



# WAIMEA COLLEGE

Subject Choice 2023  
Students going into Year 10

Name: \_\_\_\_\_

**PLEASE RETURN TO THE  
COLLEGE OFFICE**

Students in Year 10 will continue with year-long courses in:

- English
- Mathematics
- Social Studies
- Health & Physical Education
- Science

It is important students choose options that enable them to choose a course in the senior school. For further information please see the Waimea College Subjects in the Year 10 Handbook which shows the pathway of subjects into the Senior School.

Students will also choose 4 Enrichment courses which have a cross-curricular focus (see over page).



### Instructions:

Please tick (✓) the options that you want to take next year. Students must choose from more than **ONE** learning area.

Choose      Either      **four** half-year options  
                 Or              **one** full-year and **two** half-year options

Half Year Subjects			Full Year Subjects		
<b>Business</b>			<b>Languages</b>		
	COM	Commerce		ESOL	English for Speakers of Other Languages
	DTA	Digital Technology Advanced		FRE	French
<b>Food Technology</b>				JAP	Japanese
	FDT	Food Technology		MAO	Te Reo Māori
<b>Health and Physical Education</b>					
	SPT	Sportspro (limited spaces)			
<b>Languages</b>					
	FREH	French (half-year)			
	MAOH	Te Reo Māori (half-year)			
<b>Performing Arts</b>					
	DAN	Dance			
	DRA	Drama			
	MUSG	Music - Group			
	MUSA	Music - Advanced			
	PFT	Performing Arts Technology & Production			
<b>Science</b>					
	AGH	Agriculture and Horticulture			
<b>Technology</b>					
	DVC	Design & Visual Communication			
	MAT	Materials Technology			
	MTT	Materials Technology Textiles			
	MEG	Mechanical Engineering Technology			
	TEC	Technology			
<b>Visual Arts</b>					
	VAR	Visual Arts			

**Note: Technology courses**  
If students wish to study more than two Technology courses, they must attach a note to give reasons for this.

**Reserve Subject (to be used if an Option choice is over-subscribed or there is an Option clash):**  
\_\_\_\_\_

We understand some subjects may require an interview or have a further selection process if numbers are limited.

## ENRICHMENT COURSES

Each student will study **four** Enrichment courses in Year 9 and four in Year 10. Each course is one term in length. Enrichment courses aim to include more than one curriculum area and focus on Key Competencies and project work. Choosing Enrichment courses can enable students to extend in an area that interests them. Each Enrichment course comes from one of four areas. Students must select five enrichments with at least one coming from each area.

**Choose 4 courses from below (✓). You must include at least one Enrichment course in each category.**

✓	Code	Course Name	Our People Our Land
	ESA	<b>SAVE</b> <i>(Tiaki)</i>	<b>Environmental Issues:</b> Work alongside community partners to become active citizens and kaitiaki. Investigate local environmental issues and the human cultural influences. Past and current projects include taking action to improve the health of the Waimea Inlet and Richmond Hills Forest Park.
	EPA	<b>PAIHERE</b> <i>(Culture)</i>	<b>Te Tumu Tumu:</b> Discover what makes us uniquely Aotearoa New Zealand, taking a look at our diversity, our traditions and our people. Past and current projects include exploring food from the different cultures in New Zealand and learning about the influences of Māori language and culture.
			<b>S.T.E.A.M. /Auaha</b>
	EED	<b>EDUCATE</b> <i>(Mātauranga)</i>	<b>Mātauranga:</b> Enhance the learning of younger, Intermediate-level students using technology and code. Working with teachers and students from local Intermediate schools, design and develop interactive resources that will help younger students learn in fun and interesting ways.
	EEX	<b>EXPLORE</b> <i>(Whakatōmene)</i>	<b>S.T.E.A.M.:</b> Explore the mysteries and wonders of planet Earth and beyond. Use the disciplines of Science, Technology, Engineering, Arts and Mathematics to creatively solve a range of problems. Past and current projects include exploring the ocean depths and investigating the challenges of colonising Mars.
	EPR	<b>PRODUCE</b> <i>(Hua)</i>	<b>Local Industry:</b> Try your hand at adding value to horticultural or agricultural produce. Get hands on with the rich and varied industries that shape and support our region. Past and current projects include making cheese, bath bombs and ice cream.
			<b>Pohewa</b>
	ECR	<b>CREATE</b> <i>(Pohewa)</i>	<b>Unleash Your Creativity:</b> Work in groups or individually and explore what ignites your creative passions. Past and current projects include making a beep drum, constructing costumes, designing houses, painting portfolios and choreographing dances.
	ESP	<b>SPARK</b> <i>(Whakakā)</i>	<b>Drive Your Own Learning:</b> The Spark programme encourages you to push yourself to develop skills of your choosing and achieve your dream goals. Past and current projects include movie making, learning new sports skills, learning about aviation, starting a new language. Students can work individually or as a team.
			<b>Manaakitanga</b>
	ELD	<b>LEAD</b> <i>(Hautūanga)</i>	<b>Growing Leaders:</b> This course is based on essential components of leadership, developing leadership skills to organise and manage larger groups. Students will engage in activities both within the classroom and beyond, undertaking leadership opportunities that will be fun.
	EBO	<b>BOOST</b> <i>(Hīkina)</i>	<b>Community Focus:</b> Create an outcome that can be shared to enhance a sense of community. Past and current projects include making quilts for the Koha Shed, social issues prints for display and Christmas decorations for a rest home.
	ECH	<b>CHANGE</b> <i>(Whakarerekē)</i>	<b>Social Issues:</b> A look at social issues that impact on our future well-being at both a local and global level. Groups research and create social actions to fight a range of global issues, including climate change, human trafficking and animal poaching. Locally focused social action could include studying Nelson's recycling, use of 1080 and traffic management.

Write your **fifth** choice as your **backup option** here \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_