



***Kerikeri High School***  
**Year 11, 12 & 13**

**CURRICULUM GUIDE FOR 2019**

**OPTION EVENING**  
**Thursday 16 August 2018**  
**4pm – 7pm**  
**Years 8, 9, 10, 11, 12**  
**ALL WELCOME**

***Hone Heke Road***  
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***NEW ZEALAND***  
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**KERIKERI HIGH SCHOOL CURRICULUM 2019 Full Guide Available at <http://kkhsnews.wordpress.com/>**

<b>Learning areas</b>	<b>YEAR 7 &amp; 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>YEAR 11</b>	<b>YEAR 12</b>	<b>YEAR 13</b>
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/Robotics	Automotive Design & Visual Communication Digital Technologies – Essentials Digital Technologies – Advanced Hospitality Human Development Technology – Engineering Technology – Practical (Design & Make) Technology - Robotics	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 (Design & Image) 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**

## UNIVERSITY ENTRANCE

Students will need to complete all the following to be awarded University Entrance:

- ✓ Pass NCEA Level 3
- ✓ Achieve 14 credits at Level 3 in achievement standards in each of three subjects from the list of approved subjects
- ✓ Achieve UE numeracy – 10 credits at Level 1 or above, either from specific achievements standards, or from three specific numeracy unit standards
- ✓ Achieve UE literacy – 10 credits (five in reading and five in writing) at Level 2 and above from specific standards

**The following courses offered at Kerikeri High School have at least 14 University Entrance Approved credits:**

Art Design	English Media
Art Painting	Geography
Art Photography	History
Biology	Human Development
Business and Management	Māori Studies
Calculus	Music
Chemistry	Physical Education
Dance	Physical Education - Advanced
Design and Visual Communication	Physics
Digital Technologies	Social Studies
Drama	Spanish
Economics	Statistics
English Literature	Technology

Students with an intention of going to University should seek advice as to the composition of their course.

- University Entrance is the minimum requirement for entry to university courses, and does not guarantee acceptance.
- There are additional requirements for enrolment to some institutions and courses. Students should check specific requirements and seek advice.

- For example, the University of Auckland will require that applicants must have gained a minimum of 17 credits in English at Level 2 or 3.
- In addition, some universities are setting a Ranked Entry Score in order to gain entrance into some or all courses. From a student's best 80 credits over a maximum of 5 approved subjects, and a maximum of 24 credits in one subject, the student will be awarded:

Excellence = 4 points	E.g. a student who receives Merit on a 5 credit achievement standard receives 15 points (5 credits x 3 points).
Merit = 3 points	
Achieved = 2 points	

E.g. To study Commerce at the University of Otago you need a minimum of 150 points.

E.g. To study Biomedical Science at the University of Auckland you need a minimum of 280 points.

**NOTE:** Some universities require you to study certain Level 3 subjects to get into their courses.

This could be one from each of these columns or a combination of any 3 listed below.

<b>A (high writing subject)</b>	<b>B (analytical subject)</b>
English	Biology
Geography	Calculus
History	Chemistry
Te Reo Maori	Digital Technologies
	Economics
	Physics
	Statistics

**OUR ADVICE – KEEP A WIDE RANGE OF SUBJECTS IF UNIVERSITY IS AN OPTION – HAVE AT LEAST 4 APPROVED SUBJECTS.**

# COURSE CHOICES

For the year we offer a course structure similar to the successful format used over recent years. These courses may comprise a mix of Achievement and Unit Standards.

To ensure you select your courses correctly, you will have to study this booklet very carefully. Before you fill in your first course selection you will have the opportunity to

- discuss your choice with your parents
- attend an Options Evening and information meeting at school

Following this, a Course Counselling Team can meet with students and their parents, if they wish, to discuss this initial choice.

## A WORD OF CAUTION

Your ideal course may not be possible for one of the following reasons-

- Insufficient numbers opting for a subject
- Timetabling constraints
- Staffing availability
- You have outstanding subject fees from previous years
- You have not achieved the pre requisites

## Checklist:

- Have you carefully read the course pre requisites?
- Have you selected the right number of subjects?
- Have you checked what you need for the next level?
- Do you understand the difference between Unit Standards and Achievement Standards?

# Online Student Option Choices

Students are being asked to submit their option choices for 2019 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 2019 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 pre requisites 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 13 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 : Tuesday 31 July 2018
	<b>Parent Evening</b> : Tuesday 31 July 2018
Week 3	<b>Parent Evening</b> : Wednesday 8 August 2018
Week 4	<b>Options Evening</b> : Thursday 16 August 2018
Weeks 4-5	Student Portal Opens : Monday 13 August 2018
Week 6	Student Portal Closes : 9am Monday 27 August 2018

# 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><u>1</u> 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><u>2</u> Log In</b>	<p>Log In to <a href="http://www.selectmysubjects.com.au">www.selectmysubjects.com.au</a> using:</p> <p style="text-align: center;"><a href="#">Click here to open Web Preferences</a></p> <p>Student Access Code: <b>This will be on the email sent to you in</b> Password: <b>Term Three</b></p>
<b><u>3</u> 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><u>4</u> 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><u>5</u> 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><u>6</u> 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>

**Kerikeri High School**



**YEAR 11**

**CURRICULUM GUIDE FOR 2019**



# **YEAR 11 CURRICULUM GUIDE**

## **THIS BOOKLET TELLS YOU**

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

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

Consider

- How well you have done in a subject so far
- What subjects you have done already
- Your own preference
- Careers interests – through keeping in mind that you need to keep your careers options open

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

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a course counselling team.

Other people who may help you decide are subject teachers, Heads of Department, Counsellor, the Careers Advisor, the Deputy Principals and your Dean.

## **HOW MANY SUBJECTS DO I TAKE?**

All Year 11 students must take English, Mathematics, at least one of the Sciences and three other subjects. There are three Science courses available: General, Physical and Biological. You may take just one of these courses, or Physical and Biological together. You may not take General Science and Physical or Biological Science. Students may also be directed to Science Internally Assessed which suits students who perform best by being assessed at the end of a unit of work rather than at the end of the year.

# YEAR 11

*In Year 11 all students study **6** subjects*

Most subjects offer up to 24 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria in the Curriculum Guide.

Each student is to take a course in **English, Mathematics and Science** most suited to their ability. Each student will then choose any 3 other subjects provided that they do not choose both Physical Education Advanced and Physical Education.

In order to receive NCEA at Level 1 students need 80 credits at Level 1.

This must include the following -

- \* 10 literacy credits
- \* 10 numeracy credits

In most subjects some Achievement Standards are internally assessed. This means that assessment is done by the teachers at school during the school year.

Externally assessed achievement standards will usually be assessed by an exam at the end of the year except in practical subjects such as Art, Design & Visual Communication, and Technology where work done in class is submitted for external marking.

## ***Certificate Endorsement***

NCEA certificates can be endorsed with ***Merit*** or ***Excellence***.

***Merit Endorsement*** - 50 credits at Merit or better at the level of the certificate

***Excellence Endorsement*** - 50 credits at Excellence at the level of the certificate

## ***Course Endorsement***

Courses may be endorsed with Merit or Excellence. This provides recognition for students who perform exceptionally well in individual courses.

Students will gain an endorsement for a course where they achieve:

1. 14 or more credits at ***Merit*** or ***Excellence*** at the lower level that supports the endorsement
2. at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (except for Physical Education and Level 3 Visual Arts)
3. sufficient credits in a single year.

# LEVEL 1 SUBJECTS OFFERED IN YEAR 11

- ART - Art (Visual Art)
- ADI - Art (Design and Image)
- MAN - Business Management
- DVC - Design and Visual Communication
- DTC - Digital Technologies
- DRM - Drama
- ECO - Economics and Business
- ENG - English
- MOE - Modular English
- GEO - Geography
- HIS - History
- HOS - Hospitality
- MAO - Māori Studies
- MAT - Mathematics & Statistics
- MIA - Mathematics & Statistics Internally Assessed
- MUS - Music
- PED - Physical Education
- PEA - Physical Education – Advanced
- SCI - Science – General
- SIA - Science – General – Internally Assessed
- BSC - Science – Biological
- PSC - Science – Physical
- SST - Social Studies
- SPB - Spanish – Beginner
- SPA - Spanish – Advanced
- TSC - Technology – Systems and Control/Robotics
- TEM - Technology – Engineering
- TEP - Technology – Practical Technology (Design & Make)

# **ART – VISUAL ART (ART) - Level 1**

## **SUBJECT STATEMENT**

Year 11 Visual Art is a practical course, which gives students the opportunity to express creativity and imagination whilst developing technical skills in traditional art-making processes. Students work with a variety of different media, developing skills in a range of Art materials. They will refine their perceptual skills, develop their creativity and advance their technical and critical faculties through creating in-depth and interesting works.

## **COURSE CONTENT**

- Investigating ideas from established practice
- Drawing with both wet and dry media
- Creating work in a range of media
- Producing a body of work that develops ideas using a range of media (External Assessment – Folio Board)
- Producing finished artwork for Exhibition

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$50.

## **ASSESSMENT CRITERIA**

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 12 credits

Please note that students can study both Year 11 Visual Art and Year 11 Design and Image - they will have access to a maximum of 26 credits across both courses.

## **WHERE DOES IT LEAD?**

- 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

# **ART – DESIGN AND IMAGE (ADI)**

## **Level 1**

### **SUBJECT STATEMENT**

Design and Image is a practical course that encourages students to explore digital art-making processes. Students will have the opportunity to work with Photography, Design, Animation and Moving Image during the course of the year. They will use a variety of different tools, media and software, refining skills whilst completing a range of creative projects.

### **COURSE CONTENT**

- Investigating ideas and techniques from established practice
- Developing work in more than one field of Visual Arts (Photography and Design)
- Producing a body of work informed by established practice that develops ideas using a range of media (External Assessment – Folio Board or Moving Image)
- Producing an animation or video for Exhibition

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$75.
- Students will have access to cameras and Adobe software at school; however, access to a camera and computer outside of school is always beneficial. A copy of Adobe Creative Cloud will be available for students studying this course who have access to a suitable laptop they can use at school.

### **ASSESSMENT CRITERIA**

- 2 Internal Achievement Standards 10 credits
- 1 External Achievement Standard 12 credits

Please note that students can study both Year 11 Visual Art and Year 11 Design and Image - they will have access to a maximum of 26 credits across both courses.

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

- 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.
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### **FURTHER INFORMATION FROM**

Mrs Wise or any member of the Art Department

# **BUSINESS MANAGEMENT (MAN)**

## **Level 1**

### **SUBJECT STATEMENT**

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

### **COURSE CONTENT**

This course introduces basic Business and Accounting Theory and practice for small organisations. The process of learning will involve a wide range of activities that will help students to:

- Understand the integral role of business in society and the economy.
- Understand how small business owners make operational decisions that have consequences for the success of their business
- Examines how businesses make decisions relating to Marketing or Human Resources.
- Understand operational issues small businesses face eg recruitment of employees, cash flow, workplace incidents, production issues
- Demonstrate Enterprise qualities such as initiative, resilience and resourcefulness.
- Develop skills of problem-solving, co-operation, decision-making, negotiation and communication.

Students will have the opportunity to be involved in a small business of their own choosing (Market Day).

### **ASSESSMENT CRITERIA**

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 External Achievement Standards 8 credits
- 3 Internal Achievement Standards 13 credits

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

- provides a useful general knowledge of financial and commercial concepts and terms
- develops practical skills of making personal and commercial financial decisions
- introduces students to financial strategies and goals of the business world
- leads to further secondary and tertiary study in commerce, management, enterprise, information systems and finance

### **FURTHER INFORMATION FROM**

Mrs Prendergast

# **DESIGN AND VISUAL COMMUNICATION**

## **(DVC) Level 1**

### **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**

Level 1 students learn new drawing techniques and are introduced to the work of some of the world's most influential designers. Presentation and computer work are also essential parts of this program.

#### **There will be a focus on the following skills:**

- Freehand isometric, oblique and perspective drawing.
- Exploded drawings and sections.
- Design process and presentation of a design brief.
- Technical drawing.
- Research and implementation.
- Promotion of a design to an audience.
- Language associated with design.
- Computer aided design (CAD)

### **SPECIAL REQUIREMENTS**

- Students will need to purchase the Senior Graphics pack or similar materials.
- Course Contributions : \$30.

### **ASSESSMENT CRITERIA**

Work will be assessed on a regular basis throughout the year with summative marks given. Final submissions of Achievement Standards both Internal and External is at the beginning of Term Four.

- 3 External Achievement Standards 9 credits
- 4 Internal Achievement Standards 16 credits

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

- Leads on to NCEA DVC Level 2 and 3
- Possible career avenues in :

Engineering	Advertising	Product Design	Illustration
Surveying	Fashion Design	Sign Writing	Drafting
Graphic Design	Landscaping	Architecture	Building

### **FURTHER INFORMATION FROM**

Mr Jarman

# **DIGITAL TECHNOLOGIES (DTC) - Level 1**

## **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**

- Develop a digital outcome to manage data
- Develop a digital media outcome
- Develop a computer program
- Demonstrate understanding of human computer interaction

## **SPECIAL REQUIREMENTS**

- Students must demonstrate self-motivation and have good organisational skills. They will need an ability to be self-directed and work with minimal supervision. With this in mind, they will have the opportunity to acquire extremely useful personal skills while gaining up to 15 Level 1 credits.

## **ASSESSMENT CRITERIA**

- 4 Achievement Standards – 15 credits

## **WHERE DOES IT LEAD?**

- This course is a pre requisite for students wishing to continue into Level 2 Digital Technology - Advanced.
- Tertiary institutions now prefer set assignments be computer generated. Business/individuals must sell themselves. In order to do this well, high quality presentation of written data is most important.

## **FURTHER INFORMATION FROM**

Mrs Clemmet



# **DRAMA (DRM) – Level 1**

## **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. Work to a deadline. We have authentic learning – with REAL audiences. We aim to build confidence while having fun.

## **COURSE CONTENT**

This course:

- Builds students understanding of the drama techniques of voice, body, movement and use of space.
- Teaches students about the theatre forms
- Gives students the opportunity to perform in a class production to a public audience.
- Guides students to create and devise their own short plays.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$10
- After school, weekend or holiday rehearsals may be required for public performances

## **ASSESSMENT CRITERIA**

- 1 External Achievement Standard 4 credits
- 4 Internal Achievement Standards 17 credits

## **WHERE DOES IT LEAD?**

- Drama at NCEA Levels 2 and 3
- Performing Arts Technology at senior levels
- 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

# **ECONOMICS and BUSINESS (ECO)**

## **Level 1**

### **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**

This course examines the decisions made both by businesses and households as they interact in a modern economy. Specifically, it:

- Considers how the process of consumer decision making results in market demand.
- Relates producer decisions concerning the use of resources to market supply.
- Provides an understanding of the interaction between household, business, financial and overseas sectors.
- Provides students with the opportunity to investigate economic decision-making from the perspective of consumers, producers and the government.
- Examines how businesses use cost-benefit analysis in decision-making

Students in this course DO NOT take part in Market Day.

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$15

### **ASSESSMENT CRITERIA**

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 3 External Achievement Standards 12 credits
- 3 Internal Achievement Standards 12 credits

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

The study of Economics and Business:

- Provides useful analytical skills and general knowledge of contemporary social and economic issues.
- Leads to further secondary and tertiary study in commerce, management, enterprise, law, journalism and finance
- Will prepare students with an initial understanding of some of the skills needed in business and management.

### **FURTHER INFORMATION FROM**

Mrs Prendergast

# **ENGLISH (ENG) – Level 1**

## **SUBJECT STATEMENT**

This course offers the study of literature, language and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for a number of career choices.

## **COURSE CONTENT**

This course builds on creative and analytical skills, whilst also studying texts as a product of their social and historical context. The course offers:

- formal and/or creative writing
- speech
- extended text study
- film study and close viewing of a film
- analysis of language features and unfamiliar texts

## **SPECIAL REQUIREMENTS**

- A reasonable level of literacy and achievement at Year 10 English.

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards                      12 credits
  - 4 Internal Achievement Standards                      12 credits
- Total: 24 credits

## **WHERE DOES IT LEAD?**

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to: communications, public relations, event management, journalism, or, with extra training, a more specialised degree like law, medicine or teaching.

## **FURTHER INFORMATION FROM**

Ms Robinson

# **MODULAR ENGLISH (MOE) – Level 1** **(Internally Assessed Course)**

## **SUBJECT STATEMENT**

This course offers the study of literature, language and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for a number of career choices.

## **COURSE CONTENT**

This course offers:

- creative writing
- designing a static image
- close study of a film text
- oral presentation
- making connections between texts
- analysis of language features and unfamiliar texts

## **SPECIAL REQUIREMENTS**

- None

## **ASSESSMENT CRITERIA**

- 5 Internal Achievement Standards                      16 credits
  - 1 External Achievement Standard                      4 credits
- Total: 20 credits

## **WHERE DOES IT LEAD?**

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.

## **FURTHER INFORMATION FROM**

Ms Robinson

# **GEOGRAPHY (GEO) – Level 1**

## **SUBJECT STATEMENT**

Geography is the study of the earth and its features – both natural and cultural and the interactions between them. It gives students a holistic understanding of the world and includes skills and knowledge from both science and social science fields. Geography enables us to look at the world from a wide variety of different perspectives and teaches skills for developing a socially and environmentally sustainable future.

## **COURSE CONTENT**

This course can include the following topics:

- Extreme natural events, their causes effects and possible responses and solutions e.g. Indian Ocean Tsunami, Christchurch earthquake
- Developing and applying Geographic skills (map work, visuals, spatial data, using data)
- Examining contemporary New Zealand geographic issues e.g. Mining in Puhipuhi
- Examining global geographic topics e.g. Global Pattern of Earthquakes
- Sustainable resource use and resource management e.g. Tourism in the Maldives
- Guided geographic research e.g. Patterns of Weather

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$15

## **ASSESSMENT CRITERIA**

- 2 External Achievement Standards 8 credits
- 3 Internal Achievement Standards 10 credits

## **WHERE DOES IT LEAD?**

- |                            |                                |
|----------------------------|--------------------------------|
| • Environmental Management | • Tourism                      |
| • Planning                 | • Geology                      |
| • Law                      | • Civil Defence                |
| • Civil Engineering        | • Demography and policy making |
| • Journalism               | • Surveying                    |
| • Teaching                 | • Urban Planning               |
| • Outdoor recreation       | • Event Management             |

## **FURTHER INFORMATION FROM**

Miss Boisen

# **HISTORY (HIS) – Level 1**

## **SUBJECT STATEMENT**

The study of History is a window into the past that provides understanding of the present day. However, the best thing about History is that it teaches students so much about the world they live in today. They will expand their general knowledge, learn to think critically about information and be encouraged to ask questions about the past, present and future. There are no wrong answers in History – only ideas, backed up by evidence.

## **COURSE CONTENT**

This course covers:

- Black Civil Rights in the USA 1954 – 1970
- The dropping of the Atomic Bomb in 1945 on Hiroshima and Nagasaki
- The First World War and its Impact on New Zealand
- Students are also given the opportunity to research and examine an event of their choice from a chosen decade of the Twentieth Century such as D Day, Pearl Harbour. The Moon Landings, The Wahine Disaster, The All Blacks Tour of South Africa
- How to read and interpret source material
- How to think critically about information

## **SPECIAL REQUIREMENTS**

- History Skills Book to be purchased

## **ASSESSMENT CRITERIA**

- 2 External Achievement Standards 8 credits
- 3 Internal Achievement Standards 12 credits

## **WHERE DOES IT LEAD?**

- The subject is taught at all levels from Years 9 - 13.
- The study of History teaches students a whole raft of transferable skills. Students of history learn good habits of thought. Students learn to analyse ideas and data, and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing, essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also 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

# **HOSPITALITY (HOS) – Level 1**

## **SUBJECT STATEMENT**

Hospitality provides students with the opportunity to gain knowledge and experience in the study of food, including what is in the foods they eat, the safe handling of foods, and how to apply this knowledge when planning and preparing food.

Please note – there is a reasonable amount of theory content included in this Programme – it does not consist solely of Practical Cooking lessons.

## **COURSE CONTENT**

This course includes specific studies in:

- Food hygiene and safety during food preparation and cooking
- Preparation and Presentation of Dishes and Meals for teenagers and within a Hospitality industry context

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$130.

## **ASSESSMENT CRITERIA**

Standards will be selected from the following:

- 6 Internal Unit Standards (Level 1)                      17 credits
- 1 Internal Unit Standard (Level 2)                      4 credits

## **WHERE DOES IT LEAD?**

- Provides valuable theoretical and practical knowledge leading to further studies in Year 12, 13 and at tertiary level
- Can lead to careers in the Hospitality industry (chef training, hotel management, apprenticeships), and nutrition (dietician)

## **FURTHER INFORMATION FROM**

Mr Hart

# **MĀORI STUDIES (MAO) – Level 1**

## **Te Reo Māori**

### **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**

- Kōrero kia whakamahi i te reo o tōna ao (speaking)
- Pānui kia mōhio ki te reo o tōna ao (reading)
- Tuhi i te reo o tōna ao (writing)
- Waihanga tuhinga i te reo o tōna ao
- Whakarongo kia mōhio ki te reo o tōna ao (listening)

### **SPECIAL REQUIREMENTS**

- None

### **ASSESSMENT CRITERIA**

- 2 External Achievement Standards 12 credits
- 4 Internal Achievement Standards 20 credits

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

- NCEA Level 2 Māori, NCEA Level 3 Māori, tertiary programmes in Te Reo Māori.
- University Māori Language papers.
- Cultural Advisor (Government Department)
- Race Relations
- Languages
- Teaching
- 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 Kara



# **MATHEMATICS and STATISTICS – Level 1**

## **SUBJECT STATEMENT**

Mathematics and Statistics is the exploration and use of patterns and relationships in quantities, space, time and data. Through being engaged in knowing, doing, and thinking mathematically and statistically, students develop effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

## **COURSE CONTENT**

This course completes a student's basic education in mathematics with the skills and knowledge needed to support other areas of learning and everyday life at home, at work and in the community. It also provides an opportunity to experience the aspects of mathematics that are required for continued study in the subject at higher levels.

- Algebra: is extended to include solving problems involving quadratic and simultaneous equations.
- Statistics and Probability
- Geometry and Trigonometry

## **SPECIAL REQUIREMENTS**

- A graphics calculator is a distinct advantage
- Write-on workbooks for Internal Standards – the cost is approximately \$6 per standard
- Write-on workbooks for External Standards – the cost is approximately \$15

## **ASSESSMENT CRITERIA (a selection from)**

- |   |                  |
|---|------------------|
| • 3 External Achievement Standards        | up to 12 credits |
| • 1 External Common Assessment Task (CAT) | 4 credits        |
| • 3 Internal Achievement Standards        | 11 credits       |

## **PRE REQUISITES**

- 'Achieved' or better, in at least one of the Level 1 achievement standards in Year 10 (91030, 91032, 91035), or equivalent.

## **WHERE DOES IT LEAD?**

Students who complete this course have the ability and inclination to use mathematics effectively in the course of their daily life, at home, at work and in the community.

Students could consider:

- Level 2 Mathematics courses (Achievement in key standards is required for this)
- Level 2 Science courses
- Trade apprenticeships
- Careers in Technology and the Sciences

## **FURTHER INFORMATION FROM**

Mrs Gardner

# **MATHEMATICS and STATISTICS (MIA) – Level 1** **(Internally assessed course)**

## **SUBJECT STATEMENT**

Mathematics and Statistics is the exploration and use of patterns and relationships in quantities, space, time and data. Through being engaged in knowing, doing, and thinking mathematically and statistically, students develop effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

## **COURSE CONTENT**

This course provides multiple opportunities for students to develop competence and confidence to use mathematics in everyday life. Essential basic mathematics skills and techniques are reinforced through repeated application within meaningful real-life contexts.

- Use fractions, decimals, percentages and integers to solve problems
- Use estimates, directions, metric conversions, and own measurements to solve problems
- Use and interpret statistical information in context.

## **SPECIAL REQUIREMENTS**

- Scientific calculator
- Write-on workbook – the cost is approximately \$10

## **ASSESSMENT CRITERIA (Internal; a selection from)**

- 3 Numeracy Unit Standards 10 credits (only the whole 10 can count for “Numeracy”)
- 6 Achievement Standards up to 18 credits (all count towards “Numeracy”)
- A minimum of TEN credits are required for “NUMERACY”

## **WHERE DOES IT LEAD?**

Students who complete this course have the ability and inclination to use very basic mathematics effectively in the course of their daily life:

- at home: e.g. following recipes, simple DIY budgeting, understanding financial transactions
- at work: e.g. following instructions, measuring, using charts and tables, using money
- in the community: e.g. reading maps, getting information from graphs and charts

Subject to approval by the Head of Department:

- students who do very well and gain achievement standards 91026, 91030, 91033, 91036, 91038 could go on to do Mathematics and Statistics at Level 2

## **FURTHER INFORMATION FROM**

Mrs Gardner

# MUSIC (MUS) – Level 1

## 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

- Perform music as a **featured soloist**.
- Perform music as a **member of a group**
- **Compose** music
- **Aurally** identify, describe and **transcribe music** elements from simple music
- **Score reading** and theory
- **Analyse music works** from a range of styles and eras

## SPECIAL REQUIREMENTS

- Students must receive instrumental or vocal tuition either privately or in school (fees of \$25 per term through school)
- Own or hire an instrument
- You should have a willingness to participate in music groups and public performance both in school and outside
- Attend concerts by visiting musicians either in or outside school
- Course Contributions : \$30
- Performance assessment may occur in evening concerts

## ASSESSMENT CRITERIA

- 2 External Achievement Standards                      8 credits
- Up to 4 Internal Achievement Standards            22 credits – individual flexibility possible

## PRE REQUISITES

- Grade 3 practical ability on an instrument with secure theory knowledge and understanding (must be able to read and write music)

## WHERE DOES IT LEAD?

### **Tertiary Qualifications**

- NZQA National Certificate in Music
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton and Wellington
- University Degree in Music at Auckland, Christchurch, Wellington and Waikato.

### **Music Careers for example**

- Performer, conductor, accompanist,
- Technical aspect of music – composer, recording, sound technician
- Teaching – at various levels, music therapist
- Composer

## FURTHER INFORMATION FROM

Mrs McGlinchey

# **PHYSICAL EDUCATION (PED) – Level 1**

## **SUBJECT STATEMENT**

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

## **COURSE CONTENT**

This course:

- 20-30% of this course is theory
- Requires students to actively participate in a wide range of individual and team activities
- Requires some physical competence and a high skill level. A student's positive attitude and consistent willingness to be involved are much more important
- Gives students the opportunity to perform socially and competitively
- Is mainly of a practical nature but some writing will be necessary. It is intended to keep this to an absolute minimum

This is an alternative to the Level 1 Physical Education Advanced course. You cannot do this option AND the Level 1 Physical Education Advanced course.

## **SPECIAL REQUIREMENTS**

- A change of clothes is compulsory in order to participate.
- There is NO Physical Education uniform requirement.

## **ASSESSMENT CRITERIA**

- 5 Internal Achievement Standards 17 credits

## **WHERE DOES IT LEAD?**

- Develops practical and interpersonal skills that contribute to a satisfying and enjoyable lifestyle
- Leads to further practical courses in Physical Education at Levels 2 and 3
- Is a good base for tertiary study in Sport, Recreation, Leisure and Physical Education

## **FURTHER INFORMATION FROM**

Mrs Gordon or Mr Connon

# **PHYSICAL EDUCATION – ADVANCED (PEA)**

## **Level 1**

### **SUBJECT STATEMENT**

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

### **COURSE CONTENT**

30-40% of this course is theory based. The theory relates to practical lessons.

In this course students will:

- Actively participate in a range of physical activities which will be assessed
- Be introduced to anatomy, biomechanics and exercise physiology

You cannot do this option AND the Level 1 Physical Education course.

### **SPECIAL REQUIREMENTS**

- Students will be required to change clothes for all practical classes. Most practical lessons are assessed.
- There are no Physical Education uniform requirements

### **ASSESSMENT CRITERIA**

- 5 Internal Achievement Standards 20 credits

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

- Level 2 Physical Education Advanced
- Level 3 Physical Education Advanced
- Sports and Leisure courses
- Physical Education teaching
- Physiotherapy

### **FURTHER INFORMATION FROM**

Mrs Gordon or Mr Connon

# **SCIENCE (SCI) – GENERAL – Level 1**

## **SUBJECT STATEMENT**

General Science uses observation and experimentation to describe and explain the world around us. It includes biology: the study of living things, chemistry: the study of materials, and physics: the study of matter and energy.

## **COURSE CONTENT**

- Chemistry – atomic structure, acid reactions, rates of reactions
- Physics – motion, forces, energy
- Biology – genetics and variation, human biology

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$25 (Workbook)
- Students may **not** choose Physical Science or Biological Science as well as General Science

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards 12 credits
- 2 Internal Achievement Standards 8 credits

## **PRE REQUISITES**

- Students will be placed in this course based on achievement across Year 10 examinations and topic tests. They do not choose this option.

## **WHERE DOES IT LEAD?**

- Separate sciences – Level 2 Physics, Chemistry, Biology, Science
- Students wanting to keep their options open for Level 2 while taking only once Science course in Year 11 should take this course
- All science careers including medicine, pharmacy, veterinary, physiotherapy, nursing, engineering, technicians, diagnostic, forensics, surveying and architecture

## **FURTHER INFORMATION FROM**

Your Year 10 Science Teacher

# **SCIENCE – GENERAL (SIA) – Level 1** **(Internally Assessed Course)**

## **SUBJECT STATEMENT**

General Science uses observation and experimentation to describe and explain the world around us. It includes biology: the study of living things, chemistry: the study of materials, and physics: the study of matter and energy.

## **COURSE CONTENT**

- Similar course to externally assessed General Science but all internally assessed so learning and achievement is more supported.

## **SPECIAL REQUIREMENTS**

- Nil

## **ASSESSMENT CRITERIA**

- Internal Achievement Standards to be selected later in 2018. (Two will be the same as those done in the Year 11 General Science course)
- Approximately 22 credits

## **PRE REQUISITES**

- Students will be placed in this course based on suitability for it. They do not choose this option.

## **WHERE DOES IT LEAD?**

- Students who complete this course are able to use basic Science concepts in their daily lives.
- This course does not lead to Level 2 specialist Science courses (ie Physics, Chemistry and Biology). However, students may progress to these through taking one of the other Level 1 Science courses in Year 12 or the Year 12 Science course
- To Year 11 Level 1 Science courses
- To Year 12 Level 2 Science course

## **FURTHER INFORMATION FROM**

Your Year 10 Science Teacher

# **SCIENCE – BIOLOGICAL (BSC) – Level 1**

## **SUBJECT STATEMENT**

Biology is the study of living things. In Biology, students study life processes, the structure and function of organisms, how different species are adapted to survive in their environment, how organisms interact with each other, how an organism's genome influences its survival and how species can change over time. Learning in Biology can include practical investigations and field trips as well as more formalised learning of theory.

## **COURSE CONTENT**

This course serves as an alternative to General Science Level 1 and may be taken alone or with Level 1 Physical Science as a strong foundation for students who are intending to study sciences at Level 2 and beyond.

This course covers:

- The life cycle of flowering plants
- Genetic variation
- Micro-organisms
- Issues in Biology

## **SPECIAL REQUIREMENTS**

- Students may not choose this subject as well as General Science, but can take Biological Science with Physical Science

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards 12 credits
- 3 Internal Achievement Standards 11 credits

## **WHERE DOES IT LEAD?**

- Biology Level 2 and Level 3
- All Science careers, if taken in conjunction with Physical Science Level 1
- Provides a background for tertiary courses in science, technology, medical & veterinary practices, forestry, biotechnology, food technology, conservation, genetics, physiology and forensics

## **FURTHER INFORMATION FROM**

Miss Jackson



# **SCIENCE – PHYSICAL (PSC) – Level 1**

## **SUBJECT STATEMENT**

Physical Science includes the study of Physics, which studies matter and energy and the interactions between the two, and Chemistry, which is the study of materials, their properties and how they interact with each other.

## **COURSE CONTENT**

This course serves as an alternative to General Science Level 1 and may be taken alone or with Level 1 Biological Science as a strong foundation for students who are intending to study sciences at Level 2 and beyond.

This course covers:

- Forces, motion and energy
- Electricity and magnetism
- Atomic structure
- Reaction rates
- Acids and bases
- Organic chemistry

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$30
- Students may not choose this subject as well as General Science, but can take Physical Science with Biological Science

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards 12 Credits
- 3 Internal Achievement Standards 12 Credits

## **PRE REQUISITES**

- **At least one Merit level pass** in Physics and Chemistry topic tests or examinations in Year 10.

## **WHERE DOES IT LEAD?**

- Level 2 Physics and/or Chemistry courses
- Engineering
- Medicine
- Architecture
- Technology
- Research
- THIS COURSE DOES NOT ALLOW ENTRY TO LEVEL 2 BIOLOGY.

## **FURTHER INFORMATION FROM**

Mrs Robertson or your Year 10 Science Teacher

# **SENIOR SOCIAL STUDIES (SST) Level 1**

## **SUBJECT STATEMENT**

Senior Social Studies is about how societies work and how people can participate in their communities as informed, critical, active, and responsible citizens.

Students examine the causes and effects of social issues that relate to identity, culture, and organisation, and learn to take actions that may bring about social improvement.

They investigate how individuals, communities, and societies respond to change and how ideas about society develop over time.

## **COURSE CONTENT**

This course is open to a wide range of current contemporary content. The key themes are Social Action and Cultural Change and students will be exploring issues that enable them to:

- Understand how individuals, groups, and institutions work to promote social justice and human rights.
- Understand how cultures adapt and change and that this has consequences for society.

## **SPECIAL REQUIREMENTS**

- Optional – own device for note keeping, research and ongoing inquiry
- Two internal assessments are project and inquiry based and will rely heavily on independence and time management

## **ASSESSMENT CRITERIA**

- |                                    |            |
|------------------------------------|------------|
| • 3 Internal Achievement Standards | 12 credits |
| • 1 External Achievement Standard  | 4 credits  |

## **PRE REQUISITES**

This is a high reading and writing subject; entry for some students may be at the discretion of the HoD.

## **WHERE DOES IT LEAD?**

Law	Sociology
Journalism	Civil Defence
Teaching	Navy
Tourism	Army

## **FURTHER INFORMATION FROM**

Mrs Rakena

# **SPANISH BEGINNER (SPB) – Level 1**

## **SUBJECT STATEMENT**

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

## **COURSE CONTENT**

- Topics of study include daily routines, describing people, making comparisons, nationalities, problems and advice, holidays, food, fashion and directions.
- Students will explore the culture of Spain and Latin America in depth. There will be a focus on the cities of Madrid, Barcelona and Salamanca to gain a deeper understanding of the history and culture of Spain. Students will master verb conjugation of the following forms, present, near future, future, past and reflexive.
- Students will be able to interact through immerseme to practice real-life communication with Spanish speakers.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$21

## **ASSESSMENT CRITERIA**

- 2 Internal Achievement Standards                      9 credits
- 2 External Achievement Standards                      10 credits

## **WHERE DOES IT LEAD?**

- Leads on to Spanish at all levels – NCEA Level 2 Spanish, NCEA Level 3 Spanish
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business/International Affairs/External Affairs/Trade industry
- Interpreting/translating
- The learning of other languages

## **FURTHER INFORMATION FROM**

Miss Williams

# **SPANISH ADVANCED (SPA) – Level 1**

## **SUBJECT STATEMENT**

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

## **COURSE CONTENT**

- Knowledge of Spanish language covered in Year 10 will progress to areas where the context is slightly less familiar to the students, eg debating, festivals in Spain and Latin America etc. This course will allow students to reflect on and make many comparisons between Spanish speaking cultures and their own. The up to date scholastic materials, including movies, will provide further topics at the relevant level that are current and aimed at the teenagers of today. In addition, there is an online component to the scholastic material that students will be able to access from home or school to consolidate or extend their learning.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$21

## **ASSESSMENT CRITERIA**

- 4 Internal Achievement Standards 18 credits
- 2 External Achievement Standards 10 credits

## **PRE REQUISITES**

- Year 10 Spanish or equivalent

## **WHERE DOES IT LEAD?**

- Leads on to Spanish at all levels – NCEA Level 2 Spanish, NCEA Level 3 Spanish
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business/International Affairs/External Affairs/Trade industry
- Interpreting/translating
- The learning of other languages

## **FURTHER INFORMATION FROM**

Miss Williams

# **TECHNOLOGY – SYSTEMS AND CONTROL / ROBOTICS (TSC) - Level 1**

## **SUBJECT STATEMENT**

This course is for students who want to work in electrical trades or go onto study in fields such as electronics, computer hardware or mechatronics at university. It will involve a mix of practical work and folder work to meet the Achievement Standards offered. This course will use a mini computer called the BBC micro: bit, electronic components, 3D printing and 3D design software.

The assessments will be based around the development and construction of an autonomous robot / buggy. Students can expand on this to create a mini Battle Bot through the use of programming and remote control. The course will not require students to have a background in any particular area such as programming or understand complex electronic circuits. Instead, it will depend upon the ability to bring together existing system blocks and computer code produced by themselves or others to make use of modern technology. However, students with a particular flair for technical issues, an interest in science and maths or computer code will have the freedom to pursue their own interests.

## **COURSE CONTENT**

This course:

- Develops basic soldering and circuit building skills
- Introduces students to the use of the BBC micro: bit and other smart technology that can be used in project work
- Encourages students to develop the skills needed to research into and apply modern technology
- Teaches students to combine system blocks
- Develops the ability to produce 3D designs using Inventor Pro
- Teaches students how to use 3D printers to design parts and cases for project work

## **SPECIAL REQUIREMENTS**

- 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.

## **ASSESSMENT CRITERIA**

- 3 Internal Achievement Standards 16 credits
- 1 External Achievement Standard 4 credits

## **WHERE DOES IT LEAD?**

- Level 2 Systems and Control (to be confirmed)
- Level 2 Engineering
- Level 2 Automotive
- Level 2 Practical Technology – Design and Make
- Employment in related fields or apprenticeships.

## **FURTHER INFORMATION FROM**

Mr Clark

# **TECHNOLOGY – ENGINEERING (TEM)**

## **Level 1**

### **SUBJECT STATEMENT**

This course is for students who want to work in trades linked to Engineering. It is based on Tools4work / Competenz Unit Standards, which lead into industrial apprenticeships. It focuses on the cutting, shaping, manipulation and joining of metals during practical tasks. Students study the correct selection of materials based on their physical, chemical or mechanical properties and the use of machine tools to shape them. Engineering is a wide-ranging field that encompasses everything from basic fabrication, fitting, welding and machining through to high tech research and development. The credits on offer are based around making an engineer's vice and an illuminated sign designed by the student.

Further information on career pathways can be found at - [www.competenz.org.nz](http://www.competenz.org.nz)

### **COURSE CONTENT**

This course:

- Develops skills in the use of workshop machines.
- Provides training in the use of a range of processes to join materials.
- Develops skills in the use of marking out equipment required to work with accuracy.
- Introduces the use of dimensional measuring equipment.
- Introduces the use of computers as a way to produce 3D models and engineering drawings.
- Teaches how to design, develop and plan the production of a product to meet an engineering brief.
- Use of computer controlled machines.

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$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.

### **ASSESSMENT CRITERIA**

- 3 Unit Standards      24 credits

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

- Level 2 Engineering
- Level 2 Automotive
- Level 2 Practical Technology – Design and Make
- Employment in related fields or apprenticeships.

### **FURTHER INFORMATION FROM**

Mr Clark







# **Kerikeri High School**



## **YEAR 12**

## **CURRICULUM GUIDE FOR 2019**

# ***YEAR 12 CURRICULUM GUIDE***

## ***THIS BOOKLET TELLS YOU***

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

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

Consider

- **How well you have done in a subject so far**
- What subjects you have done already
- Your own preference
- Careers interests – through keeping in mind that you need to keep your careers options open
- Have you checked the requirements for **University Entrance** at the start of this guide?

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

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a course counselling team.

Other people who may help you decide are subject teachers, Heads of Department, Counsellor, the Careers Advisor, the Deputy Principals and your Dean.

# YEAR 12

*In Year 12 all students study 6 subjects*

Most subjects offer up to 24 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria on each page in the Curriculum Guide.

In order to receive NCEA at Level 2, students need a total of 80 credits, 60 of these at Level 2. Level 1 literacy and numeracy requirements must also have been met.

## ***Certificate Endorsement***

NCEA certificates can be endorsed with ***Merit*** or ***Excellence***.

***Merit Endorsement*** - 50 credits at Merit or better at the level of the certificate

***Excellence Endorsement*** - 50 credits at Excellence at the level of the certificate

## ***Course Endorsement***

Courses may be endorsed with Merit or Excellence. This provides recognition for students who perform exceptionally well in individual courses.

Students will gain an endorsement for a course where they achieve:

1. 14 or more credits at ***Merit*** or ***Excellence*** at the lower level that supports the endorsement
2. at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (except for Physical Education and Level 3 Visual Arts)
3. sufficient credits in a single year.

## ***University Entrance***

Please note that to achieve **University Entrance** at the end of Year 13 students must have the following minimum requirements.

- **NCEA Level 3**
- **Literacy:**
  - 5 credits at Level 2 or above in Reading (English or Maori) AND
  - 5 credits at Level 2 or above in Writing (English or Maori)
- **Numeracy:**
  - 10 credits in Mathematics at Level 1 or higher
- **Subject:**
  - 14 credits in achievement standards in each of **3** subjects from the approved list for University Entrance (see the list at the front of this guide)

# LEVEL 2 SUBJECTS OFFERED IN YEAR 12

- ARD - Art (Design)
- ARA - Art (Painting)
- ARP - Art (Photography)
- AUT - Automotive Studies
- BIO - Biology
- MAN - Business Management
- CHE - Chemistry
- DVC - Design and Visual Communication (Graphics)
- DTE - Digital Technologies – Essentials
- DTA - Digital Technologies – Advanced
- DRM - Drama
- ECO - Economics
- ENG - English
- MOE - Modular English
- GEO - Geography
- HIS - History
- HOS - Hospitality
- HUM - Human Development
- MAO - Māori Studies
- MSC - Mathematics with Statistics & Calculus
- MAS - Mathematics with Statistics
- MUS - Music
- OED - Outdoor Education
- PAT - Performing Arts Technology
- PED - Physical Education
- PEA - Physical Education – Advanced
- PHY - Physics
- RUS - Rural Studies
- SCI - Science
- SST - Social Studies
- SPA - Spanish
- TEM - Technology – Engineering
- TEP - Technology – Practical Technology - Design & Make
- TSC - Technology - Robotics
- TOU - Tourism

# **ART - DESIGN (ARD) - Level 2**

## **SUBJECT STATEMENT**

Art Design enables students to approach creative problems in new and interesting ways. Students work in a variety of media, working with illustration, taking their own photographs, producing fonts, and learning to produce and publish work digitally using industry standard software such as the Adobe Creative Suite.

## **COURSE CONTENT**

- Research methods and ideas for Design
- Generate and develop ideas using drawing processes and procedures in Design
- Produce a body of work within Design to show understanding of art making methods and ideas

## **SPECIAL REQUIREMENTS**

- Course Contributions: \$25.

Any printing required for external folio boards is an additional expense; the school can arrange this through an outside provider on a student's behalf at cost, however students may also choose to do their own printing either at school or offsite instead. The approximate additional cost is \$40.

## **ASSESSMENT CRITERIA**

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 12 credits

For the external assessment, candidates present a two-panel folio, or short moving-image, which contains both developmental and finished designs, produced in response to self-directed design briefs.

## **PRE REQUISITES**

- Students should have gained at least 14 credits in one of the following subjects; Year 11 Visual Art, Year 11 ADI or Year 11 DVC. Exceptions can be made, however, in special cases, in consultation with the Head of Department.

## **WHERE DOES IT LEAD?**

- NCEA Level 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, Mrs Davis or any member of the Art Department

# **ART - PAINTING (ARA) - Level 2**

## **SUBJECT STATEMENT**

Art - Painting is a practical course, which gives students the opportunity to express creativity and imagination and develop technical skills. Students work with a variety of different media, refining skills in drawing and painting processes, creating in-depth and interesting works. Students work with perceptual skills, develop creative imagination and advance their technical and critical faculties.

## **COURSE CONTENT**

- Demonstrate an understanding of methods and ideas from established practice
- Use drawing methods to apply knowledge of conventions appropriate to painting
- Develop ideas in a related series of drawings appropriate to established painting practice
- Produce a systematic body of work that shows understanding of art making conventions and ideas within painting

## **SPECIAL REQUIREMENTS**

- Course Contributions: \$75.

## **ASSESSMENT CRITERIA**

- |                                    |            |
|------------------------------------|------------|
| • 2 Internal Achievement Standards | 8 credits  |
| • 1 External Achievement Standard  | 12 credits |

For the external assessment, candidates present a two-panel folio that contains both developmental and finished artwork.

## **PRE REQUISITES**

- Students should have gained at least 14 credits in Year 11 Visual Art or Year 11 ADI. Exceptions can be made, however, in special cases, in consultation with the Head of Department.

## **WHERE DOES IT LEAD?**

- NCEA Level 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

# **ART - PHOTOGRAPHY (ARP) - Level 2**

## **SUBJECT STATEMENT**

The Level 2 Photography course is an introduction to photographic practice using digital cameras and industry standard software such as Adobe Lightroom and Photoshop to produce their work. Photography is a practical course, which also includes aspects of history, theory, and investigation of established practice. Students will study the work of photographers past and present in order to develop an understanding of Art and image making.

## **COURSE CONTENT**

Students will develop skills in the following areas:

- Camera use
- Digital imagery and editing
- Manipulation techniques

They will also research information, ideas and photographic drawing methods and in response will generate and develop their own photographic ideas and images.

## **SPECIAL REQUIREMENTS**

- Students need to have some form of digital camera to complete this course
- Course Contributions: \$225 this is inclusive of photographic printing expenses

Students will have access to Adobe software at school; however, access to a computer outside of school hours is always beneficial. A copy of Adobe Creative Cloud will be available for students studying this course who have access to a suitable laptop they can use at school.

## **ASSESSMENT CRITERIA**

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 12 credits

For the external assessment, candidates present a two-panel folio, or short moving-image, which contains both developmental and finished photographic images.

## **PRE REQUISITES**

- There are no pre requisites for Level 2 Photography. However, an interest in Visual Arts and Photography is desirable.

## **WHERE DOES IT LEAD?**

- NCEA Level 3 Visual Arts – Photography or Art Design
- Beyond secondary school, the study of Photography leads to a broad range of courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. Career pathways may include Advertising, Architecture, Artist, Designer (Interior, Fashion, Product, Transport and Communication), Animation and Game Development, Media (Television, Film, Video, Photography and Online Publishing)

## **FURTHER INFORMATION FROM**

Mrs Wise, Mrs Clent or any member of the Art Department

# **AUTOMOTIVE STUDIES (AUT) – Level 2**

## **SUBJECT STATEMENT**

Automotive studies are an introduction to the National Certificate in Automotive Trades. It covers the basic principles of engines and related automotive components creating an understanding of how they work. It will develop practical skills and is the first step in a career path that follows through to NorthTec and apprenticeships.

## **COURSE CONTENT**

This course:

- Explains basic engine functions and operations.
- Enables students to identify and be able to describe functions of all components found in a car.
- Teaches MIG welding skills and basic maintenance of a car.
- Allows students to explore units of their choice, eg cleaning components, outboard engines, battery maintenance.
- Allows students to develop practical skills and independence.

## **SPECIAL REQUIREMENTS**

- 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.

## **ASSESSMENT CRITERIA**

- 7 Unit Standards                      21 credits

Set and moderated by Northland Polytechnic.

## **PRE REQUISITES**

- There are no pre requisites.

## **WHERE DOES IT LEAD?**

- The credits achieved are a start to a National Certificate in Automotive Trades.
- National certificates allowing employment in the following areas:
  - Collision repair, electrical engineering, auto engineering, heavy engineering, auto refinishing, coach building, industrial textile fabrication, motor trimming, motorcycle engineering.

## **FURTHER INFORMATION FROM**

Mr McCabe



# **BIOLOGY (BIO) – Level 2**

## **SUBJECT STATEMENT**

Biology is the study of living things and how they interact with the environment. The Level 2 programme develops skills and awareness of this by exploring how organisms adapt to cope with the demands of the environment, and how some species can exist in extreme situations. Students will also explore the simplest unit of life – the cell, and various cell processes. We also look at how an organism's genome influences its survival and how species can change over time. Learning in Biology includes practical investigations and a Field Trip, as well as more formalised learning of theory.

## **COURSE CONTENT**

This course covers:

- Ecology – the inter-relationships of different species and how they adjust to the Abiotic environment
- Adaptations necessary for life in an Extreme Environment
- Cell structure and function
- Genetic variation and change
- Gene expression

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$40

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards 12 credits
- 3 Internal Achievement Standards 11 credits

## **PRE REQUISITES**

- If coming from Level 1 Biological Science: Achieved or better in Science 90948 and in one other Biology external assessment (90927, 90928 or 90929) and in one internal assessment (90949, 90925 or 90926)
- If coming from Level 1 General Science: Achieved or better in Science 90948 and in one of Biology 90925 or Chemistry 90930
- No entry from Science Internally Assessed course

## **WHERE DOES IT LEAD?**

- Biology Level 3
- Provides a background for tertiary courses in science, technology, medical & veterinary practices, forestry, biotechnology, food technology, conservation, genetics, physiology and forensics

## **FURTHER INFORMATION FROM**

Mrs Harrisson

# **BUSINESS MANAGEMENT (MAN)**

## **Level 2**

### **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**

Students learning may include how to:

- develop and refine a business plan
- design, conduct and present market research for a product
- explain motivation theories and practice
- explain the roles and skills of managers and leaders
- use financial information for controlling, reporting, and decision making (break even analysis, costing methods, budgets, ratio analysis, annual accounts)
- explain the role global trends play in business success
- discuss corporate social responsibility, sustainability, and philanthropy
- explain sustainable (economic) business practices

Young Enterprise (YES) is a high profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools.

### **ASSESSMENT CRITERIA**

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 External Achievement Standards 8 credits
- 2 Internal Achievement Standards 12 credits

The Young Enterprise Exam. Success enables credits to be awarded through “credit inclusion”. These are only applied for if required and do not show on the Record of Achievement.

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$35
- Some start-up capital may also be required.

### **PRE REQUISITES**

- To enter Young Enterprise, you must have achieved a minimum of a Level 1 NCEA certificate, including literacy and numeracy minimum requirements.

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

- Business related study at University or running your own business when you leave school.

### **FURTHER INFORMATION FROM**

Mrs Prendergast

# CHEMISTRY (CHE) – Level 2

## SUBJECT STATEMENT

Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry and analysis.

## COURSE CONTENT

- Qualitative analysis of solutions
- Quantitative analysis of solutions (titrations)
- Structure and properties of solid types and energy changes
- Organic reactions
- Redox reactions
- Acids/bases, equilibrium and rates

## SPECIAL REQUIREMENTS

- Covered shoes required.

## ASSESSMENT CRITERIA

- |   |                   |    |
|---|-------------------|----|
| • 3 <u>External</u> Achievement Standards | Total No. credits | 13 |
| • 3 <u>Internal</u> Achievement Standards | Total No. credits | 10 |

## PRE REQUISITES

- ***At least*** one Achieved and one Merit in the school end of year examination and the external examination for 90944 (Acids and Bases) **AND** passes in either Physics 90935 or Chemistry 90930.
- No entry from Science Internally Assessed course

## WHERE DOES IT LEAD?

- Year 13 Chemistry
- Engineering
- Medical Sciences
- Food Technology
- Nursing
- Veterinary Science
- All life Science courses
- Technician
- Forensics

## FURTHER INFORMATION FROM

Mrs Robertson or your Science Teacher

# **DESIGN AND VISUAL COMMUNICATION** **(DVC) – Level 2**

## **SUBJECT STATEMENT**

Design and Visual Communication (DVC) is the study of product and spatial design. This encompasses anything that may be designed and created for a purpose. We use different drawing methods, rendering, computer design and model making techniques in order to complete 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**

- Level 2 students traditionally focus on Architectural design, which includes building aspects and interior design. Students may also choose to study a product design. Students are introduced to the history of design, as well as Archi-CAD, a computer drafting programme.

### **There will be a focus on the following skills:**

- Design process and presentation of a design brief.
- Research of a major design era.
- Freehand sketching.
- Technical drawing.
- Promotion of a design.
- Model-making as part of the design process.

## **SPECIAL REQUIREMENTS**

- Will need to purchase the Senior Graphics pack or similar materials.
- Course Contributions : \$30

## **ASSESSMENT CRITERIA**

- Work will be assessed on a regular basis throughout the year, with summative marks given. Final submissions of Achievement Standards, both Internal and External is at the beginning of Term Four.
- 3 External Achievement Standards 6 credits
- 4 Internal Achievement Standards 13 credits

## **PRE REQUISITES**

- 14 credits at Level 1 or at the discretion of Mr Jarman.

## **WHERE DOES IT LEAD?**

- Leads on to NCEA DVC Level 3
- Possible career avenues 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 or Miss Crawford

# **DIGITAL TECHNOLOGIES – ESSENTIALS (DTE)**

## **Level 2**

### **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**

- Use a word processor to produce documents for a business or organisation
- Produce a presentation using a desktop presentation computer application
- Produce desktop published documents that meet a set brief
- Integrate spreadsheet and database data into word processed documents to meet a set brief
- Create and use a computer spreadsheet to solve a problem
- Demonstrate an understanding of ergonomic principles for computer workstations
- Create and use a computer database to solve a problem

### **SPECIAL REQUIREMENTS**

- Students must demonstrate self-motivation and have good organisational skills. They will need an ability to be self-directed and work independently.

### **ASSESSMENT CRITERIA**

- 7 Computing Unit Standards 22 credits (possible)

### **PRE REQUISITES**

- The Essentials course is designed for students who have never completed a course in Digital Technologies previously.
- The Advanced course is designed for students who have successfully completed Digital Technologies at Level 1 or have extensive Digital Technologies skills.

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

- Completion of this course can assist entry into some tertiary education and gives the student a most useful personal skill. Tertiary institutions prefer set assignments to be computer generated. Business/individuals must sell themselves. In order to do this well, high quality presentation of written data is most important and students could continue on to achieve Level 3 and University Entrance in Computing.

### **FURTHER INFORMATION FROM**

Mrs Clemmet

# **DIGITAL TECHNOLOGIES – ADVANCED** **(DTA) Level 2**

## **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**

Internal:

- Construct a plan for an advanced computer program for a specified task
- Construct an advanced computer program for a specified task
- Develop a conceptual design for an outcome
- Undertake effective development to make and trial a prototype
- Implement advanced procedures to produce a specified digital information outcome with dynamically linked data – (BMX)

**Two/Three above AND/OR one external – depending upon student choice**

External (One of - student choice):

- Demonstrate understanding of advanced concepts relating to managing shared information within information systems.
- Demonstrate understanding of advanced concepts from computer science

## **SPECIAL REQUIREMENTS**

- Students must demonstrate self-motivation and have good organisational skills. They will need an ability to be self-directed and work independently.

## **ASSESSMENT CRITERIA**

- 3 Internal Achievements Standards 18 credits

## **PRE REQUISITES**

- This Advanced course is designed for students who have successfully completed Digital Technologies at Level 1 or have extensive DTC skills.

## **WHERE DOES IT LEAD?**

- Completion of this course can assist entry into some tertiary education and gives the student a most useful personal skill. Tertiary institutions prefer set assignments to be computer generated. Business/individuals must sell themselves. In order to do this well, high quality presentation of written data is most important and students could continue on to Year 13 to achieve Level 3 and University Entrance in Computing.

## **FURTHER INFORMATION FROM**

Mrs Clemmet

# **DRAMA (DRM) – Level 2**

## **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**

This course:

- Teaches students about theatre forms.
- Allows students to devise and script their own play – based on issues and themes relevant to them.
- Gives students the opportunity to perform in a class production to a public audience.
- Continues to refine students' understanding of the drama techniques of voice, body, movement and use of space.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$20.
- After school, weekend or holiday rehearsals may be required for public performances.

## **ASSESSMENT CRITERIA**

- 1 External Achievement Standard                      4 credits
- 3 Internal Achievement Standards                      14 credits

## **PRE REQUISITES**

- Two Level 1 Internal Achievement Standards in Drama. Under special circumstances, entry is negotiable with the Head of Department.

## **WHERE DOES IT LEAD?**

- Drama at NCEA Level 3 and Scholarship
- Performing Arts Technology Level 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**

Ms Bowers or Mrs Crooks

# **ECONOMICS (ECO) – Level 2**

## **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.

Economics explores issues of sustainability (efficient use of scarce resources), enterprise (identifying profit-maximising levels of output), citizenship (economic decisions affecting New Zealand society), and globalisation (the benefits of international trade).

## **COURSE CONTENT**

This course applies economic theory and models to understanding current economic issues.

It: -

- Focuses on issues of employment, international trade and balance of payments, economic growth, inflation and equity.
- Examines and analyses these issues from differing points of view.
- Develops the skills of economic research, analysis and communication.
- Provides an understanding of the processes and effects of a range of government policies.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$30.

## **ASSESSMENT CRITERIA**

- A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.
  - 2 External Achievement Standards      8 credits
  - 3 Internal Achievement Standards      14 credits

## **PRE REQUISITES**

- At least 10 credits in Level 1 English plus one Level 1 English external achievement standard, or in consultation with Head of Department.

## **WHERE DOES IT LEAD?**

A basic study of Economics:

- Provides useful analytical skills and general knowledge of contemporary social and economic issues.
- Leads to further secondary and tertiary study in commerce, management, enterprise, law, journalism and finance

## **FURTHER INFORMATION FROM**

Mrs Prendergast



# **ENGLISH (ENG) – Level 2**

## **SUBJECT STATEMENT**

This course offers the study of literature, language and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for a number of career choices.

## **COURSE CONTENT**

This course builds on creative and analytical skills, whilst also studying texts as a product of their social and historical context. It offers:

- formal and creative writing
- research investigation
- oral presentation
- extended text study
- film study
- personal responses to a variety of fiction and non-fiction texts
- analysis of language features and unfamiliar texts

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards                      12 credits
  - 4 Internal Achievement Standards                      17 credits
- Total: 29 credits

## **PRE REQUISITES**

- Students are expected to have achieved the following as a basic requirement; at least eight credits in English Level 1 Full Course, including at least one essay and Unfamiliar Texts.
- Students who do not enjoy reading or extending writing tasks may be better suited to our MOE (Modular English course) and a referral to this course is automatic for those who have followed EIA in Level 1. Under special circumstances, such as illness, entry is negotiable with the Head of Department.

## **WHERE DOES IT LEAD?**

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to: communications, public relations, event management, journalism, or, with extra training, a more specialised degree like law, medicine or teaching.

## **FURTHER INFORMATION FROM**

Ms Robinson

# **MODULAR ENGLISH (MOE) – Level 2** **(Internally Assessed Course)**

## **SUBJECT STATEMENT**

This course offers the study of literature, language and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for a number of career choices.

## **COURSE CONTENT**

This course offers:

- formal and creative writing
- research investigation
- oral presentation
- close viewing of a film
- personal responses to a variety of fiction and non-fiction texts

## **ASSESSMENT CRITERIA**

- 5 Internal Achievement Standards                      20 credits

## **PRE REQUISITES**

- Students who do not enjoy extended reading or writing tasks are well suited to our MOE (Modular English course) and a referral to this course is automatic for those who have studied MOE at Level 1.
- This course is particularly suited to those who like to be assessed when they finish a topic, rather than have to learn to write an essay for an exam. Under special circumstances, such as illness, entry is negotiable with the Head of Department.

## **WHERE DOES IT LEAD?**

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.

## **FURTHER INFORMATION FROM**

Ms Robinson

# **GEOGRAPHY (GEO) – Level 2**

## **SUBJECT STATEMENT**

Geography is the study of the earth and its features – both natural and cultural and the interactions between them. It gives students a holistic understanding of the world and includes skills and knowledge from both science and social science fields. Geography enables us to look at the world from a wide variety of different perspectives and teaches skills for developing a socially and environmentally sustainable future.

## **COURSE CONTENT**

This course can include the following topics:

- Demonstrate geographic understanding of a large natural environment. E.g. Tongariro Volcanic Centre
- Demonstrate geographic understanding of differences in development e.g. Singapore and Sierra Leone
- Developing and applying Geographic skills (map work, visuals, spatial data, using data)
- Explain global geographic topics e.g. Global Patterns of Malaria
- Explain a New Zealand contemporary geographic issues e.g. Marine Reserves in the Bay of Islands
- Guided geographic research e.g. Vegetation Stratification on Mt Ruapehu, Tourism development

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$15
- Optional Marine Reserve Trip – Poor Knights – approximately \$100.

## **ASSESSMENT CRITERIA**

- 2 External Achievement Standards 8 credits
- 3 Internal Achievement Standards 11 credits

## **PRE REQUISITES**

- Students need to have completed Level 1 Geography and have achieved at least 10 credits including some external credits.
- Geography is a high writing subject and therefore entry will be at the discretion of the Head of Department. Students need to have achieved at least 10 credits in a high writing subject at Level 1, for example in History, Economics, Social Studies or English.

## **WHERE DOES IT LEAD?**

- |                            |                                |
|----------------------------|--------------------------------|
| • Environmental Management | • Outdoor recreation           |
| • Planning                 | • Tourism                      |
| • Law                      | • Geology                      |
| • Civil Engineering        | • Civil Defence                |
| • Journalism               | • Surveying                    |
| • Teaching                 | • Event management             |
| • Urban planning           | • Demography and policy making |

## **FURTHER INFORMATION FROM**

Miss Boisen

# **HISTORY (HIS) – Level 2**

## **SUBJECT STATEMENT**

The study of History is a window into the past that provides understanding of the present day. However, the best thing about History is that it teaches students so much about the world they live in today. They will expand their general knowledge, learn to think critically about information and be encouraged to ask questions about the past, present and future. There are no wrong answers in History – only ideas, backed up by evidence.

## **COURSE CONTENT**

This course covers:

- Research into a Historical Tragedy; students may choose from many topics including Stalingrad, the Siege of Leningrad, the Destruction of Pompeii, the Black Death and the Waikato Wars
- Causes and consequences of the rise of Hitler and the Nazis
- The Vietnam War
- The Assassination of JFK
- How to read and interpret source material
- How to think critically about information

## **SPECIAL REQUIREMENTS**

- Senior History Skills Workbook

## **ASSESSMENT CRITERIA**

- 2 External Achievement Standards 9 credits
- 3 Internal Achievement Standards 14 credits

## **PRE REQUISITES**

- At least 12 credits from Level 1 History or Level 1 English, and at least 4 credits from an External in Level 1 History or English, or by negotiation with the Head of Department.

## **WHERE DOES IT LEAD?**

- The subject is taught at all levels from Years 9 - 13.
- The study of History teaches students a whole raft of transferable skills. Students of history learn good habits of thought. Students learn to analyse ideas and data, and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing, essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also 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

# **HOSPITALITY (HOS) – Level 2**

## **SUBJECT STATEMENT**

Hospitality provides students with the opportunity to gain knowledge, skills and experience in the preparation, cooking and serving of food and beverages to a Hospitality industry standard.

## **COURSE CONTENT**

This course includes specific studies in:

- Term 1 : Basic skills and preparation of food, including food safety methods
- Term 1 : Handling and maintaining knives
- Terms 1 - 4 : Techniques and skills for specific methods of cookery
- Terms 3 - 4 : Industry-level service skills (in both food and beverage service)
- Terms 2 - 4 : Real-life assessment environments – our training restaurant

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$130.
- Students are encouraged to enter senior Hospitality competitions, where possible
- Some practical assessments will be outside of normal school hours (specifically in our Training Restaurant over school lunch periods, dinner assessments etc)

## **ASSESSMENT CRITERIA**

Standards will be selected from the following:

- 4 Unit Standards – internal (Cookery Skills) 10 credits
- 3 Unit Standards – internal (Food and Beverage Service) 9 credits

## **PRE REQUISITES**

- Students would usually need to have gained at least 14 credits in Year 11 Hospitality, in order to progress to Year 12 Hospitality. Under special circumstances, entry is negotiable with the Head of Department.
- In order to progress to 'Year 13 Hospitality - Advanced', a student will need to gain all 19 credits in Level 2 Hospitality. Students who do not gain all 19 credits in Level 2 Hospitality are advised to choose 'Year 13 Hospitality – Essential Skills' (which includes some Level 3 standards).

## **WHERE DOES IT LEAD?**

- Provides valuable theoretical and practical knowledge leading to further studies in Year 13 Hospitality and at tertiary level
- Provides students with valuable practical skills that can be used to gain employment during tertiary study, gap years, travel etc.
- Can lead to careers in the Hospitality industry (chef training, hotel management, apprenticeships, event management)

## **FURTHER INFORMATION FROM**

Mr Hart

# **HUMAN DEVELOPMENT (HUM) - Level 2**

## **SUBJECT STATEMENT**

This course provides opportunities for students to gain knowledge and experience in:

- Human development from conception to adolescence.
- How individuals, their families and communities aid healthy development and the affect choices have on the lifestyles of people.

## **COURSE CONTENT**

This course includes studies in:

- The physical, intellectual, social and emotional development of children.
- The role of adults in meeting care needs and promoting good health.
- Education for young children to develop their potential.
- Hauora / Well-being and Health Promotion.
- Nutrition and food choices and their effect on health.

Note: Some practical food preparation will be included.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$45

## **ASSESSMENT CRITERIA**

Assessment for this course will be based on a selection from the following:

- Achievement Standards from the Home Economics Matrix and Unit Standards from the Early Childhood Matrix under the auspices of the NZ Plunket Society:
- 1 External Achievement Standard                      4 credits
- 2 or 3 Internal Achievement Standards              5 credits each
- 1 or 2 Unit Standards                                      3 credits each

## **PRE REQUISITES**

- There are no pre requisites for this subject but previous participation in "Food Studies" will be an advantage.

## **WHERE DOES IT LEAD?**

- Level Three Human Development.
- Towards the National Certificate in Early Childhood Education.
- Careers involving working with people e.g. Teaching, Nursing, Police, Psychology.

## **FURTHER INFORMATION FROM**

Mrs Nagel/ Mr Hart

# **MĀORI STUDIES (MAO) – Level 2**

## **Te Reo Māori**

### **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**

- Whakarongo kia mōhio ki te reo o te ao torotoro
- Kōrero kia whakamahi i te reo o te ao torotoro
- Pānui kia mōhio ki te ao torotoro
- Tuhi i te reo o te ao torotoro
- Waihanga tuhinga auaha i te reo te ao torotoro
- 

### **SPECIAL REQUIREMENTS**

- None

### **ASSESSMENT CRITERIA**

- 2 External Achievement Standards 12 credits
- 3 Internal Achievement Standards 16 credits

### **PRE REQUISITES**

- 12 credits in Māori Studies Level 1; 6 credits from an External Achievement Standard, or in consultation with the Head of Department

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

- Level 3 Maori, tertiary programmes in Te Reo Māori.
- University Māori Language papers.
- Cultural Advisor (Government Department)
- Race Relations
- Languages
- Teaching
- 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 Kara

# **MATHEMATICS with STATISTICS & CALCULUS**

## **(MSC) – Level 2**

### **SUBJECT STATEMENT**

Mathematics and Statistics is the exploration and use of patterns and relationships in quantities, space, time and data. Through being engaged in knowing, doing, and thinking mathematically and statistically, students develop effective means for investigating, interpreting, explaining, and making sense of the world in which they live. Students planning on studying Level 3 Calculus must choose this option.

### **COURSE CONTENT**

This course broadens and extends students' mathematical experiences, and provides a more formal foundation to support tertiary study in Mathematics and a wide range of other subjects. Much of the content at Level 2 is unfamiliar. This course introduces:

- Polynomial, circle, hyperbola, logarithm, trigonometry and exponential functions and graphs
- Non-right-angle Trigonometry
- Coordinate Geometry, Calculus
- The Normal probability distribution

### **SPECIAL REQUIREMENTS**

- Graphics calculator
- Write-on workbooks for the Internal Standards – the cost is approximately \$6 per standard
- Write-on workbooks for the External Standards – the cost is approximately \$15

### **ASSESSMENT CRITERIA (a selection from)**

- 3 External Achievement Standards up to 15 credits
- 5 Internal Achievement Standards up to 15 credits

### **PRE REQUISITES**

- Level 1 Mathematics – at least “Achieved” (or equivalent), in the relevant Level 1 achievement standards (91027, 91028, 91031, 91037).
- The most successful students are those who have very strong Level 1 results and are prepared to work hard at mastering the many new concepts at Level 2.
- Under special circumstances, entry is negotiable with the Head of Department.

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

Students who complete this course have an advanced range of mathematical skills and techniques they could use to solve problems in a wide range of contexts. Students could consider:

- Level 3 Calculus (Achievement in relevant Level 2 standards is required).
- Level 3 Statistics (Achievement in relevant Level 2 standards is required).
- Level 3 Science, Business and Technology courses
- Careers in Business, Technology and the Sciences

### **FURTHER INFORMATION FROM**

Mrs Gardner



# **MATHEMATICS with STATISTICS (MAS)**

## **Level 2**

### **SUBJECT STATEMENT**

Mathematics and Statistics is the exploration and use of patterns and relationships in quantities, space, time and data. Through being engaged in knowing, doing, and thinking mathematically and statistically, students develop effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

### **COURSE CONTENT**

This course broadens and extends students' mathematical experiences, especially in Statistics. Much of the content at Level 2 is unfamiliar. This course introduces:

- Polynomial, circle, hyperbola, and exponential functions and graphs
- Non-right-angle Trigonometry
- A formal approach to Sequences and Series problems
- Networks
- Statistical experiments
- The Normal probability distribution

### **SPECIAL REQUIREMENTS**

- Graphics calculator
- Write-on workbooks – the cost is approximately \$6 per standard

### **ASSESSMENT CRITERIA (a selection from)**

- 1 External Achievement Standard 4 credits
- 7 Internal Achievement Standards up to 18 credits

### **PRE REQUISITES**

- Level 1 Mathematics – at least “Achieved” (or equivalent), in the relevant Level 1 achievement standards (91026, 91029, 91035, 91037).
- The most successful students are those who are prepared to work hard at mastering the many new concepts at Level 2.
- Under special circumstances, entry is negotiable with the Head of Department.

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

Students who complete this course have an advanced range of mathematical skills and techniques they could use to solve problems in a wide range of contexts. Students could:

- Take Level 3 Statistics (Achievement in relevant Level 2 standards is required).
- Find it useful for some Level 3 Science, Business and Technology courses
- Find it useful for some careers in Business, Technology and the Sciences

This course does not lead to advanced mathematics courses.

### **FURTHER INFORMATION FROM**

Mrs Gardner

# MUSIC (MUS) – Level 2

## 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 (choose from)

- Present contrasting performances as a **featured soloist** on up to two instruments
- Present music performances as a **member of a group**
- **Compose** effective pieces of music
- Create an **Instrumentation**
- Identify, describe and **transcribe** elements of **music** through listening to a range of music
- **Score reading** and theory
- Demonstrate knowledge and understanding of **music works**
- Research an aspect of New Zealand Music

## SPECIAL REQUIREMENTS

- Students must receive instrumental or vocal tuition either privately or in school (Itinerant Music Tuition : \$25 per term if learning through school)
- Own or hire an instrument
- You should have a willingness to participate in music groups and public performance both in school and outside
- Attend concerts by visiting musicians either in or outside school
- Course Contributions : \$30.
- Performance assessment may occur in evening concerts

## ASSESSMENT CRITERIA

- 3 External Achievement Standards 12 credits
- 6 Internal Achievement Standards 27 credits
- There is opportunity and expectation for individualised programmes of study depending on strengths and skill level

## PRE REQUISITES

- Must have studied for at least 3 years to sing or play an instrument
- 12 credits Level 1 NCEA
- **OR** Grade 4 Practical ability on an instrument and theory knowledge and understanding (must be able to read and write music capably)

## WHERE DOES IT LEAD?

### **Tertiary Qualifications**

- NZQA National Certificate in Music
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton and Wellington, University Degree in Music at Auckland, Christchurch, Wellington and Waikato.

### **Music Careers for example**

- Performer, conductor, accompanist, Technical aspect of music – composer, recording, sound technician. Teaching – at various levels, Music Therapist.

## FURTHER INFORMATION FROM

Mrs McGlinchey

# **OUTDOOR EDUCATION (OED) – Level 2**

## **SUBJECT STATEMENT**

Outdoor Education facilitates positive relationships between students and the outdoor environment. Practical sessions engage students into examining opportunities to learn about the environment and foster an appreciation of it. Skill learning and management of risk endears the students, both as individuals and groups, to participate outside the classroom in a safe and challenging way.

## **COURSE CONTENT**

This course contains:

A theory component, which will develop the students understanding of:

- Risk Management : assessing risk, putting preventative measure in place.
- Navigation
- Planning a Trip
- First Aid
- Coastguard Boating Education course- Day Skippers

Practical activities putting the theory into practice:

- Sea kayaking
- Tramping
- Bush survival
- ABL- small group and whole class challenges
- Shelters- tents and bivouacs
- Outdoor cooking

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$200 for the year, or \$50 per term.
- Attendance on trips and camps is mandatory to ensure the requirements of the Achievement and Unit standards are met.
- A medical certificate is required if a student cannot participate in an activity.
- It is the students' responsibility to catch up with work that is missed in other subjects.

## **ASSESSMENT CRITERIA**

- 3 Internal Achievement Standards      9 credits
- 4 Unit Standards                              16 credits

## **PRE REQUISITES**

- This course has two Achievement Standards that are repeated in Physical Education, if the student opted to take both subjects.

## **WHERE DOES IT LEAD?**

- Develops personal skills and confidence in outdoor activities.
- Level 3 Physical Education
- Outdoor instructor courses

## **FURTHER INFORMATION FROM**

Mr Cannon or Mrs Rennes

# **PERFORMING ARTS TECHNOLOGY (PAT)**

## **Level 2**

### **SUBJECT STATEMENT**

We were the first school in the country to offer a Performing Arts Technology full course. Performing Arts Technology focuses on the design aspect of theatre: students work in a range of technology mediums in a variety of collaborative ways towards a common goal. In most cases, students are all working on different projects within the same class and in real world situations – they are designing and creating for actual productions. All practical assessments require a theoretical element and are supported by written work, which justifies the students' design or construction work.

### **COURSE CONTENT**

This course:

- Gives students the experience of stage design; publicity; make up design and application; costume design and creation; production management; stage management; front of house management; lighting design and operation.
- Introduces students to stage makeup – including special effects make up.
- Gives students the chance to experiment with different theatre lighting effects, including designing, rigging and operating lighting for a public performance.
- Teaches students about costuming; culminating in a design for a specific character.
- Allows students to get involved in a production role of their choice for a school-based production. Students will have control of one production area and follow this through from design to performance.

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$50.
- Will involve out of class time for evening performances.
- Students will be required to provide their own make-up wipes and brushes for the make-up component of the course.

### **ASSESSMENT CRITERIA**

- 5 Internal Achievement Standards 20 credits

### **PRE REQUISITES**

- None

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

- Production work in film / television / theatre
- Makeup and hairdressing
- Teaching
- Event Management
- Production management
- Theatre management
- Lighting, sound, set design
- Any career which requires collaboration, problem solving or creativity.

### **FURTHER INFORMATION FROM**

Mrs Crooks

# **PHYSICAL EDUCATION (PED) – Level 2**

## **SUBJECT STATEMENT**

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

## **COURSE CONTENT**

This course:

- Requires students to actively participate in a wide range of individual and team activities
- Gives students the opportunity to perform socially and competitively
- Allows students to have their physical performance assessed against National Standards
- Is practically based but does require writing. Approximately 25% will be theory
- Gives students an introduction to leadership training

**This is an alternative to the Level 2 Physical Education – Advanced course. You cannot do this option AND the Level 2 Physical Education Advanced course.**

## **SPECIAL REQUIREMENTS**

- A suitable change of clothing is required for every session. Most lessons are assessed.
- A medical certificate and/or excused note will be required from all non-participants
- No student will participate if they do not have a change of clothes

## **ASSESSMENT CRITERIA**

- 5 Internal Achievement Standards 17 credits

## **PRE REQUISITES**

- Students must be eager and enthusiastic about participating. Students who have struggled with the written requirements of Physical Education – Advanced Level 1 may find this course a better option. 80% active participation in Level 1 Physical Education is required, or by HOD discretion.

## **WHERE DOES IT LEAD?**

- Provides useful, practical experiences that contribute to an enjoyable lifestyle
- Leads to Physical Education at Level 3
- Is a good base for tertiary study in Sport, Recreation, Leisure and Physical Education

## **FURTHER INFORMATION FROM**

Mr Connon or Mr Barker

# **PHYSICAL EDUCATION – ADVANCED (PEA)**

## **Level 2**

### **SUBJECT STATEMENT**

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

### **COURSE CONTENT**

Physical Education is the development of movement education, including human anatomy and functions, psychological skills and leadership training specifically targeted to enhance physical performance. This course includes 40-50% theory work.

- Anatomy and Biomechanics
- Methods and Principles of Training to enhance the Components of Fitness
- Leadership Training
- Physical performance at a competitive level

**You cannot do this option AND Level 2 Physical Education.**

### **SPECIAL REQUIREMENTS**

- Medical certificates and/or excuse notes are required if a student cannot participate
- A change of clothes is essential for practical sessions; no students will participate in uniform.
- Being involved in extra-curricular sport is an advantage for the Practical Achievement Standard.

### **ASSESSMENT CRITERIA**

- 5 Internal Achievement Standards      20 credits

### **PRE REQUISITES**

- Achieved grade or higher in at least two theoretical Achievement Standards done at NCEA Level 1 or in consultation with the Head of Department, Mr Connon.
- An alternative option to this course is Physical Education Level 2.
- 80% active participation in Level 1 Physical Education is required, or by HOD discretion.

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

- Year 13 NCEA Level 3 course
- Physical Education – Practical Year 13

#### **University and Polytechnic degrees/courses in:**

- Physical Education, Sport Fitness and Leisure Management, Physiotherapy, Leisure/Sport Studies
- Teaching, Recreation and Sport, Sport Science, Adventure Tourism

### **FURTHER INFORMATION FROM**

Mrs Rennes or Mr Barker

# **PHYSICS (PHY) – Level 2**

## **SUBJECT STATEMENT**

Physics is the science of matter and energy and of interactions between the two, grouped in fields such as mechanics, electricity, electromagnetism, waves and light as well as atomic and nuclear physics.

## **COURSE CONTENT**

This course builds on the Physics of Year 11 and expands it with more breadth and depth. The five main areas taught are:

- Practical Investigation
- Atomics and Nuclear Physics
- Mechanics
- Electricity and Electromagnetism
- Light and Waves

## **SPECIAL REQUIREMENTS**

- A graphical calculator is highly recommended.

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards 16 credits
- 2 Internal Achievement Standards 7 credits

## **PRE REQUISITES**

- Science 1.1 (Mechanics) at Merit or better in either the End of Year Exams or NCEA Externals
- AND
- Maths (Algebra) Level 1 at Achieved or better or acceptance into Level 2 full Maths course
- OR
- Under special circumstances, entry is negotiable with the Head of Department.

## **WHERE DOES IT LEAD?**

- NCEA Level 2 Physics is a pre requisite for Level 3 Physics. Physics is a good indication of practical ability and problem solving skills for both employers and tertiary education. Many university courses such as technical, scientific or engineering courses require Physics.
- Architecture

## **FURTHER INFORMATION FROM**

Mr. Lumkong

# **RURAL STUDIES (RUS) – Level 2**

## **SUBJECT STATEMENT**

Rural Studies is the combined content of Agriculture, Horticulture, Apiculture, Equine and Dairy Modules. Theory based material from Telford Rural Polytechnic and Taratahi Agricultural Training Centre alongside work experience through the Gateway work experience programme to ensure students can combine theory with practical. This course is not University Approved.

## **COURSE CONTENT**

This course can be at Level 2 or Level 3 (or a combination) in modules of interest of the student

- Agriculture
- Horticulture
- Apiculture (Bee Keeping)
- Equine
- General Farming

## **SPECIAL REQUIREMENTS**

- It is a requirement of this course that students undertake a Gateway placement from Term 1 for one day a week for three terms.
- Course Contributions : \$25.

## **ASSESSMENT CRITERIA**

- Internal Unit Standards: 24 credits per student are available from a combination of modules

## **PRE REQUISITES**

- Nil. However, as this is a module course, a good level of literacy is required and an ability to work independently.

## **WHERE DOES IT LEAD?**

- Level 2 Rural Studies into Level 3 Rural Studies
- Can continue at Telford Rural Polytechnic or Taratahi Agricultural Training Centre etc after they leave school

## **FURTHER INFORMATION FROM**

Mrs Crawford or Mrs Strang



# **SCIENCE (SCI) – Level 2**

## **SUBJECT STATEMENT**

General Science uses experimentation, research and observation to understand the world around us. It includes investigations into the Physical, Chemical and Biological world.

## **COURSE CONTENT**

This course builds on the Year 11 Science Courses to expand student understanding to a higher level. It is not designed for students intending to study separate Sciences at or beyond this level. Students will be able to choose standards from a selection offered and prepare for assessments using digital learning tools. Topics will be available from the following domains:

- Biology
- Chemistry
- Physics
- Earth and Space Science
- Agriculture and Horticulture

## **SPECIAL REQUIREMENTS**

- A scientific calculator is essential
- A tablet or laptop would be useful

## **ASSESSMENT CRITERIA**

- A selection of internal and external Achievement Standards up to 24 credits

## **PRE REQUISITES**

- One Level 1 Achievement Standard at Achieved or better in Science and one other standard passed in Science. Students may not study Biology, Chemistry or Physics in combination with this subject.

## **WHERE DOES IT LEAD?**

- Courses which require the completion of a Level 2 Science course
- Careers such as military positions which require the completion of a Level 2 Science course
- This course does not lead to separate level 3 Science courses.

## **FURTHER INFORMATION FROM**

Ms Durbin or your Year 11 Science teacher

# **SENIOR SOCIAL STUDIES (SST)**

## **Level 2**

### **SUBJECT STATEMENT**

Senior Social Studies is about how societies work and how people can participate in their communities as informed, critical, active, and responsible citizens.

Students examine the causes and effects of social issues that relate to identity, culture, and organisation, and learn to take actions that may bring about social improvement.

They investigate how individuals, communities, and societies respond to change and how ideas about society develop over time.

### **COURSE CONTENT**

This course is open to a wide range of current contemporary content. The key themes are Social Action and Cultural Conflict and students will be exploring issues that enable them to:

- Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.
- Understand how conflicts can arise from different cultural beliefs and ideas can be addressed in different ways with differing outcomes.

### **SPECIAL REQUIREMENTS**

- Optional – own device for note keeping, research and ongoing inquiry
- Two internal assessments are project and inquiry based and will rely heavily on independence and time management

### **ASSESSMENT CRITERIA**

- 3 Internal Achievement Standards 14 credits
- 1 External Achievement Standard 4 credits

### **PRE REQUISITES**

- Students who have completed Level 1 Social Studies must have achieved at least 8 credits with 4 credits from externals.
- Students who have not completed Level 1 Social Studies need to have achieved at least 8 credits in a high reading and writing subject (History, Geography or English) at Level 1 with at least 3 credits from externals.
- Entry will be at the discretion of the HOD if students do not meet the pre-requisites.

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

Law	Sociology
Journalism	Civil Defence
Teaching	Navy
Tourism	Army

### **FURTHER INFORMATION FROM**

Mrs Rakena

# **SPANISH (SPA) – Level 2**

## **SUBJECT STATEMENT**

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

## **COURSE CONTENT**

- Knowledge of Spanish language covered in Level 1 will progress to areas where the context is less familiar to the students, eg debating, employment, history, health issues, and school life in a Spanish boarding school. This course will allow students to reflect on and make many comparisons between Spanish speaking cultures and their own. The up to date scholastic materials along with vibrant video study topics will provide students with material at a relevant level that are current and aimed at the teenagers of today.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$21.

## **ASSESSMENT CRITERIA**

- 3 Internal Achievement Standards                      14 credits
- 2 External Achievement Standards                      10 credits

## **PRE REQUISITES**

- Minimum 14 credits at Level 1 Spanish or equivalent

## **WHERE DOES IT LEAD?**

- Leads on to Spanish NCEA Level 3 Spanish and Spanish at tertiary level
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business/International Affairs/External Affairs/Trade industry
- Interpreting/translating
- The learning of other languages

## **FURTHER INFORMATION FROM**

Miss Williams

# **TECHNOLOGY – ENGINEERING (TEM)**

## **Level 2**

### **SUBJECT STATEMENT**

This course is for students who want to work in trades linked to Engineering. It is based on Tools4work / Competenz Unit Standards that lead towards employment and apprenticeships in a range of industrial sectors. The work focuses particularly on the use, shaping and joining of metals during practical tasks. It studies the correct selection of materials based on their physical, chemical or mechanical properties and the use of machine tools to shape them. Engineering is a wide-ranging field that encompasses everything from basic fabrication and construction work through to high tech research and development. Most of the credits on offer will be achieved from the production of an off-road scooter.

Further information on career pathways can be found at - [www.competenz.org.nz](http://www.competenz.org.nz)

### **COURSE CONTENT**

This course:

- Studies the properties of materials and how they are best applied
- Develops students' skills further in the use of machines and hand tools to make more complex products building on the skills learnt at level 1
- Develops skills in the use of marking out equipment required to work with accuracy
- Teaches the use of a range of dimensional measuring equipment
- Builds up competency in the use of hand power tools and related safety equipment

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$50.
- 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.

### **ASSESSMENT CRITERIA**

- 5 Unit Standards      17 credits

### **PRE REQUISITES**

- To enter Level 2, a student would need to have successfully completed a Level 1 course in either Engineering or Practical Technology and achieved all the credits on offer. Under special circumstances, entry is negotiable with the Head of Department. Students who are interested are encouraged to make an enquiry as prior experience, career goals and achievement in other subjects may be taken into account.

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

- Level 3 Technology
- Level 3 Automotive
- Employment in related fields or apprenticeships.

### **FURTHER INFORMATION FROM**

Mr Clark

# **TECHNOLOGY – PRACTICAL TECHNOLOGY**

## **(TEP) – Level 2**

### **SUBJECT STATEMENT**

This course is for students who want to work in trades linked to the use of timber and construction materials. It is based around Unit Standards from the BCITO that link directly to careers and apprenticeships in the building trade. At Level 2 students will be given the opportunity to work with a wide range of hand tools, power tools and machines. In projects a combination of timber, metal and other materials can be used. These will be cut, shaped, formed and joined using a range of workshop processes. Projects will also allow students to use computer-controlled machines along with traditional methods of shaping materials.

### **COURSE CONTENT**

This course:

- Teaches the safe and correct use of a range of tools and processes
- Expand understanding of materials properties
- Builds upon the use of workshop machines experienced at Level 1
- Develops communication skills in the context of the workplace
- Develops skills in the production of decorative and structural wood joints.

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$50.
- 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.

### **ASSESSMENT CRITERIA**

- 4 Unit Standards (BCITO)                      20 credits

### **PRE REQUISITES**

- To join the Level 2 course, a student would need to have successfully completed a Level 1 course in either Engineering or Practical Technology and achieved all credits on offer. Under special circumstances, entry is negotiable with the Head of Department. Students who are interested are encouraged to make an enquiry as prior experience, career goals and achievement in other subjects will be taken into account.

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

- Pre-apprenticeship courses or employment in building and furniture trades
- Apprenticeships in areas such as building, carpentry, boat building and furniture making
- Level 3 Technology course

### **FURTHER INFORMATION FROM**

Mr Clark

# **TECHNOLOGY – ROBOTICS (TSC)**

## **- Level 2**

### **SUBJECT STATEMENT**

This course is for students who want to work in electrical trades or go onto study in fields such as electronics, computer hardware or mechatronics at University. It will involve a mix of practical work and folder work to meet the Achievement Standards offered. The course requires students to learn a mixture of electronics theory and programming skills. Students will use a mini computer called the BBC micro: bit, electronic components, 3D printing, 3D design software and some workshop equipment.

The assessments will be based around set tasks and projects chosen by individual students. These projects will consist of a mixture of applied electronics, computer control (BBC micro: bit), focused use of 3D printing and a small amount of construction work. This course is not based around heavy use of workshop machines. Such equipment will be used to support the function of the robotic system students develop. The course does not require students to have a background in any particular area such as programming or understand complex electronic circuits, as this will be taught as part of lessons. Success will depend upon the ability to bring together existing system blocks, customise them and use computer code to develop robotic systems. Students who have completed the Level 1 course, or who have a particular flair for technical issues, an interest in Science and Maths or computer code will have the freedom to pursue their own interests.

### **COURSE CONTENT**

This course:

- Develops basic soldering and circuit building skills
- Develops and expands the ability to use the BBC micro: bit and other smart technology that can be used in project work
- Encourages students to develop the skills needed to research into and apply modern technology
- Teaches students to combine system blocks
- Develops the ability to produce 3D designs using Inventor Pro

### **SPECIAL REQUIREMENTS**

- 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.

### **ASSESSMENT CRITERIA**

- 4 Internal Achievement Standards 16 credits
- 1 External Achievement Standard 4 credits

### **PRE REQUISITES**

Most students should have completed the Level 1 course in Systems and Control / Robotics, however students who have not should still apply but will need to be given approval based on their ability to cope with the concepts and work involved in the course.

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

- Level 3 Technology
- Provides a general base of experience and understanding for students who may wish to go on to study electronics or robotics at University.

### **FURTHER INFORMATION FROM**

Mr Clark

# **TOURISM (TOU) – Level 2**

## **SUBJECT STATEMENT**

In this course, students will understand the basics of Tourism. The course is Internally Assessed and students will study how the industry operates and the work roles available within it. Tourism destinations from around the World are explored throughout the units of work. The course is flexible and encourages self-directed learning. Students have access to industry providers and are able to take part in the Gateway programme to gain practical learning experience.

## **COURSE CONTENT**

This course may cover:

- Work roles in the tourism industry
- World tourist destinations
- New Zealand as a tourist destination
- Characteristics of tourists
- The business of tourism
- The use of the internet in the tourism industry
- The history of tourism
- Impacts of tourism

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$50 + \$15 for fieldtrip

## **ASSESSMENT CRITERIA**

- 7 Unit Standards      28 credits (all internally assessed)

## **PRE REQUISITES**

- None

## **WHERE DOES IT LEAD?**

- Post-school study in tourism and hospitality
- Jobs in the tourism sector, for example:
  - Hotels and hotel management
  - Travel agent
  - Travel wholesaler
  - Air steward
  - Tour guiding
  - Hosting
  - Outdoor leadership and recreation
  - Accommodation providers
  - Cruise ships
  - Adventure Tourism

## **FURTHER INFORMATION FROM**

Miss Boisen





# **Kerikeri High School**



## **YEAR 13**

## **CURRICULUM GUIDE FOR 2019**

# YEAR 13 CURRICULUM GUIDE

## THIS BOOKLET TELLS YOU

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

## HOW DO YOU DECIDE WHAT SUBJECT TO CHOOSE?

Consider

- **How well you have done in a subject so far**
- What subjects you have done already
- Your own preference
- Careers interests – through keeping in mind that you need to keep your careers options open
- Have you checked the requirements for **University Entrance** at the start of this guide?

## WHO CAN HELP YOU DECIDE?

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a Course Counselling Team.

Other people who may help you decide are subject Teachers, Heads of Department, Guidance Counsellors, the Careers Advisor, the Deputy Principals and your Dean.

## HOW MANY SUBJECTS DO I TAKE?

**All Year 13 students choose 5 subjects across five of the six option lines.**

# YEAR 13

*In Year 13 all students study 5 subjects*

Most subjects offer up to 24 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria on each page in the Curriculum Guide.

In order to receive NCEA at Level 3 students need a total of 80 credits, 60 of these at Level 3.

## ***Certificate Endorsement***

NCEA certificates can be endorsed with ***Merit*** or ***Excellence***.

***Merit Endorsement*** - 50 credits at Merit or better at the level of the certificate

***Excellence Endorsement*** - 50 credits at Excellence at the level of the certificate

## ***Course Endorsement***

Courses may be endorsed with Merit or Excellence. This provides recognition for students who perform exceptionally well in individual courses.

Students will gain an endorsement for a course where they achieve:

1. 14 or more credits at ***Merit*** or ***Excellence*** at the lower level that supports the endorsement
2. at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (except for Physical Education and Level 3 Visual Arts)
3. sufficient credits in a single year.

## ***University Entrance***

Please note that to achieve **University Entrance** at the end of Year 13 students must have the following minimum requirements.

- **NCEA Level 3**
- **Literacy:**
  - 5 credits at Level 2 or above in Reading (English or Maori) AND
  - 5 credits at Level 2 or above in Writing (English or Maori)
- **Numeracy:**
  - 10 credits in Mathematics at Level 1 or higher
- **Subject:**
  - 14 credits in achievement standards in each of **3** subjects from the approved list for University Entrance (see the list at the front of this guide.)

# LEVEL 3 SUBJECTS OFFERED IN YEAR 13

- ARD - Art (Design)
- ARA - Art (Painting)
- ARP - Art (Photography)
- AUT - Automotive
- BIO - Biology
- MAN - Business Management
- MAC - Calculus
- CHE - Chemistry
- DVC - Design & Visual Communication (Graphics)
- DTC - Digital Technologies
- DRM - Drama
- ECO - Economics
- ENG - English Literature
- EMT - English Media Theory
- GEO - Geography
- HIS - History
- HOE - Hospitality – Essentials
- HOS - Hospitality – Advanced
- HUM - Human Development
- MAO - Māori Studies
- MUS - Music
- PAT - Performing Arts Technology
- PED - Physical Education
- PEA - Physical Education – Advanced
- PHY - Physics
- RUS - Rural Studies
- SST - Social Studies
- SPA - Spanish
- MAS - Statistics
- TEC - Technology
- TOU - Tourism

# **ART - DESIGN (ARD) - Level 3**

## **SUBJECT STATEMENT**

Art Design enables students to approach creative problems in new and interesting ways. Students work in a variety of media, working with illustration, taking their own photographs, producing fonts, and learning to produce and publish work digitally using industry standard software such as Adobe InDesign, Illustrator and Photoshop. In Level 3 Art Design, students undertake a range of self-developed briefs, which provide integrated investigation into related themes and issues including cultural, media and historical contexts.

## **COURSE CONTENT**

- Research methods and ideas from established design practice
- Use drawing to demonstrate understanding of conventions appropriate to design
- Systematically clarify ideas using drawing informed by established design practice
- Produce a systematic body of work that integrates conventions and regenerates ideas within Design

## **SPECIAL REQUIREMENTS**

- Course Contributions: \$25.

Any printing required for external folio boards is an additional expense; the school can arrange this through an outside provider on a student's behalf at cost, however students may also choose to do their own printing either at school or offsite instead. The approximate additional cost is \$60.

## **ASSESSMENT CRITERIA**

- This subject is University Entrance approved
- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standards 14 credits

For the external assessment students will present a three-panel folio, or moving image, of related works which respond to a series of self-directed briefs, showing generation, development and regeneration of ideas within design.

## **PRE REQUISITES**

- Students must have achieved 14 credits in any of Year 11 ADI, Year 12 Art Design, Year 12 DVC or Year 12 Photography. Special entry may be considered in consultation with the Head of Department.

## **WHERE DOES IT LEAD?**

- 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 or Mrs Davis

# **ART - PAINTING (ARA) - Level 3**

## **SUBJECT STATEMENT**

Art - Painting is a practical course, which gives students the opportunity to express creativity and imagination and develop technical skills. Students work with a variety of different media, refining skills in drawing and painting processes, creating in-depth and interesting works. Students work with perceptual skills, develop creative imagination and advance their technical and critical faculties.

## **COURSE CONTENT**

- Analyse methods and ideas from established painting practice
- Use drawing to demonstrate understanding of conventions appropriate to painting
- Systematically clarify ideas using drawing informed by established painting practice
- Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice

## **SPECIAL REQUIREMENTS**

- Course Contributions: \$75.

## **ASSESSMENT CRITERIA**

### **University Entrance pathway**

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standards 14 credits

For the external assessment, students will present a three-panel folio of related works in response to a self-selected theme, showing generation, development and regeneration of ideas within painting.

### **Alternative pathway (students not requiring University Entrance)**

- 2 or 3 Internal Achievement Standards (8 – 12 credits at Level 2 or 3)

## **PRE REQUISITES**

- Students working towards University Entrance must have achieved 14 credits in Year 12 Painting. For the alternative pathway, an interest in the Visual Arts is all that is needed.

## **WHERE DOES IT LEAD?**

- 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 or Mr Forstner

# **ART – PHOTOGRAPHY (ARP) - Level 3**

## **SUBJECT STATEMENT**

The Level 3 Photography course covers a broad range of photographic practice. It is a practical course in which students work with digital cameras and industry standard software such as Adobe Lightroom and Photoshop to produce their work. The course also includes aspects of history, theory, and investigation of established photographic practice. Level 3 Photography students undertake a range of self-developed photographic briefs, which provide integrated investigation into related themes and issues including cultural, media and historical contexts.

## **COURSE CONTENT**

*Students will develop skills in the following areas:*

- *Camera use*
- *Digital imagery – still and moving image*
- *Digital manipulation and editing*
- They will also investigate photographic ideas and drawing methods and use these to produce their own photographic work.

## **SPECIAL REQUIREMENTS**

- Students need to have some form of digital camera to complete this course
- Course Contributions: \$225 this is inclusive of photographic printing expenses

Students will have access to Adobe software at school; however, access to a computer outside of school hours is always beneficial. A copy of Adobe Creative Cloud will be available for students studying this course who have access to a suitable laptop they can use at school.

## **ASSESSMENT CRITERIA**

This subject is University Entrance approved

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 14 credits

For the external assessment, students present a three-panel folio, or short moving image, of related works in response to a self-selected theme, showing generation, development and regeneration of ideas.

## **PRE REQUISITES**

- Students must have achieved 14 credits in Level 2 Photography.

## **WHERE DOES IT LEAD?**

- Beyond secondary school, the study of Photography leads to a broad range of courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. Career pathways may include Advertising, Architecture, Artist, Designer (Interior, Fashion, Product, Transport and Communication), Animation and Game Development, Media (Television, Film, Video, Photography and Online Publishing)

## **FURTHER INFORMATION FROM**

Mrs Wise or Mrs Client

# **AUTOMOTIVE STUDIES (AUT) – Level 3**

## **SUBJECT STATEMENT**

Automotive Studies Level 3 is at an advanced level working towards National Certificate in Automotive Trades. It covers some more advanced principles around automotive components as well as a range of practical skills. The course content can be negotiated.

## **COURSE CONTENT**

This course:

- Develops on the basic level two principals and specialises but can also allow for more breadth of level 2 content.
- Allows students to develop skills in Arc welding and welding theory
- In depth study of the operation of Gearboxes and Differentials.
- Maintenance and safety of road and boat trailers
- In depth study of exhaust systems and carburettors
- Can allow for project work.

## **SPECIAL REQUIREMENTS**

- Level 3 is a step up on the level 2 units and a reasonable standard of literacy is required as well as independent work habits.
- Students must wear covered shoes, not jandals, and work in line with department Health and Safety rules at all times.

## **ASSESSMENT CRITERIA**

- 5 Unit Standards      Total 20 L3 credits

Set and moderated by Northtec

## **PRE REQUISITES**

- There are no pre requisites.

## **WHERE DOES IT LEAD?**

- The National Certificate in Automotive trades.
- NorthTec.
- National certificates allowing employment in the following areas:  
Collision repair, electrical engineering, auto engineering, heavy engineering, auto refinishing, coach building, industrial textile fabrication, motor trimming, motorcycle engineering.

## **FURTHER INFORMATION FROM**

Mr McCabe



# **BIOLOGY (BIO) – Level 3**

## **SUBJECT STATEMENT**

Year 13 Biology is the study of many aspects of the Living World, from DNA to Evolution and is an exciting and demanding subject. The topics covered not only prepare the student for tertiary study, but also provide them with important life skills to allow them to make informed decisions.

## **COURSE CONTENT**

- Animal behaviour and plant responses
- Homeostasis
- Contemporary biological techniques – Manipulation of Genetic Information including:
  - Selective Breeding and Transgenesis
- A socio-scientific issue with an NZ or South Pacific theme
- A practical biological investigation into a biological response
- Human Evolution
- Patterns of Evolution

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$30

## **ASSESSMENT CRITERIA**

- 4 Internal Achievement Standards 13 credits
- 3 External Achievement Standards 13 credits

## **PRE REQUISITES**

- Biology is a demanding academic subject. It is not an easy Science. Students **must** have Literacy Credits at Level 2 and must have passed Biology at Level 1. Students may apply to study Year 13 without studying Biology at Level 2, however they must have the recommendation of their teachers and be achieving at a high level.
- Students currently studying Level 2 Biology must pass at least one Internal and two Externals.
- Biology students are recommended to do another Science, preferably Chemistry if they intend studying Biology at a tertiary institution.

## **WHERE DOES IT LEAD?**

- Biology is currently undergoing exciting and rapid changes – from developments in modern techniques such as gene editing, genetic engineering and forensics, to advances in the manipulation of DNA and new discoveries in human evolution. Many of today's issues such as CRISPR are hot topics for the future. New fields such as nutrigenomics, epigenetics and the development of GMOs that assist the NZ economy will affect all of us. The importance and dynamics of Biology is being recognised by many tertiary institutes. It is a pre-requisite subject for courses such as: nursing, physiotherapy, pharmacy, medicine, health sciences, sports science, agriculture, horticulture and forestry.
- Study of Biology can also lead onto careers such as forestry, agricultural management, medicine, dentistry, food technology, reproductive technology, forensics and the rapidly growing biosecurity and environmental management, as well as many others.

## **FURTHER INFORMATION FROM**

Mrs Harrisson

# **BUSINESS MANAGEMENT (MAN)**

## **Level 3**

### **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**

The process of learning will involve students in a wide range of activities that will help to;

- evaluate and recognise strategic improvements to a business plan
- analyse the human resource cycle from a strategic perspective
- explain the role of cultural intelligence in global markets.
- use financial tools for forecasting
- evaluate the likely impact, on local and global business and society, of operating in a sustainable manner
- evaluate the impact of changes in the global marketplace on local businesses
- evaluate the role of New Zealand multinational business in the global economy and analyse its impact on the host country
- explain the risks and opportunities involved in expanding globally
- explain the role of innovation in business success.

Young Enterprise (YES) is a high profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools.

### **ASSESSMENT CRITERIA**

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 External Achievement Standards 8 credits
- 2 Internal Achievement Standards 12 credits

The Young Enterprise Exam. Success enables credits to be awarded through “credit inclusion”. These are only applied for if required and do not show on the Record of Achievement.

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$35.
- Some start-up capital may also be required.

### **PRE REQUISITES**

- Level 2 Business Management preferred.
- A minimum of Level 2 NCEA including U.E. literacy.
- Students who can display the necessary academic ability and attitude may be granted entry with clearance from the Head of Department.

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

- The teaching in this course is focused primarily on preparing students for the study of Business and Management at University.

### **FURTHER INFORMATION FROM**

Mrs Prendergast

# **CALCULUS (MAC) – Level 3**

## **SUBJECT STATEMENT**

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Through being engaged in knowing, doing, and thinking mathematically, students develop effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

## **COURSE CONTENT**

This course continues to broaden and extend students' mathematical experiences, and provides a foundation to support tertiary study in many other subjects. Much of the content is unfamiliar at Level 3. The most successful students are those who have very strong Level 2 results and are prepared to work hard at mastering new concepts.

- Differentiation
- Integration
- Algebra
- Geometry
- Trigonometry

## **SPECIAL REQUIREMENTS**

- Graphics Calculator
- Write-on workbooks for each Internal Standard – about \$6 per standard
- Write-on workbook for the External Standards – the cost is approximately \$15

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards up to 17 credits
- 4 Internal Achievement Standards up to 13 credits

## **PRE REQUISITES**

- Level 2 Mathematics - at least “Achieved” grades in the Achievement Standards (or their equivalent), that are relevant to the course (91256, 91257, 91259, 91261, 91262, 91269).
- Under special circumstances, entry is negotiable with the Head of Department.

## **WHERE DOES IT LEAD?**

- Students who complete this course have mathematical skills and techniques they could apply to solving problems in a wide range of practical contexts.
- Students could consider further study in such areas as:
  - Mathematics and Computing
  - Engineering and Architecture
  - Business and Economics
  - Careers in the Sciences

## **FURTHER INFORMATION FROM**

Mrs Gardner

# **CHEMISTRY (CHE) – Level 3**

## **SUBJECT STATEMENT**

Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry and analysis.

## **COURSE CONTENT**

This course assesses elements of the following:

- Redox
- Structure and Bonding
- Aqueous
- Organic

## **SPECIAL REQUIREMENTS**

- Covered shoes required

## **ASSESSMENT CRITERIA**

- |   |                   |    |
|---|-------------------|----|
| • 3 <u>External</u> Achievement Standards | Total No. credits | 15 |
| • 3 <u>Internal</u> Achievement Standards | Total No. credits | 10 |
| • 2 <u>Internal</u> Unit Standards        | Total No. credits | 8  |

## **PRE REQUISITES**

- Level 2 Chemistry - at least Achieved in 4 of the 6 Achievement Standards.

## **WHERE DOES IT LEAD?**

- Engineering,
- Medical Sciences
- Food Technology
- Nursing
- Veterinary Science
- All life Science courses
- Technician
- Forensics

## **FURTHER INFORMATION FROM**

Mrs Robertson or Mrs Durbin

# **DESIGN & VISUAL COMMUNICATION**

## **(DVC) - Level 3**

### **SUBJECT STATEMENT**

Design and Visual Communication (DVC) is the study of product and spatial design. This encompasses anything that may be designed and created for a purpose. We use drawing techniques, rendering, computer design and model making in order to complete the design process.

### **COURSE CONTENT**

- In Year 13, students choose their own topic of study and most focus on one theme throughout the year depending on their interest. Individuals may choose to complete a course that is based on either Fashion design, Product design, Presentation techniques, Technical drawing and Architecture.
- Briefs may be taken from the following areas: Architecture, Landscape, Product Design, Engineering, Media Design and Fashion. A high degree of presentation, technical and freehand drawing is expected.

#### **There will be a focus on the following skills:**

- Promotion of a final design concept.
- Computer-aided design.
- Freehand isometric, oblique and perspective drawing, exploded drawing and sections.
- Design process and presentation of a design brief.
- Language of design.

### **SPECIAL REQUIREMENTS**

- Students will need to purchase the Senior Graphics pack or similar materials.
- Course Contributions : \$30

### **ASSESSMENT CRITERIA**

- Work will be assessed on a regular basis throughout the year, with summative marks given. Final submissions of Achievement Standards, both Internal and External is at the beginning of Term Four. Students will select between 14 and 18 credits in this subject for the academic year.
- 2 External Achievement Standards - maximum 10 credits
- 3 Internal Achievement Standards - maximum 12 credits

### **PRE REQUISITES**

- 14 credits at Level 2 or at the discretion of Mr Jarman.

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

- Aids for possible career avenues in:

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

### **FURTHER INFORMATION FROM**

Mr Jarman or Miss Crawford

# **DIGITAL TECHNOLOGIES (DTC) Level 3**

## **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**

**Advanced Course** – Achievement Standards (toward University Entrance)

*Internal*

- Develop a conceptual design considering fitness for purpose in the broadest sense (toward creation of your educational video prototype)
- Develop a prototype considering fitness for purpose in the broadest sense (create an educational/promotional video)
- Implement complex procedures to produce a specified digital media outcome (create a virtual tour using a web application)
- Develop a complex computer program for a specified task – Students MUST have completed Level 2 computer program standard, (*compulsory for Auckland University Entry for Bachelor of Science*)

*External* – (One of – student choice)

- Undertake a critique of a technological outcome's design
- Demonstrate understanding of areas of computer science (focus on Software Engineering and Complexity and Tactability) – (*compulsory for Auckland University Entry for Bachelor of Science*)

**Essentials Course** – Unit Standards (Non-University Entrance)

- Produce business or organisational information using word processing functions
- Integrate text and images and manage multiple files for generic TIM
- Produce documents for a workplace using a computer – including sending and receiving emails
- Customise software features and create document templates for generic TIM

## **SPECIAL REQUIREMENTS**

- Students must demonstrate self-motivation and have good organisational skills. They will need an ability to be self-directed and work with minimal supervision. With this in mind students can choose between the two course options; university entrance or not.

## **ASSESSMENT CRITERIA**

University Entrance	Non University Entrance
3 Internal Achievement Standards	4 Computing Unit Standards
Total: 14 credits	Total: 20 Credits (possible)

## **PRE REQUISITES**

- The University Entrance course is designed for students who have successfully completed a course in Digital Technologies Level 2. Students MUST have completed the computer program assessment at Level 2 before attempting the Level 3 computer program assessment. The Non University Entrance course is suitable for experienced DTC students and new comers to the subject.

## **WHERE DOES IT LEAD?**

- Completion of this course can lead to further study in computer applications. It can enhance any further tertiary education and gives the student a most useful personal skill. Tertiary institutions prefer set assignments to be computer generated. Business/individuals must sell themselves. In order to do this well, high quality presentation of written data is most important and students could continue to Level 4 toward attaining the National Certificate in Computing at that level and higher.

## **FURTHER INFORMATION FROM**

Mrs Clemmet

# **DRAMA (DRM) – Level 3**

## **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**

This course:

- Gives students the opportunity to perform a role in a major class production to a public audience.
- Guides students through devising and scripting their own theatre pieces for public performance.
- Allows students to study in depth major play texts, focussing on different theatre forms and genres.
- Refines student's skills in the drama techniques of voice, body, movement and use of space
- Gives students the opportunity to sit the Scholarship Drama exam.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$10
- Optional Theatre Trip : \$80
- After school, weekend or holiday rehearsals may be required for public performances

## **ASSESSMENT CRITERIA**

- 1 External Achievement Standard 4 credits
- 3 Internal Achievement Standards 16 credits

## **PRE REQUISITES**

- Two Level 2 Internal Achievement Standards in Drama. Under special circumstances, entry is negotiable with the Head of Department.

## **WHERE DOES IT LEAD?**

- 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**

Ms Bowers

# **ECONOMICS (ECO) – Level 3**

## **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.

Economics explores issues of sustainability (efficient use of scarce resources), enterprise (identifying profit-maximising levels of output), citizenship (economic decisions affecting New Zealand society), and globalisation (the benefits of international trade).

## **COURSE CONTENT**

This course applies economic theory and models to understanding both micro-economic and macro-economic issues: It:

- Considers the function and role of markets in achieving economic efficiency
- Examines and analyses issues of market failure from differing points of view
- Studies the economic interrelationships within a modern mixed economy
- Develops the skills of economic research, analysis and communication
- Provides an understanding of the processes and effects of a range of government policies

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$30

## **ASSESSMENT CRITERIA**

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 External Achievement Standards 10 credits
- 2 Internal Achievement Standards 10 credits

## **PRE REQUISITES**

- At least 12 credits in Level 2 Economics. Other students who can display the necessary academic ability and attitude may be granted entry with clearance from the Head of Department.

## **WHERE DOES IT LEAD?**

A basic study of Economics:

- Provides useful analytical skills and general knowledge of contemporary social and economic issues.
- Leads to further secondary and tertiary study in commerce, management, enterprise, law, journalism and finance

## **FURTHER INFORMATION FROM**

Mrs Prendergast



# **ENGLISH LITERATURE (ENG) – Level 3**

## **SUBJECT STATEMENT**

This course offers the study of literature, language and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for a number of career choices.

## **COURSE CONTENT**

This course builds on creative and analytical skills, whilst also studying texts as a product of their social and historical context. It prepares students for tertiary study environment and offers:

- formal and creative writing
- research investigation
- oral presentation
- extended text study
- analysis of language features and unfamiliar texts

## **ASSESSMENT CRITERIA**

- 2 External Achievement Standards                      8 credits
  - 4 Internal Achievement Standards                      17 credits
- Total: 25 credits

## **PRE REQUISITES**

- Students are expected to have achieved the following as a basic requirement; at least twelve credits in English Level 2 Full Course, including at least one essay and Unfamiliar Texts. Under special circumstances, such as illness, entry is negotiable with the Head of Department. Students may not take English Literature (ENG) and English Media Theory (EMT) at Level 3.

## **WHERE DOES IT LEAD?**

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to: communications, public relations, event management, journalism, or, with extra training, a more specialised degree like law, medicine or teaching.

## **FURTHER INFORMATION FROM**

Ms Robinson

# **ENGLISH MEDIA THEORY (EMT)**

## **Level 3**

### **SUBJECT STATEMENT**

This course offers the study of literature, language and history, whilst developing creative and formal writing skills. There is some flexibility in the course and you will develop valuable skills for a number of career choices.

### **COURSE CONTENT**

This course builds on the creative and analytical skills learnt by students at Level 2 but with a focus on film and media. The standards are predominantly the same as those assessed in the English Literature course, which means students can still satisfy university requirements for English, but in this course there is an emphasis on media rather than literary texts. The writing aspect of the course concentrates on writing for publication and broadcasting. This course offers:

- a choice of writing tasks
- research project
- optional oral presentation on a media topic of the student's choice, such as 'representation of ethnic minorities in print media' or 'superhero versus anti-hero in contemporary film and animation'
- close study of a film text
- the study of a media text
- the opportunity to develop their ability to analyse unfamiliar texts

### **ASSESSMENT CRITERIA**

- |   |                   |
|---|-------------------|
| • 2 <u>External</u> Achievement Standards         | 8 credits         |
| • 4 <u>Internal</u> English Achievement Standards | 16 credits        |
|   | Total: 24 credits |

### **PRE REQUISITES**

- Students are expected to have achieved the following as a basic requirement; at least twelve credits in English Level 2 Full Course, including at the extended writing submission, visual texts essay and Unfamiliar Texts. Under special circumstances, such as illness, entry is negotiable with the Head of Department. Students may not take English Literature (ENG) and English Media Theory (EMT) at Level 3.

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

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to: communications, public relations, event management, journalism, or, with extra training, a more specialised degree like law, medicine or teaching.

### **FURTHER INFORMATION FROM**

Ms Robinson

# **GEOGRAPHY (GEO) – Level 3**

## **SUBJECT STATEMENT**

Geography is the study of the earth and its features – both natural and cultural and the interactions between them. It gives students a holistic understanding of the world and includes skills and knowledge from both science and social science fields. Geography enables us to look at the world from a wide variety of different perspectives and teaches skills for developing a socially and environmentally sustainable future. Level 3 Geography offers students more choice in course content and areas of study.

## **COURSE CONTENT**

This course can include the following areas of study:

- Analysis of coastal processes and their outcomes e.g. Tapuaetahi Coastal Environment
- Analysis of tourism development e.g. Bali/Rotorua
- Developing and applying Geographic skills e.g. map work, visuals, spatial data, using data
- Analysis of a significant contemporary event e.g. Rhythm and Vines Festival
- Analysing global geographic topics e.g. Water Scarcity
- Analysing contemporary geographic issues e.g. Deep Sea Drilling, Marine Reserves
- Conduct geographic research with consultation e.g. Coastal Processes, Sustainability of Tourism

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$50
- Optional Rotorua fieldtrip – approximately \$400

## **ASSESSMENT CRITERIA**

- 2 External Achievement Standards    8 credits
- 3 Internal Achievement Standards    11 credits

## **PRE REQUISITES**

- Students need to have completed Level 1 or 2 Geography and have achieved at least 10 credits at either level including some external credits.
- Geography is a high writing subject and therefore entry will be at the discretion of the HOD. Students need to have achieved at least 10 credits in a high writing subject at Level 2, for example in History, Economics or English.

## **WHERE DOES IT LEAD?**

- |                            |                                |
|----------------------------|--------------------------------|
| • Environmental Management | • Tourism                      |
| • Planning                 | • Geology                      |
| • Law                      | • Civil Defence                |
| • Civil Engineering        | • Surveying                    |
| • Journalism               | • Urban Planning               |
| • Teaching                 | • Event Management             |
| • Outdoor recreation       | • Demography and policy making |

## **FURTHER INFORMATION FROM**

Miss Boisen

# **HISTORY (HIS) – Level 3**

## **SUBJECT STATEMENT**

The study of History is a window into the past that provides understanding of the present day. However, the best thing about History is that it teaches students so much about the world they live in today. They will expand their general knowledge, learn to think critically about information and be encouraged to ask questions about the past, present and future. There are no wrong answers in History – only ideas, backed up by evidence.

## **COURSE CONTENT**

This course covers:

- Events with Impact; the Impact of European arrival on Maori, Apartheid in South Africa, the Russian Revolution, The Great Depression
- The Cold War and Perspectives towards The Cuban Missile Crisis
- The New Zealand Wars, including a focus study on both The Northern War and The Waikato War
- How to read and interpret source material
- How to think critically about information

## **SPECIAL REQUIREMENTS**

- Course Contributions : Fieldtrip in Term 3
- Senior History Skills Workbook

## **ASSESSMENT CRITERIA**

- 2 External Achievement Standards            10 Credits
- 2 Internal Achievement Standards            10 Credits
- 1 Optional Internal Achievement Standard    5 Credits

## **PRE REQUISITES**

- Students will have achieved 16 Credits in Level 2 History or English and at least 4 credits from an External at Level One History or English, or by negotiation with the Head of the Department.

## **WHERE DOES IT LEAD?**

- The subject is taught at all levels from Years 9 - 13.
- The study of History teaches students a whole raft of transferable skills. Students of history learn good habits of thought. Students learn to analyse ideas and data, and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing, essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also 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

# **HOSPITALITY – ESSENTIAL SKILLS**

## **Level 3**

### **SUBJECT STATEMENT**

Hospitality at Level 2/3 provides students with skills in the safe preparation and cooking of foods, as well as knowledge and skills required in the preparation and service of espresso coffee to an industry-acceptable standard.

### **COURSE CONTENT**

This course includes specific studies in

- Basic food safety methods
- Culinary products and terms
- Espresso heritage, production and preparation skills
- Team catering

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$130
- In order to gain the Barista credits, students will be required to complete at least 10 hours of unpaid work placement – this will take place outside of normal school hours
- Some practical assessments will be outside of normal school hours, as time constraints do not allow some assessments to be completed within 55 minute periods

### **ASSESSMENT CRITERIA**

Standards will be selected from the following:

- 2 Unit Standard at Level 2 – internal                      8 credits
- 3 Unit Standards at Level 3 – internal                      16 credits

### **PRE REQUISITES**

- None

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

- Possible staircasing into tertiary-level study (Chef training, Hospitality Operations & Management, Kitchen and/or Restaurant Service Apprenticeships)
- Provides students with valuable practical skills that can be used to gain employment during tertiary study, gap years, travel etc.

### **FURTHER INFORMATION FROM**

Mr Hart

# **HOSPITALITY – ADVANCED (HOS)**

## **Level 3**

### **SUBJECT STATEMENT**

Hospitality at Level 3 provides students with the skills in the safe preparation and cooking of foods, the opportunity to prepare, plan and serve creative food for special occasions and skills in the preparation and service of espresso coffees to an industry-acceptable standard.

### **COURSE CONTENT**

This course includes specific studies in

- Advanced cooking skills and techniques
- Espresso heritage, production and preparation and service skills
- Kitchen production and service

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$130
- In order to gain the Barista credits, students will be required to complete at least 10 hours of unpaid work placement – this will take place outside of normal school hours
- Some practical assessments will be outside of normal school hours, as time constraints do not allow some assessments to be completed within 55 minute periods

### **ASSESSMENT CRITERIA**

Standards will be selected from the following:

- 5 Unit Standards at Level 3 – internal                      23 credits

### **PRE REQUISITES**

- Students must have achieved all 19 credits in Year 12 Hospitality, in order to be eligible for this course.
- Students who do not meet this pre-requisite are encouraged to opt for the 'Hospitality – Essential Skills' course at Year 13 (which includes 16 NCEA Level 3 standards)

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

- Provides valuable theoretical and practical knowledge that can lead to tertiary study and careers including Chef training, Hotel Management, Apprenticeships, Event Management
- Provides students with valuable practical skills that can be used to gain employment during tertiary study, gap years, travel etc.

### **FURTHER INFORMATION FROM**

Mr Hart

# **HUMAN DEVELOPMENT (HUM) – Level 3**

## **SUBJECT STATEMENT**

This course provides opportunities to gain knowledge and experience in:

- Human development from conception to adulthood.
- The importance of adults, families, communities and New Zealand society in the welfare of all members of the family.

## **COURSE CONTENT**

This course includes specific studies in:

- Advanced child development.
- Nutrition, food needs and issues around food.
- Current health issues affecting New Zealanders.
- The influences of society and the media on the well-being of individuals and families.

Note: Some practical food preparation will be included.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$45

## **ASSESSMENT CRITERIA**

- Assessment for this course will include a selection of Achievement Standards from the Home Economics Matrix and Unit Standards from the Early Childhood Matrix under the auspices of the NZ Plunket Society:
- 1 External Achievement Standard                      4 credits.
- 2 or 3 Internal Achievement Standards              5 credits each.
- 1 Unit Standard    5 credits.

Note: The Home Economics Achievement Standards offered in this course constitute an approved subject for University Entrance.

## **PRE REQUISITES**

- There are no pre requisites for this subject but former study of Human Development will be an advantage.

## **WHERE DOES IT LEAD?**

- Towards the National Certificate in Early Childhood Education and “Care” careers.
- Careers involving working with people e.g. Teaching, Nursing, Police, Psychology.

## **FURTHER INFORMATION FROM:**

Mrs Nagel, Mr Hart

# **MĀORI STUDIES (MAO) – Level 3**

## **Te Reo Māori**

### **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**

- Whakarongo i te reo o te ao whānui (listening)
- Kōrero i te reo o te ao whānui (speaking)
- Pānui kia whai maramatanga i te reo o te ao whānui (reading)
- Whakaoti tuhinga ōkawa i te reo o te ao whānui (writing)
- Pānui kia wetewete i te reo o te ao whānui
- Hanga tuhinga auaha i te reo o te ao whānui

### **SPECIAL REQUIREMENTS**

- None

### **ASSESSMENT CRITERIA**

- 2 External Achievement Standards 12 credits
- 3 Internal Achievement Standards 16 credits

### **PRE REQUISITES**

- 12 credits in Māori Studies Level 2 or in consultation with the Head of Department (6 credits from an external achievement standard)

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

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

### **FURTHER INFORMATION FROM**

Whaea Kara



# MUSIC (MUS) – Level 3

## 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 – choose from

- Prepare and present programmes of music as a **featured Soloist** on up to two instruments
- Present a performance of a programme of music as a **member of a group**.
- Present a portfolio of original **composition or songwriting**
- Create two **arrangements**
- Integrate aural skills into written representation
- Demonstrate an understanding of **harmonic and tonal** conventions in a range of music
- Research a Music topic
- Analyse and examine the influence of context on a substantial music work

## SPECIAL REQUIREMENTS

- Students must receive instrumental or vocal tuition either privately or in school. (Music tuition fee \$25 per term if learning through school).
- Own or hire an instrument
- You should have a willingness to participate in music groups and public performance both in school and outside
- Attend concerts by visiting musicians either in or outside school
- Course Contributions : \$30.
- Performance assessments may occur during evening concerts

## ASSESSMENT CRITERIA

- 3 External Achievement Standards 12 credits
- 7 Internal Achievement Standards 38 credits
- There is an expectation for individualised programmes of study.

## PRE REQUISITES

- Must have achieved at least 12 credits at Level 1 and 12 credits at Level 2 **OR** Grade 5 practical ability on an instrument and theory knowledge and understanding (must be able to read and write music).

## WHERE DOES IT LEAD?

### **Tertiary Qualifications**

- NZQA National Certificate in Music
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton and Wellington
- University Degree in Music at Auckland, Christchurch, Wellington and Waikato.  
Music Careers for example
- Performer, conductor, accompanist,
- Technical aspect of music – composer, recording, sound technician
- Teaching – at various levels, music therapist

## FURTHER INFORMATION FROM

Mrs McGlinchey

# **PERFORMING ARTS TECHNOLOGY**

## **(PAT) Level 3**

### **SUBJECT STATEMENT**

We were the first school in the country to offer a Performing Arts Technology full course. Performing Arts Technology focuses on the design aspect of theatre: students work in a range of technology mediums in a variety of collaborative ways towards a common goal. In most cases, students are all working on different projects within the same class and in real world situations – they are designing and creating for actual productions. All practical assessments require a theoretical element and are supported by written work, which justifies the students' design or construction work.

### **COURSE CONTENT**

This course:

- Is 100% project-based learning. Students must be able to work as part of a team towards a common goal.
- Gives students the experience of leading areas of stage design; publicity; make up design and application; costume design and creation; production management; stage management; front of house management; lighting design and operation; set design and set construction; sound for a major production.
- Allows students to design and apply stage makeup for an entire production.
- Gives students the chance to experiment with different theatre lighting effects, including taking responsibility for designing, rigging and operating lighting for a public performance.
- Teaches students about costuming; culminating in a designing costume for a whole production.
- Allows students to get involved in production roles of their choice for two school-based productions. Students will have control of one production area and follow this through from design to performance. This means they will need to be able to effectively self-manage and attend rehearsals and performances outside of school hours.

### **SPECIAL REQUIREMENTS**

- Course Contributions : \$50.
- Will involve out of class time for weekend / holiday rehearsals and evening performances for two productions.

### **ASSESSMENT CRITERIA**

- You have the choice of 7 Internal Achievement Standards
- Each standard is worth 6 credits
- You will undertake 3 or 4 of the standards during the course of the year (18 or 24 total credits)

### **PRE REQUISITES**

- Achieved or higher in FOUR of the Level 2 Performing Arts Technology standards.

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

- Production work in film / television / theatre
- Makeup and hairdressing
- Teaching
- Event Management
- Production management
- Theatre management
- Lighting, sound, set design
- Any career which requires collaboration, problem solving or creativity.

### **FURTHER INFORMATION FROM**

Mrs Crooks

# **PHYSICAL EDUCATION (PED) – Level 3**

## **SUBJECT STATEMENT**

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

## **COURSE CONTENT**

- Evaluate a fitness programme
- Performance of Physical Skills to a National Standard
- Evaluate your sporting and Physical Activity background
- Critique leadership styles

This is an alternative to the Level 3 Physical Education – Advanced course. You cannot do this option AND the Level 3 Physical Education Advanced course.

## **SPECIAL REQUIREMENTS**

- A suitable change of clothing is required for every session.
- Year 13 students will NOT be allowed to participate in their school attire.
- \$490 is the charge by an outside Assessor to complete the SCUBA course.

## **ASSESSMENT CRITERIA**

- 4 Internal Achievement Standards 16 credits

## **PRE REQUISITES**

- There are no pre requisites to enter Level 3, although a willingness to co-operate with others and to step out of your comfort zone in regard to new activities is recommended. Students who have struggled with the written requirements of Physical Education – Advanced Level 2 may find this course a better option.

## **WHERE DOES IT LEAD?**

- Provides useful, practical experiences that contribute to an enjoyable lifestyle
- Is a good base for tertiary study in Sport, Recreation, Leisure and Physical Education
- Is good practical experience for careers requiring a fitness/physical component in them
- Is good practical experience for careers that have a physical/fitness pre-requisite

## **FURTHER INFORMATION FROM**

Mr Connon or Mrs Gordon

# **PHYSICAL EDUCATION – ADVANCED (PEA)**

## **Level 3**

### **SUBJECT STATEMENT**

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

### **COURSE CONTENT**

- Evaluate a fitness programme
- Analysing a Physical Skill
- Performance of Physical Skills to a National Standard
- Evaluate your sporting and Physical Activity background
- Critique leadership styles

**You cannot do this option AND Level 3 Physical Education.**

### **SPECIAL REQUIREMENTS**

- Possible costs:
  - Dive medical \$ 45
  - SCUBA certification \$490

### **ASSESSMENT CRITERIA**

- 5 Internal Achievement Standards 19 credits

### **PRE REQUISITES**

- Must have achieved PE 2.2, 2.3 and 2.5 or in consultation with the Head of Department.
- An alternative to this course is Physical Education Level 3.

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

University degrees and Polytechnic courses in:

- Sport and Fitness and Leisure Management, Tourism, Physical Education
- Physiotherapy, Leisure Studies, Teaching, Recreation and Sport
- Sports Studies, Adventure Tourism

### **FURTHER INFORMATION FROM**

Mr Connon

# **PHYSICS (PHY) – Level 3**

## **SUBJECT STATEMENT**

Physics is the science of matter and energy and of interactions between the two, grouped in fields such as mechanics, electricity, electromagnetism, waves, light and modern physics.

## **COURSE CONTENT**

This course builds on the Physics of NCEA Level 2 and expands it with more breadth and depth. The five main areas taught are:

- Practical Investigation
- Light and Waves
- Mechanics (translational, rotational and simple harmonic motion)
- Modern Physics
- Electricity and Electromagnetism (DC and AC circuits, capacitance and electromagnetic induction)

## **SPECIAL REQUIREMENTS**

- A graphical calculator is highly recommended.

## **ASSESSMENT CRITERIA**

- 3 External Achievement Standards 16 credits
- 2 Internal Achievement Standard 7 credits

## **PRE REQUISITES**

- Minimum of one Achieved level and one Merit level grade in the NCEA Physics Level 2 course in the Mechanics and the Electricity/Electromagnetism Achievement Standards either in the End of Year Exams or in the NCEA Externals.

AND

- Maths (Algebra) Level 2 at Achieved or better or acceptance into Level 3 full Maths course
- OR
- Under exceptional circumstances, entry is negotiable with the Head of Department.

## **WHERE DOES IT LEAD?**

- Many technical and scientific tertiary courses need some Physics in their early stages. Some courses such as Engineering will require good NCEA Level 3 passes to gain entry. Check with the Careers Advisor for your intended course. Physics also gives employers an indication of a logical mind able to cope with complex problems.

## **FURTHER INFORMATION FROM**

Mr Lumkong

# **RURAL STUDIES (RUS) – Level 3**

## **SUBJECT STATEMENT**

Rural Studies is the combined content of Agriculture, Horticulture, Apiculture, Equine and Dairy Modules. Theory based material from Telford Rural Polytechnic and Taratahi Agricultural Training Centre alongside work experience through the Gateway work experience programme to ensure students can combine theory with practical. This course is not University Approved.

## **COURSE CONTENT**

This course can be at Level 2 or Level 3 (or a combination) in modules of interest to the student

- Agriculture
- Deer
- Horticulture
- Apiculture (Bee Keeping)
- Equine
- General Farming
- Individual course to suit the student

## **SPECIAL REQUIREMENTS**

- It is a requirement of this course that students undertake a Gateway placement from Term 1 for one day a week for three terms.
- Course Contributions : \$25.

## **ASSESSMENT CRITERIA**

- Internal Unit Standards : 24 credits per student are available from a combination of modules

## **PRE REQUISITES**

- Nil – however, as this is a module course, a good level of literacy is required and an ability to work independently.

## **WHERE DOES IT LEAD?**

- Can continue at Telford Rural Polytechnic or Taratahi Agricultural Training Centre etc after they leave school.

## **FURTHER INFORMATION FROM**

Mrs Crawford or Mrs Strang

# **SENIOR SOCIAL STUDIES (SST)**

## **Level 3**

### **SUBJECT STATEMENT**

Senior Social Studies is about how societies work and how people can participate in their communities as informed, critical, active, and responsible citizens.

Students examine the causes and effects of social issues that relate to identity, culture, and organisation, and learn to take actions that may bring about social improvement.

They investigate how individuals, communities, and societies respond to change and how ideas about society develop over time.

### **COURSE CONTENT**

This course is open to a wide range of current contemporary content. The key themes are Social Action and Ideologies and students will be exploring issues that enable them to:

- Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities
- Understand how ideologies shape society and that individuals and groups respond differently to these beliefs

### **SPECIAL REQUIREMENTS**

- Optional – own device for note keeping, research and ongoing inquiry
- Two internal assessments are project and inquiry based and will rely heavily on independence and time management

### **ASSESSMENT CRITERIA**

- 3 Internal Achievement Standards                      16 credits
- 1 External Achievement Standard                      4 credits

### **PRE REQUISITES**

- Students who have completed Level 2 Social Studies must have achieved at least 8 credits with 4 credits from externals.
- Students who have not completed Level 2 Social Studies need to have achieved at least 8 credits in a high reading and writing subject (History, Geography or English) at Level 2 with at least 3 credits from externals.
- Entry will be at the discretion of the HOD if students do not meet the pre-requisites.

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

Law	Sociology
Journalism	Civil Defence
Teaching	Navy
Tourism	Army

### **FURTHER INFORMATION FROM**

Mrs Rakena

# **SPANISH (SPA) – Level 3**

## **SUBJECT STATEMENT**

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

## **COURSE CONTENT**

- Knowledge of Spanish language covered in Level 2 will progress to areas where the context is less familiar to the students, eg Technology, Immigration, Latin American history and culture. This course will allow students to reflect on and make many comparisons between Spanish speaking cultures and their own. Scholastic materials along with vibrant video study topics including continuing with El Internado will provide students with material at a relevant level that are current and interesting.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$21

## **ASSESSMENT CRITERIA**

- 3 Internal Achievement Standards                      14 credits
- 2 External Achievement Standards                      10 credits

## **PRE REQUISITES**

- Minimum 14 credits at Level 2 Spanish or equivalent

## **WHERE DOES IT LEAD?**

- Leads on to Spanish at tertiary level
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business/International Affairs/External Affairs/Trade industry
- Interpreting/translating
- The learning of other languages

## **FURTHER INFORMATION FROM**

Miss Williams



# **STATISTICS (MAS) – Level 3**

## **SUBJECT STATEMENT**

Mathematics and Statistics is the exploration and use of patterns and relationships in quantities, space, time and data. Through being engaged in knowing, doing, and thinking mathematically and statistically, students develop effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

## **COURSE CONTENT**

There is some further development of algebra, but the main focus of this course is to broaden and extend students' statistics and probability experiences. This course introduces:

- Algebra: linear programming and simultaneous equations with 3 variables
- Probability distributions: Poisson, Binomial, Triangular and Uniform
- Evaluating Statistical Reports
- Statistics Investigations involving: Time Series and Bi-variate Data

## **SPECIAL REQUIREMENTS**

- Graphics calculator
- Write-on workbooks for each Internal Standard – about \$6 per standard
- Write-on workbooks for the External Standards – approximately \$15

## **ASSESSMENT CRITERIA (a selection from)**

- 3 External Achievement Standards up to 12 credits
- 4 Internal Achievement Standards up to 14 credits

## **PRE REQUISITES**

- Level 2 Mathematics - "Achieved" grades in the Achievement Standards (or their equivalent), that are relevant to the course (91264, 91265, 91267, 91268, 91269).
- Under special circumstances, entry is negotiable with the Head of Department.

## **WHERE DOES IT LEAD?**

- Students who complete this course have a range of skills and techniques they could use to solve problems in a variety of statistical and probability contexts.

Students could consider further study in such areas as:

- Statistics and Probability Theory
- Business, Insurance, Economics, Sciences, Medicine
- Research in any field
- Data analysis in any field

## **FURTHER INFORMATION FROM**

Mrs Gardner

# **TECHNOLOGY (TEC) – Level 3**

## **SUBJECT STATEMENT**

This course is a practical one at heart requiring students to demonstrate skills in the use of a wide range of processes and machines. They will use the metal lathe, drill press, milling machine, pipe bender and MIG welding equipment to make a downhill Mountain cart similar to the ones used during the off-season at ski resorts in Wanaka and throughout Europe. During the course of this work they will perform destructive and comparative testing of materials to rate them in terms of properties such as tensile strength. This practical research, along with their conclusions will then be presented for assessment in the form of a video. Students will also learn to use 3D engineering software in the form of Inventor Pro. This will be used to design items to be 3D printed in the department.

## **COURSE CONTENT**

This course:

- Focuses on developing students' abilities to independently use workshop machines, hand tools and safety equipment in practical project work
- Teaches how to select, compare and use a range of joining processes in project work
- Develops an awareness of the properties of engineering materials.

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$50
- 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.

## **ASSESSMENT CRITERIA**

- 3 Internal Achievement standards    16 Credits
- 1 External Achievement standard    4 Credits

## **PRE REQUISITES**

- To enter Level 3, a student would need to have successfully completed Level 2 Engineering or Practical Technology and achieved all the credits on offer. Under special circumstances, entry is negotiable with the Head of Department. Students who are interested are encouraged to make an enquiry as prior experience, career goals and achievement in other subjects may be taken into account.

## **WHERE DOES IT LEAD?**

- University courses at degree level in a related area of study
- Employment in related fields or apprenticeships
- Further study on trade related courses.

## **FURTHER INFORMATION FROM**

Mr Clark

# **TOURISM (TOU) – Level 3**

## **SUBJECT STATEMENT**

In this course, students study the operation of the tourism industry with particular focus on the major tourist destinations in our region including New Zealand, Australia and the Pacific Islands. The course is flexible and encourages self-directed learning. Students have access to industry providers and are able to take part in the Gateway program to gain practical learning experience.

## **COURSE CONTENT**

This course can include the following:

- Australia as a tourist destination
- The South Pacific as a tourist destination
- Describing and promoting New Zealand as a tourist destination

## **SPECIAL REQUIREMENTS**

- Course Contributions : \$50
- Optional Fieldtrip : \$60

## **ASSESSMENT CRITERIA**

- 4 Unit Standards      22 credits (all internally assessed)

## **PRE REQUISITES**

- None

## **WHERE DOES IT LEAD?**

- Post-school study in tourism and hospitality
- Jobs in the tourism sector, for example:
  - Hotels and hotel management
  - Travel agent
  - Travel wholesaler
  - Air steward
  - Tour guiding
  - Hosting
  - Outdoor leadership and recreation
  - Accommodation providers
  - Cruise ships
  - Adventure Tourism

## **FURTHER INFORMATION FROM**

Miss Boisen