DOES IT LEAD?**

This course is a prerequisite for students wishing to continue into Year 11 Digital Technology in Computing and on up into the senior school. After school – the opportunities are endless:

- Do Computer Science Plus - Be creative (arts, visual arts, digital design ...)
- Do Computer Science Plus - Be a scientist (physics, chemistry, mathematics, biology ...)
- Do Computer Science Plus - Make Games and Apps (design, software, mobile apps, interactivity ...)
- Do Computer Science Plus - Build or engineer (robotics, systems, mechatronic ...)
- Do Computer Science Plus - Work in Law and Business (finance, management, systems development ...)
- Do Computer Science Plus - Work in Health (medical, bioinformatics, laboratory science ...)
- Do Computer Science Plus - Teach .... Shoot For The Sky ....

**Computational thinking – learn to code will equip you for a future where digital technologies will drive nearly every aspect of daily life**

## **FURTHER INFORMATION FROM**

Mrs Clemmet

# **DRAMA (DRM) – Years 9 & 10**

## **SUBJECT STATEMENT**

Drama is not just about acting. This course covers transferable skills that will be useful throughout life; communication, presentation/public speaking, collaborative and leadership skills, problem solving, time management, initiative and the ability to work to a deadline. We aim to build confidence while having fun. We have authentic learning – with REAL audiences.

## **COURSE CONTENT**

In Year 9 this course:

- Teaches students the basic skills of theatre, team building and confidence.
- Builds skills in improvised theatre.
- Introduces students to the building blocks of Drama.
- Teaches students about different theatre forms and styles.
- Guides students through the process of devising and writing plays as a whole class, which are performed to a public audience.
- Students begin to develop their skills in Theatre Technology – lighting, sound, costume.

In Year 10 this course:

- Continues to build skills in improvised theatre.
- Experiments with Physical Theatre in performance.
- Develops students' understanding of the Drama techniques, elements and conventions.
- Teaches students how to understand, unpack and perform dramatic texts
- Guides students through a class production, which is performed to a public audience.
- Students continue to develop their skills in Theatre Technology – lighting, sound, costume.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$10.
- Occasional afterschool or evening rehearsals and performances

## **WHERE DOES IT LEAD?**

- Drama at NCEA Level 1,2,3 and Scholarship
- Performing Arts Technology Level 2 and 3
- Journalism / Broadcasting
- Law / Politics
- Event Management
- Actor / Actress
- Public Relations
- Teaching / Lecturing / Early Childhood
- Lighting, sound, set design
- Tourism / Customer Liaison / Hospitality
- Assists in careers involving public speaking or presentation
- Any career that requires collaboration, problem solving, or creativity

## **FURTHER INFORMATION FROM**

Mrs Crooks or Ms Bowers

# **ENTERPRISE & BUSINESS (ENT) – Year 9**

## **SUBJECT STATEMENT**

The study of business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers.

## **COURSE CONTENT**

Content may include but will not be limited to a range of the following topics;

- Creative thinking
- Developing ideas for a successful business
- Managing risk taking in business
- Writing and presenting a marketing and a business plan
- Producing a product or service for sale
- Preparing effective advertisements
- Financial skills (Basic Accounting ideas)
- Economic concepts

The course will use resources developed by the Enterprise New Zealand Trust. This successful programme is now running in many schools throughout the country. More information on their courses and programmes can be found at [www.enzt.co.nz](http://www.enzt.co.nz)

## **WHERE DOES IT LEAD?**

- NCEA Level 1 Economics
- NCEA Level 1 Business and Finance
- NCEA Enterprise and Business Management (Levels 2 and 3)
- Young Enterprise Scheme at Yr12 and Yr13
- Self-Employment (Run your own business)
- Sales & Marketing
- Advertising
- Banking & Finance
- Journalism
- Law
- Education
- Information Technology
- Management
- Shares & Investment

## **FURTHER INFORMATION FROM**

Mrs Prendergast

# **FOOD STUDIES (FST) – Years 9 & 10**

## **SUBJECT STATEMENT**

The focus is on understanding the issues that affect the well-being of teenagers and families and action plans that can be taken to best meet their needs.

Practical experience forms the basis of these programmes. As students make and do tasks they use the theoretical knowledge to achieve their aims.

## **COURSE CONTENT**

A series of programmes are offered where students can:

- Develop practical cooking skills
- Prepare nutritious and attractive dishes and meals for families
- Use and understand the tools, skills and basic processes of Food Technology
- Research and analyse current issues and theories around food and nutrition
- Make informed decisions about a variety of tasks and needs for living
- Make informed decisions about their general health and well-being
- Create and evaluate their own culinary creations
- Develop competence in the skills for self-management, collaboration and cooperation

## **SPECIAL REQUIREMENTS**

- It would be preferable to do Year 9 and Year 10 if you are interested in Hospitality Level 1.
- Course Contribution : \$65.

Commented [WN1]:

## **WHERE DOES IT LEAD?**

- This course develops knowledge of efficient choices about family life.
- It leads on to Year 11-13 Hospitality and Human Development at Year 12 and 13.
- Practices the management of time and resources along with practical and people skills essential for all employment.
- Specific career areas – All areas of Hospitality, Food Research and Development, Nutrition (dietician), Food technology, Psychology, Vocational careers such as Teaching, Child-care, Nursing and the Police Force

## **FURTHER INFORMATION FROM**

Mr Hart or Mrs Andrews

# **HISTORY (HIS) – Years 9 & 10**

## **SUBJECT STATEMENT**

History is the study of mankind and society. An understanding of the past allows students to see current issues in a wider context. It gives students a broad variety of transferable skills and knowledge, such as prioritising information, making judgements based on best evidence, and an appreciation of the way our ancestors have created the world we inhabit today. History enables us to look at the world from a wide variety of different perspectives and teaches students to be aware of cultural and historical differences between peoples.

## **COURSE CONTENT**

The following topics are covered in Year 9:

- The study of Ancient History, with a special case study on Ancient Egypt
- 'The Story of Medicine': looking at the major developments in medical history, Hippocrates, The Black Death, smallpox, and DNA etc
- Medieval World: looking at the development of castles, the Norman Conquest and the Hundred Years War etc.
- 'Family Feuds': A look at Civil War, including The War in Northland

The following topics are covered in Year 10:

- 'Fire and Brimstone' Religious Conflict through time, and Renaissance
- 'America: The divided Union'
- World War Two:
- 19<sup>th</sup> century Crime: Case study of Jack the Ripper

## **SPECIAL REQUIREMENTS**

- None, except a positive attitude and a desire to learn about the world we live in and the people who inhabit that world.

## **WHERE DOES IT LEAD?**

- The subject is taught at all levels from Year 9 - 13.
- History teaches you to research information from a variety of sources, to make sense of it and draw conclusions. Vocational opportunities for Historians continue to grow as the skills taught apply in any job which deals with people and information. Historians can expect to find employment in many fields including business, industry, trade, tourism and commerce; in Government departments - foreign affairs, trade and industry, treasury, justice, banking and law; in publishing, journalism, radio and television, social work etc.

## **FURTHER INFORMATION FROM**

Mrs Jarman



# **MĀORI STUDIES (MAO) – Years 9 & 10**

## **SUBJECT STATEMENT**

Te Reo Māori, the indigenous language of Aotearoa, is a taonga and is guaranteed protection under the Treaty of Waitangi. As students learn in Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

## **COURSE CONTENT**

- Talking about yourself and other people
- Describing yourself and your family
- Waiata and Karakia
- Proverbs
- Speaking skills
- Greetings
- Sentence Structure
- Grammar
- NCEA preparations
- Whaikorero
- Pepeha
- Mihimihi
- Ngā Tikanga Māori

## **SPECIAL REQUIREMENTS**

- No special requirements

## **WHERE DOES IT LEAD?**

This course leads to Te Reo Māori at levels 1, 2 & 3. Career pathways include:

- Cultural Advisor (Government Department)
- Race Relations
- Languages
- Performing Arts
- Kohanga Reo, Kura Kaupapa, Teachers, Kai Awhina
- Radio/Television Journalist
- Police officer
- Radio broadcaster, Television presenter
- Moko artist
- Personal, social, cultural development
- Advantages in a wide range of vocational areas

## **FURTHER INFORMATION FROM**

Whaea Maruia

# **MUSIC (MUS) – Years 9 & 10**

## **SUBJECT STATEMENT**

In Music, emotion, intellect, and imagination are articulated through sound. Music allows us to express feelings and ideas about ourselves and our place in the world, using symbolic notation, live performances, compositions and analysis of existing pieces.

## **COURSE CONTENT**

- Learn the Theory of Music – understand the symbolic language the music is based on.
- Practical Music Making – Many hands-on experiences making music.
- History of Popular Music.

This course covers:

- Compose your own music.
- Play a variety of music composed by others.
- Aural perception, theory and music history.
- Serious study of an instrument of your choice (voice is classed as an instrument).
- Basics of playing keyboard, guitar and vocal music.

## **SPECIAL REQUIREMENTS**

- Undertake the study of a musical instrument, i.e. voice / woodwind / brass / string / drums / keyboard - either through the itinerant music scheme or private tuition.
- Some instruments can be hired through the school or through other companies.
- The fee for taking lessons at school is \$25 for per term.
- Drums and Guitar tuition is only available to Year 7s and 8s, and students taking Music as an option from Year 9-13. Piano tuition is available only for option music students.
- Course Contributions : \$30.

## **WHERE DOES IT LEAD?**

- Year 10 Music Option and Year 11 – NCEA Level 1 Music.
- Year 12/13 Music and Tertiary training at Polytechnics and Universities. Courses include Classical/Jazz/Rock/Contemporary.

*Music Careers, for example:*

- Performer
- Technical aspect of music – recording, sound technician
- Teaching – at various levels

## **FURTHER INFORMATION FROM**

Mrs McGlinchey

# **SPANISH (SPA) – Years 9 & 10**

## **SUBJECT STATEMENT**

This course concentrates on the receptive skills of listening to, reading and viewing as well as the productive skills of speaking, writing and performing in Spanish.

## **COURSE CONTENT**

- In Year 9 students will learn to introduce and describe yourself, your family, your town, talk about school, food, houses, telling the time, free time, sports, likes and dislikes, weather and weekends. Students will explore aspects of the culture of some of the 21 Spanish speaking countries through the study of the language. Students will have the opportunity to cook some tapas. Students will cover basic verb conjugation in the present and future tenses.
- In Year 10 students will study activities, talking about friends, make comparisons, talk about daily routines, nationalities, problems and advice, holidays, food and meals, clothing and directions. Students will master verb conjugation of the present and future tense and study the near future, past and reflexive forms of verbs. Students will explore the culture of Spain and Argentina in more depth. Successful completion of this course will enable students to be fully ready to undertake study at Year 11 (Level 1 NCEA).

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$21.

## **WHERE DOES IT LEAD?**

- Leads to all higher levels of Spanish
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- International Affairs/External Affairs/Trade industry
- Interpreting/translating
- The learning of other languages

## **FURTHER INFORMATION FROM**

Miss Williams

# **TECHNOLOGY (TEC) – Years 9 & 10**

## **SUBJECT STATEMENT**

This course is a practical one at heart where understanding of theory and design skills will be developed to improve the products students make. Students will learn how to use a wide range of materials to cut, shape and construct the products they design. They will encounter projects that focus on a range of different issues. Some will require consideration of visual features and aesthetics. Some will be more technical focusing on the function a product has to perform. Others will require a careful balance between style and function. All projects will help to develop practical skills, the ability to design successful products and an understanding of current technology / materials. Decorative oil lamps, up-cycled bird boxes, skateboard storage, decorative etching, water balloon canons, the use of computer controlled machines and LED torches are examples of the type of products students will work on.

## **COURSE CONTENT**

This course:

- Teaches students to design and make projects in an organised and well thought out manner
- Develops practical skills in the use of a wide range of tools and machines
- Explores how new technology can be used in innovative ways
- Examines the effects of technology on society
- Develops the ability to use creative and critical thinking skills
- Introduces the use of 3D design software, Inventor Pro, to support 3D printing.

## **SPECIAL REQUIREMENTS**

- Course Contributions : Year 9 \$20 : Year 10 \$40
- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed.
- All Health and Safety rules must be followed to take part in practical activities.

## **WHERE DOES IT LEAD?**

- Level 1 Engineering
- Level 1 Practical Technology
- Level 1 Systems and Control

## **FURTHER INFORMATION FROM**

Mr Clark