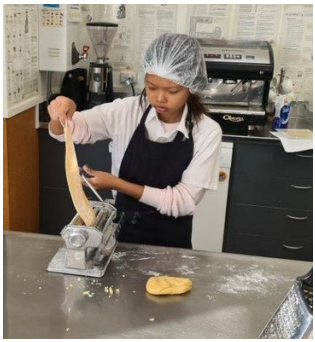
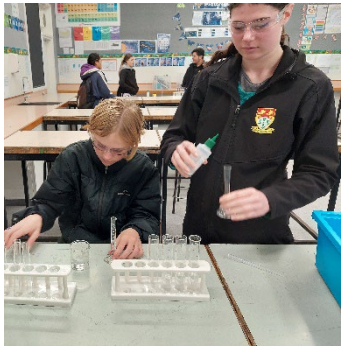
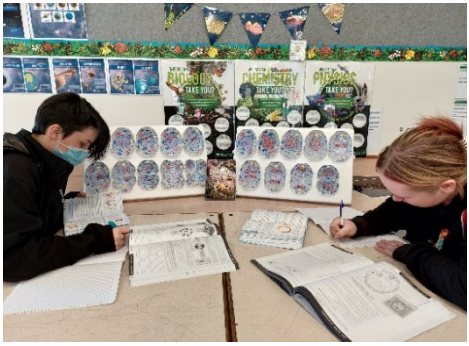
# Edgecumbe College

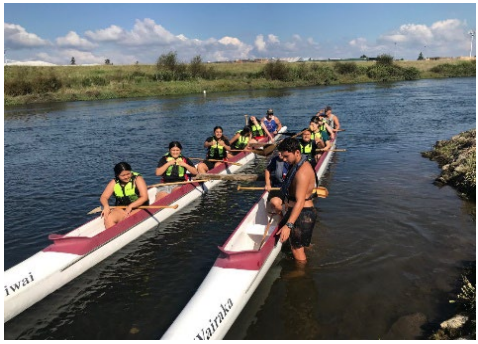




INTEGRITY

EDGECUMBE COLLEGE





# Year 10 Course Booklet 2023

# Contents

# Planning your future

**Overview**
The purpose of this booklet is to assist you to make informed choices for 2023, so that you achieve success in your chosen subjects and courses. It is important that you choose your subjects carefully and not just select a subject because your friends are doing the course.

The course selection that you undertake in term three will be used by the school to work out what subjects will be offered in 2023. An unwise decision now, may result in the course you really wanted to do not being offered next year.

| | |
|---|---|
| **Year 9** | You develop your knowledge base in core subjects and there are a variety of taster subjects that you can try for a term. |
| **Year 10** | You begin to set sound foundations for NCEA qualification the following year. You will extend your knowledge base in the five core subject areas and refine your option choices, studying these at a greater depth. |
| **Year 11:** | You will study for NCEA Level 1 by gaining credits from Achievement and/or Unit Standards<br>It is compulsory that you study courses in **English and Mathematics this year. A course in a Science is strongly recommended**. All other subjects are optional. |
| **Year 12** | You will study for NCEA Level 1 and/or 2, and/or Level 2 Vocation Pathway Awards. You should know which of your subjects continue into Level 3 courses. **You must study a course in English. Mathematics is compulsory if you do not have Numeracy.** All other subjects are optional. |
| **Year 13** | You will study for NCEA Level 1, 2 and/or 3, and/or Level 2 Vocational Pathway Awards. You need to consider career, polytechnic or university requirements when you choose your subjects. **There are no compulsory subjects.** |

**Choice of Subjects**
A parent/guardian/caregiver must consent to the final selection choice of subjects by signing the selection form. Any changes during the year must be through your Kaitiaki and have the permission of parents and teachers concerned.

## For New Students

**Enrolment Interview**

A parent/guardian/caregiver must be present at the interview when a course is being discussed and selected. They must consent to the choice of subjects by signing the selection forms. Any changes must be negotiated through the kaitiaki and teachers concerned.

**Placement in Classes**

A student will be placed in a class suited to his/ her needs based on evidence collected from the previous school, teacher feedback and the enrolment interview.

## Course Overview at Edgecumbe College

| Learning Areas | Year 9 | Year 10 | Level 1 | Level 2 | Level 3 |
|---|---|---|---|---|---|
| **The Arts** | Visual Arts<br>Māori Performing Arts<br>Music | Visual Arts<br>Māori Performing Arts<br>Music | Visual Arts<br>Māori Performing Arts<br>Music | Visual Arts (Painting, Photography)<br>Māori Performing Arts<br>Music | Visual Arts (Painting, Design, Photography Print, Sculpture)<br>Māori Performing Arts<br>Music |
| **English** | English | English | English | English<br>Literacy and Com. | English<br>Literacy and Com. |
| **Languages** | Te Reo Māori | Te Reo Māori | Other Languages*<br>Te Reo Māori | Other languages*<br>Te Reo Māori | Other languages*<br>Te Reo Māori |
| **Health and Physical Education** | Physical Education & Health | Physical Education & Health | Physical Education | Physical Education | Physical Education |
| **Mathematics and Statistics** | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics |
| **Science** | Science<br>Horticulture | Science<br>Agriculture & Horticulture Science | Science<br>Applied Science<br>Agriculture & Horticulture Science | Combined Science<br>Environment and Sustainability<br>Biology *<br>Chemistry *<br>Physics *<br>Agriculture & Horticulture Science | Biology *<br>Chemistry *<br>Physics * |
| **Social Science** | Social Studies | Social Studies | Geography<br>History | Geography<br>History<br>Tourism | Geography<br>History<br>Tourism |
| **Technology** | Design and Visual Communication<br>Digital Technologies<br>Food Technology<br>Mechanical Engineering<br>Technology Wood | Design and Visual Communication<br>Digital Technologies<br>Food Technology<br>Mechanical Engineering<br>Technology Wood | Design and Visual Communication<br>Information and Communication<br>Hospitality<br>Mechanical Engineering<br>Building and Construction | Design and Visual Communication<br>Information and Communication<br>Hospitality<br>Mechanical Engineering<br>Building and Construction | Design and Visual Communication<br>Information and Communication<br>Hospitality<br>Mechanical Engineering<br>Building and Construction |
| **Vocational** | | | Gateway<br>Star Courses<br>Trades Academy | Gateway<br>Star Courses<br>Trades Academy | Gateway<br>Star Courses<br>Trades Academy |

**Note: * By "Volcanics" online tutoring**

# Key Competencies in Edgecumbe College

The key competencies are the capabilities people have, and need to develop, to live and learn today and in the future. *The New Zealand Curriculum* identifies five key competencies:

Thinking
Using language, symbols, and text
Managing self
Relating to others
Participating and contributing

All students will have the opportunity through every subject to develop and extend their key competencies. Key competencies are not just for young people – students, teachers, leaders, parents, community members are all both teachers and learners.

# Values

The values are deeply held beliefs about what is important or desirable, expressed through how people think and act.

Students will be encouraged to value:

- excellence
- innovation, inquiry, and curiosity
- diversity
- equity
- community and participation
- ecological sustainability
- integrity

The values will be encouraged, modelled, and explored in Edgecumbe College in and beyond the classroom.

# Thinking about your courses

When you are making your subject choice, consider the following:

**Interests**: What do you enjoy doing? You are more likely to gain success in your subjects if you are interested in them.
**Abilities**: Think about how good you are at a subject, and how easily you understand it.
**Personal Qualities**: Who you are, and what you are prepared to do will influence your subject choice and success in your studies.
**Attitude to Learning**: A positive attitude, a willingness to learn and hard work will produce success.
**Parent/ Teacher Guidance**: Discuss your abilities, interests and possible course options.

# Year 10 subjects at Edgecumbe College

All students complete classes in the compulsory core subjects. Students also complete **five** options from those listed below. Full year courses (such as Technology Wood A and B) count as two options.

**Students must choose <u>FIVE</u> options.** ***One option must be chosen from Section A*****. The other 4 options can come from either section A or B.**

**<u>Key</u>**
***Full year (four terms)*** [#]
(see notes below)

**<u>The Core Subjects</u> - all students must do these**
Digital Technology
English
Mathematics
Health & Phy.Edu
Science
Social Studies

## Section A – The Technology areas

**Choose at *least one* option from Section A**

| | |
|---|---|
| Nutrition and International Cuisine | Design and Visual Com |
| Nutrition and Healthy Eating | Digital Technology Media |
| *Technology Metal A#* | Digital Tech. Computer Science |
| *Technology Metal B#* | Virtual Learning Classroom |
| *Technology Wood A#* | |
| *Technology Wood B#* | |

## Section B – Other areas

| | |
|---|---|
| **<u>The Arts and Culture</u>** | **<u>The Languages</u>** |
| Developing Drawing | *Te Reo Maori A#* |
| Drawing to Print | *Te Reo Maori extension B#* |
| Drawing to Paint | |
| *Music A#* | |
| *Music B#* | **<u>Other curriculum areas</u>** |
| *Maori Performing Arts A#* | Agriculture and Horticultural |
| *Maori Performing Arts B#* | Outdoor Education |
| Drama | |

Options **NOT** marked with a "**#**" are **half year courses only** and count as one choice. They allow entry into the Level 1 NCEA course.

Option marked in *italics* with a **#** (hash) are **whole year courses (two options). Both** the A and B option must be taken if you wish to study it for Level 1 NCEA. You can choose the **A option if you only wish to do it as a half year course**.

**Note; No B course can be completed unless the corresponding A course was completed in the first half of the year.**

# CORE SUBJECTS (COMPULSORY)

# English (10ENG)

English is structured around three interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between:

- making meaning of ideas or information they receive (listening, reading, and viewing)
- creating meaning for themselves or others (speaking, writing, and presenting).

English is an exciting and dynamic subject offering up a world of imagination and critical thinking. Students are challenged to be dynamic thinkers and to see the possibilities of change in their own world.

Students will create portfolios of their own work:

Close reading and literary response, Writing (creative and formal), Visual and Oral Presentations and Language Toolboxes.

**A required course for:** NCEA Level 1 English

**Assessment:** Class standard based assessments and asTTLe.

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10ENG | Writing portfolio (2 pieces selected for assessment one formal and one creative) |
| | Close reading and response portfolio (2 pieces selected for assessment one prose and one poetic) |
| | Visual and Oral Presentation Portfolio (2 pieces selected for assessment one oral and one visual) |
| | Language Toolbox Portfolio (This will be assessed via the Junior Examination) |

Reviewed Aug 2022

**For further information contact:** Mrs Irwin

# Mathematics (10MAT)

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but employ different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live. Students are assessed at Levels 3, 4 and 5 of the NZ Mathematics Curriculum.

**Areas of focus:** Number Measurement Algebra
Geometry and Trigonometry Statistics

**Extension:** At the class teacher's discretion, Year 10 Mathematics students may be given the opportunity to participate in the Australasian Mathematics Competition, the BOPMA Maths Mind Competition, the Development Band Course (NZAMT) or the Otago University Junior Olympiad Course.

**A required course for:** NCEA Level 1 Mathematics (1MAX or 1MAT)

**Assessment:** Class assessment and asTTLe testing

| CODE | TOPIC/ASSESSMENT | TERM |
|---|---|---|
| 10MAT **Number** | Operations<br>Graphs coordinates and straight lines<br>Standard form and scientific notations<br>Percentages and ratios<br>Graphs quadratics<br>Algebra | 1 |
| 10MAT **Geometry and Measurement Statistics Assignments** | Scales and area<br>Compound area<br>Compound volume | 2 |
| | Statistical methods<br>Statistical cycle | 3 |
| | Constructions and transformations<br>Angles and bearing<br>Probabilities | 4 |
| | End of year examination | 4 |

Reviewed Aug 2022

**For further information contact:** Mrs Cottell-Mayhew

# Science (10SCI)

Science is about discovering how the universe works and what it is made of. Science relies on testing ideas with evidence and scientific explanations. Our understanding of Science changes with new information over time. Knowledge gained from scientific research is used in many practical applications or technologies that benefit humankind.

Science can lead to a huge variety of amazing and challenging occupations and professions as there is such a wide range of Science areas, including Biology, Health & Medicine, Ecology, Environmental Science & Technologies, Biotechnology, Microbiology, Chemistry, Physics, Geology, Astronomy, to name a few.

**Areas of focus:**

| | | |
|---|---|---|
| Chemical Reactions | Acids and bases | Atomic structure |
| Human anatomy | Human physiology | Genetics and Inheritance |
| Geology | Energy | Motion |
| Forces | Electricity | |
| Ability to collaborate | Scientific skills | |

**Extension:** At the class teacher's discretion, Year 10 students may be given the opportunity to participate in external Competitions and NCEA Level 1 Science Achievement Standards.

**Assessment:** Continuous assessment throughout the year and an end of year examination.

**A pre-requisite course for:** NCEA Level 1 Science (1SCI) or
NCEA Level 1 Alternative Science (1SCA)

| CODE | TOPIC/ASSESSMENT | TERM |
|---|---|---|
| 10SCI | Chemistry - Acids and Bases | 1 |
| | Genetics and Inheritance | 2 |
| | Forces and Motion | 2 |
| | Electricity | 3 |
| | Medical Science - human organ systems | 3 |
| | Earth Science | 3 |
| | End of year examination | 4 |

Reviewed Aug 2022

**For further information contact:** Mrs. Hoeberigs

# Social Studies (10SOS)

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

**Areas of focus:**

| | |
|---|---|
| Social Studies: | Building Sustainable Communities |
| Geography: | Mapping and Graphing |
| Economics: | Tax and Citizenship |
| History: | Human Rights and localised History |

**Extension:** NCEA Level 1 Assessment Standards may be offered to some students as part of the Year 10 course.

**A required course for:** NCEA Level 1 Geography (1GEO) or
NCEA Level 1 History (1HIS)

**Assessment:** Class assessment

| CODE | TOPIC/ASSESSMENT | TERM |
|---|---|---|
| SOS 101 | ***Social Studies: Sustainability***<br>Research and Presentation | 1 |
| | ***Geography: Culture and Identity***<br>Skills Assessment | 2 |
| | ***Economics****:*<br>Tax and Citizenship<br>Project Challenge | 4 |
| | ***History: Human Rights***<br>History Road -<br>Paragraph/Short Essay | 4 |
| | End of year examination | |

Reviewed Aug 2022

**For further information contact:** Mr Speedy

# Health and Physical Education (10HPE)

In Health and Physical Education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. Four underlying and interdependent concepts are at the heart of this learning area:

Hauora, attitudes and values, socio-ecological perspective and health promotion.

Learning opportunities in Physical Education aim to:

- develop the knowledge, understandings, skills, and attitudes needed to maintain and enhance personal health and physical development;
- develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity;
- develop understandings, skills, and attitudes that enhance interactions and relationships with other people;
- encourage students to participate in creating healthy communities and environments by taking responsible and critical action.

The key areas of learning are:

- Physical Activity, Sport Studies, Body Care and Physical Safety, Outdoor/Environmental Activities, Mental Health, Sexuality Education, Food and Nutrition.

**Extension:** Students are encouraged to join in at least one of the sports teams that operate at the school and to participate in the traditional inter-house Sports programme.

**A required course for:** Year 10 Physical Education

**Assessment:** Class assessment

| CODE | TOPIC/ASSESSMENT | TERM |
|---|---|---|
| 9HPE | Swimming.<br>Aerobic Fitness Test-age group national standards. | 1 |
| | Winter Sports Education; social responsibility.<br>Skills Development and Performance; 2 contexts.<br>Aerobic Fitness Test 2&3 | 2, 3 |
| | Summer Sports Education: strategy and gamesmanship. | 4 |
| | Participation in at least 3 events in school inter-house athletics and swimming.<br>Participation in school inter-house cross country.<br>Participation in school sports team. | 1,2,3,4 |

Reviewed Aug 2022

**For further information contact:** Ms Barnes.

# Digital Technology (10DTC)

Digital Technologies is about moving students beyond being merely users and consumers of digital technologies. It enables students to build the skills, knowledge and capability so they can be creators of digital solutions for specific purposes. In essence, digital technologies is about teaching students the theory of how digital technologies and systems work, and how they can use that knowledge to create innovative solutions to solve problems in a digital world.

Digital Technology is NOT about learning WITH technology (e.g. E-learning), it is learning ABOUT technologies.

**Areas of focus:**
The digital technologies programme of learning in *Computational Thinking (CT)* and *Designing and Developing Digital Outcomes (DDDO)* **is** based on the Digital NZ Curriculum and the Progress Outcomes for CT and DDDO.

**A recommended course for:** NCEA Level 1 Information and Communications Technology (1ICT)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| **10DTI** | Logical thinking and learning about algorithms. Learn the bare bones of coding. |
| | Principles of good design<br>CRAP- Contrast, Repetition, Alignment, Proximity. Web Development using HTML, CSS |
| | Design an Information Technology solution for a set brief |
| | Record, reflect and evaluate their own and other's design ideas and decision-making |

Reviewed Aug 2022

**For further information contact:** Ms Villaluz

# THE OPTIONAL SUBJECTS

# THE ARTS

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. Through movement, sound, and images, the arts transform people's creative ideas into expressive works that communicate layered meanings.

## Māori Performing Arts A (10MPAA) and Māori Performing Arts B (10MPAB) - *Half year **(A only)** or Full year course (A and B).*

The students have the opportunity to learn Māori Performing Arts/Music that incorporate sound, movement and performance. These will include two laments, two action songs (using the patu and the pouwhenua) and the composition of two songs. Ka taea e nga tauira te mahi Toi, te mahi puoro, te mahi a Rehia, te mahi ataata.

**Areas of focus:** Moteatea (Lament) Waiata- a- Ringa
Mau Rakau Tito Waiata

**Assessment:** Class assessment and performance

**A pre requisit for:** The Māori Performing Arts A (10 MPAA) half year course must be completed if you wish to take the Māori Performing Arts B (10 MPAB) option.

**A recommended course for:** NCEA Level 1 Māori Performing Arts (1MPA)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10MPAA | Student is able to perform and sing a Maori waiata in a group situation. |
| | Kia orite nga nekehanga e pa ana ki te ture o te haka.<br>Manipulate the hand movements to coincide with the haka |
| 10MPAB | Kua waia ngā tauria ki te waiata me ngā Mahi-a-Ringa.<br>Students are familiar with song and relevant actions |
| | Kua tū motuhake te tauira ki tū o tō rātau iwi.<br>Students can perform with confidence |
| | Kuia waia ngā tauria ki te haka. Students are familiar with aspects of haka |

Reviewed Aug 2022

**For further information contact:** Mr Hakiaha

## Visual Art: Drawing to Paint (10ARP) – *Half year course*

The focus of this course is to develop skills and knowledge of paint and colour theory. We will look at artist work to develop your knowledge by unpicking their use of colour and composition. The above will then be used to create your own original Art works through the process of development.
Confidence, time management and understanding the value and importance of completing work are all aspirational goals of this course.
Course requirements are a positive, open minded attitude and a commitment to fail in an endeavour to succeed.

**Areas of focus:** Scale, colour, mood, expression, artist as models (being influenced by their ideas), techniques, composition and the roll of art past and present.

**A pre-requisite for:** NCEA Level 1 Visual Arts (1ART)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10ARP | Painting skills |
| | Completing Art works |

Reviewed Aug 2022

**For further information contact:** Mr Folker

## Visual Art: Print including Pinhole Camera (10PHC) – *Half year course*

In this course we will look at different types of printing techniques. Printing is a transfer process, not unlike photocopying but a much older and more hands-on process. If you like art, drawing, scratching and cutting this course may be of interest to you. Printing can also be taken as a Visual Arts Level 3 university entrance course as an alternative to painting. As with painting developing drawing skills, where necessary, will be covered.
Course requirements are a positive, open minded attitude and a commitment to fail in an endeavour to succeed.

**Areas of focus:** Looking at different types of printing techniques and processes.

**Assessment:** Class assessment

**A recommended course for:** NCEA Level 1 Art (1ART)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10PHC | Producing printing plates |
| | Making a camera and taking pictures |

Reviewed Aug 2022

**For further information contact:** Mr Folker

# Visual Art: Developing Drawing (10ARD) – *Half year course*

Drawing is a means of recording visual information, developing ideas for Art works as well as being a means of producing Art works. The two-term course will focus on developing your skills using a range of media both wet and dry to accomplish all the above.
Confidence, time management and understanding the value and importance of completing work are all aspirational goals of this course.
Course requirements are a positive, open minded attitude and a commitment to fail in an endeavour to succeed.

**Areas of focus:** The role of the Artist mode, techniques in drawing and how to create mood through mark making.

**A pre-requisite for:** NCEA Level 1 Visual Arts (1ART)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10ARD | Drawing techniques |
| | Completing Art works |

Reviewed Aug 2022

**For further information contact:** Mr Folker

# Music A (10MUSA) and Music B (10MUSB) - *Half year **(A only)** or Full year course (A and B)*

## Music A (10MUSA)

Students will develop skills in performance and composition, they will also build aural and theory skills. They will analyse music using elements and features and investigate the social and historical context of music. Students will focus on one performance instrument (voice is an instrument) and do regular focused practice at home.

**Areas of focus:** Performance, Composition, Aural and Theory, Analysis of music works

**Assessment:** Class assessments and performance

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10MUSA | Elements of Music |
| | Aural and Score Reading |
| | Group Performance |

## Music B (10MUSB)

Students will build the knowledge and skills required to achieve in NCEA level 1 music. Again, there is a strong performance focus with the emphasis on practicing at home. Composition is explored in more depth and MIDI and recording technology becomes an essential tool. We also look to build continuity in aural, theory and knowledge (analysis) of music works in preparation for the corresponding achievement standards at NCEA Level 1.

**Assessment:** Class assessments and performance

**A required course for:** NCEA Level 1 Music (1MUS)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10MUSB | Composition |
| | Aural and Score Reading |
| | Solo and group performance |

Reviewed Aug 2022

**For further information contact:** Ms Wilson

# THE TECHNOLOGY AREAS

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

## Design and Visual Communication (10DVC) – *Half year course*

This course prepares students for NCEA Level 1 Design and Visual Communication. The course ranges from design work to instrumental drawing and develops the student competence in graphic communication.

**Areas of focus:** Design process/ sketching
Instrumental drawing – pictorial
Instrumental drawing – working and drawing

**Assessment:** Class assessment

**Prerequisite:** Completion of Year 9 Design and Visual Communication (9DVC) or HOD approval

**A required course for:** NCEA Level 1 Design and Visual Communication (1DVC)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10DVC | Orthographic projection & drawing conventions (2 dimensional) |
| | Isometric, Oblique, Plano metric & drawing conventions (3 dimensional) |
| | Sketching and Design process |

Reviewed Aug 2022

**For further information contact:** Mr Cannell

## Technology Mechanical Engineering A (10TMEA) and Technology Mechanical Engineering B (10TMEB) – *Half year **(A only)** or Full year course (A and B)*

This course develops the student's basic skills in preparation for NCEA Level 1 Technology Mechanical Engineering. Students are encouraged to have a real passion about metal technology and engineering.

**Areas of focus:**

Technological knowledge and understanding. Technological capabilities.

**Pre-requisites:** Must have passed the course at Year 9 or by HOD permission.

**A required course for:** NCEA Level 1 Technology Mechanical Engineering (1TME)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10TCMA | Satisfactory completion of all Tasks |
| 10TCMB | Satisfactory completion of all Tasks |

Reviewed Aug 2022

**For further information contact:** Mr Folker

## Technology Wood A (10TCWA) and Technology Wood B (10TCWB) – *Half year **(A only)** or Full year course (A and B)*

This course develops the student's basic skills in preparation for NCEA Level 1 Technology Building and Construction. Students are encouraged to have a real passion about wood technology.

**Areas of focus:**

Technological knowledge: modelling, products and systems.
Technological practice: planning, brief development and evaluation
Nature of technology: characteristics of technology and technological outcomes

**Pre-requisites:** Must have passed the course at Year 9 or by HOD permission

**A required course for:** NCEA Level 1 Technology Building and Construction (1TBC)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10TCWA | Satisfactory completion of all Tasks |
| 10TCWB | Satisfactory completion of all Tasks |

Reviewed Aug 2022

**For further information contact:** Mr Cannell

## Nutrition and International Cuisine (10TCNA) – *Half year course*

**Description:** An exciting and diverse course covering the technology strands, in preparation for Level 1 Service IQ unit standards. Student work targets student achievement at levels 4 - 5 as outlined in the New Zealand Curriculum Framework. This includes a focus to improve culinary skills and present food of a good standard in preparation for NCEA Level 1 Hospitality (1HOS).

**Areas of focus:** International Cookery and Basic nutrition

**Pre-requisites:** Must have passed the course at Year 9 or by HOD permission.

**A required course for:** NCEA level 1 Hospitality (1HOS)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10TNA | International Cuisine and costing |
| | Practical assessment tasks |

Reviewed Aug 2022

**For further information contact:** Mrs Esterhuizen

## Nutrition and Healthy Eating (10TCNB) – *Half year course*

**Description:** An exciting and diverse course covering the technology strands, in preparation for Level 1 Service IQ unit standards. Student work targets student achievement at levels 4 - 5 as outlined in the New Zealand Curriculum Framework. This includes a focus to improve culinary skills and present food of a good standard in preparation for NCEA Level 1 Hospitality (1HOS).

**Focus:** Today's kitchen – Nutritional food
Edgecumbe College's hottest home boiler and baker

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10TNB | Nutrients and Food Pyramid |
| | Practical assessment task |

Reviewed Aug 2022

**For further information contact:** Mrs Esterhuizen

# DIGITAL TECHNOLOGIES

Each of these courses are one semester in length. They are extension courses to the compulsory Digital Technology Information core class. They can be taken independently or on conjunction with one of the other Digital Technology optional courses offered.
These courses are about moving students beyond being merely users and consumers of digital technologies. It enables students to build the skills, knowledge and capability so they can be creators of digital solutions for specific purposes. In essence, digital technologies is about teaching students the theory of how digital technologies and systems work, and how they can use that knowledge to create innovative solutions to solve problems in a digital world.

## Digital Technology Computer Science (10DTS) – *Half year course*

**Area of focus:**
The course will include components from Programming & software (Computer Science). Students will write computer programs using Scratch and Python using algorithms

**A recommended course for:** NCEA Level 1 Information and Communications Technology (1ICT)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10DTS | Decompose problems to create simple algorithms using the three building blocks of programming: sequence, selection and iteration (PO4) e.g., SCRATCH |
| | Introduction to HTML and Coding |
| | Web design |

Reviewed Aug 2022

**For further information contact:** Miss Villaluz

## Digital Technology Media (10DTM) – *Half year course*

**Area of focus:**
The course will include components from Digital media, Digital environments & systems (Digital infrastructure) Students will explore digital photoshop manipulation and web development.

**A recommended course for:** NCEA Level 1 Information and Communications Technology (1ICT)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10DTM | Understand the relationship between operating systems and digital devices and the influence and impact they have on humans and society |
| | Understand the purpose of a range of software applications, digital media e.g. InDesign |
| | Gather, analyse and present data in a meaningful way e.g. Excel, database, etc. |

Reviewed Aug 2022

**For further information contact:** Miss Villaluz

# Virtual Learning Classroom (10VLC) – *Half year course*

This course offers students a new technology on a Virtual and Augmented Reality learning in the classroom. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. On Scratch, Minecraft, or a similar program, use coding to create e.g. a simple maze game set on Mars for Curiosity to navigate. Imagine what it would be like to go there?

**Areas of focus:** VLC presents an opportunity to undertake a project of their own choosing in the field of Virtual and Augmented Reality programme to explore the world around us, turning headsets to explore the Universe.

**A recommended course for:** NCEA Level 1 Information and Communications Technology (1ICT)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| **10VLC** | Skill Development |
| | Project Development & Design |
| | Coding using Minecraft for Virtual Reality Project |
| | Evaluation |

Reviewed Aug 2022

**For further information contact:** Miss Villaluz

# THE LANGUAGES

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world.
Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

## Te Reo Māori (10MAOA) - *Half year (A only) or Full year course (A and B)*

A basic introductory course to Te Reo me ona Tikanga. This course is based around simple language structures and tikanga.

**Areas of focus:** Tōku whanau, Whakarongo, Korero, Tuhituhi, Panui, Cultural conventions

**A required course for:** Year 10 Māori Extension (10MAOB) and NCEA level 1 Te Reo Māori (1MAO)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| **10MAOA** | Kauhau - Tangata Rongonui / Speech - Famous Person |

Reviewed Aug 2022

**For further information contact:** Mr Hakiaha

## Te Reo Māori Extension (10MAOB)

Building on the introductory course for Year 9 students, this course is based on extending the simple language structures and developing competency in conversational Māori.

**Areas of focus:** Te Marae me ona Kawa, Tuhituhi, Toku Whanau, Whakarongo, Korero, Panui

**A required course for:** NCEA level 1 Te Reo Maori

| CODE | TOPIC/ASSESSMENT |
|---|---|
| **10MAOB** | Panuitia tētahi kōrero me whakautu ngā pātai.<br>Read a story and answer questions about it. |
| | Ranagahau he kōrero e pa ana ki tētahi Tangāta Rongonui.<br>Research a famous person and present it in te reo māori. |

Reviewed Aug 2022

**For further information contact**: Mr Hakiaha

# OTHER CURRICULUM AREAS

## Agricultural and Horticultural Science (10AHS) – *Half year course*

This course is designed to prepare students to go on and achieve credits in the Level 1 Agricultural and Horticultural Science course. An emphasis will be placed on developing practical skills, and an understanging of animal husbandry. To develop husbandry skills each student will be involved in raising a chick from a few days old until they are 3 months old.

**Pre-requisites:** The course builds on the Year 9 course but is open to any student who has completed a satisfactory Year 9 course in Science or Horticulture.

**Areas of focus:** The Plant World Plant Propagation Animal Husbandry
Animal Physiology

**A recommended course for:** NCEA Level 1 Agricultural and Horticultural Science (1AHS)

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10AHS | History of Agriculture & Horticulture, plant propagation. animal husbandry and animal digestive systems. |
| | Animal husbandry involved in raising chickens. |

Reviewed Aug 2022

**For further information contact:** Mrs Jackson

## Outdoor Education A (10OEA) and Outdoor Education B (10OEB) – *Half year courses*

Exploring the Bay of Plenty environment students develop skills and responsible attitudes about safety of self and others while experiencing a range of outdoor activities and pursuits such as kayaking, surfing, waka ama, rock climbing, hiking, camping, environmental project.

**Pre- requisites:** Active participation in Year 9 and 10 Physical Education or by HOD Permission. Students can do either course A or B but not both.

**Areas of focus:** Safety management, interpersonal skills, people and the environment

| CODE | TOPIC/ASSESSMENT |
|---|---|
| 10OEA/B | Understanding Risk Management |
| | Participate Safely |

Reviewed Aug 2022

**For further information contact:** Ms Barnes