

# *Cullinane College*



## YEAR 10 OPTION BOOKLET

2027

LOVE

UNITY

OPTIMISE

SERVICE

## OPTIONS ON OFFER FOR 2027

Year 10 Options	Year 11 Courses	Year 12 Courses	Year 13 Courses
Business Studies	Commerce	Accounting	Accounting
Digital Technology	Dance	Biology	Biology
Drama	Digital Technology	Chemistry	Chemistry
Food Technology	Drama	Dance	Dance
Music	English	Digital Technologies	Digital Technology
Spanish	English Literacy	Drama	Drama
Te Reo—Bilingual	Food Technology	Economics	Economics
Te Ao Haka	Geography	English	English
Printmaking	History	Food Technology	Food Technology
Dance	Kaupapa Māori	Geography	Geography
Visual Arts	Life Skills	History	History
Workshop Technology	Mathematics with Algebra	Life Skills	Mathematics with Calculus
Sports Performance & Hauora	Mathematics	Mathematics	Mathematics with Statistics
	Mathematics Numeracy	Mathematics with Statistics	Music
	Music	Media Studies	Photography
	Religious Education	Music	Painting
	Science	Outdoor Education	Physics
	Spanish	Painting	Printmaking
	Sports Studies	Photography	Religious Education
	Te Ao Haka	Physics	Spanish
	Te Reo Māori	Printmaking	Sports Studies
	Visual Arts	Religious Education	Te Ao Haka
	Work Ready	Spanish	Te Reo Māori
	Workshop Technology	Sports Studies	Tourism
		Te Ao Haka	Workshop Technology
	Te Reo Māori		
	Tourism		
	Workshop Technology		
	Work Ready		

### ACTIVITY:

At present, which of the following options do you think you will select for 2027?

OPTION:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# OPTION: YEAR 10 COURSES 2027

Visual Arts	Dance	Business Studies
Spanish	Workshop Technology	Food Technology
Te Reo Māori – Bilingual	Te Ao Haka	Digital Technology
Music	Drama	Sports Performance & Hauora
Printmaking		

English, Mathematics, Social Studies, Science, Physical Education and Religious Studies are **COMPULSORY**. All other subjects are **OPTIONAL**. Refer to the information in this booklet for more details about each of the courses. Te Reo Māori is a full year option so you will need to select this twice.

Knowing which subjects to take in your next year of school can be difficult. Here are some tips to help with your decision making;

- ◇ Know your options, talk to teachers, parents, other adults.
- ◇ Think about your abilities and interests at school.
- ◇ Consider how your choices will affect your future. Ask the Careers Counsellor for advice.

Look into what you may need to study to go into a particular career. The 'Job Profile' section on the [careers.govt.nz](https://careers.govt.nz) website will give you information on job opportunities and pay scales.

Complete your Careers Booklet and have this ready.

## QUESTIONS TO CONSIDER:

What were my favourite classes this year? Rank them from favorite to least favorite:

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What do you want to do as your career pathway once you finish school?

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# VISUAL ARTS

## PURPOSE:

This Year 10 Painting and Printmaking course offers an immersive exploration of the elements and principles of Visual Arts, with a strong emphasis on composition. The course prioritises hands-on practice, encouraging students to hone their technical skills and unleash their creativity, with a focus on producing expressive and meaningful works of art .

## COURSE OUTLINE:

Using both wet and dry media, students will build on their prior knowledge while learning new techniques to create a series of place-based artworks inspired by the Whanganui region.

TEACHER IN CHARGE: TBC

# DANCE

## PURPOSE:

This course will focus on the exploration and refinement of advanced movement principles in Dance. Students will engage in exercises that enhance movement quality, dynamics, control, and expand their movement vocabulary through partner work and improvisation.

## COURSE OUTLINE:

This course delves into the nuanced exploration and refinement of movement principles in dance, emphasising both technical precision and creative expression. Through the study of contemporary dance forms, students will engage in various exercises designed to enhance their movement quality, dynamics, and control. Key elements include the expansion of movement vocabulary through structured improvisation, partner work, rhythm, and musicality. Additionally, the course will cover body alignment, kinaesthetic awareness, and the interplay between breath and movement to a deeper understanding of performance techniques.

TEACHER IN CHARGE: S Riley

# FOOD TECHNOLOGY

## PURPOSE:

The course is focused on students preparing a food following a prescribed recipe, improving their skills and knowledge, as well as, their understanding of flavours and ingredients.

## COURSE OUTLINE:

The Year 10 course is focused on Cuisines of the World and gives a broad view of flavours, techniques and skills which students will need as they move forward into Level 1 NCEA. We focus on different Geographical areas and explore their traditional flavour profiles and a variety of ingredients such as vegetables, proteins and carbohydrates. The project also includes a traditional dish from each region. The course covers basic nutritional information and explores factors that influence eating patterns and behaviours.

TEACHER IN CHARGE: C England

# WORKSHOP TECHNOLOGY

## PURPOSE:

This programme includes planning, completing and evaluating practical projects in addition to completing a written workbook covering selected technological topics.

## COURSE OUTLINE:

The Year 10 Woodwork Program will focus on completing a couple of small, hands-on projects designed to build foundational skills in craftsmanship. These projects will also incorporate community and environmental themes, encouraging students to think about sustainability and how their work connects to the world around them. By the end of the course, students will have developed practical skills that will provide a solid foundation if they choose to pursue Level 1 Workshop in the following year.

TEACHER IN CHARGE: D Forsyth-Oosthuizen

# TE REO MĀORI – BILINGUAL

## PURPOSE:

The purpose of the Year 10 Te Reo Māori - Bilingual course is to provide students with a strong foundation in Te Reo Māori through a bilingual learning environment. It aims to support students who are at a basic level of language to gradually build their confidence and skills in speaking, listening, reading, and writing in Te Reo Māori.

## COURSE OUTLINE:

This full year course is delivered in a bilingual setting where students are able to learn at a slow - steady pace. This course will prepare students for Level 1 Te Reo Māori.

TEACHER IN CHARGE: Whaea Alicia

*\* Please note that Te Reo Māori is a full year course. If you select this option you can only select two other options for the year.*

# TE AO HAKA

## PURPOSE:

This course isn't just about kapa haka or performance. You'll explore the 10 key features of Te Ao Haka, including poi, whakakai (jewellery), mahi rākau, wiri, and much more. You'll discover the stories and history behind each feature, then bring them to life through hands-on activities. Learn about poi, then make your own poi. Learn about whakakai (jewellery), then design and create your own piece. Its cultural knowledge, creativity, and learning all rolled into one.

## COURSE OUTLINE:

This course is open to all students and runs over two terms. It's designed as a fun and practical introduction that also prepares students for NCEA Level 1. Every session blends history and creativity, giving you the chance to develop skills, make cultural creations, and explore all facets of Te Ao Haka

TEACHER IN CHARGE: Whaea Alicia

# SPORTS PERFORMANCE & HAUORA (WELLBEING)

## PURPOSE:

This unique program is designed to provide students with the capabilities to create for themselves, their whanau and wider community a holistic approach to athletic development and personal wellness.

## COURSE OUTLINE:

The year long journey will see students engaging in an introductory exploration of human performance, combining scientific understanding with competitive practical athletic skills. Students will explore the four pillars of Hauora (well-being) and set specific goals that they will work toward achieving. The core themes inspired by Cullinane Colleges own Soul values (whanaungatanga, kotahitanga, Manaakitanga and Whakaponu) will form the basis of the course's direction.

ASSESSMENT: Hauora (well-being) portfolio

TEACHER IN CHARGE: TBC

# DRAMA

## PURPOSE:

This Drama course offers students a comprehensive introduction to the world of theatre and performance. Through a blend of theoretical analysis and practical application, students will explore the significance of drama in various historical and cultural contexts, examine different dramatic forms and styles, and develop fundamental acting techniques.

## COURSE OUTLINE:

By focusing on voice, movement, and characterisation, students will refine their performance skills and prepare for a final presentation that showcases their growth as actors.

TEACHER IN CHARGE: S Riley

# BUSINESS STUDIES

## PURPOSE:

To develop knowledge and skills of realising how the economic world operates. What is important to people and organisation is determined by their whakapapa, values, and cultural heritage; any decision made impacts the stakeholders.

## COURSE OUTLINE:

This course introduces students to the various sectors of the New Zealand economy and the basics of financial decision-making for individuals or small organisations. Students will explore how individuals and organisations make financial and non-financial decisions, considering diverse values, beliefs, and stakeholder perspectives. The course will also develop a few financial capability skills to help students navigate economic challenges. This subject provides a foundation for further studies in Level 1 Commerce.

TEACHER IN CHARGE: L Dayal

# SPANISH

## PURPOSE:

The purpose of this course is to equip students linguistically and culturally to communicate using basic Spanish in a world of increasing global interdependence.

The Spanish course is designed for students who have successfully completed Year 9 Spanish. The basic objectives of Year 10 Spanish are to continue developing and reinforcing your languages skills, to promote more cultural understanding and to prepare you for your Spanish studies at NCEA Level 1 next year.

## COURSE OUTLINE:

The Year 10 course outline consists of two terms of intensive study, with classes scheduled for three hours per week. The course covers Levels 3 and 4 of the NZ Spanish Curriculum for Year 10.

Assessment will include a combination of formative and summative assessments.

These may involve quizzes, assignments, projects, and exams, designed to evaluate students' understanding and progress throughout the two terms. Specific assessment criteria and deadlines will be communicated at the start of each term. Next year we will start a portfolio of student work. This portfolio will be assessments, plus an oral presentation, written presentation, comprehension and listening assessment.

TEACHER IN CHARGE: A Ceron

# DIGITAL TECHNOLOGY

## PURPOSE:

To develop the knowledge and skills to plan, design, model, develop and evaluate innovative digital solutions to real-world problems while reflecting on the design of new models, products, software, systems and tools to benefit people while taking account of their impact upon cultural, ethical, environmental and economic conditions.

## COURSE OUTLINE:

Students will be planning, designing, creating, testing and evaluating a variety of digital outcomes, including, games, images, videos, animations, and programming webpages and text-based coding languages.

Depending on students' work ethic, interests, prior knowledge and time available an extension to creating a full-stack website, including database, is a possibility.

Project management will be introduced to help guide students through the development of their projects.

ASSESSMENT: Portfolio and written and/or Video/Podcast/Screencast

TEACHER IN CHARGE: C Londt

# MUSIC

## PURPOSE:

Throughout the course, students will focus on mastering a chosen instrument, with priority for entry into the Year 11 programme. They will also study music theory, both in class and through the 24/7 accessible Music Academy website. Additionally, students will learn to read music notation and develop ensemble performance skills, preparing them for further musical achievements.

## COURSE OUTLINE:

This course spans two terms, lasting 20 to 21 weeks, and is designed for students who wish to continue developing their musical knowledge and instrumental skills. It serves as preparation for NCEA.

TEACHER IN CHARGE: J Henare

# PRINTMAKING

## PURPOSE:

This Year 10 Printmaking course offers an immersive exploration of the elements and principles of Visual Arts, with a strong emphasis on printmaking. This hands on course encourages students to explore artistic techniques with a specific focus on woodcarving and etching.

## COURSE OUTLINE:

Students will further grow on their drawing skills, while learning new craft and techniques within printmaking. Their designs will be transferred onto wood which they will carve out and then ink and press/transfer onto paper.

TEACHER IN CHARGE: G. Duxfield



# OPTION COUNSELLING

In 2027 you will do TWO options per semester (half year). Looking at the options on offer, which are your top FOUR (in order).

## 2027 OPTIONS

TOP OPTIONS
1.
2.
3.
4.
BACK UP OPTION:

1. What is your Vocational Pathway?

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2. Why have you chosen your top two options and how do they relate to your Vocational Pathway?

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3. Thinking of your Vocational Pathway do you know if you will need to go to University (do you know the degree you will need) or is it a Trade?

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4. How can we help you achieve your academic goals?

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5. What do you have to do to achieve your goals?

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*For the love of God, Life and Learning  
Mo te aroha kia Atua, kia Oranga, kia  
Akonga*

*Service*

*Optimise*

*Unity*

*Love*