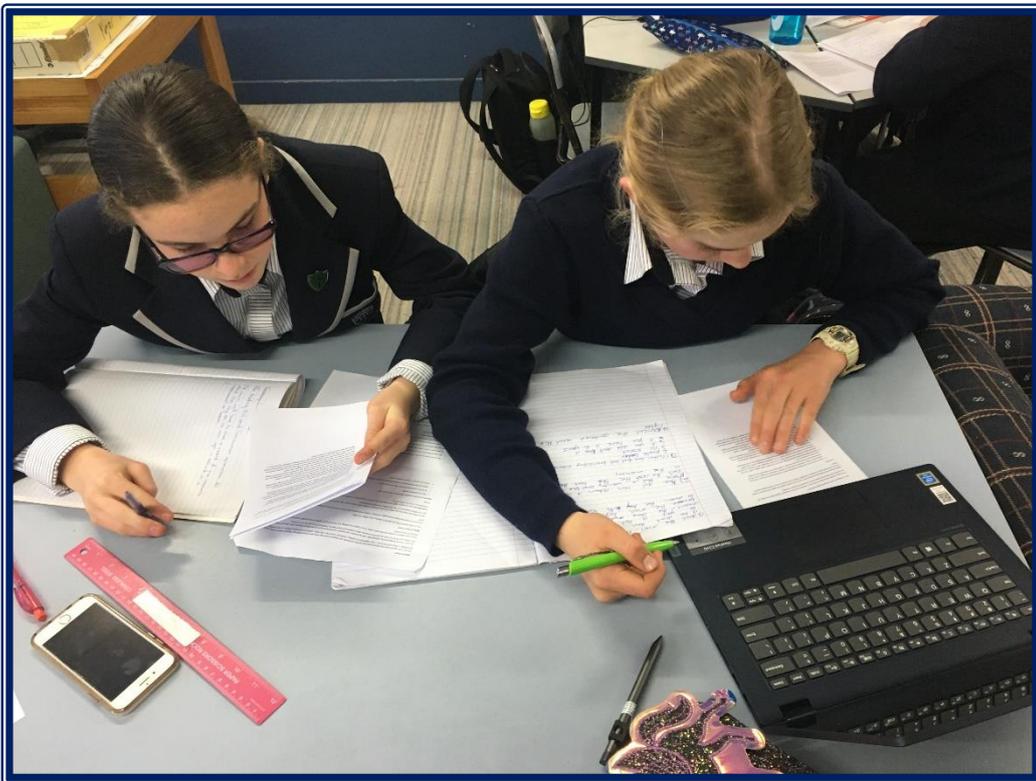




TARANAKI  
DIOCESAN  
SCHOOL FOR GIRLS



## Senior School Course Book

2022

*Courageous  
Resolute  
Successful*

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## Subject Choice 2022

**This is a booklet to help you make wise subject choices for next year. Read this booklet carefully. You are making very important decisions. Make your decisions for the right reasons after seeking advice from your parents, subject teachers, mentors, senior teachers and Academic Dean, or whoever you think appropriate.**

Your career interests are important in deciding on subject choice. Some courses at Polytech/University also have subject requirements at NCEA Level 2 and 3. It is your responsibility to ensure that you complete such requirements if you intend entering such a course or career. Please see the Academic Dean if you have any concerns about appropriate subject choices. You should read all the information for each level before making any decisions.

### Senior School Structure

The senior school comprises students in Years 11, 12, and 13. While they are identified by their year group it is possible for Years 12 and 13 students to take a range of subjects from different levels. The senior subjects are divided into option lines, with a student having to select one subject from each line. Timetabling and staffing will mean that there will be some subject combinations that cannot be taken. The school endeavours to limit these and ensure that where they do occur they are unusual or unlikely combinations eg: Physics and French.

### Year 11 Students

At Year 11 all students are required to take English, Mathematics and Science as core subjects. Aside from the three compulsory subject areas, students must choose three further subjects. Some students will choose to do six academic subjects while others may choose to replace one of these with a vocational course.

### Year 12 Students

At Year 12 all students will be required to take a course in English, Mathematics and four other subjects. Some students will choose to do six (6) academic subjects while others may choose to replace one of these with a vocational course.

Mathematics is strongly recommended, but may be replaced by another subject with permission from the Academic Dean/Principal.

You do not need to be doing all subjects at Level 2, but could do some at Level 1 and some at Level 2 and possibly some at level 3.

You need to consider when choosing subjects what your plans are for next year and the year after as some subjects cannot be picked up in Level 3 without prior study at level 2.

Remember to check if there are any pre-requisites for courses you wish to pursue at Polytechnic/University and choose your subjects to suit these.

### Star Courses

At this level, you have the option of STAR courses. Information will be given to you at the end of Year 11.

STAR resources are offered to senior secondary students who wish to explore career pathways to help them make informed decisions about schooling, future work or study. Students are asked if there is a pathway they would like to participate in. At present students are involved in practical and/or theory studies in the areas of Hospitality, Nursing, Agriculture, Equine , Early Childhood, Vet Nursing , Tourism, Barista, Outdoor Education, First Aid and some Stage One University papers through the University of Canterbury. All these involve unit standard credits and are enjoyed by all students. If a student wishes to look at another area then we try to find this for them. STAR also offer opportunities for students who are not achieving, at risk of not achieving or with unique needs including the gifted and talented. **These courses are available at no cost to the student, provided the student attends classes and completes the course.**

## Gateway

This is designed for students who have a definite career path outside the regular school subjects.

Students attend 10 work placements and complete industry training booklets, all of which is funded by the Tertiary Education Commission.

## S.T.P – W.I.T.T.

A range of courses of a practical nature, including Hospitality, Hairdressing, and Fabrication Welding, can be offered through WITT – these require students to be out of school for 1 day per week and will need approval from the Senior Dean.

## Year 13 Students

You have a number of options to consider and your choice of subjects will depend to a large extent on your reasons for returning to secondary school for a fifth year.

Year 13 students must choose FIVE subjects - nothing is compulsory. Outdoor Education at TOPEC is considered as 2 subjects.

Your choices can be from Level 1 subjects, Level 2 subjects, Level 3 subjects, Correspondence School courses, STAR, Gateway courses or in some instances, courses from the Open Polytechnic and/or University.

S.T.P – W.I.T.T as detailed above is also offered at this level, with approval from the Dean,

It is important that you pick the courses that best meet your future learning pathway.

## Qualifications Available

### NCEA Level 1

Every candidate for assessment in a subject must complete in that year a course of instruction that follows in full the requirements of the approved prescription for the subject.

In each subject there will be several Achievement Standards or Unit Standards offered. Some of these will be assessed internally with others assessed externally by an end of year examination.

Each Achievement Standard/Unit Standard is worth a given number of credits towards a total of 80 credits needed for the NCEA Level One qualification, which must include 10 numeracy and 10 literacy credits. Credits can come from any level Achievement or Unit Standard, gained from school or an outside provider.

Grades will be shown for each Achievement Standard in a subject as shown below. Unit standards are graded at either Achieved or not achieved and do not count for course endorsement.

#### Grades

N	Not Achieved
A	Achieved
M	Merit
E	Excellence

ENTRIES FOR ALL NZQA STANDARDS ARE TAKEN DURING JULY - There is no cost for domestic students to enter for all NCEA Standards, however a charge of \$383.30 will be charged for International students to enter.

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. Course endorsement also provides recognition for a student who has performed exceptionally well in an individual course. Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, **and**
- At least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.
- At all levels the NCEA qualification has an endorsement which indicates at what level the qualification has been gained eg merit, excellence

## **NCEA Level 2**

Every candidate for assessment in a subject must complete that year, a course of instruction that follows in full the requirements of the approved prescription for that subject. Candidates may enter in one or more subjects providing these conditions are met. 80 credits are required, 60 of which must come from Level 2 and the other 20 from any other level, including those already gained at Level 1.

## **NCEA Level 3**

Each student must complete in the year a course, which follows in full the requirements of the approved prescription for the subject.

In any one year, students may enter from one to a maximum of six subjects. The qualification will require 60 credits from Level 3, plus 20 credits from Level 2 or above.

## **NCEA Level 4 – Scholarship**

The Scholarship Reference Group has endorsed the following recommendations surrounding the development of a Scholarship qualification associated with the NCEA:

That there be a single standard established for each subject and that this standard be known as a scholarship standard (not achievement standard).

That the name of the scholarship qualification be New Zealand Scholarship. It is to be registered on the Register of NZ Qualifications as a Level 4 qualification, worth 72 credits, which are to be gained across at least three subjects. That assessment will be entirely external through end-of-year examination and/or submission of student work for external assessment.

That a standards-based approach will be used for scholarship, based on content within the Level 3 achievement standards, but providing a broader and more substantial challenge.

That there be three levels of reporting for the scholarship standards

- i scholarship not attained
- ii scholarship
- iii scholarship with outstanding performance.

Recognition of achievement in single scholarship subjects will occur on the results notice. Individual scholarship standards will not be registered but will be described as outcomes within the qualification.

That credit recognition from scholarship be available for NCEA Level 3. That is, if a student has entered and does not attain scholarship and has not entered for Level 3 NCEA assessment, there will be a process in which they will be able to apply to have achievement recognised for NCEA Level 3.

## University Entrance

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand University. To be awarded UE you will need.

NCEA level 3

Three subjects – at **Level 3 or above**, made up of:

14 credits each, in three approved subjects

Literacy – 10 credits at **Level 2 or above**, made up of:

5 credits in reading

5 credits in writing.

Numeracy – 10 credits at **Level 1 or above**, made up of:

Achievement standards – specified achievement standards available through a range of subjects, **or**

Unit standards – package of three numeracy standards (26623, 26626, 26627 – **all three required**).

Once you have met the requirements for University Entrance it will appear on your Record of Achievement.

### Credits

Credits can be accumulated over more than one year.

If a unit and an achievement standard assess the same learning outcome, only the credits for **ONE** standard can be counted. In other words they are 'mutually exclusive'. A list of such exclusions is published each year.

### Discretionary entrance

University Entrance >> NZQA

When an applicant does not qualify for University Entrance to a New Zealand University, they may be eligible for Discretionary Entrance.

See New Zealand Vice-Chancellors' Committee – Discretionary Entrance for more information.

Students also need to be aware of individual university entry requirements in terms of particular subjects into particular courses. This is especially important when considering choices of subjects to ensure that options are kept open.

- ie.** Auckland University – 17 credits minimum in English at L2 or L3, **OR** pass a 'specified for – credit' course in academic English in their 1<sup>st</sup> year of study.

Please note:

Most universities are now restricting entry to courses. You must have more than the minimum 42 credits to get preferential entry.

Preferential Entry – is via achieving a high standard in NCEA L3 or NCEA L2 endorsed with merit or excellence. Preferential Entry converts to a guaranteed place when results are published.

Competitive Entry – Students are ranked according to academic performance. Places will be offered in order of priority subject to availability of places.

If all places are taken by Preferential Entry there will be no competitive places to allocate.

## Approved Subjects for University Entrance

Approved Subject	Achievement Standards
Accounting	91404, 91405, 91406, 91407, 91408, 91409
Agriculture & Horticulture	91528, 91529, 91530, 91531, 91532
Biology	91601, 91602, 91603, 91604, 91605, 91606, 91607, 91818, 91819
Business Studies	91380, 91382, 91384 91379, 91381, 91383, 91385, 91869, 91870, 91871
Calculus	91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587
Chemistry	91387, 91388, 91389, 91390, 91391, 91392, 91393
Chinese	91533, 91534, 91535, 91536, 91537
Classical Studies	91394, 91395, 91396, 91397, 91398
Construction and Mechanical Technologies	91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91627, 91628, 91629, 91630, 91631 (DVC), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91643, 91644 (Processing Technologies), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau)
Cook Islands Maori	91538, 91539, 91540, 91541, 91542
Dance	91588, 91589, 91590, 91591, 91592, 91593, 91594, 91595, 91850, 91851, 91852, 91853, 91854
Design (Practical Art)	91440, 91445, 91450, 91455, and 91460, 91855, 91856, 91857, 91858, 91859
Design and Visual Communication	91627, 91628, 91629, 91630, 91631 (DVC), and 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech) and 91643, 91644 (Processing Tech), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau)
Digital Technologies	91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91627, 91628, 91629, 91630, 91631 (DVC) and 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT) and 91643, 91644 (Processing Tech), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau)
Drama	91512, 91513, 91514, 91515, 91516, 91517, 91518, 91519, 91520, 91850, 91851, 91852, 91853, 91854
Earth and Space Science	91410, 91411, 91412, 91413, 91414, 91415
Economics	91399, 91400, 91401, 91402, 91403, 91829
Education for Sustainability	90828, 90831, 90832, 91735, 91736, 91813
English	91472, 91473, 91474, 91475, 91476, 91477
French	91543, 91544, 91545, 91546, 91547

Geography	91426, 91427, 91428, 91429, 91430, 91431, 91432, 91433
German	91548, 91549, 91550, 91551, 91552
Hangarau	See Hangarau/Technology below
Hauora*	91461, 91462, 91463, 91464, 91465 (Health Education), 91466, 91467, 91468, 91469, 91470, 91471 (Home Economics), and 91498, 91499, 91500, 91501, 91502, 91503, 91504, 91505, 91789 (Physical Education), 91811, 91812, 91813, 91814, 91815, 91816 (Hauora)
Health Education	91461, 91462, 91463, 91464, 91465, 91811, 91815, 91816
History	91434, 91435, 91436, 91437, 91438, 91439, 91830, 91834, 91835
History of Art	91482, 91483, 91484, 91485, 91488, 91486, 91487, 91489, 91855, 91856, 91857, 91858, 91859
Home Economics	91466, 91467, 91468, 91469, 91470, 91471
Indonesian	91645, 91646, 91647, 91648, 91649
Japanese	91553, 91554, 91555, 91556, 91557
Korean	91558, 91559, 91560, 91561, 91562
Latin	91506, 91507, 91508, 91509, 91510, 91511
Mathematics/Pāngarau	91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587 and 91580, 91581, 91582, 91583, 91584, 91585, 91586
Media Studies	91490, 91491, 91492, 91493, 91494, 91495, 91496, 91497
Music Studies	91417, 91418, 91419, 91421, 91424, 91416, 91420, 91422, 91423, 91425, 91860, 91861, 91862, 91863, 91864
Ngā Mahi a te Rēhia*	91850, 91851, 91852, 91853, 91854 (Ngā Mahi a te Rēhia), 91588, 91589, 91590, 91591, 91592, 91593, 91594, 91595 (Dance), 91512, 91513, 91514, 91515, 91516, 91517, 91518, 91519, 91520,
Ngā Toi*	91850, 91851, 91852, 91853, 91854 (Ngā Mahi a te Rēhia); 91855, 91856, 91857, 91858, 91859 (Ngā Toi Ataata); 91860, 91861, 91862, 91863, 91864 (Ngā Toi Puoro)
Ngā Toi Ataata*	91855, 91856, 91857, 91858, 91859 Ngā Toi Ataata), 91482, 91483, 91484, 91485, 91488 (History of Art), 91440, 91445, 91450, 91455 (Visual Arts Design), 91441, 91446, 91451, 91456 (Painting), 91442, 91447, 91452, 91457 (Photography), 91443, 91448, 9453, 91458 (Printmaking), 91444, 91449, 91454, 91459 (Sculpture), and 91460 (Visual Arts), 91490, 91494, 91495 (Media Studies)
Ngā Toi Puoro*	91860, 91861, 91862, 91863, 91864 Ngā Toi Puoro (Music), 91512, 91513 (Drama), 91417, 91418, 91419, 91421, 91424 (Music Studies)
Pāngarau	See Mathematics/Pāngarau above
Painting (Practical Art)	91441, 91446, 91451, 91456, and 91460, 91855, 91856, 91857, 91858, 91859

Photography (Practical Art)	91442, 91447, 91452, 91457and 91460, 91855, 91856, 91857, 91858, 91859
Physical Education	91498, 91499, 91500, 91501, 91502, 91503, 91504, 91505, 91789, 91812
Physics	91521, 91522, 91523, 91524, 91525, 91526, 91527
Printmaking (Practical Arts)	91443, 91448, 91453, 91458, and 91460, 91855, 91856, 91857, 91858, 91859
Processing Technologies	91643, 91644 (Processing Tech), and 91620, 91621, 91622, 91623, 91624, 91625, 91626, (CMT), and 91627, 91628, 91629, 91630, 91631 (DVC), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau)
Pūtaiao See Science/Pūtaiao below	
Science/Pūtaiao	91601, 91602, 91603, 91604, 91605, 91606, 91607 (Biology), and 91387, 91388, 91389, 91390, 91391, 91392, 91393 (Chemistry), and 91410, 91411, 91412, 91413, 91414, 91415 (Earth and Space Science), and 90828, 90831, 90832, 91735, 91736 (Education for Sustainability), and 91521, 91522, 91523, 91524, 91525, 91526, 91527, (Physics), and 91818, 91819, 91820, 91821 (Pūtaiao)
Religious Studies	90825, 90826, 90827, 91725
Samoaan	91563, 91564, 91565, 91566, 91567
Sculpture (Practical Art)	91444, 91449, 91454, 91459, and 91460, 91855, 91856, 91857, 91858, 91859
Social Studies	91596, 91597, 91598, 91599, 91600, 91826, 91828, 91832, 91833, 91834, 91835
Spanish	91568, 91569, 91570, 91571, 91572
Statistics	91580, 91581, 91582, 91583, 91584, 91585, 91586
Technology / Hangarau	91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91627, 91628, 91629, 91630, 91631 (DVC), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91643, 91644 (Processing Tech), 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau)
Te Reo Māori	91650, 91651, 91652, 91653, 91654
Te Reo Rangatira	91803, 91804, 91805, 91806, 91807, 91808, 91809, 91810, 91817
Tikanga ā-Iwi*	91826, 91827, 91828, 91829, 91830, 91831, 91832, 91833, 91834, 91835
Tongan	91679, 91680, 91681, 91682,91683

## Useful Websites

### Universities

[www.aut.ac.nz](http://www.aut.ac.nz)

[www.auckland.ac.nz](http://www.auckland.ac.nz)

[www.waikato.ac.nz](http://www.waikato.ac.nz)

[www.massey.ac.nz](http://www.massey.ac.nz)

[www.vuw.ac.nz](http://www.vuw.ac.nz)

[www.lincoln.ac.nz](http://www.lincoln.ac.nz)

[www.canterbury.ac.nz](http://www.canterbury.ac.nz)

[www.otago.ac.nz](http://www.otago.ac.nz)

[www.witt.ac.nz](http://www.witt.ac.nz)

### Others

[www.careers.govt.nz](http://www.careers.govt.nz)

[www.sorted.co.nz](http://www.sorted.co.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

[www.ird.govt.nz](http://www.ird.govt.nz)

[www.kiwiquals.govt.nz](http://www.kiwiquals.govt.nz)

[www.studylink.govt.nz](http://www.studylink.govt.nz)

[www.worksite.govt.nz](http://www.worksite.govt.nz)

[www.modern-apprentices.govt.nz](http://www.modern-apprentices.govt.nz)

[www.schoolconnect.co.nz](http://www.schoolconnect.co.nz)

[www.defencecareers.mil.nz](http://www.defencecareers.mil.nz)

[www.nomajordrama.co.nz](http://www.nomajordrama.co.nz)

No Major Drama is a quick and easy to use website (5-10 minutes) which helps students learn about Majors for Bachelor degrees **from across all eight New Zealand Universities** and rank them based on each student's skills and interests.

### Useful Websites for Scholarships

[www.careers.govt.nz](http://www.careers.govt.nz)

[www.generosity.org.nz](http://www.generosity.org.nz)

[www.fis.org.nz](http://www.fis.org.nz)

[www.maorieducation.govt.nz](http://www.maorieducation.govt.nz)

[www.takoa.co.nz](http://www.takoa.co.nz)

[www.taranakicareersexpo.com/scholarships](http://www.taranakicareersexpo.com/scholarships)

[www.universities.ac.nz/scholarships](http://www.universities.ac.nz/scholarships)

## Vocational Pathways

### Primary Industries sector

Any industry that provides or uses raw materials or plant and animal products for conversion into commodities and products for consumers. It includes agriculture, horticulture, dairy manufacture, forestry, mining, the seafood industry, landscaping, equine industries and animal care.

### Service Industries sector

Hair and beauty, entertainment, fashion, funeral services, hospitality, finance, media and news, museums and galleries, retail, sport and fitness, theatre and film, travel and tourism.

### Social and Community Services sector

Public sector, education, healthcare and medicine, community and social services, defence, emergency services, protection and security, Whanau Ora.

### Manufacturing and Technology sector

From jewellery design to steel making, meat processing to managing people and production lines, manufacturing uses tools, machines, processes and people to transform materials and substances into new, finished products for sale in New Zealand and overseas.

Technology applies scientific, mathematical and creative knowledge to our use of tools, machines, crafts and systems, to help find better ways of doing things and solve problems. Technology can be as simple as using hand-held tools, or as virtual simulation.

### Construction and Infrastructure sector

Building anything from the ground up: from garages to high rise towers.

Planning, designing, building, repairing and laying utilities for the community

Essential services below the ground, invisible to the naked eye, from drainage to dams, sewerage to broadband.

Services above the ground: roads, bridges, pavements, tunnels, drainage systems, ports, airport runways, dams and electricity generation and supply.

### Creative Industries sector

This is based around creative arts and designers.

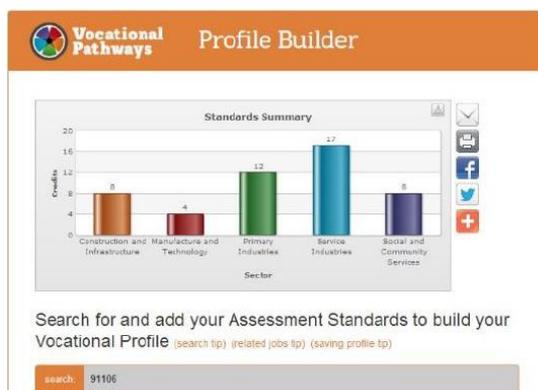
These could be actors, graphic and web designers and industrial designers.

*This is a new sector and information linking to standards are not yet available.*

### Profile Builder

Search for and add your Assessment Standards to build your Vocational Profile

<http://youthguarantee.net.nz/vocational-pathways/profile-builder/>



## There are a range of tools that can help you design your future career opportunities

### Occupation Outlook App



Occupation Outlook 2016 is designed to help students make well-informed career choices. It provides vital information on 50 key occupations in New Zealand. Each occupation has three dials that indicate its relative income, course cost, and job prospects.

Every occupation also has a summary of the 'Prospects' for a young person entering the role in five years, as well as tabs with in-depth information on 'How to Enter', 'Income + Jobs', and 'More Info' This App can be downloaded from the iPhone App Store and Google play.

### Subject Matcher

Helps students with job ideas based on the subject they enjoy. <http://www.careers.govt.nz/tools/subject-matcher>

### CareerQuest

Is a great tool that recommends jobs based on students' actual interests. Students rate their interests in a range of areas from no interest to very interested. The tool then recommends particular jobs based on this data. <http://www.careers.govt.nz/tools/careerquest>

### Skill Matcher

Helps students to generate job ideas based on the skills they enjoy/are interested in learning, shows them how their skills could apply to many occupations within New Zealand, and provides them with tips on what steps to take next. <http://www.careers.govt.nz/tools/skill-matcher>

<http://youthguarantee.net.nz/vocational-pathways>

See also pages 12 - 15 for suggestions on what subjects are required for some careers.

## Subject Selection

The following are some important points to keep in mind when choosing subjects:

### Be realistic

Try to choose subjects that you are capable of. If you are not sure about a subject then ask!

### Don't try to avoid hard work

There is little point in taking a subject because you think it will be easy. Often you will find that what look like easy options are not eg: Level 1 Art is not just drawing pictures.

### Make your choice for the right reasons

You should be choosing subjects because you want and/or need them, not because your friends are taking them, or because of who is teaching them.

### Find out what you need

If you want to be a physiotherapist then make the effort to find out what sort of subjects you will have to take. The Career's Adviser and your teachers are all available to give advice and information on careers and tertiary study – so use them.

### Keep your options open

If you are not sure what you want to do when you leave school, then make certain you take a range of subjects which will keep your options open. Once again if you are not sure ask.

### If it's broken fix it

If you find you have made a poor choice then see your subject teacher and Dean as soon as possible. The school assumes that if you have selected a subject you are intending to do your best for the whole year. In the senior school you only have a few weeks to adjust your programme.

## Flow of Subjects

Course	Year 9	Year 10	NCEA Level 1	NCEA Level 2	NCEA Level 3 & 4
<b>Art</b>	Art	Art	Visual Art	Visual Art – Design Visual Art – Painting Visual Art - Photography	Visual Art – Design Visual Art – Painting Visual Art - Photography
<b>Dance</b>	Dance	Dance	Dance	Dance	Dance
<b>Drama</b>	Drama	Drama	Drama	Drama	Drama
<b>English</b>	English	English	English	English	English
<b>Technology</b>	Fabric Technology Food Technology Digital Technology	Fabric Technology Food Technology Digital Technology	Fabric Technology	Fabric Technology	Fabric Technology
<b>Health and Physical Education</b>	Health and Physical Education	Health and Physical Education	Physical Education Home Economics Outdoor Education	Physical Education Home Economics Outdoor Education	Physical Education Home Economics Outdoor Education
<b>Languages</b>	Japanese Te Reo Maori	Japanese Te Reo Maori	Japanese Te Reo Maori	Japanese	Japanese
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics and Statistics Alternative Mathematics and Statistics	Mathematics and Statistics Alternative Mathematics and Statistics	Statistics and Modelling Mathematics with Calculus
<b>Music</b>	Music	Music	Music	Music	Music
<b>Science</b>	Science	Science	Earth Space and Biological Science Physical and Biological Science	Biology Chemistry Physics	Biology Chemistry Physics
<b>Social Studies</b>	Social Studies	Social Studies	History Geography Business Studies	History Geography Business Studies Classical Studies	History Geography Business Studies Classical Studies
<b>Distance E-learning</b>			Te Kura	Te Kura STAR and Gateway Travel and Tourism	Te Kura STAR and Gateway Travel and Tourism

**NB: Classes may be combined, or students may study through Te Kura : The Correspondence School. This will be dependant on staff arrangements and student numbers wanting a particular subject**

## Vocational Pathway Requirements

Career Area	Level 1	Level 2	Level 3
<b>Acting / Performing Arts</b> Many performing arts courses are now degrees so entry requires UE and an audition	English Drama Dance	English Drama Dance Media Studies	English Drama Dance
<b>Apprenticeships / Traineeships</b> These are available in many areas including engineering, building trades, automotive, boat building etc.	Science Technology Graphics	English Mathematics Science Graphics Technology	English Mathematics Science Graphics Technology
<b>Armed Services</b> Specific requirements depend on the trade or career selected. See: <a href="http://www.defencecareers.mil.nz">www.defencecareers.mil.nz</a>	English Mathematics Science Technology Digital Technology	English Mathematics Science Physics Chemistry Graphics	University Entrance with relevant subjects, abilities and experience for Officer Training
<b>Architectural Draughting</b> Diploma courses require at least 35 credits in 3 subjects at Level 2	English Mathematics Graphics	English Mathematics Graphics	
<b>Architecture</b> UE and portfolio of art work	English Mathematics Science Art and/or Graphics	English Mathematics Science Art and/or Graphics	Calculus Chemistry / Physics English or similar Art and/or Graphics
<b>Art / Design</b> Certificates / Diplomas – good Level 1 or Level 2 results and a portfolio of work Degrees – UE and a portfolio	Art Graphics	Art Design Graphics Art Design English	Art Design Graphics Art Design Language rich subject
<b>Automotive Engineering</b> Motor Mechanic	English Mathematics Technology	English Mathematics Auto Engineering Art (Car painting)	
<b>Building / Carpentry</b> and other building trades	English Mathematics Technology	English Mathematics Science Woodwork	
<b>Building Professions</b> Construction Economist Construction Management Degree courses – UE required		English Mathematics Science Graphics Geography Woodwork	Mathematics Physics Business Studies
<b>Business</b> Diplomas – 48 credits in best four Level 2 subjects Degrees – BCom, BBIM, BBus UE required		English Mathematics Science Graphics Geography	Mathematics Physics Business Studies

<b>Catering / Chef / Cook</b>	English Mathematics	Tourism Sales and Customer Service Food Technology	Tourism Sales and Customer Service Food Technology
<b>Communications / Journalism</b> B Arts degree – UE AUT Communications degree – UE Certificate and Diploma Level 2 credits		English History Geography Classical Studies Media Studies	English History Geography Classical Studies Media Studies
<b>Computing / Programming</b> Certificates – Level 2 credits Diplomas – Level 2-3 credits Degree – UE	English Mathematics Digital Technology	English Mathematics Digital Technology	Mathematics / Calculus Physics Language rich subject Digital Technology
<b>Dentistry</b> University Entrance	Mathematics Science	Mathematics Biology Chemistry Science Physics	Mathematics Biology Chemistry Physics
<b>Engineering Professional</b> Diplomas – 14 Level 2 credits in each of mathematics and Physics, 14 credits in Level 1 English Degree – UE plus requirements	English Mathematics Science Graphics Technology Geography	English Mathematics Physics Chemistry Graphic Design Geography	Calculus Physics Chemistry Language rich subject Geography
<b>Engineering Trades</b>	Mathematics Science Graphics Technology	Mathematics Engineering Technology Electronics	
<b>Farming</b> Including dairy, beef, sheep, agricultural	English Mathematics Science Agriculture / Horticulture Digital Technology	English Mathematics Biology Chemistry Agriculture / Horticulture Digital Technology	Biology Chemistry Agriculture / Horticulture
<b>Flight Attendant</b> Also known as Air Hostess / Cabin Crew	Language Social Studies Geography Health	Tourism Health Geography	Tourism Health Geography
<b>Food Technology</b>	English Mathematics Science	English Mathematics Biology Chemistry	Biology Chemistry Mathematics / Statistics
<b>Forestry</b>	English Mathematics Science Agriculture / Horticulture	English Mathematics Biology Agriculture / Horticulture	English Mathematics Biology Agriculture / Horticulture
<b>Graphic Design</b> Also Computer design, Digital Design, Animation	English Art Graphics	English Art / Graphics Photography Digital Technology	English Art / Graphics Photography Digital Technology

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<b>Hairdressing</b>	English Mathematics Science Art	English Mathematics Art	English Art
<b>Health Sciences</b> Includes: Nursing, Med Lab Science, Occupational Therapy Physiotherapy, Paramedic, Medical imaging, Osteopathy, Podiatry, Oral Health	Mathematics Science Human Biology Health	Chemistry Biology Physics Mathematics Health	Mathematics Calculus or Statistics Chemistry Biology Physics Health Language Rich Subject
<b>Horticulture Agriculture Forestry</b>	Mathematics Horticulture Agriculture / Horticulture	Mathematics Horticulture Agriculture / Horticulture	Calculus Physics Chemistry Language Rich Subject
<b>Hospitality</b> Hotel and Restaurant Work, Tourism, Hotel Reception	Science	Digital Technology Languages Sales and Customer Service Tourism	Digital Technology Languages Sales and Customer Service Tourism
<b>Landscape Design / Architecture</b> UE and a portfolio	English Science Art / Graphic Design Horticulture	English Science Art / Graphic Design Horticulture	English Art / Graphic Design
<b>Law</b> Legal Admin Course offered at AUT		History English Social Studies	English History Geography Classical Studies
<b>Logistics</b>	English Mathematics Digital Technology Science	English Mathematics Digital Technology	
<b>Medicine – Doctor</b> Only offered at Auckland and Otago	Mathematics English Science Human Biology	Biology Chemistry Physics English Mathematics	Biology Chemistry Physics English or similar Mathematics Calculus or Statistics
<b>Medical Laboratory Science</b>	Mathematics Science Human Biology	Mathematics Biology Chemistry	Mathematics Statistics Biology Chemistry
<b>Music</b>	Music	Music	Music
<b>Office Administration</b> Many courses are at degree level	Mathematics English Digital Technology	Mathematics English Digital Technology	Digital Technology
<b>Pharmacy</b>	Mathematics Science	Chemistry Mathematics Physics	Biology Chemistry

<b>Photography</b>	Visual Arts	Photography	Photography
<b>Psychology</b>	English Science	English Science Health	English Science Health
<b>Pilot</b>	English Mathematics Science	English Mathematics Physics	Mathematics Calculus Physics
<b>Retail</b>	English Mathematics	English Mathematics Sales and Tourism	
<b>Social Work</b>	English Mathematics Science Social Studies Health History	English Biology History	English Mathematics Statistics Economics Health History
<b>Sound (Audio) Engineering</b>	Mathematics Science Digital Technology Music	Mathematics Physics Digital Technology Music	Physics Electronics Mathematics Statistics
<b>Sport and Recreation</b>	English Mathematics Science Physical Education	English Mathematics Science Physical Education	English Mathematics Science Physical Education
<b>Surveying</b> Also consider Environmental Engineering, Landscaping etc	English Mathematics Science Geography Digital Technology	English Mathematics Physics Geography Digital Technology	English Mathematics Physics Geography Digital Technology
<b>Teaching</b> For secondary teaching you need 2 teaching subjects to study at degree level	English Mathematics Science History Physical Education French Geography etc	English Mathematics Science History Physical Education French Geography etc	English Mathematics Science History Physical Education French Geography etc
<b>Travel and Tourism</b>	English Mathematics Geography Digital Technology	English Mathematics French Tourism Geography Digital Technology	Geography Te Reo Digital Technology
<b>Veterinarian / Work with Animals</b> Degree level study is needed to become a vet	English Mathematics Science	English Mathematics Chemistry Biology Physics (optional)	English Mathematics Chemistry Biology Physics (optional)

## Level 1 Art

### Visual Art

#### Prerequisite

Year 10 Art or by discretion of the subject teacher in charge.

#### Aims and Objectives

To develop the ability to observe and interpret the physical and natural environment as a source for Art which will lead to the submission of a systematic body of mixed media work presented as a portfolio.

#### Skills

Aptitude will be determined under the following

- Ability to observe things
- Creative imagination and the ability to develop ideas
- Personal technique and technical skill

#### Proposed Assessment

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90913 v4	Demonstrate understanding of art works from Māori and other cultural contexts using art terminology	I	L1		4						
90914 v3	Use drawing methods and skills for recording information using wet and dry media	I			4						
90916 V3	Produce A body of work informed by established practice, which develops ideas, using a range of media	E			12						
<b>Total Credits</b>					<b>20</b>						

#### Additional Information

To undertake this course a contribution of **\$90.00** is requested due to the specialised nature of the programme.

Students will need to purchase:

- 1 A4 Visual Diary
- A3 Sketch Pad (140 gsm)
- A3 Clearfile or other folder
- 2B, 4B and 6B pencil
- No 4 round and ½ flat paintbrush
- Black drawing pen

#### Optional recommendations

- Set of paints. Gouache, Acrylic or Water Colour

#### Where does it lead?

- NCEA Level 2 Drawing and Painting
- NCEA Level 2 Photography
- Art History (Distance Learning)
- Possible career paths in a variety of professions including Fine Arts, Photo-Journalism, Degree, Photography Diploma, Scientific Photographer, Photographer's Assistant, Teacher, Freelance Photographer, Product Photography, Travel Photography, Forensic Photography, Portrait Photography.

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## Level 1 Dance

### Dance

#### Course Prerequisite

Year 10 Dance preferable but not essential

#### Aims and Objectives

Level 1 Dance provides students with opportunities to extend their knowledge of choreographic processes, technical skills, performance etiquette and critical analyses. Students will further develop these skills by extending their understanding of communication through movement, broadening their knowledge of technical aspects, and by viewing and interpreting their own and professional performances. Dance encourages confidence building, teaches students to work cooperatively with others, and practices presenting ideas in front of a group.

To achieve, an appropriate level of performance skill in Dance is required, coupled with the ability to express ideas and feelings through technique and the dance elements. Students will be confident to discuss their own and other's performances constructively, as well as the history of dance in context.

#### Course Content

- Level 1 Dance students will participate in both performance and theory based tasks. Students will be required to learn 1 minute dances in prescribed styles, choreograph appropriate dance sequences in response to given briefs, and analyse professional dance performances. Students will be able to perform comprehensively in front of an approved audience.
- Students will demonstrate critical thinking and express ideas, feelings and offer opinions on both their own performance and that of others.
- As students gain knowledge, they appreciate the skills in Dance that provide significant opportunity to express personal and cultural identity, develop confidence and communication skills.

#### Proposed Assessments

- The course consists of both internal and external assessments. Although there is considerable group work, students will be assessed individually
- Students are assessed throughout the process of performance, in addition to the actual performance.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90002 v6	Perform Dance Sequences	I			6						
90858 v3	Compose Dance Sequences for Given Briefs	I			6						
90859 v3	Demonstrate Ensemble Skills in Dance	I			4						
90860 v3	Demonstrate understanding of the Elements of Dance	I	L1		4						
90861 v3	Demonstrate understanding of a Dance Performance	E	L1		4						
<b>Total Credits</b>					<b>24</b>						

#### Additional Information

During the year there may be an opportunity to attend the RNZB "Ballet in a Box" schools tour. The cost for transport to this will be charged. The event itself is free.

#### Where does it lead?

- NCEA Level 2, 3 Dance – UE Approved, Scholarship Dance
- Dance can be studied at Tertiary level for degrees and diplomas. It can lead to variety of careers in performance, theatre, education, business and events.

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## Level 1 Drama

### Drama

#### Course Prerequisite

Year 10 Drama preferable but not essential  
A reasonable level of spoken English

#### Aims and Objectives

Drama provides students with opportunities for self-expression through both scripted and improvisational performance, giving them greater awareness of how people communicate in a number of ways. Students gain skills in the following areas: theatre form, devising and performing plays, scripted performance, critical reflection on personal performance and performances viewed. These skills are developed through a variety of Drama context and purposes.

To achieve, an appropriate level of performance skills in Drama is required with the expression of ideas feelings and human experience through the techniques, elements and conventions of drama. Students will be confident to discuss drama technologies and the history of drama that requires the exploration of playwrights demonstrated through both improvised and scripted form.

#### Course Content

- Drama students participate in many performance based activities in Year 11. Through participation in the Sheilah Winn Shakespeare Festival, school production, scripted performance and individual performance assessments, students will demonstrate comprehensive acting skills. In addition, students will be able to perform both improvisational and devised scenes to performance level and will have the opportunity to explore non-performance theatrical skills through the performance technology unit standards available if required or recommended.
- Students will demonstrate critical thinking and express ideas, feelings and offer opinions on both their own performance and that of others.
- As students gain knowledge, they appreciate the skills in Drama that provide significant opportunity to express personal and cultural identity, develop confidence and speaking skills.

#### Proposed Assessments

- The make up of this course will be decided through negotiation with the class at the beginning of the year. The credit value of the course will be between 17 – 22 credits and will be made up of both internally and externally assessed standards.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90006 v6	Demonstrate appropriate drama techniques	I	L1		4				SI		CI
90997 v2	Devise and perform a drama	I	L1		5				SI		CI
90999 v4	Use features of a drama/theatre form in performance	I	L1		4				SI		CI
91000 v3	Demonstrate understanding of a significant play	I	L1		4						CI
90011 v7	Demonstrate understanding of the use of drama aspects within live performance	E	L1		4				SI		CI
90009 v6	Perform an acting role in a scripted production	I	L1		5				SI		CI

#### Additional Information

To undertake this course a contribution of **\$10.00** is requested due to the specialised nature of the programme.

#### Where does it lead?

- NCEA Level 2, 3 Drama, Scholarship Drama
- Drama can be studied at Tertiary level for degrees and diplomas. It can lead to broadcasting, journalism, law, teaching, public speaking, professional acting or directing as well as benefit a variety of career options.

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English

Course Prerequisite

Year 10 English

Aims and Objectives

- To enjoy reading a range of stimulating and interesting literature (eg: film study, poetry, non-fiction, novel, short stories)
- To produce a range of visual, oral and dramatic presentations (eg: drama, video making, speeches, posters)
- To think critically, explore language and process information.
- To write in a variety of genre and forms.

Course Content and Skills

1. Listening, reading and viewing

- selecting and reading texts for enjoyment and personal fulfilment
- recognizing, understanding and appreciating the connections between oral, written and visual language
- integrating sources of information and prior knowledge purposefully, confidently and precisely to make sense of increasingly varied and complex texts
- selecting and using appropriate processing and comprehension skills with understanding and confidence
- thinking critically about texts with understanding and confidence
- monitoring, self-evaluating and describing process, articulating learning with confidence

2. Speaking, writing and presenting

- using an increasing understanding of connections between oral, written and visual language when creating texts
- creating a range of increasingly coherent, varied and complex texts by integrating sources of information and processing strategies
- seeking feedback and making changes to texts to improve clarity, meaning and effect
- reflecting about the production of your own texts, monitoring and self-evaluating progress and articulating learning with confidence

Proposed Assessments

The course consists of **21 credits** from a selection of the following

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90849 v3	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	E	L1		4						
90850 v4	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	E	L1		4						
90851 v2	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	E	L1		4						
90855 v 2	Create a visual text	I	L1		3						
90854 v2	Form personal responses to independently read texts, supported by evidence	I	L1		4						
90857 v2	Construct and deliver an oral text	I	L1		3						
90052 v5	Produce creative writing <b>OR</b>	I	L1		3						
90053 v5	Produce formal writing	I	L1		3						

Where does it lead?

English is a compulsory subject at both Year 11 and Year 12. English is a requirement for acceptance into many courses and the skills developed are useful and enjoyable.

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## Level 1 Fabric Technology

### Fabric Technology

#### Course Prerequisite

Year 10 Fabric Technology preferable, but not essential.

#### Aim

This area of technology focuses on the world of fashion and textile design. Students will be encouraged to be innovative, creative and experimental to realise their ideas.

#### Course Content

- The students will undertake fabric investigations and develop, sample and trial their own fashion designs to confidently construct high quality finished products. Students will be required to complete fashion portfolios to support each assignment, illustrating, documenting and evaluating their journey.
- In this course students explore principles in design, experiment with methods of decorating fabrics and develop pattern making skills. Students need access to sewing equipment and are required to provide their own fabric for this course.

#### Proposed Assessments

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91060 v4	Demonstrate understanding of basic concepts used to make products from textile materials	I	L1		4						
91058 v4	Implement basic procedures using textile materials to make a specified product	I			6						
91096 v4	Make basic adaptations to a pattern to enable a design to fit a person or items	I			4						
91049 v4	Demonstrate understanding of how materials enable technological products to function.	E	L1		4						
91067 v5	Use the work of an influential designer to inform design ideas	I			3						
<b>Total Credits</b>					<b>21</b>						

#### Additional Information

To undertake this course a contribution of **\$40.00** is requested due to the specialised nature of the programme.

#### Where does it lead?

NCEA Level 2 Fabric Technology.

## Level 1 Health and Physical Education

### Home Economics

#### Course Prerequisite

Year 10 Food Technology preferable, but not essential.

#### Aims and Objectives

This course is Home Economics standards. The students will look at aspects of their own lifestyle and wellbeing and that of others in their school and community.

#### Course Content

This course aims to provide students with knowledge and practical skills for Health and Home Economics. The content of the course will include both a practical and a theoretical component.

- The practical element will require students to participate in activities to enhance an aspect of their own wellbeing.
- The theoretical component will require students to demonstrate and plan a nutritional needs programme for an individual

#### Proposed Assessment

There are 19 credits available in Achievements Standards at Level 1 for this course.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways						
Number	Title					C&I	M&T	PI	SI	S&C	CI	
90956 v3	<b>Home Economics</b> Demonstrate knowledge of an individual's nutritional needs	I			5							
90957 v3	<b>Home Economics</b> Demonstrate understanding of societal influences on an individual's food choices and wellbeing	I			5							
90958 v3	<b>Home Economics</b> Demonstrate understanding of how cultural practices influence eating patterns in New Zealand.	I			5							
90960 v3	<b>Home Economics</b> Demonstrate understanding of how an individual, the family and society enhance each other's wellbeing.	E			4							
90959 v3	<b>Home Economics</b> Demonstrate knowledge of practices and strategies to address food handling issues	I			5							

#### Additional Information

To undertake this course a contribution of **\$120.00** is requested due to the specialised nature of the programme.

#### Where does it lead?

- Prerequisite for NCEA L2 Home Economics or My Healthy Life style (Health and Home Economics)
- The high literacy content of the subject is also recognised by universities in their entrance requirements for a range of literacy rich degree programmes

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## Physical Education

### Prerequisite

Satisfactory completion of the Year 10 Health and Physical Education course.

### Course Content

This course aims to provide students with knowledge and practical skills relating to a range of theories and principles associated with physical education, outdoor education and sport.

The content of the course will include both a practical and theoretical component. The practical element will require students to participate in activities such as the Taranaki Diocesan School Aquathlon, fitness sessions, outdoor education activities, and a variety of sports. The substantial theoretical element will place demands on students to submit written reports and evaluate their performances in a variety of physical activities.

### Proposed Assessment

The makeup of this course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **16 - 19 credits** and will be made up from both internally and externally assessed standards.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90962 v3	Participate actively in a variety of physical activities and explain factors that influence own participation	I			5				SI	S&C	CI
90963 v3	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	I	L1		5				SI	S&C	CI
90964 v3	Demonstrate quality movement in the performance of a physical activity	I			3				SI	S&C	CI
90967 v3	Demonstrate strategies to improve the performance of physical activity and describe the outcomes	I	L1		3				SI	S&C	CI
90968 v3	Demonstrate and show understanding of responsible behaviour for safety during outdoor education activities.	I	L1		3				SI	S&C	
or	Demonstrate and show understanding of societal influences on physical activity and the implications for self and others	I	L1		4				SI	S&C	CI

### Additional Information

To undertake this course a contribution of **\$60.00** is requested due to the specialised nature of the programme. Students are expected to wear the correct PE uniform.

### Where does it lead?

- Prerequisite for NCEA L2 Physical Education
- Physical Education is an approved subject for University entrance and is a recommended subject for students wishing to study a number of education, sports, sports science and health science courses.
- The high literacy content of the subject is also recognised by universities in their entrance requirements for a range of literacy rich degree programmes

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## Outdoor Education

### Course Prerequisite

Nil, although students are permitted to choose both Physical Education and Outdoor Education entrance will be by discretion of the subject teacher in charge.

### Course Content

This course aims to provide students with a range of experiences that offer challenging programmes designed to encourage personal and social development. The course has a strong practical emphasis with students developing their knowledge and practical ability via four focus areas: orienteering, kayaking, mountain biking and rock climbing.

### Proposed Assessments

A minimum of 20 Level 1 credits will be offered via a mixture of Achievement Standards and Unit Standards. Endorsement is not available.

Students who are studying level 1 physical education must be aware that AS90962, AS90964, and AS90968 also feature in this students taking both courses will have a combined credit count.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
AS90962	Participate actively in a variety of physical activities and explain factors that influence own participation	I			5				SI	S&C	CI
As90964	Demonstrate quality movement in the performance of a physical activity	I			3				SI	S&C	CI
AS90968	Demonstrate and show understanding of responsible behaviour for safety during outdoor education activities.	I	L1		3				SI	S&C	
AS90966	Demonstrate interpersonal skills in a group and explain how these skills impact on others	I	L1		4					S&C	
US20818	Demonstrate kayaking skills on sheltered or slow-moving water	I			2						
US20141	Complete beginner orienteering courses	I			1						
US20137	Mountain bike on easy to intermediate terrain	I			1						
US20210	Experience rock climbing	I			1						
<b>Total Credits</b>					<b>20</b>						

### Additional Information

To undertake this course a contribution of **\$300.00** is requested due to the specialised nature of the programme.

### Where does it lead?

- Variety of sports and outdoor education courses within the tertiary education sector
- Careers in sports, education, health, fitness, leisure and outdoor pursuits

Level 2 Outdoor Education Course.

C&I = Construction and Infrastructure	M&T = Manufacturing and Technology	PI = Primary Industries
SI = Service Industries	S&C = Social and Community Services	CI = Creative Industries

**Japanese**

**Course Prerequisite**

Year 10 Japanese or by discretion of the subject teacher in charge.

**Course Content**

Understanding spoken and written Japanese texts, communicating and carrying out conversations in Japanese, as well as writing on a variety of subjects in Japanese.

**Proposed Assessments**

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways						
Number	Title					C&I	M&T	PI	SI	S&C	CI	
90893 v2	Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	E			5							
90894 v2	Give a spoken presentation in Japanese that communicates a personal response	I			4							
90895 v2	Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations	I			5							
90896 v2	Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance	E			5							
90897 v2	Write a variety of text types in Japanese on areas of most immediate relevance	I			5							
<b>Total Credits</b>					<b>24</b>							

**Additional Information**

To undertake this course a contribution of **\$20.00** is requested due to the specialised nature of the programme.

## Te Reo Māori

### Course Prerequisite

By discretion of the subject teacher in charge.

### Course Content

Understanding spoken and written Te Reo texts, communicating and carrying out conversations in Te reo, as well as writing on a variety of subjects in Te Reo.

### Proposed Assessments

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91085	Whakarongo kia mōhio te reo o tōnā ao (1.1) Listen to and recognise language familiar to his/her world.	I	L1		6						
91086	Kōrero kia whakamahi i te reo o tōnā ao (1.2) Speak using language familiar to his/her world.	I	L1		6						
91089	Waihanga tuhinga i te reo o tōna ao (1.5) Write creatively with language familiar to his/her world.	I	L1		6						
91087	Pānui kia mōhio te reo o tōna ao (1.3) Read to comprehend the language familiar to his/her world.	E	L1		6						
91088	Tuhi i te reo o tōnā ao (1.4) Write an essay with language familiar to his/her world	E	L1		6						
<b>Total Credits</b>					<b>30</b>						

### Additional Information

To undertake this course a contribution of **\$20.00** is requested due to the specialised nature of the programme.

C&I = Construction and Infrastructure	M&T = Manufacturing and Technology	PI = Primary Industries
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**Alternative Mathematics and Statistics**

**Course Prerequisite**

Entry in to this course will be based on your Year 10 Mathematics results or by discretion of the subject teacher in charge.

**Course Description**

Through studying Mathematics and Statistics you will have an opportunity “to develop your ability to think creatively, critically, strategically and logically.” (NZC 2007) The tools acquired in this course “have a broad range of practical applications; they are used in other learning areas and in many work places.” (NZC 2007) In this course your mathematical knowledge and skills are strengthened through problem solving and applications in all curriculum strands.

This course is for you if you found the study of Mathematics in previous years challenging and prefer to work through new concepts at a slower pace. All standards are assessed internally which ensures that you are assessed when you are ready for it, giving you the best chance to achieve the NCEA Level 1 Numeracy requirement.

**Proposed Assessments**

The course will be constructed from the standards listed below, totalling approximately **16** credits.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways						
Number	Title					C&I	M&T	PI	SI	S&C	C&I	
91026 v3	Apply numeric reasoning in solving problems	I		L1	4							
91036 v3	Investigate bivariate numerical data using the statistical inquiry cycle	I		L1	3							
91035 v3	Investigate a given multivariate data set using the statistical enquiry cycle	I	L1	L1	4							
91030 v3	Apply measurement in solving problems	I		L1	3							
91032 v3	Apply right angled triangles in solving measurement problems	I		L1	3							
91038 v3	Investigate a situation involving elements	I		L1	3							
<b>Total Credits</b>					<b>18</b>							

**Additional Information**

Students require a Basic Calculator, these can be purchased from the school for approximately \$30.00.

**Where does it lead?**

- Financial Literacy course

<b>C&amp;I = Construction and Infrastructure</b>	<b>M&amp;T = Manufacturing and Technology</b>	<b>PI = Primary Industries</b>
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## Mathematics and Statistics

### Course Prerequisite

Entry in to this course will be based on your Year 10 Mathematics results or by discretion of the subject teacher in charge.

### Course Description

Through studying Mathematics and Statistics you will have an opportunity "to develop your ability to think creatively, critically, strategically and logically." (NZC 2007) The tools acquired in this course "have a broad range of practical applications; they are used in other learning areas and in many work places." (NZC 2007) In this course your mathematical knowledge and skills are extended through problem solving and applications in all curriculum strands. This course builds on previous years and provides a sound basis for further academic study.

While fluent mathematical knowledge and skills are vital, there is a significant emphasis on communicating mathematical ideas and applying models to real life situations.

### Proposed Assessments

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91026 v3	Apply numeric reasoning in solving problems	I		L1	4						
91032 v3	Apply right angled triangles in solving measurement problems	I	L1	L1	3						
91035 v3	Investigate a given multivariate data set using the statistical inquiry cycle	I	L1	L1	4						
91027 v4	Apply algebraic procedures in solving problems	E		L1	4						
91028 v3	Relationships between tables, equations and graphs	E		L1	4						
91031 v4	Apply Geometric Reasoning in Solving Problems	E		L1	4						
<b>Total Credits</b>					<b>22</b>						

### Additional Information

Students require a Basic Calculator, these can be purchased from the school for approximately \$30.00. To undertake this course a contribution of **\$15.00** is requested due to the specialised nature of this programme.

### Where does it lead

- Mathematics and Statistics Level 2 (prerequisite is achievement standard 91027)
- Financial Literacy Course

<b>C&amp;I = Construction and Infrastructure</b>	<b>M&amp;T = Manufacturing and Technology</b>	<b>PI = Primary Industries</b>
<b>SI = Service Industries</b>	<b>S&amp;C = Social and Community Services</b>	<b>CI = Creative Industries</b>

### Music

#### Course Prerequisite

Students should have been learning their instrument or voice for two years prior to Level One. You must be completely familiar with both treble and bass clef, understand triads, and know key signatures up to two sharps and flats.

#### Aims and Objectives

- To develop a sound understanding of the fundamentals of music
- To be able to create music, write it down and record it
- To develop confidence, skill and musicianship as a performer
- To apply musical knowledge creatively
- To develop aural discrimination

#### Course Content and Skills

Practical work: 16 credits come from performing and composing (just over half the course).

- **Solo Performance:** you must be learning an instrument or voice, either through the school or privately. Performances are in front of an audience and are recorded on DVD.
- **Group Performance:** students need to perform in a small group with one person per part. Performances are in front of an audience and are recorded on DVD. You should also be in a school musical group which rehearses at least once a week, such as Choir, Cantores, or Ensemble.
- **Composition:** may include music for own instrument, song writing or music for a special occasion. You will work with a computer to produce scores and recordings.
- **Aural Skills:** Rhythmic dictation in easy time signatures. Melodic dictation in treble and bass clef, major keys. Basic chord identification. Examined externally.
- **Conventions in Music Scores:** Show you can read and explain musical scores in up to 16 parts, in a range of styles (classical and popular). Major and minor keys up to 3 sharps and flats. Examined externally.
- **Set Works:** Study two contrasting pieces of music. Show you understand the context, musical elements and features, analyse a score.
- **Musical Knowledge:** You should aim to reach Grade 3 theory by the end of the year.

This course is available through Te Kura the Correspondence School.

## Proposed Assessments

There are now 34 credits available in Achievement Standards at Level 1, and generally students should not attempt more than **24 credits**. Every student should consult with the Senior Leader Curriculum of Visual and Performing Arts about their course of study.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91090 v3	Perform two pieces of music as a featured soloist	I			6						
91091 v3	Demonstrate ensemble skills through performing a piece of music as a member of a group	I			4						
91092 v3	Compose two original pieces of music	I			6						
91093 v3	Demonstrate aural and theoretical skills through transcription	E			4						
91094 v3	Demonstrate knowledge of conventions used in music scores	E	L1		4						
91095 v3	Demonstrate knowledge of two music works from contrasting contexts	I	L1		6						

### Unit Standard

27656 v2	Demonstrate and apply introductory knowledge of music technology equipment and techniques	I			4						
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### Where does it lead?

Music can be taken further at school, for Levels Two and Three. It can be studied at tertiary level for degrees and diplomas. There are many varied careers involving music, eg music education, performer, composer, conductor, computer music, music publishing, music administrator or manager, music retail, recording industry, instrument maker, repairer or tuner, and so on.

### Other Details

- This course may be run jointly with other levels, with each student working at their own level.
- Your own theory book is highly recommended. These are ordered in as required.
- Flutes, saxophones, recorders, clarinets, cornets, violins and cello may be all be hired from school.
- You will need to allow daily practice time of about an hour, depending on your level. Boarders may practice in the music department after school.
- The Music Department is very active with many musical events and trips available.
- Any student who wants to enter a Music Performance standard must enrol in the course. Individual entries for standards are no longer available.

C&I = Construction and Infrastructure	M&T = Manufacturing and Technology	PI = Primary Industries
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## Earth, Space and Biological Science

### Course Prerequisite

The completion of a full year in 9 and 10 Science, or by discretion of the subject teacher in charge.

### Aims and Objectives

- To help make sense of the biological and geophysical worlds around us.
- To enable students to attain scientific skills, both in the laboratory and in written work.
- To maintain an interest in Science and promote science as a career path.
- To teach students the importance of geology, astronomy and biology in the everyday world.

### Skills

All students will learn:

- How to relate science theory to everyday life
- How to use science skills to solve problems
- How to present information
- How to develop biological and geophysical models
- How to give scientific answers to questions.

### Course Content and Proposed Assessments

The make-up of this course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **16 credits** and will be made up from internally assessed standards.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90954 v3	Demonstrate understanding of the effects of astronomical cycles on planet Earth	I	L1		4						
90955 v3	Investigate an astronomical or Earth science event	I	L1		4						
90952 v3	Demonstrate understanding of the formation of surface features in New Zealand	I	L1		4						
90950 v3	Investigate biological ideas relating to interactions between humans and micro-organisms	I			4						
90949 v3	Investigate Life processes and environmental factors that affect them.	I			4						
90951 v3	Investigate the biological impact of an event on a New Zealand Ecosystem	I			4						
90930 v3	Carry out a practical chemistry investigation, with direction	I		L1	4						

### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme.

### Where does it lead?

NCEA Level 2 Sciences at the discretion of the Head of Curriculum

C&I = Construction and Infrastructure	M&T = Manufacturing and Technology	PI = Primary Industries
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## Physical and Biological Science

### Course Prerequisite

Merit grades in Year 9 and Year 10 Science end of year examinations are highly recommended.

### Aims and Objectives

- To help make sense of the world around us.
- To enable students to attain scientific skills, both in the laboratory and in written work.
- To maintain an interest in Science and promote science as a career path.
- To teach students the importance of Science in the everyday world.

### Skills

All students will learn:

- to design simple experiments.
- how to test a hypothesis and draw simple conclusions.
- how to present information, including diagrams and graphs.
- how to interpret data to make scientific conclusions
- how to develop scientific concepts to understand the world around them.

### Course Content and Proposed Assessment

The makeup for the course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **20 credits** and will be made up from both internally and externally assessed standards.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90930 v3	Carry out a practical chemistry investigation, with direction	I		L1	4						
90935 v3	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	I		L1	4						
90940 v3	Demonstrate understanding of aspects of mechanics	E		L1	4						
90944 v4	Demonstrate understanding of aspects of acids and bases	E			4						
90948 v3	Demonstrate understanding of biological ideas relating to genetic variation	E	L1		4						
90951	Investigate the biological impact of an event on a New Zealand ecosystem	I			4						

### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme.

### Where does it lead?

This course leads to Chemistry, Biology and Physics at NCEA Level 2

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**Business Studies**

**Course Prerequisite**

Nil

**Introduction**

In Business Studies, students develop their understanding of business theory and practices in a range of relevant contexts, through experimental as well as theoretical approaches to learning.

**Course Content and Proposed Assessments**

This course explores the influences by and impacts of cultural, ethical, environmental, political and economic conditions. Issues such as sustainability, citizenship, enterprise and globalisation are central to both business and the study of business. Business studies has natural links to social sciences and technology.

There are 5 Achievement Standards in this course worth a total of **20 credits** as detailed below:

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90837 v2	Demonstrate an understanding of internal features of a small business	E	L1		4						
90839 v2	Apply business knowledge to an operational problem in a given small business context	E	L1		4						
90840 v3	Apply the marketing mix to a new or existing product	I	L1		3						
90841 v2	Investigate aspects of human resource processes in a business	I	L1		3						
90842 v2	Carry out and review a product-based business activity within a classroom context with direction	I	L1		6						
<b>Total Credits</b>					<b>20</b>						

**Additional Information**

To undertake this course a contribution of **\$34.00** is requested due to the specialised nature of the programme.

**Where does it lead?**

- NCEA Level 2 Business Studies
- Good background for self-employment
- Bachelor of Business Studies
- Bachelor of Management Studies
- Bachelor of Commerce

## Geography

### Aims and Objectives

Geography studies the ENVIRONMENT AS THE HOME OF PEOPLE. It helps us to understand people, places, and problems.

### Course Description

The Geographic Issues course consists of two separate programmes:

- **Geography** a full academic Geography programme at level 1, consisting of both internal and external achievement standards making up an endorseable course.
- **Tourism** (Level 2) aimed at less academic students looking at future study and/or employment in the tourism and hospitality industries. The Tourism course is not endorseable with students completing a range of level 2 internal unit standards that can contribute to NCEA level 1 and 2. Study is completed using a range of booklet and online resources within the Geographic Issues class with teacher support.

**Note:** Some students may choose to construct a course that consists of a mixture of standards from both programmes. This will be at the discretion of the Senior Leader Curriculum Humanities.

### Geography Content Areas

The course is divided in to two main areas:

#### 1. Applying Geographic Skills and Methodology

Geographic skills help students to gain and use information and understand geographic ideas and concepts. They build on skills already learnt in Year 9 and Year 10 Social Studies.

The four main skills used are:

- **Thinking Skills:** Collecting Data; Understanding Data
- **Practical Skills:** Mapping; Graphing; Fieldwork
- **Social Skills:** Discussion; Individual; Group Work
- **Valuing Skills:** Awareness of values; Tolerance of others

#### 2. Making Connections: Place, Processes and Perspectives

A range of settings will be explored including New Zealand, Bali, the Indian Ocean and global patterns

### Proposed Assessment

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&I	PI	SI	S&C	CI
91007 v3	Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s).	E	L1		4			PI	SI		
91010 v2	Apply concepts and basic geographic skills to demonstrate understanding of a given environment.	E		L1	4	C&I		PI	SI		CI
91011	Conduct geographic research with direction.	I	L1	L1	4			PI	SI		
91012 v3	Describe aspects of a contemporary New Zealand geographic issue.	I	L1		3				SI	S&C	CI
91013	Describe aspects of a geographic topic at a global scale	I	L1		3			PI	SI		CI
<b>Total Credits</b>					<b>21</b>						

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## Tourism

### Proposed Assessments:

Materials will be provided and assessed by the International Travel College of New Zealand. An individualised programme will allow students to work at their own pace which will be monitored closely by their classroom teacher. **The cost of assessment materials will be met by the school's STAR budget.**

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&I	PI	SI	S&C	CI
US24730 v2	Demonstrate knowledge of the business of tourism	I	-	-	4						
US24728 v2	Demonstrate knowledge of work roles in tourism	I	-	-	3						
US24732 v2	Demonstrate knowledge of tourist characteristics and needs	I	-	-	3						
US24729 v3	Demonstrate knowledge of world tourist destinations	I	-	-	4						
US24726 v2	Describe and compare social and cultural impacts of tourism	I	-	-	2						
US24727 v2	Describe and compare impacts of tourism on the physical environment	I	-	-	3						
US24731 v4	Demonstrate knowledge of destination New Zealand <b>(Optional)</b>	I	-	-	4						
<b>Total Credits</b>					<b>23</b>						

### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme.

An optional field trip to a New Zealand tourist destination may occur during term 2 or 3 at a cost of approximately \$300.00

### Where does it lead?

- Tourism is offered at year 13 (Part of the STAR Programme)

C&I = Construction and Infrastructure	M&T = Manufacturing and Technology	PI = Primary Industries
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## History

### Course Prerequisite

Nil

### Aims and Objectives

- To develop in students the ability to enter imaginatively into the events of the past.
- To develop in students a deeper understanding of themselves as New Zealanders - their heritage, cultures, and shared values - and an awareness of New Zealand in the world.
- To foster among students an understanding of other peoples, though they may be remote in time and place.
- To develop the skills of historical enquiry and interpretation:
- To further students' historical understanding of some major trends and developments in New Zealand society and beyond.

### Content Area

Up to three themes and topics will be chosen from the following:

Theme	Topics
Protest	Civil Rights Movement in America
Race Relations	Springbok tour 1981
Research	Open to student choice of an event that is significant to New Zealanders

### Skills

- Development of information gathering, and processing
- Presentation skills including oral, visual and written presentation.
- Study and interpretation of documents.
- Recognition of simple historical relationships, ie. Between cause and effect, past and present, specific and general.

### Proposed Assessments

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91001 v3	Carry out an investigation of an historical event, or place, of significance to New Zealanders	I	L1		4				SI	S&C	CI
91002 v3	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	I	L1		4				SI		CI
91004 v3	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	I	L1		4				SI	S&C	CI
91005 v3	Describe the causes and consequences of an historical event	E	L1		4						CI
91006 v4	Describe how a significant historical event affected New Zealand society	E	L1		4					S&C	CI
<b>Total Credits</b>					<b>20</b>						

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**Optional**

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91003	Interpret sources of an historical event of significance to New Zealanders	E	L1		4						

**Where does it lead?**

- As the History syllabus is organised as a Year 11 to Year 13 course, this course is a very useful preliminary to the study of History at Level 2 NCEA or Level 3 NCEA.
- The thinking and analytical skills acquired in History are important and provide a valuable background to most employment areas. The skills developed in History are particularly suited to positions in:
  - Administration
  - Journalism
  - Broadcasting
  - Law
  - Archaeology
  - And many other areas where the ability to present a well reasoned case is important.
- Skills learnt in History give an excellent foundation for any employment situation requiring clear, non-emotive writing, discussion and listening skills, and looking at situations from different perspectives.
- Reading and writing skills developed in History are transferable to subjects like Classical Studies at Level 2 or Level 3 NCEA.

### Visual Art - Design

#### Course Prerequisite

NCEA Level 1. Exceptions may be made for skilled, motivated students who have good NCEA Level 1 grades, or by discretion of the subject teacher in charge.

#### Aims and Objectives

Students will further develop their artistic ability through research and analysis of design styles and techniques based on established practice leading to the submission of a systematic body of work presented as a portfolio.

#### Skills

Aptitude will be determined under the following:

- Understanding the arts in context through research and analysis of meaning, intentions and technological influences of their own and others' works.
- Developing practical knowledge through materials, techniques, technologies and established conventions, and through extending and refining skills in painting using appropriate processes and procedures.
- Developing ideas through generating, analysing, clarifying and regenerating ideas in relation to established practice
- Communicating and interpreting artistic works through critical reflection and evaluation

#### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91305 v2	Demonstrate understanding of methods and ideas from established design practice	I			4						
91310 v2	Use drawing methods to apply knowledge of conventions appropriate to design	I			4						
91320 v2	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	E			12						
<b>Total Credits</b>					<b>20</b>						

#### Additional Information

To undertake this course a contribution of **\$170.00** is requested due to the specialised nature of the programme.

#### Students will need to purchase

- A3 Sketch Pad (140 gsm)
- Black drawing pen
- A3 Clearfile
- 1 A4 Visual Diary
- Range of Pencils and Pens

**Optional** : Extra graphic pens

#### Where does it lead?

Possible career paths in a variety of professions including Fine Arts Degree or Diploma, Teacher, Fashion Designer, Florist; Artist; Hairdresser; Journalism, Art Critic, Graphic Designer, Architect, Interior Designer, Landscape Designer, Industrial Designer, Product designer, Illustrator, Set, design, Textile designer, Special effects, Makeup Artistry, Animator

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## Visual Art - Painting

### Prerequisite

NCEA Level 1 or by discretion of the subject teacher in charge.

### Aims and Objectives

To develop the ability to observe and interpret the physical and natural environment as a source for Art which will lead to the submission of a systematic body of work presented as a portfolio.

### Skills

Aptitude will be determined under the following:

- Understanding the arts in context through research and analysis
- Developing practical knowledge through materials, techniques and technology investigation
- Developing ideas through generating, analysing, clarifying and extending ideas in relation to established practice
- Communicating and interpreting artistic works through critical analysis

### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
						C&I	M&T	PI	SI	S&C	CI
Number	Title										
91311 v2	Using drawing methods to apply knowledge of conventions appropriate to painting	I			4						
91316 v2	Develop ideas in a related series of drawings appropriate to established painting practice	I			4						
91321 v2	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	E			12						
<b>Total Credits</b>					<b>20</b>						

### Additional Information

To undertake this course a contribution of **\$150.00** is requested due to the specialised nature of the programme.

#### Students will need to purchase

- A3 Sketch Pad (140 gsm)
- Range of pencils (2B, 4B and 6B)
- Black drawing pen
- A3 Clearfile or other folder
- 1 A4 Visual Diary
- Range of paintbrushes

#### Optional

- Extra Art Materials
- Paints

### Where does it lead?

- The course is normally a prerequisite for entry in to Practical Art at NCEA Level 3
- It can be a basis for, and combined with, applications for design and photographic course at polytechnics.
- Possible career paths in a variety of professions including Fine Arts Degree or Diploma, Teacher, Fashion Designer, Florist; Artist; Hairdresser; Journalism, Art Critic, Graphic Designer, Architect, Interior Designer, Landscape Designer, Industrial Designer, Product designer, Illustrator, Set, design, Textile designer, Special effects, Makeup Artistry, Animator

<b>C&amp;I = Construction and Infrastructure</b>	<b>M&amp;T = Manufacturing and Technology</b>	<b>PI = Primary Industries</b>
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## Visual Art - Photography

### Prerequisite

NCEA Level 1 Visual Art or by discretion of the subject teacher in charge.

### Course Content

The study of photography and established practice with the aim of using photography as a means of art making. Students must be highly motivated and have a high level of self-management skills.

### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91312 v2	Use drawing methods to apply knowledge of conventions appropriate to photography	I			4						
91317 v2	Develop ideas in a related series of drawings appropriate to established photography practice	I			4						
91322 v2	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	E			12						
<b>Total Credits</b>					<b>20</b>						

### Additional Information

To undertake this course a contribution of **\$170.00** is requested due to the specialised nature of the programme.

*Students must have continual use of a reliable DSLR camera, SD card and minimum 8g USB.* All assessment materials and prints throughout the year are covered in the course cost and provided by the Photography Department.

If you do not already own a suitable camera, options for purchase will be discussed once the subject is underway.

### You will need to purchase:

A4 Spiral bound visual diary

### Where does it lead?

Possible career paths in a variety of professions including Fine Arts, Photo-Journalism, Degree, Photography Diploma, Scientific Photographer, Photographer's Assistant, Teacher, Freelance Photographer, Product Photography, Travel Photography, Forensic Photography, Portrait Photography.

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## Level 2 Dance

### Dance

#### Course Prerequisite

NCEA Level 1 Dance preferable or by discretion of the subject teacher in charge for students wanting to take Level 2 Dance for the first time.

#### Aims and Objectives

NCEA Level 2 Dance provides students with opportunities to mature their knowledge of choreographic processes, technical skills, performance etiquette and critical analyses. Students will further develop these skills by extending their understanding of communication through movement, broadening their knowledge of technical aspects, and by viewing and interpreting their own and professional performances. Dance encourages confidence building, teaches students to work cooperatively with others, and practices presenting ideas in front of a group.

To achieve, an appropriate level of performance skill in Dance is required, coupled with the ability to express ideas and feelings through technique and the dance elements. Students will be confident to discuss their own and other's performances constructively, as well as the history of dance in context.

#### Course Content

- NCEA Level 2 Dance students will participate in both performance and theory based tasks. Students will be required to learn 1 minute and 30 second dance pieces in prescribed styles, choreograph appropriate dance sequences in response to given briefs, and analyse professional dance performances. Students will be able to perform comprehensively in front of an approved audience.
- Students will demonstrate critical thinking and express ideas, feelings and offer opinions on both their own performance and that of others.
- As students gain knowledge, they appreciate the skills in Dance that provide significant opportunity to express personal and cultural identity, develop confidence and communication skills.

#### Proposed Assessments

- The course consists of both internal and external assessments. Although there is considerable group work, students will be assessed individually
- Students are assessed throughout the process of performance, in addition to the actual performance.
- Dance styles to be taught will be co-constructed in consultation with students.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91206 v2	Choreograph a Solo Dance to Communicate an Intention	I			4						
91207 v2	Perform an Ethnic or Social Dance to Communicate Understanding of the Style	I			4						
91208 v3	Perform a Theatre Dance to Communicate Understanding of the Dance	I			4						
91209 v3	Perform a Repertoire of Dance	I			6						
91211 v2	Provide an Interpretation of a Dance with Supporting Evidence	E	L2		4						
<b>Total Credits</b>					<b>22</b>						

#### Additional Information

During the year there may be an opportunity to attend the RNZB "Ballet in a Box" schools tour. The cost for transport to this will be charged. The event itself is free.

#### Where does it lead?

- NCEA Level 3 Dance – UE Approved, Scholarship Dance
- Dance can be studied at Tertiary level for degrees and diplomas. It can lead to variety of careers in performance, theatre, education, business and events.

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## Level 2 Drama

### Drama

#### Course Prerequisite

A satisfactory result in NCEA Level 1 Drama or by discretion of the subject teacher in charge.  
A reasonable level of spoken English

#### Aims and Objectives

To achieve, an appropriate level of performance skills in Drama is required with the expression of ideas feelings and human experience through the techniques, elements and conventions of drama. Students will be confident to discuss drama technologies and the history of drama that requires the exploration of playwrights and theorists, demonstrated through both improvised and scripted form.

#### Course Content

- Drama students participate in many performance based activities in Year 12. Through participation in the Sheilah Winn Shakespeare Festival, school production, scripted performance and individual performance assessments, students will demonstrate comprehensive acting skills. In addition, students will be able to perform both improvisational and devised scenes to performance level and will have the opportunity to explore non-performance theatrical skills through the performance technology unit standards available if required or recommended.
- Students will demonstrate critical thinking and express ideas, feelings and offer opinions on both their own performance and that of others.
- As students gain knowledge, they appreciate the skills in Drama that provide significant opportunity to express personal and cultural identity, develop confidence and speaking skills.

#### Proposed Assessment

- The make up of this course will be decided through negotiation with the class at the beginning of the year. The credit value of the course will be between 17 – 22 credits and will be made up of both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&I	PI	SI	S&C	CI
91213 v2	Apply Drama techniques in a scripted context	I	Y		4						
91214 v2	Devise and perform a drama to realise an intention	I			5						
91216 v4	Use complex performance skills associated with a drama or theatre form or period	I	Y		4						
91219 v2	Discuss drama elements, techniques, conventions & technologies within live performance	E		Y	4						
91220 v2	Script a scene suitable for drama performance	I		Y	4						
91218 v2	Perform a substantial acting role in a scripted production	I	Y		5						

#### Additional Information

To undertake this course a contribution of **\$10.00** is requested due to the specialised nature of the programme.

#### Where does it lead?

- Level 3 Drama, Scholarship Drama
- Drama can be studied at Tertiary level for degrees and diplomas. It can lead to broadcasting, journalism, law, teaching, public speaking, professional acting or directing as well as benefit a variety of career options.

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**English**

**Course Prerequisite**

NCEA Level 1 English

**Aims and Objectives**

- To offer a variety of writing opportunities (particularly in expository tasks) and to continue the development of creative writing skills.
- To develop an understanding and appreciation of literature
- To analyse the way language is used to construct meaning and to utilise critical thinking skills to consider the purpose and effectiveness of text.
- To extend the ability of students to gather, organise and present ideas in both written and spoken situations.
- To prepare students to be successful in the English Level 3 course and for further study.

**Course Content**

The course covers a variety of stimulating, interesting texts for study and opportunities for students to express themselves orally, visually and in writing. Units of work will be a selection of:

- Short stories, poetry, speaking, language studies, film study, independent reading, drama (Shakespearean or contemporary), novels, writing

**Proposed Assessment**

The course consists of **21 credits** which will be a selection from the following:

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91101 v2	Produce a selection of crafted and controlled writing	I		Y	6						
91102 v2	Construct and deliver a crafted and controlled oral text	I			3						
91106 v2	Form developed personal responses to independently read texts, supported by evidence	I	Y		4						
91103 v2	Create a crafted and controlled visual and verbal text	I			3						
91098 v3	Analyse specified aspect(s) of studied written text(s), supported by evidence	E	Y	Y	4						
91099 v4	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	E		Y	4						
91100 v2	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence.	E	Y	Y	4						

**Where does it lead?**

5 credits in reading and 5 credits in writing at Level 2 are literacy requirements for university. Many other tertiary level qualifications require credit achievement at Level 2 in English. Skills developed are life long and are useful and enjoyable in everyday life.

## Level 2 Fabric Technology

### Fabric Technology

#### Course Prerequisite

NCEA Level 1 Fabric Technology preferred, but not essential.

#### Aim

This area of technology focuses on the world of fashion and textile design, studying New Zealand fashion designers and the influences on fashion throughout modern history. Students will be encouraged to be innovative, creative and experimental, building on their skills, designing and making their own fashion statements.

#### Course Content

- Students will study pattern drafting from a basic block, developing their design skills to draft and construct a prototype garment from their own fashion drawings, focusing on personal fit and detailing. They will undertake fabric investigations and develop, sample and trial to confidently construct high quality finished products. Students will be required to complete fashion portfolios to support each assignment, illustrating, documenting and evaluating their design journey.
- Students need access to sewing equipment and are required to provide their own fabric for this course.

#### Proposed Assessments

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91350 v4	Make advanced adaptations to a pattern to change structural and style features of a design.	I			4						
91346 v4	Demonstrate understanding of advanced concepts used to make textile products.	I			4						
91345 v4	Implement advanced procedures using textile materials to make a specified product with special features.	I			6						
91359 v3	Demonstrate the role of material evaluation in product development <b>OR</b>	E			4						
91357 v3	Undertake effective development to make a trial a prototype	I			6						

#### Additional Information

To undertake this course a contribution of **\$40.00** is requested due to the specialised nature of the programme.

#### Where does it lead?

NCEA Level 3 Fabric Technology

C&I = Construction and Infrastructure	M&T = Manufacturing and Technology	PI = Primary Industries
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## Level 2 Health and Physical Education

### Home Economics

#### Course Prerequisite

NCEA Level 1 Home Economics or by discretion of the subject teacher in charge.

#### Aims and Objectives

This course is a combination of Health and Home Economics standards. The students will look at aspects of their own lifestyle and wellbeing and that of others in their school and community.

#### Course Content

This course aims to provide students with knowledge and practical skills for Health and Home Economics. The content of the course will include both a practical and theoretical component.

Health students will evaluate factors that influence a person's ability to manage change. What significant change they or someone else has experienced and what they learnt about resilience. They will plan and implement a health focus within the Stratford Community.

Home Economics students will consider specific food needs for athletes to perform. They will visit a local early childhood centre and observe practices used to enhance the wellbeing of children.

#### Proposed Assessment

There are 19 credits available in Achievements Standards at Level 2.

Standard		Assessment Method	Literacy	Numeracy	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91299 v2	<b>Home Economics</b> Analyse issues related to the provision of food for people with specific food needs.	I			5				SI	S&C	
91302 v2	<b>Home Economics</b> Evaluate sustainable food related practices.	I			5			PI	SI	S&C	
91301 v2	<b>Home Economics</b> Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand.	I			5				SI	S&C	
91304 v2	<b>Home Economics</b> Evaluate health promoting strategies designed to address a nutritional need.	E			4					S&C	

#### Additional Information

To undertake this course a contribution of **\$120.00** is requested due to the specialised nature of the programme.

#### Where does it lead?

- Prerequisite for NCEA Level 3 My Healthy Lifestyle (Home Economics and Health)
- The high literacy content of the subject is also recognised by universities in their entrance requirements for a range of literacy rich degree programmes

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## Outdoor Education

### Course Prerequisites

None.

Although students are permitted to choose both Physical Education and Outdoor Education entrance will be by discretion of the subject teacher in charge.

### Course Content

This course aims to provide students with a range of experiences which will challenge their leadership and decision making skills in an outdoor environment. The course has a strong practical emphasis with students developing their knowledge and practical ability via three focus areas of bushcraft, camping and managing risks.

### Credits Available

- A minimum of 21 Level 2 credits will be offered via a mixture of Achievement Standards and Unit Standards. Endorsement is not available.
- Students who are also studying Level 2 Physical Education must be aware that AS91330 and AS91333 also feature in this course so their combined credit count will be reduced by seven.

### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91330 v3	Perform a physical activity in an applied setting	I			4				SI		CI
91333 v2	Analyse the application of risk management strategies to a challenging outdoor activity	I			3			PI	SI		
91335 v2	Examine the implementation and outcome(s) of a physical activity event or opportunity	I			3				SI	S&C	CI

### Unit Standards

425 v6	Experience Day Tramps	I			3				SI		
426 v6	Experience Camping	I			3				SI		
431 v6	Navigate in good visibility on land	I			3				SI		
467 v5	Personal and social development through participation in adventure based training	I			3				SI	S&C	
20159 v2	Gather and apply weather information to an outdoor recreation activity	I			2				SI	S&C	
<b>Total Credits</b>					<b>24</b>						

### Additional Information

To undertake this course a contribution of **\$300.00** is requested due to the specialised nature of the programme.

### Where does it lead?

- Variety of sports and outdoor education courses within the tertiary education sector
- Careers in sports, education, health, fitness, leisure and outdoor pursuits
- Level 3 Outdoor Education Course

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## Physical Education

### Course Prerequisite

- 15 credits in NCEA Level 1 Physical Education
- If the student has not studied L1 Physical Education, entrance will be by discretion of the subject teacher in charge.
- Students are permitted to choose both Physical Education and Outdoor Education, but entry to both courses is at the discretion of the subject teacher in charge.

### Course Content

This is an academic course that aims to further develop students' knowledge and understanding of the principles and concepts of physical education. The course involves both practical and theoretical components where students will have the opportunity to participate in a greater range of learning experiences and study with greater depth.

### Credits Available

The makeup of this course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **16 - 19 credits** and will be made up from both internally and externally assessed standards.

### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91328 v2	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	I			5				SI	S&C	CI
91329 v2	Demonstrate understanding of the application of biophysical principles to training for physical activity	I			4				SI		CI
91330 v3	Perform a physical activity in an applied setting	I			4				SI		CI
91333 v2	Analyse the application of risk management strategies to a challenging outdoor activity	I			3			PI	SI		
91335 v2	Examine the implementation and outcomes of a physical activity, event or opportunity	I			3				SI	S&C	
91327 v2	Examine the role and significance of Physical Education in the lives of young people in New Zealand	I	L1		3				SI		CI

### Additional Information

To undertake this course a contribution of **\$60.00** is requested due to the specialised nature of the programme.

There may be an opportunity for an Outdoor Education component to this course, through TOPEC or TGGC approximate cost **\$200.00**.

### Where does it lead?

- Prerequisite for NCEA Level 3 Physical Education
- Physical Education is an approved subject for University entrance and is a recommended subject for students wishing to study a number of education, sports, sports science and health science courses.
- The high literacy content of the subject is also recognised by universities in their entrance requirements for a range of literacy rich degree programmes

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**Japanese**

**Course Prerequisite**

NCEA Level 1 Japanese or at the discretion of the subject teacher in charge.

**Course Content**

Share information and ideas including giving a speech which has been written in Japanese. The understanding of written and visual information.

**Proposed Assessments**

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91133 v3	Demonstrate understanding of a variety of spoken Japanese texts on familiar matters	E			5				SI		
91134 v2	Interact using spoken Japanese to share information and justify ideas	I			5				SI	S&C	CI
91135 v2	Give a spoken presentation in Japanese that communicates information, ideas and opinions	I			4						
91136 v3	Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters	E			5				SI		
91137 v2	Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts	I			5						
<b>Total Credits</b>					<b>24</b>						

**Additional Information**

To undertake this course a contribution of **\$20.00** is requested due to the specialised nature of the programme.

**Applied Mathematics**

**Course Prerequisite**

Entry is at the discretion of the subject teacher in charge.

**Course Description**

This course is for you if you found the Level 1 Mathematics and Statistics course challenging or you took the Level 1 Alternative Mathematics and Statistics course and you are unlikely to pursue Mathematics or Statistics further. This course is entirely internally assessed and will give you many of the mathematical skills for your life after school.

**Possible Assessments**

This course will be co-constructed at the beginning of the year from a range of achievement and unit standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91260 v3	Apply network methods in solving problems	I			2						
91258 v3	Apply sequences and series in solving problems	I			2						
91268 v3	Investigate a situation involving elements of chance using a simulation	I			2						
28096 v3	Demonstrate understanding of insurance products for personal financial capability	I			3						
28097 v2	Analyse and select banking products and services in relation to personal finances	I			3						
24695 v 3	Explain taxation and other deductions related to personal income	I			2						
12354 v5	Describe legal implications of living in rented accommodation and means to prevent and resolve related problems	I			4						
<b>Total Credits</b>					<b>18</b>						

**Where does it lead?**

This course prepares you for life after school. It **does not** lead to Mathematics and Statistics Level 3.

## Mathematics and Statistics

### Course Prerequisite

Entry in to this course will be based on your Level 1 Mathematics and Statistics results. In order to be successful in this course you will need to have passed Level 1 Algebraic Methods preferably at a merit level. Entry is at the discretion of the Subject Teacher in Charge.

### Course Description

This is the course for you if you enjoy, and feel competent using and applying algebraic skills and concepts. It is an academic course which establishes the basis for tertiary study in Mathematics and Statistics.

### Proposed Assessments

The following standards are recommended at Level 2, but not all will be completed during the year. The make-up of this course will be decided with the class at the beginning of the year. It is envisioned that the course will be approximately **17 credits**, and will be made up of both externally and internally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91259 v3	Apply trigonometric relationships in solving problems	I			3						
91265 v3	Apply Coordinate Geometry Methods in Solving Problems	I			2						
91264 v3	Use statistical methods to make an inference	I			4						
91262 v3	Apply calculus methods in solving problems	E			5						
91261 v3	Apply algebraic methods in solving problems	E			4						
91267 v3	Apply probability methods in solving problems	E			4						
91269 v3	Apply systems of equations in solving problems	I			2						

### Additional Information

To undertake this course a contribution of **\$35.00** is requested due to the specialised nature of the programme.

Students will also require a Graphics Calculator. These can be purchased from the school for approximately \$100.00. This will also be used in Level 3 mathematics if the student takes Mathematics in Year 13.

### Where does it lead?

- Statistics and Modelling Level 3
- Mathematics with Calculus Level 3

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### Music

#### Course Prerequisite

Students should have been learning their instrument or voice for three years prior to Year 12. It is strongly recommended that you have passed Level One NCEA music. Before you begin the course you must be completely conversant with bass clef, understand cadences, and know key signatures up to at least three sharps and flats. Grade 3 Theory is recommended.

#### Aims and Objectives

- To develop analytical understanding of a wide range of musical styles
- To be able to create music, write it down and record it
- To further develop confidence, skill and musicianship as a performer
- To apply musical knowledge creatively
- To further develop aural discrimination

#### Course Content and Skills

- **Solo Performance:** you must be learning an instrument or voice, either through the school or privately. Perform two pieces in front of an audience, recorded on DVD.
- **Group Performance:** students need to perform in a small group with one person per part. You are also expected to be in a school musical group which rehearses at least once a week, such as the School Choir, Cantores or Ensemble. Perform one piece in front of an audience, recorded on DVD.
- **Second Instrument:** now available. One piece, must be at Level 2 standard
- **Composition:** two compositions showing development of ideas and structure. You will work with a computer to produce the score. It must also be recorded.
- **Instrumentation:** you are given a piano score and need to allocate parts to different instruments. Again, you will produce a score and a recording.
- **Aural Skills:** elements and features; structural devices: simple and compound time sigs; major and minor keys up to four sharps and flats, chords I II IV V7 VI sus4 and all jazz/rock equivalents; rhythmic and melodic notation.
- **Conventions in Music Scores:** key sigs of 4 sharps and flats, major, minor, modal; time sigs simple, compound & irregular, augmented and diminished intervals; performance directions; alto, tenor & percussion clefs; cadence writing; compositional devices: thematic development: modulation: transposition & transposing instruments: style; structure
- **Music Works:** study two large pieces from different styles or eras; investigate their contexts; explain elements and features, supported by examples. This has become an External.
- **Musical Knowledge:** two set works assignments, theory, score reading, develop knowledge of Roman Numerals harmonic analysis and four-part harmony writing
- **NZ Music:** a new standard involving an in-depth investigation of an aspect of NZ Music, covering chronological overview, profile, significant musical characteristics, and evaluation of significance.

#### Proposed Assessments

There are two whole sets of achievement standards available at Level 2 in music. Students may mix and match a course to suit their strengths and interests. Broadly, there are four achievement standards for **“Music Studies”** and five for **“Making Music”**. A full course consists of **24 credits** and students should not attempt more without careful consultation.

Most of the standards are internals, with Aural, Materials (scores) and Set Works assessed in External examinations.

#### Additional Information

This course will be available through Te Kura the Correspondence School.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI

### Making Music

91270 v2	Perform two substantial pieces of music as a featured soloist	I			6						
91274 v2	Perform a substantial piece of music as a featured soloist on a second instrument	I			3						
91272 v2	Demonstrate ensemble skills by performing a substantial piece of music as a member of a	I			4						
91271 v2	Compose two substantial pieces of music	I			6						
91275 v3	Demonstrate aural understanding through written representation	E			4						

### Music Studies

91276 v3	Demonstrate knowledge of conventions in a range of music scores	E			4						
91277 v3	Demonstrate understanding of two substantial contrasting music works	E			6						
91273 v2	Devise an instrumentation for an ensemble	I			4						
91278 v2	Investigate an aspect of New Zealand music	I			4						

### Optional Unit Standards

27657 v2	Demonstrate knowledge of the development and usage of music technology equipment and techniques	I			4						
27658 v2	Demonstrate and apply knowledge of electronic music production and music notation application(s)	I			4						

### Where does it lead?

Music can be continued to Level 3 at school. It can be studied at tertiary level for degrees and diplomas (information available from music department). There are many varied careers involving music, eg music education, performer, composer, conductor, computer music, music publishing, music administrator or manager, music retail, recording industry, instrument maker, repairer or tuner, and so on.

### Other Details

This course may be run jointly with Level 3 NCEA, with students all working at their own level. A mixture of levels may be taken in performance, aural and composition.

Each student is highly recommended to buy their own theory book. We can order these in as required.

Private music lessons are available at school, and many instruments may be hired from school. You will need to allow daily practice time of at least an hour, depending on your level. Boarders may practice in the music department after school.

The music department is very active with many musical events and trips available.

Any student who wants to enter a Music Performance standard must enrol in the course. Individual entries for standards are no longer available.

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**Biology**

**Course Prerequisite**

14 Level 1 credits from Science Standards and an achieved grade in Level 1 Science AS 90948 (Genetics) is an advantage – student who do not complete this may be given entry into this course at the discretion of the Teacher in Charge of Biology and the Head of Curriculum.

**Aims and Objectives**

- To foster an awareness of the plants and animals of New Zealand.
- To understand biological facts to help with understanding of biology.
- To develop observational and experimental skills in laboratory and field.
- To communicate biological ideas in an appropriate scientific function.
- To develop a concern for the New Zealand environment.

**Skills**

- The course develops skills in systematic observation.
- Recording, classifying and interpreting data using a wide range of techniques.
- It encourages the development of individual studies by project work.
- It encourages the student to apply what is learned in the laboratory to the practical application in the field.

**Course Content and Proposed Assessment**

The make-up of this course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **19 credits** and will be made up from both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91153 v2	Carry out practical investigation in a biology context, with supervision	I			4						
91155 v2	Demonstrate understanding of adaptation of plants or animals to their way of life	I			3						
91156 v2	Demonstrate understanding of life processes at the cellular level	E			4						
91157 v2	Demonstrate understanding of genetic variation and change	E			4						
91158 v2	Investigate a pattern in an ecological community	I			4						
91159 v2	Demonstrate understanding of gene expression	E			4						
91160 v2	Investigate biological material at the microscopic level	I			3						

**Additional Information**

To undertake this course a contribution of **\$45.00** is requested due to the specialised nature of the programme.

**Where does it lead?**

The course can lead on to NCEA Level 3 Biology, polytechnic or university studies in careers such as medicine, nursing, horticulture, forestry, etc. or it is useful to study to gain an insight in scientific method and the intricacy of the living world.

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## Chemistry

### Course Prerequisite

At least Achievement in Science Level 1 AS 90930 (Acids and Bases) & AS 90944 (Chemistry Investigation).

### Aims and Objectives

#### Properties and changes of matter

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.

#### The structure of matter

- Relate properties of matter to structure and bonding
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

#### Chemistry and society

- Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

### Skills

- Analyse information to draw relevant chemical conclusions
- Ability to communicate from a macro level to a micro level and represent findings symbolically
- Master carrying out quantitative analysis with precision
- To effectively communicate chemical concepts verbally and through writing

### Course Content and Proposed Assessment

The makeup of the course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **18 credits** and will be made up from both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91910 v1	Carry out a practical investigation into a substance present in a consumer product	I			4						
91162 v3	Carry out an investigation into chemical species present in a sample	I			3						
91164 v2	Demonstrate understanding of bonding, structure and energy changes	E			5						
91165 v2	Demonstrate understanding of the properties of selected organic compounds	E			4						
91166 v2	Demonstrate understanding of chemical reactivity	E			4						
91167 v2	Demonstrate understanding of oxidation-reduction	I			3						

### Additional Information

To undertake this course a contribution of **\$45.00** is requested due to the specialised nature of the programme.

### Where does it lead?

The NCEA Level 3 chemistry course, follows on directly, extending work done in Level 2.

Knowledge of Chemistry allows for a greater understanding of the natural and synthetic changes that take place in the world around us. Pursuing Chemistry in polytechnic courses and university degrees opens up career prospects in many fields: Industry, Government departments, Medical, Local Body, Teaching, Food Technology, Horticulture and Agriculture are just some examples.

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## Physics

### Course Prerequisite

An achieved grade in Level 1 Science AS 90940 (Mechanics) and AS 90935 (Physics Investigation) or by negotiation with the Subject Teacher in Charge.

### Aims and Objectives

The course aims to develop:

- an awareness of the applications, technological developments and relevance of Physics to our world.
- a knowledge and understanding of the basic facts, principles and theories of Physics;
- the ability to apply knowledge and understanding to familiar and unfamiliar contexts.
- familiarity with the experimental procedures and laboratory skills associated with the subject.

### Skills

- Logic and reasoning
- Application of principles and laws to practical tasks
- Experimental design, data collecting and interpreting results
- Algebraic substitution and manipulation
- Trigonometric solutions to right angled triangles

### Course Content and Proposed Assessments

The makeup of this course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **18 credits** and will be made up from both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91168 v2	Carry out practical physics investigation that leads to a non-linear mathematical relationship	I			4						
91169 v2	Demonstrate understanding of physics relevant to a selected context	I			3						
91170 v2	Demonstrate understanding of waves	E			4						
91171 v2	Demonstrate understanding of mechanics	E			6						
91172 v2	Demonstrate understanding of atomic and nuclear physics	I			3						
91173 v2	Demonstrate understanding of electricity and electromagnetism	E			6						

### Additional Information

To undertake this course a contribution of **\$45.00** is requested due to the specialised nature of the programme.

### Where does it lead?

- Prerequisite for NCEA Level 3 Physics
- Tertiary courses, especially engineering, electronics and applied sciences
- Employment in research or in firms using or developing new technology
- Personal appreciation of theories and applications of Physics.

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## Level 2 Social Sciences

### Business Studies

In conjunction with the YES (Young Enterprise Programme)

#### Course Prerequisite

NCEA Level 1 Literacy and Numeracy

#### Aims and Objectives

Studying business enables students to appreciate the issues that challenge businesses and stakeholders. In a rapidly changing world, it is important that citizens are able to make informed and rational decisions about business matters.

Business contributes to the development of a culture of enterprise in New Zealand and supports our efforts to improve economic and community well-being. Business studies creates opportunities for students to:

- understand the integral role of business in society and the economy
- explore enterprise culture
- develop the key competencies of *The New Zealand Curriculum* and ngā uara me ngā waiaro/values and attitudes of *Te Marautanga o Aotearoa* through the fostering of such qualities as initiative, resilience, and resourcefulness and the skills of problem solving, co-operation, decision making, negotiation, communicating
- gain knowledge and understanding of good business practice as a productive activity
- acquire greater financial capability

In business studies, students develop their understanding of business theory and practices in a range of relevant contexts, through experimental as well as theoretical approaches to learning.

#### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
90843 v2	Demonstrate understanding of the internal operations of a large business	E			4						
90846 v2	Conduct market research for a new or existing product	I			3						
90847 v2	Investigate the application of motivation theory in a business	I			3						
90848 v2	Carry out, review and refine a business activity within a community context with guidance	I			9						
<b>Total Credits</b>					<b>19</b>						

#### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme. A contribution of **\$40.00** is requested to cover transport to and from Y.E.S. events.

#### Where does it lead?

- NCEA Level 3 Business Studies
- Good background for self-employment
- Bachelor of Business Studies
- Bachelor of Management Studies
- Bachelor of Commerce

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## Classical Studies

### Course Prerequisite

NCEA Level 1 Literacy.

8 credits from language rich standards in English at Level 1.

### Aims and Objectives

- Classical Studies is the study of the classical (ancient) civilisations of Greece and Rome.
- To provide a knowledge and appreciation of selected areas of Greek and Roman civilisation.
- To impart a knowledge of the historical importance of classical civilisation in the cultural tradition of western societies. In classical Greece and Rome are to be found the origins of much of our art, science, literature, law, philosophy, politics and religion.
- To provide a course which will interest and stimulate students of differing abilities, academic background and experience.
- To enable students to gather, process and present information as statement or argument, supported by evidence, with particular emphasis on essay writing.

### Topics

- The Odyssey: Translated into English. Classical adventure written by Homer.
- Athenian social life (slavery, the role of women, feasting, festivals etc.).
- The Greek- Persian wars
- Pompeii – The Eruption of Mount Vesuvius
- Mythology – Greek and Roman
- Plus: A range of equally interesting and fascinating topics.

### Proposed Assessments

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91200 v2	Examine ideas and values of the classical world	E	Y	Y	4						
91201 v2	Demonstrate understanding of a significant event in the classical world	I	Y	N	4						
91203 v2	Examine socio-political life in the classical world	E	Y	Y	6						
91204 v2	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures	I	Y		6						
<b>Total Credits</b>					<b>20</b>						

### Where does it lead?

On to Level 3 Classical Studies.

In the practical planning of careers, students of Classical Studies will have excellent grounding for law, social work, library work, drama and theatre, teaching, art appreciation, political science, journalism, archaeology, anthropology, travel and tourism, history, linguistics, museum work.

Classical Studies makes a positive contribution to general education and experience regardless of career choice.

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## Geography

### Course Prerequisite

8 credits at Geography Level 1      **OR**  
Level 1 Literacy

### Aims and Objectives

The general aim of geography at any level is to develop an understanding of the environment AS THE HOME OF PEOPLE.

- The objectives of the Year 12 course are to:
- develop and apply skills and techniques used in geographic enquiry and interpretation.
- to develop in students an understanding of the features of natural and cultural environments.
- to develop an empathy with people in our own and other societies.

### Content Area

The Year 12 course builds on concepts introduced at Year 11 level and focuses on the following topics:

- **Natural Environments** – Volcanic
- **Urban Studies** – Chicago Crime
- **Global Patterns**

### Skills

The four main areas of skill are:

- **Thinking Skills:** Collecting and analysing data
- **Valuing Skills:** Tolerance and values
- **Practical Skills:** Mapping, graphing, fieldwork
- **Social Skills:** Understanding of perspectives

### Proposed Assessment

The course comprises five Achievement Standards. Two of these are assessed by a national examination at the end of the year and three will be assessed by class based activities during the year.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91240	Demonstrate geographic understanding of a large natural environment	E	Y	Y	4						
91241	Demonstrate geographic understanding of an urban pattern	I			3						
91243	Apply concepts and geographic skills to demonstrate understanding of a given environment	E			4						
91244	Conduct geographic research with guidance	I			5						
91246	Explain aspects of a geographic topic at a global scale	I			3						
<b>Total Credits</b>					<b>19</b>						

### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme.

### Where does it lead?

- NCEA Level 2 Geography leads on to higher level study at Year 13 where a full Level 3 NCEA course is offered.
- Employment opportunities in travel, planning, social welfare, resource management, and many other areas utilise the ideas and skills taught in Geography.

**The skills and knowledge acquired are useful in a wide variety of related subject areas such as History, English, Biology, and Economics. It is an excellent cross-subject course.**

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## History

### Course Prerequisite

NCEA Level 1 History and Level 1 Literacy

### Aims and Objectives

- To develop in students the ability to enter imaginatively into the past.
- To further students' understanding of major forces shaping the modern world.
- To develop an awareness of New Zealand's heritage, culture and place in the world.

### Course Content

The course comprises themes, related topics and a Special Study component, to be selected from the following:

- Imperialism
- Revolution
- Colonisation

### Skills

- Information processing: to classify, analyse and organise information and establish relationships.
- Presentation: to present research findings in written, visual and oral form.
- Source interpretation: to analyse and interpret various historical sources (maps, cartoons, films, graphs, diaries etc.) of significance to New Zealanders.

### Proposed Assessments

Some of the standards will be offered as optional.

Standard		Assessment Method	UE Reading	UE Writing	Credits	Vocational Pathways					
Number	Title					C&I	M&T	PI	SI	S&C	CI
91229 v2	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	I	Y		4				SI		
91230 v2	Examine an historical event or place that is of significance to New Zealanders	I	Y		5				SI		
91231 v2	Examine sources of an historical event that is of significance to New Zealanders	E	Y	Y	4						
91232 v2	Interpret different perspectives of people in an historical event that is of significance to New Zealanders	I	Y		5						CI
91233 v2	Examine causes and consequences of a significant historical event	E	Y	Y	5						
91234 v2	Examine how a significant historical event affected New Zealand society	E	Y	Y	5						
<b>Total Credits</b>					<b>28</b>						

### Where does it lead?

Completion of this course is a very useful preliminary to the NCEA Level 3 History course.

The thinking and analytical skills acquired in History provide a valuable background to most employment areas and are particularly suited to positions in government, administration, journalism, broadcasting, diplomatic service, law, social work, teaching, political science, travel & tourism, museums or library work.

History is very important in jobs that require non-judgemental thinking, an ability to consider different points of view, and clear expression of ideas.

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**Gateway**

**Course Prerequisite**

Interview with Gateway Coordinator

**Subject Description**

Gateway is an opportunity for students to start workplace learning, whilst they are still at School, students can begin National Certificates in vocational subjects such as Vet Nursing, Hairdressing, Early Childhood, Retail, and Hospitality etc. Gateway courses are funded by the Tertiary Education Commission (TEC). There are limited spaces available in both the Year 12 and Year 13 Gateway classes. Not all industry standards offer Level 3 credits.

**Note:** Transport to and from Gateway placements is the responsibility of the student.  
All students will be Police Vetted in Term 1 in preparation for their chosen placement

**Learning Outcomes**

Students will learn to:

- Manage time effectively
- Maintain personal presentation in the workplace
- Understand their role and responsibilities as an employee
- First Aid Certificate
- Health and Safety Unit Standards

**Course Content**

Unit		Assessment Method	UE Reading	UE Writing	Level	Credits
Number	Title					
<b>External Provider Facilitates</b>						
0497	Health & Safety in the Workplace	I			L1	3
6402	First Aid – Provide Basic Life Support	I			L1	1
6401	First Aid – Provide First Aid	I			L2	1
6400	First Aid – Manage 1 <sup>st</sup> Aid in an emergency situation	I			L3	2

**Optional:** To be completed in term 1 while organising vocational course and placement.

1978	Identify basic employment rights and responsibilities, and sources of information and assistance (Instant Solutions – marked externally)	I			L1	3
7118	Manage own learning program (Service IQ – external provider)	I			L2	3
12349	Demonstrate knowledge of time management (Service IQ – external provider)	I			L2	3
4251	Plan a career pathway (Instant Solutions – marked externally)	I			L3	3
1980	Describe, from an employee perspective, ways of dealing with employment relationship problems (Instant Solutions – marked internally)	I			L3	3

This course also includes Unit Standards specific to the student's work placement, as well as Industry Credits relating to the vocational work placement matched to the student.

**20 credits are required for course completion.**

Each Gateway Student **MUST** attend their Gateway placement for 10 full days during school terms 1, 2 and 3.

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## Travel and Tourism

### Course Prerequisite

Recommendation from Dean & Academic Dean

### Aim and Objectives

An insight into some of the career options available within the Travel Industry. Designed to work towards a National Certificate of Tourism.

### Content

A series of unit standards will be delivered digitally from an accredited provider as an individual learning programme.

### Skills

- Communication Skills both written and verbal
- Have an understanding of different tourist destinations within New Zealand and Australia and the attractions offered. Be familiar with different transport options throughout New Zealand.
- Confidence in the use of computers to make bookings and retrieving data.
- Ability to work independently and online with a tutor.

### Assessment (All open book)

Unit		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
24728	Demonstrate knowledge of work roles in tourism	I			3
24729	Demonstrate knowledge of world tourist destinations	I			4
24730	Demonstrate knowledge of the business of tourism	I			4
24731	Demonstrate knowledge of destination New Zealand	I			4
24732	Demonstrate knowledge of tourist characteristics and needs	I			3

### Additional Information

An optional field trip to a New Zealand tourist destination may occur during term 2 or 3 at a cost of approximately \$300.00

### Where does it lead?

- Achievement at Level 2 leads to Level 3
- Careers in Tourism, Service Industries
- Tertiary courses at Polytechnics, Private Tourism Schools and University

**Visual Art - Design**

**Course Prerequisite**

NCEA Level 2. Exceptions may be made for skilled, motivated students who have good NCEA Level 1 grades.

**Aims and Objectives**

Students will further develop their artistic ability through research and analysis of styles and techniques based on established practice leading to the submission of a systematic body of work presented as a portfolio.

**Skills**

Aptitude will be determined under the following:

- Understanding the arts in context through research and analysis of meaning, intentions and technological influences of their own and others' works.
- Developing practical knowledge through materials, techniques, technologies and established conventions and through extending and refining skills in painting using appropriate processes and procedures.
- Developing ideas through generating analysing, clarifying and regenerating ideas in relation to established practice.
- Communicating and interpreting artistic works through critical reflection and evaluation.

**Proposed Assessment**

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91440 v2	Analyse methods and ideas from established design practice	I			4
91445 v2	Use drawing methods to demonstrate understanding of conventions appropriate to design	I			4
91455 v2	Produce a systematic body of work that integrates conventions and regenerates ideas within design	E			14
<b>Total Credits</b>					<b>22</b>

**Additional Information**

To undertake this course a contribution of **\$170.00** is requested due to the specialised nature of the programme.

**Students will need to purchase**

- A3 Sketch Pad (140 gsm)
- Black drawing pen
- Range of paintbrushes
- 1 A4 Visual Diary
- A3 Clearfile
- Range of Pencils and Pens

**Optional**

- Extra graphic pens

**Where does it lead?**

Possible career paths in a variety of professions including Fine Arts Degree or Diploma, Teacher, Fashion Designer, Florist; Artist; Hairdresser; Journalism, Art Critic, Graphic Designer, Architect, Interior Designer, Landscape Designer, Industrial Designer, Product designer, Illustrator, Set, design, Textile designer, Special effects, Makeup Artistry, Animator

## Visual Art - Painting

### Course Prerequisite

NCEA Level 2. Exceptions may be made for skilled, motivated students who have good NCEA Level 1 grades.

### Aims and Objectives

Students will further develop their artistic ability through research and analysis of styles and techniques based on established practice leading to the submission of a systematic body of work presented as a portfolio.

### Skills

Aptitude will be determined under the following:

- Understanding the arts in context through research and analysis of meaning, intentions and technological influences of their own and others' works.
- Developing practical knowledge through materials, techniques, technologies and established conventions and through extending and refining skills in painting using appropriate processes and procedures.
- Developing ideas through generating analysing, clarifying and regenerating ideas in relation to established practice.
- Communicating and interpreting artistic works through critical reflection and evaluation.

### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91441 v1	Analyse methods and ideas from established painting practice	I			4
91446 v1	Use drawing to demonstrate understanding of conventions appropriate to painting	I			4
91456 v1	Produce a systematic body of work that integrates conventions and regenerates ideas within painting	E			14
<b>Total Credits</b>					<b>22</b>

### Additional Information

To undertake this course a contribution of **\$170.00** is requested due to the specialised nature of the programme.

#### Students will need to purchase

- A3 Sketch Pad (140 gsm)
- Black drawing pen
- Range of paintbrushes
- 1 A4 Visual Diary
- A3 Clearfile
- Range of Pencils

#### Optional

- Extra Art Materials
- Paints

### Where does it lead?

Possible career paths in a variety of professions including Fine Arts Degree or Diploma, Teacher, Fashion Designer, Florist; Artist; Hairdresser; Journalism, Art Critic, Graphic Designer, Architect, Interior Designer, Landscape Designer, Industrial Designer, Product designer, Illustrator, Set, design, Textile designer, Special effects, Makeup Artistry, Animator

## Visual Art - Photography

### Course Prerequisite

NCEA Level 2 Photography

### Course Content

The study of photography and photographers with the aim of using photography as a means of art making. Students must be highly motivated and have excellent self management skills, and be able to conduct themselves in a professional manner in the wider community.

### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91442 v2	Analyse methods and ideas from established photography practice	I			4
91447 v2	Use drawing to demonstrate understanding of conventions appropriate to photography	I			4
91457 v2	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	E			14
<b>Total Credits</b>					<b>22</b>

### Additional Information

To undertake this course a contribution of **\$190.00** is requested due to the specialised nature of the programme.

Students must have continual use of a reliable DSLR camera with manual focus, SD card and minimum 8g USB drive.

All assessment materials are covered in the fee, and are provided by the Photography Department. If you do not already own a suitable camera, suitable options for purchase will be discussed once the subject is underway.

### Students will need to purchase

- 1 A4 spiral bound visual diary
- 1 A3 spiral bound visual diary

### Where does it lead?

Possible career paths in a variety of professions including Fine Arts, Photo-Journalism, Degree, Photography Diploma, Scientific Photographer, Photographer's Assistant, Teacher, Freelance Photographer, Product Photography, Travel Photography, Forensic Photography, Portrait Photography.

## Level 3 Dance

### Dance

#### Course Prerequisite

Year 12 Dance preferable or by discretion of the subject teacher in charge for students wanting to take Level 3 Dance for the first time.

#### Aims and Objectives

Level 3 Dance provides students with opportunities to solidify and share their knowledge of choreographic processes, technical skills, performance etiquette and critical analyses. Students will further develop these skills by extending their understanding of communication through movement, broadening their knowledge of technical aspects, and by viewing and interpreting their own and professional performances. Dance encourages confidence building, teaches students to work cooperatively with others, and practices presenting ideas in front of a group.

To achieve, an appropriate level of performance skill in Dance is required, coupled with the ability to express ideas and feelings through technique and the dance elements. Students will be confident to discuss their own and other's performances constructively, as well as the history of dance in context.

#### Course Content

- Level 3 Dance students will participate in both performance and theory based tasks. Students will be required to learn 2 minute dance pieces in prescribed styles, choreograph appropriate dance sequences in response to given briefs, and analyse professional dance performances. Students will be able to perform comprehensively in front of an approved audience.
- Students will demonstrate critical thinking and express ideas, feelings and offer opinions on both their own performance and that of others.
- As students gain knowledge, they appreciate the skills in Dance that provide significant opportunity to express personal and cultural identity, develop confidence and communication skills.

#### Proposed Assessments

- All standards are University Entrance Approved
- The course consists of both internal and external assessments. Although there is considerable group work, students will be assessed individually
- Students are assessed throughout the process of performance, in addition to the actual performance.
- Dance styles to be taught will be co-constructed in consultation with students.

Standard		Assessment Method	Literacy	Numeracy	Credits
Number	Title				
91589 v2	Choreograph a Dance to Develop and Resolve Ideas	I			4
91590 v2	Perform a Solo or Duet	I			4
91591 v2	Perform a Group Dance	I			4
91592 v2	Perform a Repertoire of Contrasting Dances	I			6
91211 v2	Analyse a Dance Performance	E	L3		4
<b>Total Credits</b>					<b>22</b>

#### Additional Information

During the year there may be an opportunity to attend the RNZB "Ballet in a Box" schools tour. The cost for transport to this will be charged. The event itself is free.

#### Where does it lead?

- Scholarship Dance
- Dance can be studied at Tertiary level for degrees and diplomas. It can lead to a variety of careers in performance, theatre, education, business and events.

## Level 3 Drama

### Drama

#### Course Prerequisite

A satisfactory result NCEA Level 2 Drama or by discretion of the Subject Teacher in Charge.

#### Aims and Objectives

To achieve, an appropriate level of performance skills in Drama is required with the expression of ideas feelings and human experience through the techniques, elements and conventions of drama. Students will be confident to discuss drama technologies and the history of drama that requires the exploration of playwrights demonstrated through both improvised and scripted form.

#### Course Content

- Drama students participate in many performance based activities in NCEA Level 3 Drama. Through participation in the Sheillah Winn Shakespeare Festival, school production, scripted performance and individual performance assessments, students will demonstrate comprehensive acting skills. In addition, students will be able to perform both improvisational and devised scenes to performance level and will have the opportunity to explore non-performance theatrical skills through the performance technology unit standards available if required or recommended.
- Students will demonstrate critical thinking and express ideas, feelings and offer opinions on both their own performance and that of others.
- As students gain knowledge, they appreciate the skills in Drama that provide significant opportunity to express personal and cultural identity, develop confidence and speaking skills.

#### Assessment

- The make up of this course will be decided through negotiation with the class at the beginning of the year. The credit value of the course will be between **17 – 22 credits** and will be made up of both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91512 v2	Interpret scripted text to integrate drama techniques in performance	I	Y		4
91513 v2	Devise and perform a drama to realise a concept	I			5
91515 v2	Select and use complex performance skills associated with a drama/theatre form in performance	I	Y		4
91519 v2	Script a drama suitable for performance	I		Y	4
91518 v3	Demonstrate understanding of a live drama performance	E		Y	4
91517 v2	Perform a substantial acting role in a significant production	I	Y		5

#### Additional Information

To undertake this course a contribution of **\$10.00** is requested due to the specialised nature of the programme.

#### Where does it lead?

- Drama can be studied at Tertiary level for degrees and diplomas. It can lead to broadcasting, journalism, law, teaching, public speaking, professional acting or directing as well as benefit a variety of career options.

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**English**

**Course Prerequisite**

A minimum of an achieved grade in **at least two** of the following standards at Level 2: 91101, 91106, 91098, 91099, 91100. Entry may be at the discretion of the Subject Teacher in Charge.

**Aims and Objectives**

- To increase knowledge of literature and develop a life-long love of reading.
- To increase knowledge of language and develop excellence, confidence and accuracy in the use of language for a wide variety of purposes.
- To develop confidence and ability in critical thinking, reasoning, discriminating and evaluating language.

**Course Content**

The course builds and expands on NCEA Level 2.

Literature is selected from novels, short stories, a Shakespearean play, modern drama, non-fiction and film. Speaking, independent reading, research and literary analysis are included.

**Skills**

- Developing confidence and the ability in thinking, reasoning, discriminating and evaluating.
- Developing excellence, confidence and accuracy in the use of language for a wide variety of purposes.
- Understanding, appreciating and describing the complexity and subtlety of a literary work's content, structure, style, form.
- Responding thoughtfully, critically and objectively to reading from a range of genre.

**Proposed Assessments**

Note: Students may choose to be assessed against two, rather than three of the external assessments. This would take the total number of credits to 24.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91472 v1	Respond critically to specified aspect(s) of studied written text(s).	E	Y	Y	4
91473 v1	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	E		Y	4
91474 v1	Respond critically to significant aspects of unfamiliar texts close reading, supported by evidence	E	Y	Y	4
91475 v1	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas	I		Y	6
91476 v1	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	I			3
91477 v1	Create a fluent and coherent visual text which develops, sustains and structures ideas using verbal and visual language	I			3
91478 v1	Respond critically to significant connections across texts, supported by evidence	I			4
<b>Total Credits</b>					<b>28</b>

**Where does it lead?**

Achievement at Level 3 indicates an ability to think critically and to communicate ideas clearly. English Level 3 credits are a significant hall mark of a good general education. Credits also build towards entrance to university.

## Level 3 Fabric Technology

### Fabric Technology

#### Course Prerequisite

Year 11 NCEA Level 1, or Year 12 Level 2 Fabric Technology an advantage.

#### Aim

- Students will be encouraged to employ more advanced techniques in garment construction, using specialist fabrics and advanced pattern making skills. Students will be developing their creativity in fashion drawing and garment making to include intricate detailing and embellishment.
- The level of skill required at this standard will prepare students for fashion and costume design, pattern drafting and textiles at tertiary level.

#### Course Content

- Students will study pattern drafting from a bodice block, manipulating darts and adding collars and sleeves, developed from their own fashion drawings construct a prototype garment, focusing on personal fit and detailing. They will undertake fabric investigations and develop, sample and trial to confidently construct high quality finished products. Students will be required to complete fashion portfolios to a standard required for entry into tertiary education.
- Students need access to sewing equipment and are required to provide their own fabric for this course.

#### Proposed Assessments

The course consists of 20 credits and is made up of both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91621 v3	Implement complex procedures using textile materials to make a specified product.	I			6
91623 v3	Implement complex procedures to create an applied design	I			4
91626 v3	Draft a pattern to interpret design	I			6
91613 v3	Demonstrate understanding of material development <b>OR</b>	E	Y	Y	4
91617 v3	Undertake a critique of a technological design's outcome	E	Y	Y	4

#### Additional Information

To undertake this course a contribution of **\$40.00** is requested due to the specialised nature of the programme.

#### Where does It lead?

Fabric Technology is an approved subject for university entry. Students can also choose to specialise in Fabric Technology at tertiary level, ranging from Fashion Design, pattern cutting, theatre costume and textile science.

## Level 3 Health and Physical Education

### My Healthy Lifestyle

#### Course Prerequisite

Recommended from Dean and Academic Dean

#### Aim and Objectives

This course is a combination of Health and Home Economics standards. The students will look at aspects of their own lifestyle and wellbeing and that of others in their school and community.

#### Course Content

This course aims to provide students with knowledge and practical skills for Health and Home Economics. The content of the course will include both a practical and theoretical component.

Health students will evaluate Health practices used in New Zealand such as Traditional medicine, Western Scientific medicine, Complementary and alternative medicine. They will analyse a New Zealand Health issue which is Drug use by young people in New Zealand.

Home Economics students will investigate a nutritional issue affecting the wellbeing of New Zealand society. They will investigate poor nutritional choices and its implications for the wellbeing of New Zealand society. They will also analyse a food related ethical dilemma for New Zealand such as fortified foods, genetic modification of food, fluoridation of water, taxation of foods.

#### Proposed Assessment

There are 20 credits available in Achievements Standards at Level 3.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91463 v3	<b>Health</b> Evaluate Health practices used in New Zealand	I	Y		5
91466 v3	<b>Home Economics</b> Investigate a nutritional issue affecting the wellbeing of New Zealand society	I	Y		5
91467 v3	<b>Home Economics</b> Implement an action plan to address a nutritional issue	I	Y		5
91468 v3	<b>Home Economics</b> Analyse a food related ethical dilemma for New Zealand society	I	Y		5

For girls wishing to use this to gain 14 credits as an approved subject.

#### Additional Information

To undertake this course a contribution of **\$100.00** is requested due to the specialised nature of the programme.

#### Where does it lead?

- The high literacy content of the subject is also recognised by universities in their entrance requirements for a range of literacy rich degree programmes
- Food and Nutrition is an approved subject for University entrance
- The skills learned in the Food and Nutrition course will be beneficial in many tertiary courses such as Human Nutrition, Education, Social Work, Science, Nursing and Food Technology.
- It will also provide skills relevant to the hospitality and Health industry.

## Outdoor Education

National Certificate in Outdoor Recreation (Leadership) – Level 3

This course will be offered through TOPEC. Students will be selected at interview

## Physical Education

### Course Prerequisite

14 credits in Level 2 Physical Education

If the student has not studied L2 Physical Education, entrance will be at the discretion of the Subject Teacher in Charge.

### Course Content

Level 3 Physical Education has a considerable theory component which aims to build on the knowledge gained from Level 1 and Level 2. The course aims to provide learning experiences which will promote lifelong physical activity. Students will enhance their own physical fitness in addition to taking action to promote health in their community. Students will also have the opportunity to further develop skills and techniques which underpin physical activity and assess the impact of sport in society.

### Credits Available

The makeup of this course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **16 - 19 credits** and will be made up from both internally and externally assessed standards.

### Proposed Assessment

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91499 v2	Analyse a physical skill performed by self or others	I			3
91500 v2	Evaluate the effectiveness of a performance improvement programme	I			4
91501 v2	Demonstrate quality performance of a physical activity in an applied setting.	I			4
91502 v2	Examine a current physical activity event, trend, or issue and its impact on New Zealand society.	I	Y		4
91498 v2	Evaluate physical activity experiences to devise strategies for lifelong well-being	I			4

### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme.

There is also the opportunity for students to complete an Outdoor Education component through TOPEC or TGGC. Approximate Cost \$200.00.

Students will require a USB memory stick

### Where Does It Lead

- Physical Education is an approved subject for University entrance and is a recommended subject for students wishing to study a number of education, sports, sports science and health science courses.
- The high literacy content of the subject is also recognised by universities in their entrance requirements for a range of literacy rich degree programmes.

## Level 3 Languages

### Japanese

#### Course Prerequisite

Year 12 Japanese or at the discretion of the Subject Teacher in Charge.

#### Course Content

Share information and ideas including giving a speech which has been written in Japanese. The understanding of written and visual information.

#### Proposed Assessments

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91553	Demonstrate understanding of a variety of extended spoken Japanese texts	E			5
91554	Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material	I			3
91555	Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations	I			6
91556	Demonstrate understanding of a variety of extended written and/or visual Japanese texts	E			5
91557	Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives.	I			5
<b>Total Credits</b>					<b>24</b>

#### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme.

**Mathematics with Calculus**

**Course Prerequisite**

Students taking this course should have completed the Level 2 Mathematics and Statistics course preferably with a good level of success in:

AS 2.6 – Algebraic methods and

AS 2.7 – Calculus methods

Entry is at the discretion of the Subject Teacher in Charge.

Increased emphasis is placed on working independently.

**Course Description**

This is a course of study appropriate for students with a major interest in the continued study of mathematics, the sciences and engineering.

The course continues the development of the main stream of mathematics with particular emphasis on calculus and algebra.

**Proposed Assessments**

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91575 v2	Apply trigonometric methods in solving problems	I			4
91573 v 2	Apply the geometry of conic sections in solving problems	I			3
91577 v 2	Apply the algebra of complex numbers in solving problems	E			5
91578 v2	Apply differentiation methods in solving problems	E			6
91579 v2	Apply integration methods in solving problems	E			6
<b>Total Credits</b>					<b>24</b>

**Additional Information**

To undertake this course a contribution of **\$25.00** is requested due to the specialised nature of the programme.

Students will also require a Graphics Calculator, these can be purchased from the school for approximately \$100.00

**Where does it lead?**

Calculus is an approved subject for University Entrance and is a recommended subject for students wishing to study a number of courses, including mathematics; science; engineering and many more.

## Statistics and Modelling

### Course Prerequisite

Students should have completed either of the NCEA Level 2 Mathematics and Statistics courses with success in the Statistics and Probability achievement standards. Entry is at the discretion of the Subject Teacher in Charge.

Increased emphasis is placed on working independently, research skills and literacy skills.

### Course Description

This is a course of mathematical study appropriate for students interested in biological and social sciences, medicine, commerce and administration, and in general any field where the collection, analysis and interpretation of data is important.

This course consolidates and extends Level 2 work on statistical procedures and extends students' abilities to tackle simple modelling and problem-solving situations.

### Proposed Assessments

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91581 v2	Investigate bivariate measurement data	I			4
91574 v2	Apply linear programming methods in solving problems	I			3
91587 v2	Apply systems of simultaneous equations	I			3
91585 v2	Apply probability concepts in solving problems	E			4
91586 v2	Apply probability distributions in solving problems	E			4
<b>Total Credits</b>					<b>18</b>

### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme.

A Graphics Calculator is required for one of the standards (these can be purchased from the school for approximately \$100.00)

### Where does it lead?

Statistics is an approved subject for University entrance and is a recommended subject for students wishing to study a number of courses, including Health; Science; Economics; Psychology; Statistics, and many more.

## Level 3 Music

### Music

#### Course Prerequisite

Students should have been learning their instrument or voice for four years prior to Level 3. It is strongly recommended that you have passed Level 2 NCEA music and the equivalent of Grade 4 theory.

#### Aims and Objectives

Students will develop their own strengths from the wide variety of Achievement Standards available, according to their goals for the future in music. Students should personalize their course, in consultation with the Subject Teacher in Charge.

#### Course Content and Skills

There are two whole sets of achievement standards available at Level 3 in music. Students may mix and match a course to suit their strengths. Broadly, there are five Achievement Standards available for both “Music Studies” and “Making Music”.

#### Proposed Assessments

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				

##### Making Music

91416	Perform two programmes of music as a featured soloist	I			8
91417	Perform a programme of music as a featured soloist on a second instrument	I			4
91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	I			4
91419	Communicate musical intention by composing three original pieces of music	I			8
91420	Integrate aural skills in to written representations	E			4

##### Music Studies

AS 91421	Demonstrate understanding of harmonic and tonal conventions in a range of music scores	E			4
AS 91422	Analyse a substantial music work	E			4
AS 91423	Examine the influence of context on a substantial music work	I			4
AS 91424	Create two arrangements for an ensemble	I			4
AS 91425	Research a music topic	I	Y		6

##### Optional Unit Standards

23730	Operate music sequencing, editing, and music notation application(s)	I			8
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#### Additional Information

This course is available through Te Kura the Correspondence School.

#### Where does it lead?

Music can be studied at tertiary level for degrees and diplomas. More information is available from the music department. There are many varied careers involving music.

#### Other Details

This course is run jointly with Level 2 NCEA Music, with each student working at their own level or it may be by Correspondence. A mixture of levels may be taken.

Private music lessons are available at school, and many instruments may be hired from school. You will need to allow at least an hour of daily practice time depending on your level. Boarders may practice in the music department after school.

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**Biology**

**Course Prerequisite**

At least 14 credits at Biology Level 2, with 1 being an external standard, otherwise entry will be at the discretion of the Teacher in Charge of Biology and the Head of Curriculum.

**Aims and Objectives**

- Students learn a wide range of scientific skills such as planning, observation, processing and interpreting information and reporting.
- Aspects of evolution are examined. This includes looking at the history of humans.
- Students investigate the behaviour and interaction of plants and animals with their environment.
- Contemporary issues and homeostasis are examined.

**Skills**

- The course develops skills in systematic observation. Recording, classifying and interpreting data using a wide range of techniques.
- It encourages the development of self-directed studies through individual investigation.

**Course Content and Proposed Assessment**

The makeup of the course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **19 credits** and will be made up from both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91601 v2	Carry out a practical investigation in a biological context, with guidance	I			4
91602 v2	Integrate biological knowledge to develop an informed response to a socio-scientific issue	I	Y	Y	3
91603 v2	Demonstrate understanding of the responses of plants and animals to their external environment	E	Y	Y	5
91604 v2	Demonstrate understanding of how an animal maintains a stable internal environment	I	Y		3
91606 v2	Demonstrate understanding of trends in human evolution	E	Y	Y	4
91607 v2	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	I	Y		3

**Additional Information**

To undertake this course a contribution of **\$45.00** is requested due to the specialised nature of the programme.

We are currently investigating an optional Year 13 Biology trip for 2022, there will be a cost for this.

**Where does it lead?**

While Information Technology was the science of the 20<sup>th</sup> Century, Biology is the science of the 21<sup>st</sup> Century. The NCEA Level 3 Biology course provides a background in content and skills that enable students to understand the world they live in and also gives the background for further biological study. The field of biology / biotechnology has an increasing number of career opportunities.

# Chemistry

## Course Prerequisite

At least 14 credits at Chemistry Level 2, with 1 being an external standard, otherwise entry will be at the discretion of the Subject Teacher in Charge.

## Aims and Objectives

### Properties and changes of matter

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.

### The structure of matter

- Relate properties of matter to structure and bonding
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

### Chemistry and society

- Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

### Skills

- Problem solving
- Analysing information to draw relevant chemical conclusions
- Ability to work between macro and micro level and to represent findings symbolically
- Carry out accurate analysis of chemical procedure with careful precision
- To be an effective communicator of knowledge verbally and through writing.

## Course Content and Proposed Assessment

The makeup for the course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **20 credits** and will be made up from both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91387 v2	Carry out an investigation in chemistry involving quantitative analysis	I		Y	4
91388 v2	Demonstrate understanding of spectroscopic data in chemistry	I			3
91389 v2	Demonstrate understanding of chemical processes in the world around us	I			3
91390 v2	Demonstrate understanding of thermochemical principles and the properties of particles and substances	E			5
91391 v2	Demonstrate understanding of organic compounds	E			5
91392 v2	Demonstrate understanding of equilibrium principles in aqueous systems	E			5

## Additional Information

To undertake this course a contribution of **\$45.00** is requested due to the specialised nature of the programme.

## Where does it lead?

Knowledge of Chemistry allows for a greater understanding of the natural and synthetic changes that take place in the world around us. Pursuing Chemistry in polytechnic courses and university degrees opens up career prospects in many fields: Industry, government department, medical, local body, teaching, food technology, horticulture and agriculture are just some examples.

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## Physics

### Course Prerequisite

At least 14 credits from Year 12 NCEA Level 2 Physics, including 2.4 Mechanics and 2.1 Physics Investigation, otherwise entry will be at the discretion of the Subject Teacher in Charge.

### Aims and Objectives

The course of study is designed to stimulate student interest in and enjoyment of Physics by using a wide variety of strategies and contexts. This will be achieved by:

- Developing in students an appreciation of the nature of Physics and its relevance to the everyday life of people
- Developing students' knowledge and understanding of concepts, principles and models in Physics
- Developing students' investigative skills and attitudes in the determination of relationships, patterns and trends in Physics.

### Skills

- describe and explain Physics ideas
- Application of principles and laws to every day problems
- Experimental design, data collecting and interpreting results
- Logic and reasoning

### Course Content and Proposed Assessment

The makeup of the course will be decided through negotiation with the class at the beginning of the year. It is envisioned that the credit value for the course will be approximately **18 credits** and will be made up from both internally and externally assessed standards.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91521 v1	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	I			4
91522 v1	Demonstrate understanding of the application of physics to a selected context	I			3
91523 v1	Demonstrate understanding of wave systems	E			4
91524 v1	Demonstrate understanding of mechanical systems	E			6
91525 v1	Demonstrate understanding of Modern Physics	I			3
91526 v1	Demonstrate understanding of electrical systems	E			6
91527 v1	Use physics knowledge to develop an informed response to a socio-scientific issue.	I	Y		3

### Additional Information

To undertake this course a contribution of **\$45.00** is requested due to the specialised nature of the programme.

### Where does it lead?

- Tertiary courses, especially engineering, electronics and applied sciences
- Employment in research or in firms using or developing new technology
- Personal appreciation of theories and applications of Physics

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## Level 3 Social Sciences

### Business Studies

In conjunction with the YES (Young Enterprise Programme)

#### Course Prerequisite

NCEA Level 1 Literacy and Numeracy

#### Aims and Objectives

Business Studies at Level 3 aims to build on the conceptual understanding gained at Level 2 as students return to the same concepts in different contexts throughout their learning.

#### Content Area

This course encourages students to plan, take to market, review, and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place.

#### Proposed Assessment

There are three Achievement Standards in this course worth a total of **19** credits as detailed below.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91382	Develop a marketing plan for a new or existing product	I	Y	N	6
91384	Carry out, with consultation an innovative and sustainable business activity	I	Y	N	9
91379	Demonstrate understanding of how internal factors interact within a business that operates in a global context	E	Y	Y	4

#### Additional Information

To undertake this course a contribution of **\$35.00** is requested due to the specialised nature of the programme. A contribution of **\$40.00** is requested to cover transport to and from Y.E.S. events.

#### Where does it lead?

- Banking
- Good background for self-employment
- Bachelor of Business Studies
- Bachelor of Management Studies
- Bachelor of Commerce

## Classical Studies

### Course Prerequisite

8 Language rich credits at Level 2.

A basic knowledge of Social Studies is needed, and a basic knowledge of Ancient Greece and Rome would be an advantage. This is not a subject to be 'picked up' due to failures in your Level 2 courses. Hard work, especially in terms of reading and writing will be required.

### Topics

Greek: Alexander, Greek Drama, Attic – Old – Comedy – Arisophanes, Greek and Roman mythology.

Roman: Roman Religion, Art of Roman Empire, Virgil – The Aeneid, Augustus

Choice of topics in any given year will be made from the above list.

### Aims and Objectives

Classical Studies is the study of civilisations of classical Greece and Rome.

To provide a knowledge and appreciation of selected areas of Greek and Roman civilisation.

To impart a knowledge of the historical importance of classical civilisation in the cultural tradition of western societies. In classical Greece and Rome are to be found the origins of much of our art, science, literature, law, philosophy, politics and religion.

To provide a course which will interest and stimulate students of differing abilities, academic background and experience.

To enable students to gather, process and present information as statement or argument, supported by evidence, with particular emphasis on essay writing.

### Proposed Assessments

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91394	Analyse ideas and values of the classical world	E	Y	Y	4
91396	Analyse the impact of a significant historical figure on the classical world	E	Y	Y	6
91397	Demonstrate understanding of significant ideology(ies) in the classical world	I	Y		6
91398	Demonstrate understanding of the lasting influences of the classical world on other cultures across time	I	Y		6
				<b>Total Credits</b>	<b>22</b>

### Where does it lead?

With hard work, most students can pass NCEA Level 3 Classical Studies.

Courses in Classical Studies are available in a number of universities.

In the practical planning of careers, students of Classical Studies will have excellent grounding for law, social work, library work, drama and theatre, teaching, art appreciation, political science, geography, journalism, archaeology, anthropology, travel and tourism, history, linguistics, museum work.

Classical Studies makes a positive contribution to general education and experience regardless of career choice.

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## Geography

### Course Prerequisite

8 credits at Geography Level 2 or English Level 2

### Aims and Objectives

As at other levels, Geography aims to develop an understanding of the ENVIRONMENT AS THE HOME OF PEOPLE.

The objectives of the course are:

- to apply the techniques of geographic enquiry.
- to develop greater understanding of the features of the natural and cultural environments.
- to foster continuing interest in and appreciation of the qualities and needs of the environment, seen always in relation to people's needs and values.

### Content Area

The main area of study will focus on:

- **Cultural Process** - A study of one cultural process within New Zealand - Tourism: Rotorua.

### Skills

There are four areas of skills which are acquired:

- **Visual Skills:** interpreting photos, diagrams, models
- **Mapping Skills:** construction and analysis
- **Graphing Skills:** interpretation and construction
- **Tables:** recognising patterns and simple calculations

### Proposed Assessment

Students will be assessed using all, or a selection of, the six NCEA Level 3 achievement standards shown below.

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91427	Demonstrate understanding of how a cultural process shapes geographic environment(s).	E	Y	Y	4
91429	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills.	E	Y	Y	4
91430	Conduct geographic research with consultation.	I	N	N	5
91431	Analyse aspects of a contemporary geographic issue.	I	Y	N	3
91432	Analyse aspects of a geographic topic at a global scale	I	N	N	3
<b>Total Credits</b>					<b>19</b>

### Additional Information

To undertake this course a contribution of **\$30.00** is requested due to the specialised nature of the programme.

### Where does it lead?

Geography awakens students to the world around them, and has important application for responsible decision making. At university level further courses are available in Geography, Geology, Town Planning and Regional Planning. The skills acquired in this subject have direct application to such employment areas as public service, farming, forestry, fishing, local government, journalism and the tourist industry.

**Note:** An optional field trip may be offered to Rotorua for three days at a cost of approximately \$300. The material gathered on this excursion will provide valuable information for the NCEA examination at the end of the year.

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## History

### Course Prerequisite

NCEA Level 2 History (at least 10 credits)

### Aims and Objectives

- To develop in students an understanding of change over an extended period of time.
- To develop and build skills of independent historical inquiry and research.
- To develop in students a critical approach to historical sources.

### Course Contents

Course components to be negotiated

### Skills

- Information gathering: to select information from a variety of sources and record it in an organised manner.
- Information processing: to classify, analyse and organise information and establish relationships.
- Presentation: to present findings in written and oral form.

### Proposed Assessments

Standard		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	I	Y		5
91435	Analyse an historical event, or place, of significance to New Zealanders	I	Y		5
91436	Analyse evidence relating to an historical event of significance to New Zealanders	E	Y	Y	4
91437	Analyse different perspectives of a contested event of significance to New Zealanders	I	Y		5
91438	Analyse the causes and consequences of a significant historical event	E	Y	Y	6
<b>Total Credits</b>					<b>25</b>

### Where does it lead?

- The thinking and analytical skills acquired in history provide a valuable background to most employment areas and are particularly suited to careers in government, administration, journalism, broadcasting, diplomatic service, law and social work, teaching, political science, travel and tourism, museum or library work.
- History is very important in jobs requiring non-judgemental thinking, an ability to consider different points of view, and clear expressions of ideas.

## Level 3 Distance e-Learning

### Gateway

#### Course Prerequisite

Interview with Gateway Coordinator

#### Subject Description

Gateway is an opportunity for students to start workplace learning, whilst they are still at School, students can begin National Certificates in vocational subjects such as Vet Nursing, Hairdressing, Early Childhood, Retail, and Hospitality etc. Gateway courses are funded by the Tertiary Education Commission (TEC). There are limited spaces available in both the Year 12 and Year 13 Gateway classes. Not all industry standards offer Level 3 credits.

**Note:** Transport to and from Gateway placements is the responsibility of the student.

All students will be Police Vetted in Term 1 in preparation for their chosen placement

#### Learning Outcomes

Students will learn to:

- Manage time effectively
- Maintain personal presentation in the workplace
- Understand their role and responsibilities as an employee
- First Aid Certificate
- Health and Safety Unit Standards

#### Course Content

Unit		Assessment Method	UE Reading	UE Writing	Level	Credits
Number	Title					
0497	Health & Safety in the Workplace	I			L1	3
6402	First Aid – Provide Basic Life Support (Red Cross)	I			L1	1
6401	First Aid – Provide First Aid (Red Cross)	I			L2	1
6400	First Aid – Manage 1 <sup>st</sup> Aid in an emergency situation (Red Cross)	I			L3	2

**Optional:** To be completed in term 1 while organising vocational course and placement.

1978	Identify basic employment rights and responsibilities, and sources of information and assistance (Instant Solutions – marked externally)	I			L1	3
7118	Manage own learning program (Service IQ – external provider)	I			L2	3
12349	Demonstrate knowledge of time management (Service IQ – external provider)	I			L2	3
4251	Plan a career pathway (Instant Solutions – marked externally)	I			L3	3

This course also includes Unit Standards specific to the student's work placement, as well as Industry Credits relating to the vocational work placement matched to the student. **20 credits are required for course completion.**

Each Gateway Student **MUST** attend their Gateway placement for 10 full days during school terms 1, 2 and 3.

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## Travel and Tourism

### Course Prerequisite

Recommendation from Dean & Academic Dean

### Aim and Objectives

An insight into some of the career options available within the Travel Industry. Designed to work towards a National Certificate of Tourism.

### Content

A series of unit standards will be delivered digitally from an accredited provider as an individual learning programme.

### Skills

- Communication Skills both written and verbal
- Have an understanding of different tourist destinations within New Zealand and Australia and the attractions offered. Be familiar with different transport options throughout New Zealand.
- Confidence in the use of computers to make bookings and retrieving data.
- Ability to work independently and online with a tutor.

### Assessment (All open book)

Units may include		Assessment Method	UE Reading	UE Writing	Credits
Number	Title				
18211	Demonstrate knowledge of Australia as a tourist destination	I			5
18212	Demonstrate knowledge of New Zealand as a tourist destination	I			8
23766	Demonstrate knowledge of the tourism industry	I			5
24725	Describe and analyse the economic impact of tourism	I			4
24733	Describe and promote a New Zealand tourist destination	I			5
26461	Demonstrate knowledge of Asian countries as tourist destinations	I			8
26463	Demonstrate knowledge of European countries as tourist destinations	I			8
28126	Demonstrate knowledge of world geography including the Pacific Islands and Australia, relevant to the Travel Industry	I			5

### Additional Information

An optional field trip to a New Zealand tourist destination may occur during term 2 or 3 at a cost of approximately \$300.00

### Where does it lead?

- Achievement at Level 3 leads to polytechnic or university courses in Travel and Tourism or Adventure Tourism.
- Careers in Tourism, Service Industries
- Tertiary courses at Polytechnics, Private Tourism Schools and University
- This course could also lead to a job in Travel and Tourism

CI = Creative Industries	PI = Primary Industries	SI = Service Industries
S&C = Social and Community Services	M&T = Manufacturing and Technology	C&I = Construction and Infrastructure

## Course Pathway Planning For Your Future

NAME: \_\_\_\_\_

I have visited the Kiwi Careers site and attach a copy of my print out.

Career areas I am thinking of \_\_\_\_\_

Subjects needed for careers I am targeting \_\_\_\_\_

This page is designed to help you plan your subjects for your time at Taranaki Diocesan School for Girls.

You need to choose a subject in the order of preference:		
Year 11	Year 12	Year 13
English	English	1.
Mathematics	1.	2.
Science	2.	3.
1.	3.	4.
2.	4.	5.
3.	5.	6.
4.	6.	7.
5.	7.	8.
6.	8.	9.
7.	9.	10
8.	10.	
9.		
10.		

### OTHER INFORMATION TO HELP YOU WITH YOUR CHOICES

Other Qualifications	Part-time work	Sport / Cultural Activities	Other Plans eg.Travel / work

I have researched my choices at the following places:

Kiwi careers  \_\_\_\_\_  \_\_\_\_\_

University \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

## Careers Interviews

FINAL SHEET (To be completed at your option interview)

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

Year Level in 2022: \_\_\_\_\_

We will endeavour to provide your first choice(s) so please list your choices in priority order. Please also provide any extra subjects that may not be in this Course Book that you feel may increase your learning and list them below also.

	<b>Level 1</b> English, Science and Mathematics plus 3 other subjects	<b>Level 2</b> English plus 5 other subjects	<b>Level 3</b> Need 5 subjects
1.	English	English	
2.	Science		
3.	Mathematics		
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Parent: \_\_\_\_\_