



St Paul's  
COLLEGIATE SCHOOL

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YEAR 11-13 CURRICULUM CHOICES

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2022

## FOREWORD

*"Preparing students for life in the global environment by providing challenging educational experiences that realise their full potential through faith, virtue and excellence in performance."*

*"E whakarite ana i ngaa aakonga moo te ao whaanui - maa te whaangai ki ngaa kai maaroo e angitu ai te pitomata o te whakapono, o te ngaakaupai, o te whai i te iti kahurangi."*

St Paul's Collegiate School Vision

NCEA is undergoing a review process currently but, for the 2022 school year, there will not be any changes implemented in New Zealand schools.

St Paul's operates on the philosophy that students should follow a balanced, general education, at least until the end of Year 11. We also believe that students should place an emphasis on both specific career pathways and obtaining a strong educational base.

It is also important that students select a course that is within their capabilities as changing subjects during the course of the year is disruptive to the learning process. Therefore, subject selection is important and changing subjects beyond Week 3 of Term 1, 2022 will not occur.

When considering their course selection for next year, students should:

- consider their strengths and interests in the various areas of study
- look at the teaching approach in each of the courses and consider whether they suit that style of teaching and learning
- establish the tertiary requirements for the possible careers that they might be considering
- follow a course of study that keeps as many career choice options open as possible
- seek advice from Housemasters, Subject Teachers, Career Planning Staff, Mrs Bradford - Deputy Headmaster (Junior School) or Mr Coley – Deputy Headmaster (Academic) or Mr Greg Haines (Director of Teaching and Learning)
- Students should consider if they need to be taking six subjects in Year 12 or 13.

**Every effort has been made to keep this booklet accurate. Please note that if there is insufficient demand for a subject, it might not be offered in 2022. In addition, timetabling constraints may result in some subject combinations not being available. For these reasons, the proposed subject and courses document, which comes with this booklet, is provisional only.**

It is essential that time and energy is invested in the course selection process to ensure that students have a course that is challenging, enriching and within their capabilities.

We look forward to assisting students make these important decisions.



Mr J Coley B.A. Dip Tchg  
Deputy Headmaster (Academic)

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| Arts Faculty   | Visual Arts                              | Art Design                   | <a href="#">20</a>  |
|  | Art Painting                             | Dance                        |                     |
|  | Drama                                    | Music                        |                     |
|  | Photography                              |                              |                     |
| English/Languages Faculty                            | English                                  | ESL (International Students) | <a href="#">36</a>  |
|  | French                                   | Media                        |                     |
|  | Spanish                                  | Te Reo Maaori                |                     |
| Mathematics Faculty                                  | Mathematics                              | Mathematics with Calculus    | <a href="#">57</a>  |
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| Science Faculty                                      | Agricultural and Horticultural Science   | Agribusiness                 | <a href="#">69</a>  |
|  | Biology                                  | Chemistry                    |                     |
|  | Electronics                              | Physics                      |                     |
|  | Science                                  |                              |                     |
| Social Sciences Faculty                              | Accounting                               | Business Studies             | <a href="#">88</a>  |
|  | Economics                                | Geography                    |                     |
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|  |  |                              |                     |

## PROCEDURE FOR COURSE AND SUBJECT SELECTION

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|        |  |
|--------|--|
| Step 1 | You will have received an email that has a link to the 2022 Course Curriculum Booklet.   |
| Step 2 | A second email will be forwarded to you for electronic selection of subjects for 2022. This is a simple procedure where you will need to click the boxes to choose your subjects. Courses must be selected by <b>24 August 2021</b> .  |
| Step 3 | A course confirmation email will be sent to parents at the beginning of 2022.  |
| Step 4 | <p>If you wish to change subjects because of external examination results or because of altered career plans, this can be done either at the course confirmation days in January or by contacting the Deputy Headmaster – Academic prior to these days.</p> <p>Email: <a href="mailto:j.coley@stpauls.school.nz">j.coley@stpauls.school.nz</a> Phone: 957-8858</p> |
| Step 5 | No further course changes will be permitted after Friday 4 February 2022.  |
| Note:  | <b>Any student wanting to take a combination of subjects at different levels must see the Deputy Headmaster (Academic) in order to select their subjects, and not enter them electronically.</b>   |

# COURSE AND SUBJECT GUIDELINES

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## GENERAL POINTS

### 1. How the curriculum is organised at St Paul's

The curriculum at St Paul's is based on the principle that all students should follow a path of broad and balanced general education, which keeps their options open until at least the end of Year 11.

After that, in Years 12 and 13, students have the opportunity to continue on this path or to follow increasingly specialised courses if they have planned specific career paths.

### 2. What to keep in mind when choosing Year 11, 12 and 13 subjects

The choice of optional subjects for Years 11, 12 and 13 must be made very carefully. You should select courses that allow you to gain entry to the University/Institute of Technology programme which best fits your career direction(s) and personal profile established by career planning. If you wish to study at an Overseas University, please check the entry requirements carefully (i.e. Level 3 English)

The following areas should also be considered:

#### Interests and abilities

You should work to your strengths and talents. Taking subjects you like and are good at, needs to be balanced against taking subjects you require (and may not like or be good at) to make sure you gain entry to the course(s) you most want to get into at University, Institute of Technology, Trades, etc. Check for required/recommended subjects on the Kiwi Careers database [www.careers.govt.nz](http://www.careers.govt.nz) or <http://youthguarantee.net.nz/start-your-journey> or <http://bullseye.co.nz> or [www.careercentral.school.nz](http://www.careercentral.school.nz)

#### Essential skills

Your course should include a range of subjects which give you the opportunity to keep developing key competencies as outlined in the New Zealand Curriculum document. These key competencies are capabilities for living and lifelong learning. They are the key to learning in every learning area in that they are both a focus for learning and they enable learning. They are: *Thinking; using language symbols and texts; managing self; relating to others; participating and contributing.*

#### Further education

The beginning of Year 11 is the start of your senior studies. You will need to keep in mind how your choice of subjects will allow you to progress to higher levels, at school or in tertiary education. Some subjects are more difficult to start at Year 12 than at Year 11. If you intend doing any of the following subjects in Year 12, it is advisable to study them in Year 11: *Accounting, Chemistry, French, Music, Physics, Spanish, Technology and Te Reo Maaori.*

#### Career planning

Once you have set one or more initial career directions and picked your courses, you will need to check out the possible careers in those directions. Talk with a Collegian in the field, or someone your family knows. Spend a day working alongside someone in that occupation or email the organisations listed on the Kiwi Careers Services database. <http://www.careers.govt.nz/> or [www.careercentral.school.nz](http://www.careercentral.school.nz)

**Keep your options open. Be flexible. Specialise only when you have set clear career directions and goals.**

## YEAR 12

### Compulsory Subject:

English

### Considering Careers:

*Agriculture / Farming/Agribusiness*

*Building Science / Architecture*

*Commerce*

*Communications*

*Computer Science*

*Design / Media / Art*

*Engineering*

*Health Science*

*Hospitality / Tourism*

*Law*

*Sports Science / Coaching*

*Science*

*Veterinary Science*

### Subjects Recommended:

Biology / Chemistry / Geography / Agriculture / Agribusiness

Physics / Graphics / Art Design / Technology

Accounting / Economics / Agribusiness

Media / History / Drama / Photography / Art Design

Digital Technology / Mathematics / Physics

Visual Art / Art Design / Graphics / Painting / Photography

Chemistry / Physics / Technology

Biology / Chemistry / Physics

Tourism

English / History or Geography

Physical Education / Biology

Science / Chemistry/ Physics / Biology

Biology / Chemistry / Physics

## YEAR 13

### Strongly Recommended:

English enriched subjects: English, Geography  
History, Media.

### Considering Careers:

*Agriculture / Farming/Agribusiness*

*Building Science / Architecture*

*Commerce*

*Communications*

*Computer Science*

*Design / Media / Art*

*Electronics / Aviation*

*Engineering*

*Health Science*

*Law*

*Sports Science / Coaching*

*Science*

*Veterinary Science*

### Subjects Recommended:

Agribusiness / Agriculture / Biology / Chemistry /  
Economics / Geography

Art Design / Calculus / DVC Graphics /Physics /Technology

Accounting / Agribusiness / Economics / Statistics

Drama / History / Media / Art Design / Photography

Digital Technology / Mathematics / Physics

Visual Art / Art Design / Painting / Photography

Electronics / Physics

Calculus / Chemistry / English / Physics

Biology / Chemistry / Physical Education / Physics

English / Geography or History

Biology / Physical Education

Biology / Chemistry/ Physics / Science

Biology / Chemistry / Physics / Statistics

### 3. Who to talk to for information and advice

It is important that students and parents gather as much information and advice as possible when choosing subjects for the senior school. This may be available from sources outside the school.

Inside school, please do not hesitate to consult any of the following people:

For general educational and curriculum advice:

- Deputy Headmaster (Academic) – Mr Coley
- Housemasters
- Subject teachers and Heads of Departments
- Careers Teacher – Mr Wilson
- Director of Teacher and Learning – Mr Haines

For advice about individual learning needs:

- Head of the Learning Enhancement Unit – Mrs Stapleton
- International Students' Director – Mrs Richardson

For career planning:

- Careers Teacher – Mr Wilson

Parents are welcome to come to School to discuss together with the Career Planning Staff and their student, any matter concerning career planning and subject choice.

#### **Something to remember**

Avoid choosing subjects just for ease of gaining credits, or for teacher preference, or because a friend is taking that subject.

# NEW ZEALAND SCHOLARSHIP EXAMINATIONS

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Success in New Zealand Scholarship Examinations represents the pinnacle of academic achievement for secondary school students. In addition to the substantial monetary awards available to successful candidates, the examinations provide students with a rigorous assessment that compares well with the experience of studying a tertiary qualification.

St Paul's Collegiate School has enjoyed a great deal of success with New Zealand Scholarship and is one of the top schools in the region, and one of the top nationally, for the number of scholarships gained per student.

To build on this success, and to affirm St Paul's commitment to providing education of the highest quality, the School has developed specialised scholarship programmes for its students.

## SCHOLARSHIP SUBJECT TUITION

Students at St Paul's are welcome to enter for New Zealand Scholarship in any subject that the School offers.

The Heads of each Department within the School offer subject-specific programmes of tuition designed to give their scholarship candidates the best chance of success.

Tutorial sessions are offered for most subjects and run in the mornings prior to school, lunchtimes, after school or in the evenings. These sessions are regarded as compulsory for students that are serious about entering Scholarship at the end of the year.

At the beginning of each academic year a group of Year 13, and some exceptional Year 12, students are selected to be part of the School's scholarship group; based on their previous academic results and their potential as genuine scholarship candidates.

The group meets regularly for generic skills seminars and to hear from guest speakers. St Paul's have identified that deficiencies in certain generic skills can form significant barriers to success in New Zealand Scholarship for even the very best academics. These skills include higher order writing structures, question interpretation, exam technique and revision skills.

To address this, a number of teachers and guest speakers have contributed to a seminar programme designed to ensure that the students enter the end of year examinations armed with this skill set. These seminars are for the whole scholarship group.

In addition to the money earned from success in New Zealand Scholarship, each year a number of students are assisted by the Deputy Headmaster (Academic) to secure further scholarships worth tens-of-thousands-of-dollars. Some students have gained full study scholarships worth in excess of \$100,000.

New Zealand Scholarship examinations are an extra examination that is sat alongside NCEA. Please note on Page 9 all eligible subjects for New Zealand Scholarship. Teachers will talk with students at the start of the school year with regards to the requirements of sitting New Zealand Scholarship examinations. New Zealand Scholarship can be sat by Year 11, Year 12 and Year 13 students who are eligible.

## SUBJECTS AVAILABLE – (NCEA UNLESS OTHERWISE STATED)

Key: ○ = Subject is available at this level but previous learning is required  
● = Subject may be started at this level

| SUBJECT                                      | YEAR 11 | YEAR 12 | YEAR 13 | SCHOLARSHIP |
|--|---------|---------|---------|-------------|
| Accounting                                   | ●       | ●       | ○       | ✓           |
| Agribusiness/Business Studies                | ●       | ●       | ●       |             |
| Agriculture and Horticulture Studies         | ●       | ●       | ●       | ✓           |
| Art - Visual Art                             | ●       |         |         |             |
| - Digital Visual Art                         | ●       |         |         |             |
| - Painting/Printmaking                       | ●       | ○       | ○       | ✓           |
| - Photography                                | ●       | ●       | ○       | ✓           |
| - Design                                     | ●       | ●       | ○       | ✓           |
| Biology                                      |         | ●       | ○       | ✓           |
| Biology (Cambridge)                          | ●       |         |         |             |
| Business Studies                             | ●       |         |         |             |
| Chemistry                                    |         | ●       | ○       | ✓           |
| Chemistry (Cambridge)                        | ●       |         |         |             |
| Digital Technology (Computing)               | ●       | ●       | ●       |             |
| Drama  | ●       | ●       | ●       | ✓           |
| Economics                                    | ●       | ●       | ●       | ✓           |
| Electronics                                  |         | ●       | ○       |             |
| English                                      | ○       | ○       | ○       | ✓           |
| English (Cambridge)                          | ●       | ●       | ○       |             |
| Enhanced Learning                            | ○       |         |         |             |
| ESL  | ●       | ●       | ●       |             |
| French                                       | ○       | ○       | ○       | ✓           |
| Geography                                    | ●       | ●       | ●       | ✓           |
| Design & Visual Communication (Graphics)     | ●       | ●       | ○       | ✓           |
| History                                      | ●       | ●       | ●       | ✓           |
| Mathematics                                  | ○       | ○       |         |             |
| Mathematics (Cambridge)                      | ●       | ○       | ○       |             |
| Mathematics with Calculus                    |         | ○       | ○       | ✓           |
| Mathematics with Statistics and Modelling    |         | ○       | ○       | ✓           |
| Media Studies                                |         | ●       | ●       |             |
| Maaori                                       | ○       | ○       | ○       | ✓           |
| Music  | ○       | ○       | ○       | ✓           |
| Physics                                      |         | ●       | ○       | ✓           |
| Physics (Cambridge)                          | ●       |         |         |             |
| Science (General)                            | ●       |         |         |             |
| Science (Earth and Space)                    |         | ●       | ●       | ✓           |
| Spanish                                      | ○       | ○       | ○       |             |
| Sports Science – Advanced Physical Education | ●       | ●       | ●       | ✓           |
| Technology - Elementary Construction         |         |         | ●       |             |
| - Engineering - Metal                        | ●       | ○       | ○       |             |
| - Furniture Making                           | ●       | ○       |         |             |
| Tourism                                      |         | ●       | ●       |             |
| Transition                                   |         | ●       | ●       |             |

NB: Availability may be restricted by demand, staffing and timetable requirements

# SENIOR CURRICULUM OPTIONS

| Key                    |   |  |  |
|------------------------|---|--|--|
| IGCSE                  | Cambridge International Exams (CIE) - Year 11                       |  |  |
| AS                     | Cambridge International Exams (CIE) - Year 12                       |  |  |
| A                      | Cambridge International Exams (CIE) - Year 13                       |  |  |
| 101/201/301            | Primarily Achievement Standards                                     |  |  |
| 102/202/302            | Primarily Achievement Standards course with less external standards |  |  |
| 103/203/303            | Unit Standard Courses   |  |  |
| Area                   | Year 11 – Level 1   | Year 12 – Level 2                              | Year 13 – Level 3                              |
| The Arts               | Visual Art - Paint/Print (101)                                      | Art – Paint/Print (201)                        | Art - Painting (301)                           |
|                        | Digital Visual Arts (101)   | Art - Design (201)                             | Art - Design (301)                             |
|                        |   | Art - Photography (201)                        | Art - Photography (301)                        |
|                        |   |  |  |
|                        | Music (101)   | Music (201)                                    | Music (301)                                    |
|                        | Drama (101)   | Drama (201)                                    | Drama (301)                                    |
| Language/<br>Languages | English (IGCSE) (CIE)   | English (AS) (CIE)                             | English (A) (CIE)                              |
|                        | English (101)   | English (201)                                  | English (301)                                  |
|                        | English (102)   | English (202)                                  | English (302)                                  |
|                        | ESL (102)   | ESL (202)                                      | ESL (302)                                      |
|                        | French (101)  | French (201)                                   | French (301)                                   |
|                        | Spanish (101)   | Spanish (201)                                  | Spanish (301)                                  |
|                        | Te Reo Maaori (101)   | Te Reo Maaori (201)                            | Te Reo Maaori (301)                            |
|                        |   | Media Studies (201)                            | Media Studies (301)                            |
| Mathematics            | IGCSE Maths   | Maths (AS) (CIE)                               |  |
|                        | Mathematics (101)   | Statistics and Calculus (201)                  | Calculus (301)                                 |
|                        |   | Statistics (201)                               | Statistics and Modelling (301)                 |
|                        | Mathematics (102)   |  | Maths (A Level) (CIE)                          |
| Science                | Agricultural and Horticultural Science (101)                        | Agricultural/Horticultural Science (201)       | Agricultural/Horticultural Science (301)       |
|                        |   | Agribusiness/Business Studies (201)            | Agribusiness (301)                             |
|                        | Biology (IGCSE) (CIE)   | Biology (201)                                  | Biology (301)                                  |
|                        | Chemistry (IGCSE) (CIE)   | Chemistry (201)                                | Chemistry (301)                                |
|                        | Physics (IGCSE) (CIE)   | Physics (201)                                  | Physics (301)                                  |
|                        | Science (101)   | Earth & Space Science (201)                    | Earth & Space Science (301)                    |
|                        | Science (102)   |  |  |
|                        |   | Electronics(203)                               |  |
| Social Sciences        | Accounting (101)  | Accounting (201)                               | Accounting (301)                               |
|                        | Business Studies (101)  |  |  |
|                        | Economics (101)   | Economics (201)                                | Economics (301)                                |
|                        | Geography (101)   | Geography (201)                                | Geography (301)                                |
|                        | History (101)   | History (201)                                  | History (301)                                  |
|                        |   | Tourism (203)                                  | Tourism (303)                                  |
| Sports Science         | Sports Science (101)  | Sports Science (201)                           | Sports Science (301)                           |
| Technology             | Materials Tech (101)  |  |  |
|                        | Furniture Making (103F)   | Furniture Making (203F)                        | Construction                                   |
|                        | Metal Engineering (103E)  | Metal Engineering (203E)                       | Metal Engineering (303E)                       |
|                        | Design & Visual Communication (Graphics) (101)                      | Design & Visual Communication (Graphics) (201) | Design & Visual Communication (Graphics) (301) |
|                        | Computer Science (101)  | Computer Science (201)                         | Computer Science(301)                          |
|                        | Digital Innovations (101)   | Digital Innovations (201)                      | Digital Innovations (301)                      |
| Other                  | Learning Enhancement  | Transition (203)                               | Transition (303)                               |

# LEADERS OF CURRICULUM/ HEADS OF DEPARTMENT/ HEADS OF SUBJECTS

| THE ARTS   | LANGUAGES  | MATHEMATICS   |
|--|--|---|
| LOC: Mr J Cameron  | LOC: Mr B Summerfield  | LOC: Mrs T Hastie   |
| <b>Practical Visual Art</b><br>Mr J Cameron                | <b>English</b><br>Mr B Summerfield   |   |
| <b>Art Photography</b><br>Mr J Cameron                     | <b>English for Speakers of Other Languages (ESL)</b><br>Director: Mrs H Richardson<br>Mrs H Norman |   |
| <b>Art Design</b><br>Mr J Cameron                          | <b>French</b><br>Mr R Aldridge   |   |
| <b>Drama</b><br>Mr B Rawson                                | <b>Spanish</b><br>Mr M Simoncelli  |   |
| <b>Music</b><br>Mrs D Ringle                               | <b>Media Studies</b><br>Mr J Howard  |   |
| SCIENCE  | SOCIAL SCIENCES  | TECHNOLOGY  |
| LOC: Mr D Smith  | LOC: Mrs A Bromwich  | LOC: Mr A Harries   |
| <b>Science</b><br>Miss N Schollum                          | <b>Accounting</b><br>Mrs A Bromwich  | <b>Materials Technology</b><br>Mr A Harries                                   |
| <b>Agricultural and Horticultural Science</b><br>Mr C Foot | <b>Business Studies</b><br>Mrs A Bromwich  | <b>Elementary Construction/ Engineering/ Furniture Making</b><br>Mr A Harries |
| <b>Agribusiness</b><br>Mrs K Allen                         | <b>Economics</b><br>Mrs A Bromwich   | <b>Computing</b><br>Mrs H Chileshe  |
| <b>Biology</b><br>Mrs J Lock                               | <b>History</b><br>Mrs S Cantlon  | <b>Design &amp; Visual Communication (Graphics)</b><br>Mr A Harries           |
| <b>Chemistry</b><br>Mr D Smith                             | <b>Geography</b><br>Mrs S Cantlon  |   |
| <b>Physics</b><br>Mr B van Meygaarden                      | <b>Tourism</b><br>Mr I Campbell  |   |
| <b>Electronics</b><br>Dr M Simmonds                        |  |   |
| SPORTS SCIENCE   | TE TARI REO MAAORI   | OTHER   |
| LOC: Mr D Gundersen  | LOC: Matua T Thompson  |   |
| <b>Sports Science</b><br>Mr D Gundersen                    | <b>Te Reo Maaori</b><br>Matua T Thompson   | <b>Learning Enhancement</b><br>Mrs F Stapleton                                |
|  |  | <b>Transition</b><br>Mr M Rameka  |

## YEAR 11

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Students are expected to take a course which enables them to maintain a broad and balanced general education at this level.

The school offers two qualifications at Year 11 – NCEA Level 1 and IGCSE (Cambridge International). While the syllabus content for the two qualifications is very similar, the assessment is different. NCEA assesses by modules of work (called standards). Approximately 40% of the assessment is done in class (internal standards) and the balance in an end of year examination (external standards). Each standard has a credit value and grades are awarded in four categories, Excellence, Merit, Achieved and Not Achieved. IGCSE by contrast is assessed mostly by an end of year examination. Grades are awarded in eight categories from A\* to G.

### CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE)

The Cambridge International Examination is an internationally respected and widely implemented qualification for secondary school students. It continues to gain in popularity with more and more schools worldwide offering it as their sole qualification or as an alternative to their current qualification. As a testament to the esteem with which the qualification is held, a number of leading British Independent schools, including Eton, have recently opted for CIE as their qualification.

St Paul's will again be offering a choice of CIE and NCEA qualifications in 2022, within established guidelines. The CIE qualification at Level 1 (called IGCSE) is designed for **academically able students**.

The school has deliberately chosen only Cambridge courses at Level 1 (and Level 2) that we believe will support and enhance our student's NCEA Level 2, NCEA Level 3 and Scholarship academic success in the future.

Consequently, it is not being offered in all Level 1 subjects and is only being offered at Level 2 (Year 12) in English, Mathematics and at Level 3 (Year 13) in English and Mathematics.

If a student selects the CIE pathway, they can do up to four IGCSE subjects, with the remainder being NCEA. Every student's course of study will need to be approved by the Deputy Headmaster (Academic).

All CIE students will also have the opportunity to gain their NCEA Level 1 Certificate. At the end of Year 11, CIE students will have the capability to continue with CIE in AS English and AS Mathematics at Year 12 (or revert to NCEA English and Mathematics), but will switch to an NCEA pathway in all other subjects.

This is made possible through students having already achieved credits in some NCEA Year 10 courses and through some IGCSE courses having internally assessed NCEA standards attached, and through the other full NCEA courses that students will take at Level 1 (all students take six subjects, with up to four able to be IGCSE and the rest NCEA).

External examinations are the main means of assessment used by CIE. The exams are set and marked by CIE-appointed examiners. Usually there are two or three papers per subject requiring a total examination time of about three hours, though this varies from subject to subject. Many subjects also have a coursework component in addition to the final exam.

Results for IGCSE are graded on an eight-point scale from A\* to G: see the table below. The student receives a certificate with each result printed on it.

| GRADE    | IGCSE MARKS  |
|----------|--------------|
| A*       | 90 - 100     |
| A        | 80 - 89      |
| B        | 70 - 79      |
| C        | 60 - 69      |
| D        | 50 - 59      |
| E        | 40 - 49      |
| F        | 30 - 39      |
| G        | 20 - 29      |
| Ungraded | Less than 20 |

\*Generic guide only

All students are given a statement of school policy of CIE Cambridge qualifications, detailed course outlines and statements on assessment procedures for each subject at the beginning of their Year 11 course.

## NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

Year 11 courses lead to NCEA Level 1. Course assessment is by a series of Achievement Standards (approximately five per subject). Some of the Achievement Standards are internally assessed but the majority are externally assessed. Virtually every subject will offer a maximum of 20 possible credits.

Students are expected to take a course which enables them to maintain a broad and balanced general education at this level.

NCEA is now a well-established qualification that is internationally recognised. Many Old Collegians who have done NCEA in recent years are now successfully studying at Universities overseas.

## NUMBER OF SUBJECTS

It is the policy at St Paul's that all students must study SIX subjects in Year 11 except LEU students.

NCEA Level 1 demands a degree of competency in Numeracy and Literacy. Within the 80 credits a student must achieve in order to be awarded a Level 1 Certificate there must be:

A minimum of 10 credits in Literacy (from English and/or other approved language rich standards) **and** a minimum of 10 credits in Numeracy (from Mathematics and/or other approved numeracy rich standards).

NB: All students wishing to attend University must achieve 10 credits in Numeracy at Level 1 for NCEA. This is an entry requirement into all New Zealand Universities. This one of the reasons why **Mathematics is compulsory for all Year 11 students.**

All students are given a statement of school policy on NCEA Level 1, detailed course outlines and statements on assessment procedures for each subject at the beginning of their Year 11 course.

## ENGLISH

English provides the language skills and experience, which are essential to all learning and in all areas of life. **English is compulsory for all Year 11 students** and must be selected from either IGCSE English, English 101 or English 102.

## MATHEMATICS AND SCIENCE

Mathematics and Science are very important to the requirements of a broad and balanced general education.

All students must include in their courses:

- Mathematics (A Course) or Mathematics (B Course) and **at least one Science** subject chosen from Science (101), Science (102), Agricultural and Horticultural Science (101), IGCSE Chemistry, IGCSE Biology, IGCSE Physics.
- Students may **not take more than two** of IGCSE Chemistry, IGCSE Biology, IGCSE Physics, Science (101), Agricultural and Horticultural Science (101) in Year 11.

## STUDENTS AFFILIATED TO THE ENHANCED LEARNING CENTRE

In the case of a very small number of students, for whom a six-subject NCEA Level 1 course is too challenging, an alternative course is available. These students must take FIVE NCEA Level 1 subjects. Their sixth subject known as Enhanced Learning will also provide credits towards the NCEA Level 1 certificate. The number of credits on offer will be slightly less than for a full NCEA Level 1 course. However, in this sixth subject slot, students will get assistance from the School's Enhanced Learning Centre. This will enable students to achieve a greater degree of academic success.

In addition, some students will be working to an Individual Education Programme as developed with the Enhanced Learning Centre. Applications for places in the Enhanced Learning Centre programmes must be made to the Deputy Headmaster in conjunction with the Learning Resource staff.

## FLEXIBILITY

Where there are insufficient students for a class, or where classes might be too large, some groupings of subjects may have to be altered, or subjects withdrawn. Parents and students will be notified of this in this case.

# YEAR 12

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## CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE)

St Paul's provides the choice of Mathematics and English AS Level courses in 2022. All students who opt for these courses will need to seek approval from the Deputy Headmaster (Academic), to ensure that their educational opportunities are maximised.

## NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

Most students in Year 12 take an NCEA Level 2 course. As for Level 1, most subjects are partly internally assessed with the majority of the course being assessed in external examinations at the end of the year.

Keep in mind the following points:

- Students at this level may choose to continue on a path of broad general education. Many will now begin to specialise.
- Some students will follow a mixed AS level Cambridge course and NCEA Level 2 course.

## NUMBER OF SUBJECTS

At St Paul's in Year 12, all students **must** study **FIVE** subjects, including either **AS English, English (201) or English (202)**. **NB:** All students wishing to attend University must achieve 10 credits in Literacy at Level 2 or higher for NCEA. This is an entry requirement into all New Zealand Universities. These 10 credits must include 5 credits in Reading and 5 credits in Writing. They must also have 10 Numeracy credits at Level 1 or above.

A Cambridge numeracy standard/minimum grade of D in IGCSE (or E grade in AS Mathematics), and Cambridge literacy standard/minimum grade of E in AS English qualifies a student for the University Entrance component of numeracy and literacy. Mathematics is an option subject at Year 12, but it is recommended that **Mathematics with Calculus (201)** or **Mathematics with Statistics (201)** be a part of any Year 12 course, as this will enable students to maintain a broad educational base and keep their options open. Students may take **six subjects**, but must make the choice to do so very carefully as **changing or leaving a course during the year is not recommended**. As a general guide, students who have achieved at excellence and merit level in the majority of their Level 1 Achievement Standards, should consider taking six Level 2 subjects.

## ADDITIONAL STUDIES IN YEAR 12

All students in Year 12 (excluding those who take six subjects) will take additional classes including: Recreational Physical and Health Education, Career Planning and a study period.

## LINKS WITH YEAR 13

The present courses available in Year 13 should also be considered when making subject choices for Year 12. It is important to look at both the Year 12 and Year 13 subject choices before finalising your Year 12 course.

## FLEXIBILITY

Where there are insufficient students for a class, some groupings of subjects may have to be altered, or subjects withdrawn.

# YEAR 13

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Keep in mind the following points:

- Year 13 courses lead to a **NCEA Level 3 Certificate** and **University Entrance**. The course is generally assessed by end of year external examination, but all subjects have internally assessed coursework which contributes to a student's final credit total. To obtain a Level 3 certificate a student must achieve at least 60 credits at Level 3, as well as having achieved at least 20 credits at Level 2.
- Students usually take a specialised course of study at this level, to give them their best chance of gaining entry to their first and second choices of University/Institute of Technology courses, and to specific vocations. It is essential that students establish the entry requirements for their proposed tertiary course of study before embarking on their Level 3 course. UE is gained by achieving:
  - NCEA Level 3
  - 10 literacy credits (5 reading, 5 writing) at Level 2 or higher (these are noted against the eligible standards in each subject)
  - 42 credits – 14 credits in each of three UE approved Level 3 subjects
  - 10 numeracy credits at Level 1 or higher

However, limited entry courses (Engineering, Medicine, Law, Veterinary Science, Architecture), have different and more demanding criteria.

A Cambridge numeracy standard/minimum grade of D in IGCSE (or E grade in AS Mathematics), and Cambridge literacy standard/minimum grade of E in AS English qualifies a student for the University Entrance component of numeracy and literacy.

## NUMBER OF SUBJECTS

At St Paul's all students must study **FIVE** subjects at this level. It is not recommended that a student chooses six subjects in Year 13.

## RANGE OF SUBJECTS

The range of subjects available at this level is wider. Students should take into account their chosen career directions and possible courses of tertiary study when choosing subjects for Year 13. If in doubt, students should see the Career Planning staff for career planning or to review earlier career plans, before making final decisions.

## FLEXIBILITY

Where there are insufficient students for a class, some groupings of subjects may have to be altered, or subjects withdrawn.

# GENERAL INFORMATION

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## CHANGING COURSES AFTER THE START OF THE YEAR

Every year students return to school, wanting to change their subjects. It may not be possible to make changes if places are not available in classes. Most of the information is available now, to help students make a decision before the end of 2021.

To make a change at the start of Term 1, 2022, a student will need a good reason. The change must be approved by the Deputy Headmaster (Academic), their parents and the relevant Head of Department. Note that changes will not be permitted after week three of Term 1.

*The course finalisation date will be*

**FRIDAY 4 FEBRUARY 2022**

*No changes of subject will be permitted after this date.*

## MULTI-LEVEL COURSES – YEAR 11, 12 AND 13

In some cases, students will benefit from taking multi-level courses. For example, a student in Year 12 might benefit from taking some subjects at Level 2, and continuing to work at Level 1 in other subjects.

Where possible, multi-level courses can be constructed. Students or parents considering a multi-level course should discuss this with Mr Coley - Deputy Headmaster (Academic), Mrs Bradford (Deputy Headmaster Junior School, NZQA Principal's Nominee) or Mr Wilson (Careers Advisor).

## CORRESPONDENCE SCHOOL COURSES – MINORITY SUBJECTS

When a student wishes to take a subject not taught in the school it may be possible to take the subject through the Correspondence School. A request for this must be made to the Deputy Headmaster (Academic) before the end of Term 4, 2021.

## CERTIFICATE ENDORSEMENT

- Level 1 - If a student gains 80 or more Level 1 credits, which must include 10 Numeracy credits and 10 Literacy credits, they will gain Level 1 with Achievement.
- Level 2– if a student has Level 1 and gains an additional 60 Level 2 credits, they will gain Level 2 with Achievement.
- Level 3 – if a student gains 60 Level 3 credits, they will gain Level 3 with Achievement.
- University Entrance requires NCEA Level 3 and a minimum of 14 credits in three subjects. These subjects must be on the University approved subject list.
- If a student gains 50 or more Level 1 credits at Merit level or above, they are awarded a Level 1 certificate with Merit Endorsement.
- If a student gains 50 or more Level 1 credits at Excellence level, they are awarded a Level 1 certificate with Excellence endorsement.
- Students with Merit or Excellence endorsements at Levels 2 and 3 will receive preferential entrance to New Zealand universities and most universities waive significant amounts of fees for students with Merit or Excellence endorsements, through creation of scholarships for those students.

## SUBJECT ENDORSEMENT

- If a student gains 14 or more Merit credits or better in an individual course (subject) at Levels 1, 2 or 3, then they will be awarded a Merit endorsement for that subject.
- If a student gains 14 or more Excellence credits in an individual course (subject) at Level 1, 2 or 3, then they will be awarded an Excellence endorsement for that subject.
- To qualify for subject endorsement, the course must contain at least one internal standard and one external standard (unless the subject is totally internally assessed).

## INTERNATIONAL CERTIFICATES

St Paul's Collegiate School is accredited by the University of Cambridge to offer courses towards qualifications administered by Cambridge International Examinations.

## NATIONAL CERTIFICATES

Under the provisions of the Education Act 1989, St Paul's Collegiate School is accredited by the New Zealand Qualifications Authority to offer courses and assess for qualifications as part of the National Qualifications Framework in all conventional and some non-conventional school subjects.

## EXAM ENTRIES AND FEES

Examination entries together with the appropriate fees are finalised in early September for Years 11, 12 and 13. The figures below are the 2021 fees.

|  |                   |
|--|-------------------|
| IGCSE (Cambridge International Exams):   | \$120 per subject |
| National Qualifications Framework (NQF) registration including NCEA Level 1, Level 2 or Level 3: | \$ Free           |
| Scholarships:<br>Per subject   | \$ Free           |
| Foreign Fee Paying Students:<br>Entry fee  | \$383.30          |
| Each scholarship subject   | \$102.20          |

## CONDITION OF ENTRY

If you have any questions concerning conditions of entry, you should seek advice from the Deputy Headmaster (Academic).

## NCEA LEVEL 1, 2 AND 3 EXAMINATIONS

You must be enrolled at a registered secondary school and **meet prescription requirements for the subjects you enter.**

Note: In entering for any qualification you are agreeing to abide by the regulations and specified NZ Qualifications Authority procedures, for these qualifications.

## SPECIAL ASSESSMENT CONDITIONS

NZQA grants entitlement to Special Assessment Conditions (SACS) so that approved candidates may be fairly assessed. SACS are approved so that entitled candidates can demonstrate their knowledge, skills and understanding. SACS can be arranged for CIE and NCEA Level 1, 2 or 3. Candidates are entitled to apply for SACS when:

- a. Candidates have a permanent or long-term medical, physical or sensory condition e.g.
  - Anxiety
  - Physical disability
  - Visual impairment
  - Hearing impairment
  - ADHD
  - Autism Spectrum Disorder, and/or
- b. Candidates present with a **specific learning disability** that directly impacts on their ability to be assessed fairly in assessments for National Qualifications may apply for entitlement to Special Assessment Conditions e.g.
  - Auditory Processing
  - Dyslexia
  - Dysgraphia

For the full list visit <http://www.nzqa.govt.nz> Search SACS

### Application Process and Guidelines

On behalf of the student/parents, St Paul's Collegiate will make an application to NZQA. St Paul's Collegiate will endeavour to identify and notify all students requiring SACS as early as possible, usually in the junior school. If a girl has been approved at her previous school, it is automatically in place.

### Application requirements

- All applications under medical, physical or sensory require a certified Doctors letter and or medical report.
- All Applications under Specific Learning Disability require a Cognitive Assessment or school-based evidence. Contact Mrs Fion Stapleton HOD Learning Support for further information regarding the appropriate pathway.

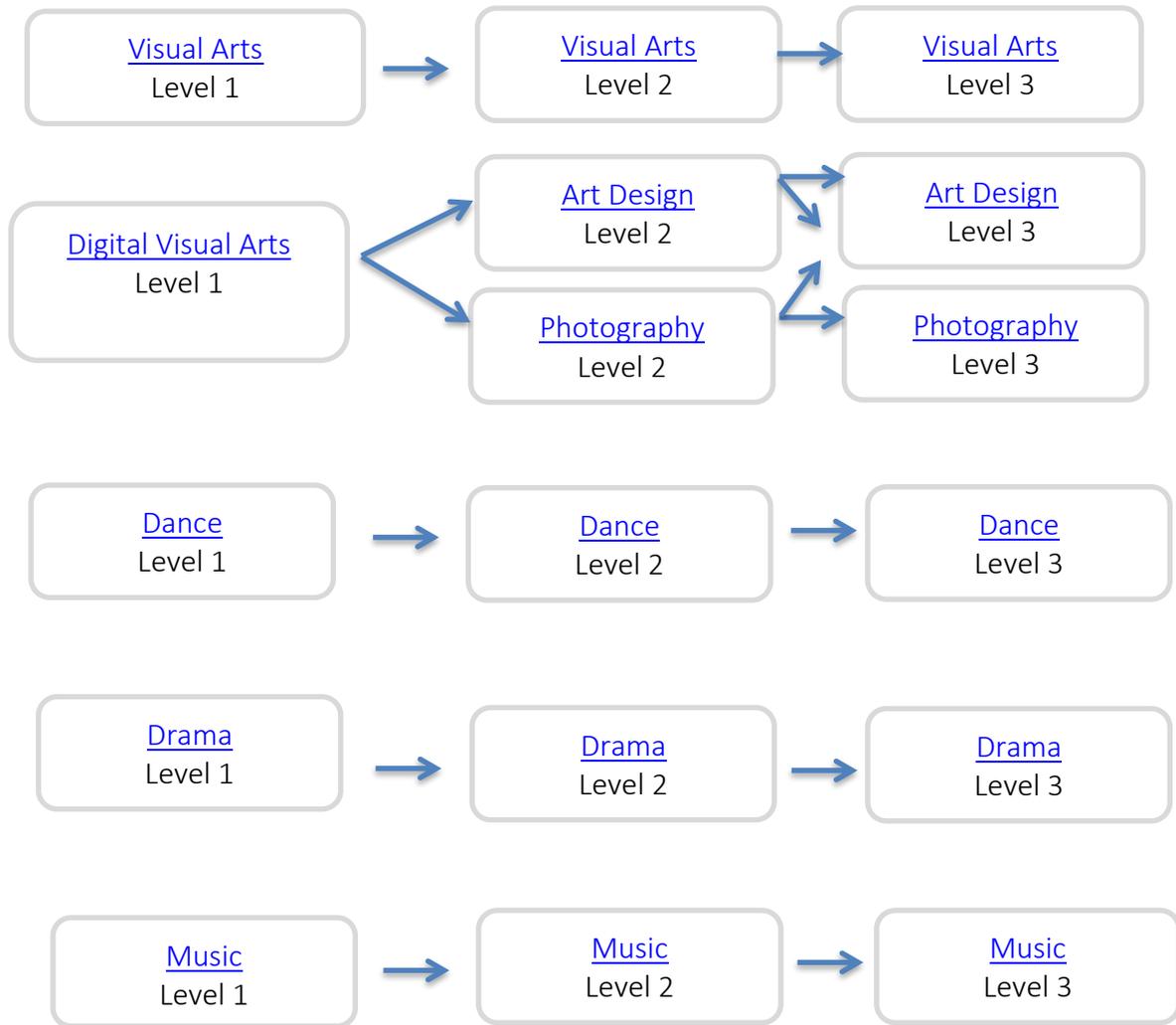
The application is reviewed by an approved NZQA SACS committee. The outcome of all applications will be sent directly to St Paul's Collegiate. St Paul's Collegiate will endeavour to notify parents regarding the outcome of the application as soon as possible. All declined applications have the right to appeal. Special Assessment Conditions will not be granted to candidates who suffer an accident, for example, a broken arm, prior to an examination commencing or an illness. In this case, please see Mrs Helen Bradford for advice regarding a 'Derived Grade

## DERIVED GRADE PROCESS

Candidates may apply for consideration of their grades if:

- they have been prevented from attending the external examination because of illness, injury, bereavement, or exceptional circumstances beyond their control
- they consider that their performance in the external examination has been seriously impaired by illness, injury, bereavement or other exceptional circumstances

The impairment must be of a serious nature. For example, impairment cannot generally be claimed on the basis of stress due to assessments, parents being away on holiday, minor illness or day-to-day family disturbances. Medical certificates should indicate the duration of the impairment and the extent to which the candidate's performance has been impaired at the time. Parents must contact Mrs Bradford to activate the derived grades process.



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## LEVEL 1 VISUAL ARTS COURSE

| Year 11 Visual Arts 101 (NCEA)   |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Level 1 Visual Arts students will further develop their ability to generate, extend and refine visual ideas within a thematically based and teacher directed programme. Students will have the opportunity to build their perceptual and creative skills using a variety of stimulating senior art materials, tools, processes and procedures such as painting and printmaking processes, conceptual sculpture, as well as mixed media and collage.</p> <p>In Visual Art students learn to interpret and communicate ideas, practice problem solving and creative thinking skills, and engage in personal research and investigation.</p> <p>The Level 1 Visual Arts course provides students with a strong foundation for continued study of the Visual Arts at Level 2.</p> |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>This course develops students' practical art making skills in a variety of art making processes; drawing (observational and expressive), painting, printmaking, sculpture, mixed media and collage. Level 1 Visual Arts introduces students to appropriate contemporary established practice (artist models) and extends this knowledge into their personal practice.</p> <p>Students will generate and develop ideas to produce a 2x A1 panel portfolio.</p>   |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>It is recommended that students have completed the Year 10 Practical Art course or equivalent.</p> <p><i>Note: Due to the common achievement standards, only ONE Level 1 Visual Arts course may be taken.</i></p>   |         |   |
| <b>COURSE COSTS</b>              |     | <p>\$40 per term approx. This covers all materials and required stationery such as: paint, paper, brushes, drawing materials, visual diary, folio boards and other art media that may be required.</p>   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 90914                            | I   | 1  | 4       | Use drawing methods and skills for recording information using wet and dry media                      |
| 90915                            | I   | 1  | 6       | Use drawing conventions to develop work in more than one field of practice                            |
| 90916                            | E   | 1  | 12      | Produce a body of work informed by established practice, which develops ideas, using a range of media |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met.</p>   |         |   |
| <b>PATHWAY LINK</b>              |     | <p>This course leads to Level 2 and Level 3 Visual Arts courses offered at St Paul's, where students can specialise in the following Visual Arts disciplines: Design, Painting, Photography, Printmaking and/or Sculpture.</p>   |         |   |

## LEVEL 2 VISUAL ARTS COURSE

| Year 12 Visual Arts 201 (NCEA)   |     |   |         |   |
|----------------------------------|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Level 2 Visual Arts is an exciting and diverse course that is highly reflective of current contemporary art practice and enables students to develop skills within the fields of Painting, Printmaking and/or Sculpture.</p> <p>Adaptive, innovative and creative problem solving are key attributes that students who take this course tend to adopt quickly. These skills are highly relevant and transferable to a diverse range of tertiary and career pathways that are project or research based.</p> <p>Level 2 Visual Arts is a prerequisite for the Level 3 Painting course.</p>  |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>Level 2 Visual Arts supports students to produce a body of work (in the format of a x2 A1 panel portfolio) based on their own selected topic, and introduces students to the concept of developing a focused studio practice, working within the Visual Arts disciplines of Painting, Printmaking and/or Sculpture. The course is designed to be flexible and to meet individual learning needs.</p> <p>Students will explore contemporary issues, develop their creativity, imagination and visual literacy, and contribute to cultural dialogue. Students will be encouraged and supported to take risks in their art making practice, and to develop individual ideas in ways that best fit their strengths. Students will gain knowledge and understanding of selected contemporary artists, enabling them to employ methods and ideas to inform their own art making.</p> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | Prior experience in the Visual Arts to Level 1 required or by application to the Head of Visual Arts.   |         |   |
| <b>COURSE COSTS</b>              |     | \$40 approx per term. (disbursed throughout the year). This covers all materials and required stationery such as: paint, paper, brushes, drawing materials, visual diary, folio boards and other art media that may be required.  |         |   |
| No.                              | I/E | Level   | Credits | Standard Title  |
| 91311                            | I   | 2   | 4       | Use drawing methods to apply knowledge of conventions appropriate to painting (printmaking or sculpture)                                  |
| 91316                            | I   | 2   | 4       | Develop ideas in a related series of drawings appropriate to established painting practice (printmaking or sculpture)                     |
| 91321                            | E   | 2   | 12      | Produce a systematic body of work that shows understanding of art making conventions and ideas within painting (printmaking or sculpture) |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |   |
| <b>PATHWAY LINK</b>              |     | This course leads into Level 3 Painting, Printmaking or Sculpture.  |         |   |

## LEVEL 3 VISUAL ARTS COURSE (UE Approved Subject)

| Year 13 Visual Arts 301 (NCEA)   |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>The Level 3 Visual Arts course is a U.E. approved subject, extending on from the knowledge and understanding developed in Levels 1 and 2 Visual Arts. Students will learn how to become creative makers, thinkers and active participants in a local, national and global context. Students will choose to specialise in either Painting, Printmaking or Sculpture. The focus is to translate individual creative potential into practice through the provision of quality resources and learning experiences.</p> <p>This course will continue to equip students with transferable skills that can be used in a wide range of project or research based tertiary courses and careers, whilst studying a subject that inspires and excites.</p>   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>Students in the Level 3 Visual Arts (Painting, Printmaking or Sculpture) course will investigate a specific theme that is negotiated and clarified during the year to best meet their individual learning and creative goals. The aim of this approach is to help students learn about and find the areas of their greatest interest, seeking to help students find their voice within the field of contemporary practice. In identifying and generating their own individual ideas students will create a systematic body of work, integrating art making conventions and regenerating ideas within painting, printmaking or sculpture to produce a 3x A1 panel portfolio.</p> <p>Level 3 Visual Art is also a Scholarship subject, which students are encouraged to complete alongside their portfolio.</p> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Prior experience in the Visual Arts to Level 2 required or by application to the Head of Visual Arts.</p>   |         |   |
| <b>COURSE COSTS</b>              |     | <p>\$45 per term approx. This covers all materials and required stationery.</p>  |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 91446                            | I   | 3  | 4       | Use drawing to demonstrate understanding of conventions appropriate to painting (printmaking or sculpture)                            |
| 91451                            | I   | 3  | 4       | Systematically clarify ideas using drawing informed by established painting practice (printmaking or sculpture)                       |
| 91456                            | E   | 3  | 14      | Produce a systematic body of work that integrates conventions & regenerates ideas within painting practice (printmaking or sculpture) |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met.</p>   |         |   |
| <b>PATHWAY LINK</b>              |     | <p>This course can lead to: Scholarship for Painting   Bachelors degree in: Fine Arts, Visual Arts, Design, Stage/Screen Design, Architecture   Diploma studies in: Visual Arts, Design, Set/Props, Film/Television   Other tertiary courses with heavy research and/or project-based programs.</p>  |         |   |

## LEVEL 1 DIGITAL VISUAL ARTS (DESIGN/PHOTO) COURSE

| Year 11 Digital Visual Arts 101 (NCEA) |     |   |         |   |
|--|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>          |     | <p>We live in an image-saturated world where more importance is placed on visual literacy than ever before. In Level 1 Digital Visual Arts, students work with the mediums of Photography, Design and Digital Drawing/Painting to develop visual literacy and aesthetic awareness as they manipulate and transform visual ideas to solve problems and communicate intended messages. This course promotes motivation to learn by emphasising active engagement, diligence and risk taking.</p> <p>This course is a prerequisite for the Level 2 Art Design and/or Level 2 Photography courses.</p>  |         |   |
| <b>COURSE DESCRIPTION</b>              |     | <p>The <u>Digital</u> Visual Arts course introduces students to the basic principles of DSLR Photography, Digital Art and Design conventions. This course develops students' art making skills and engages with the visual arts mediums of photography, digital drawing, digital painting and typography. Students make use of Adobe Creative Cloud software (ie. Photoshop), photographic equipment and Wacom drawing tablets to produce work.</p> <p>Level 1 <u>Digital</u> Visual Arts introduces students to appropriate contemporary established practice (artist models) and extends knowledge into their personal practice. Students will generate and develop ideas to produce a 2x A1 panel portfolio.</p> |         |   |
| <b>ENTRY REQUIREMENTS</b>              |     | <p>It is recommended that students have completed the Year 10 Practical Art course or equivalent.</p> <p><i>Note: Due to the common achievement standards, only ONE Level 1 Visual Arts course may be taken.</i></p>  |         |   |
| <b>COURSE COSTS</b>                    |     | <p>\$30 approx per term. All students in the Level 1 <u>Digital</u> Visual Arts course require their own laptop that can accommodate Adobe Creative Cloud/Suite software (ie. Photoshop), which can be purchased through the School. Chromebook's will not work with Adobe software: we recommend a MacBook Pro, Air or an equivalent Adobe capable product.</p>  |         |   |
| No.                                    | I/E | Level   | Credits | Standard Title  |
| 90915                                  | I   | 1   | 6       | Use drawing conventions to develop work in more than one field of practice.                           |
| 90917                                  | I   | 1   | 4       | Produce a finished work that demonstrates skills appropriate to cultural conventions                  |
| 90916                                  | E   | 1   | 12      | Produce a body of work informed by established practice, which develops ideas, using a range of media |
| <b>COURSE OFFERS ENDORSEMENT</b>       |     | Yes - subject to NZQA criteria being met.   |         |   |
| <b>PATHWAY LINK</b>                    |     | This course leads into Level 2 Photography and Level 2 Art Design.  |         |   |

## LEVEL 2 ART DESIGN

| Year 12 Art Design 201 (NCEA)    |     |   |         |  |
|----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Art Design enhances a student's perception of the visual world surrounding us - designers tend to be more observant and conscious people and we teach this course in a way that encourages students to critically examine the world around them. Students develop visual literacy and aesthetic awareness as they manipulate and transform visual ideas to solve problems.</p> <p>All Art Design students learn to interpret and communicate ideas, practice problem solving and creative thinking skills, and engage in personal research and investigation. This course also facilitates the development of independent work habits. These are all transferable skills that can be utilised in other curriculum areas and allows students to venture deeper into the Creative Industries</p> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>The Art Design course provides an investigative and exploratory approach to design problem solving using digital technologies as the primary means of drawing and thinking. Working towards the production of a x2 A1 panel portfolio, students explore foundational principles and key conventions of design through research into logos and branding, typography based magazine spreads, digital illustration techniques, text &amp; layout, media graphics, website design and more. Art Design students produce unique and original work combining colour, text and image to communicate ideas visually through a range of media, materials and industry standard software - Adobe Creative Suite.</p>   |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Prior experience in the Visual Arts to Level 1 required or by application to the Head of Visual Arts.</p>  |         |  |
| <b>COURSE COSTS</b>              |     | <p>\$35 approx per term. All students in the Level 2 Art Design course require their own laptop that can accommodate Adobe Creative Cloud/Suite software, which can be purchased through the School. Chromebook's will not work with Adobe software.</p>  |         |  |
| No.                              | I/E | Level   | Credits | Standard Title   |
| 91310                            | I   | 2   | 4       | Use drawing methods to apply knowledge of conventions appropriate to design                                  |
| 91315                            | I   | 2   | 4       | Develop ideas in a related series of drawings appropriate to established design practice                     |
| 91320                            | E   | 2   | 12      | Produce a systematic body of work that shows understanding of art making conventions and ideas within design |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met</p>   |         |  |
| <b>PATHWAY LINK</b>              |     | <p>This course leads into Level 3 Art Design and Level 3 Photography.</p>   |         |  |

## LEVEL 3 ART DESIGN (UE Approved Subject)

| Year 13 Art Design 301 (NCEA)    |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Art encourages higher order thought processes that are different than in many traditional academic subjects. In Art Design, there is no one correct answer. Our students are forced to analyse the brief given to them and produce their own unique solution. This type of creative problem solving is a valuable skill that can be applied to other curriculum areas. Contemporary culture is fascinated with the new and different. Therefore, more than ever, employers are looking for innovative thinkers. Students that are able to solve problems creatively have an edge in the job market. Our focus is on students learning to interpret and communicate ideas and creative thinking.</p> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>Level 3 Art Design aims to consolidate students' practical design skills using a combination of hand-drawn and computer processes to develop ideas. Students generate their own brief for their 3x A1 panel portfolio submission, with the potential to study many different aspects of design, including: logo design, typography, and layout-design for products such as, websites, magazines, books, brochures, tickets, posters, advertising, packaging, 3-D objects and more.</p> <p>Level 3 Art Design is also a Scholarship subject, which students are encouraged to complete alongside their portfolio.</p>  |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Experience in the Level 1 Digital Visual Arts course and/or Level 2 Art Design or Photography course is required or by application to the Head of Visual Arts.</p>  |         |  |
| <b>COURSE COSTS</b>              |     | <p>\$40 approx per term. All students in the Level 2 Art Design course require their own laptop that can accommodate Adobe Creative Cloud/Suite software, which can be purchased through the School. Chromebook's will not work with Adobe software.</p>   |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 91455                            | I   | 3  | 4       | Use drawing to demonstrate understanding of conventions appropriate to design                              |
| 91450                            | I   | 3  | 4       | Systematically clarify ideas using drawing informed by established design practice                         |
| 91455                            | E   | 3  | 14      | Produce a systematic body of work that integrates conventions and regenerates ideas within design practice |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met</p>  |         |  |
| <b>PATHWAY LINK</b>              |     | <p>This course can lead to: Scholarship for Design   Bachelors degree in: Design, Innovation, Fine Art, Graphic Design, Spatial Design, Architecture, Marketing, Communications   Diploma studies in: Graphic Design, Spatial/Interior Design, Digital Multi-Media, Moving Image, Interior, Jewellery, Fashion, Film, Publishing, Web Development, Advertising, Marketing.</p>   |         |  |

## LEVEL 2 PHOTOGRAPHY COURSE

| Year 12 Photography 201 (NCEA)   |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Firstly, perhaps the most important reason to take this subject is that photography is FUN! This course promotes motivation to learn by emphasising active hands-on engagement and risk taking. In Level 2 Photography students learn to interpret and communicate ideas, practice problem solving and creative thinking skills, and engage in personal research and investigation. This course also facilitates the development of independent work habits; highly transferable skills that can be utilised in other curriculum areas.</p>   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>This course examines the basic principles of photography, lens-based visual language, digital editing processes, (Adobe Photoshop), studio lighting and the DSLR camera, and extends this knowledge into personal practice. Using a visual diary and our extensive photography and art book collection, students will research, explore, generate and clarify ideas. Students will identify, select and structure visual elements, communicating ideas and solving problems in the making of art.</p> <p>Students produce two bodies of work, in Term 1 they will explore the concept of 'Domestic Still Life' to produce work that explores ordinary objects or environments within the home and transform them into the extraordinary using pictorial and technical skills. From Term 2 students generate an individually conceived theme based on a Site Investigation for a 2x A1 panel portfolio submission.</p> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Prior experience in the Visual Arts to Level 1 required or by application to the Head of Visual Arts.</p>   |         |   |
| <b>COURSE COSTS</b>              |     | <p>\$40 approx per term. Access to a DSLR camera is vital for this course; a limited number of DSLR cameras are available for students to borrow from the Art department. All students require their own laptop that can accommodate Adobe Creative Cloud/Suite software, which can be purchased through the School. Chromebook's will not work with Adobe software.</p>   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 91312                            | I   | 2  | 4       | Use drawing methods to apply knowledge of conventions appropriate to Photography                                  |
| 91317                            | I   | 2  | 4       | Develop ideas in a related series of drawings appropriate to established photography practice                     |
| 91322                            | E   | 2  | 12      | Produce a systematic body of work that shows understanding of art making conventions and ideas within Photography |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met</p>  |         |   |
| <b>PATHWAY LINK</b>              |     | <p>This course leads into Level 3 Photography and Level 3 Art Design.</p>  |         |   |

## LEVEL 3 PHOTOGRAPHY (UE Approved subject)

| Year 13 Photography 301 (NCEA)   |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Photography is not only an art form but is a way of seeing the world. We teach photography in a way that encourages students to examine and respond to the world around them. In Level 3 Photography students learn to work independently to construct meanings, produce works, and respond to and value others' feedback and criticism. They learn to use their imagination to engage with unexpected outcomes and to explore multiple solutions. This course will also equip students with transferable skills that can be used in a wide range of tertiary courses and careers, whilst studying a subject that inspires and excites. This course will develop skills such as: communication skills, critical and creative thinking, problem-solving skills, the ability to research and analyse, adaptability, independence and innovation.</p>        |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>During this course students will generate and develop an individually conceived and driven photographic investigation. The thematic study, approach, artist models and technical format will be entirely selected by the student as they work through the challenges and concepts of their investigation. Students will keep a visual diary to research, experiment and document the process of their work. The visual diary is used to assess work for internal standards while running concurrently with practical investigations for the external folio submission. It also provides the foundation of work presented for the Scholarship standard and can be used in portfolios that are required for entrance to the many tertiary art courses available.</p> <p>The external component is a 3x A1 panel portfolio submission, due early Term 4.</p> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Experience in the Level 1 Digital Visual Arts course and/or Level 2 Photography or Art Design course is required or by application to the Head of Visual Arts.</p>  |         |   |
| <b>COURSE COSTS</b>              |     | <p>\$40 approx per term. Access to a DSLR camera is vital for this course; a limited number of DSLR cameras are available for students to borrow from the Art Department. All students require their own laptop that can accommodate Adobe Creative Cloud/Suite software, which can be purchased through the School. Chromebook's will not work with Adobe software.</p>   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 91447                            | I   | 3  | 4       | Use drawing to demonstrate understanding of conventions appropriate to Photography                            |
| 91452                            | I   | 3  | 4       | Systematically clarify ideas using drawing informed by established photography practice                       |
| 91457                            | E   | 3  | 14      | Produce a systematic body of work that integrates conventions & regenerates ideas within photography practice |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met</p>  |         |   |
| <b>PATHWAY LINK</b>              |     | <p>This course can lead to: Scholarship for Photography   Bachelor of Fine Arts, Bachelor of Visual Arts, Bachelor of Design, Bachelor of Communications   Variety of Diploma studies in Visual Arts - Photography, Design, Architecture, Media, Fashion, Film, Freelance Photography, Photojournalism, Commercial Photography, Film Stills, Forensic Photography, and more.</p>   |         |   |

## LEVEL 1 DANCE COURSE

### Year 11 Drama 101 (NCEA)

|                                  |   |              |                |  |
|----------------------------------|---|--------------|----------------|--|
| <b>WHY STUDY THIS COURSE?</b>    | The Level 1 Dance course exposes students to a wide range of dance styles and provides an opportunity to develop skills in dance performance, elementary composition, and to study the History of Dance. This course challenges students to develop self-discipline and practical skills in choreography; encourages creative thinking, self-management, attention to detail, collaboration and teamwork – vital skills in any workplace!   |              |                |  |
| <b>COURSE DESCRIPTION</b>        | Students will perform individual choreography for themselves and other dancers. They will explore a variety of elements, devices and structures in developing original compositions. They will learn and improve performance skills including ensemble techniques. Students will perform and investigate a variety of dance genres, for example: Jazz, Contemporary and Hip Hop. They will view a variety of dance performances and develop the ability to interpret and respond to these.<br>Students are expected to develop and keep a portfolio, which provides study notes, worksheets and evaluations given during class, supporting the external and internal standards. |              |                |  |
| <b>ENTRY REQUIREMENTS</b>        | It would be of benefit for students to have prior dance experience or have taken a Year 10 Dance course, however, this is not essential. Appropriate achievement and experience will be considered and entry will be at the discretion of the Teacher in Charge of Dance.   |              |                |  |
| <b>COURSE COSTS</b>              | No specific course costs however any cost relating to dance EOTC trips would be TBA   |              |                |  |
|                                  |   |              |                |  |
| <b>No.</b>                       | <b>I/E</b>  | <b>Level</b> | <b>Credits</b> | <b>Standard Title</b>                            |
| 90002                            | I   | 1            | 6              | Perform dance Sequences                          |
| 90858                            | I   | 1            | 6              | Compose dance sequences for given briefs         |
| 90859                            | I   | 1            | 4              | Demonstrate ensemble skills in a dance           |
| 90861                            | E   | 1            | 4              | Demonstrate understanding of a dance performance |
|                                  |   |              |                |  |
| <b>COURSE OFFERS ENDORSEMENT</b> | Yes - subject to NZQA criteria being met.   |              |                |  |
| <b>PATHWAY LINK</b>              | This course leads into Level 2 Dance.   |              |                |  |

## LEVEL 2 DANCE COURSE

### Year 12 Dance 201 (NCEA)

|                               |  |
|-------------------------------|--|
| <b>WHY STUDY THIS COURSE?</b> | The Level 2 Dance course supports students to explore a range of dance styles and provides an opportunity to develop skills in dance performance, elementary composition, and to study the History of Dance. This course challenges students to develop self-discipline and practical skills in choreography; encourages creating thinking, self-management, attention to detail, collaboration and teamwork – vital skills in any workplace!  |
| <b>COURSE DESCRIPTION</b>     | This course is for students who enjoy movement and want to learn skills to create interesting and effective pieces of choreography. In this course, students will participate in composing (including solo choreography), using structures, processes and devices. They will collaboratively choreograph a dance, and perform as part of a theatre dance. They will extend their performance skills and practical knowledge in two main genres and experience a cultural dance form. They will also develop their skills to view, interpret and respond to dance performances. |
| <b>ENTRY REQUIREMENTS</b>     | It would be of benefit to have taken Level 1 Dance or have dance experience, but this is not essential. Appropriate achievement and experience will be considered and entry will be at the discretion of the Teacher in Charge of Dance.   |
| <b>COURSE COSTS</b>           | No specific course costs however any cost relating to dance EOTC trips would be TBA  |

| No.   | I/E | Level | Credits | Standard Title  |
|-------|-----|-------|---------|---|
| 91205 | I   | 2     | 4       | Choreograph a group dance to communicate an intention                     |
| 91206 | I   | 2     | 4       | Choreograph a solo dance to communicate an intention                      |
| 91208 | I   | 2     | 4       | Perform a theatre dance to communicate understanding of the dance         |
| 91209 | I   | 2     | 6       | Perform a repertoire of dance   |
| 91211 | E   | 2     | 4       | Provide an interpretation of a dance performance with supporting evidence |

|                                  |   |
|----------------------------------|---|
| <b>COURSE OFFERS ENDORSEMENT</b> | Yes - subject to NZQA criteria being met. |
| <b>PATHWAY LINK</b>              | This course leads into Level 3 Dance.     |
|                                  |   |

## LEVEL 3 DANCE COURSE – UE Approved Subject

### Year 13 Dance 301 (NCEA)

|                                  |  |              |                |  |
|----------------------------------|--|--------------|----------------|--|
| <b>WHY STUDY THIS COURSE?</b>    | The Level 3 Dance course supports students to explore a range of dance styles and provides an opportunity to develop skills in dance performance, elementary composition, and to study the History of Dance. This course challenges students to develop self-discipline and practical skills in choreography; encourages creative thinking, self-management, attention to detail, collaboration and teamwork – vital skills in any workplace! The Level 3 Dance course extends students as dance artists.  |              |                |  |
| <b>COURSE DESCRIPTION</b>        | In this course students will participate actively in composing, performing and producing dance sequences and performances. They will develop a concept and produce a dance work in collaboration with other dancers. During this they will experiment with manipulating and using a variety of production technologies to enhance choreography. Year 13 Dance will give students the opportunity to reach high standards of public performance. There will be one externally assessed standard in which they will develop skills to view and critically analyse a variety of dance performances and to extend their knowledge of the development of dance. |              |                |  |
| <b>ENTRY REQUIREMENTS</b>        | It would be of benefit to have taken Level 2 Dance or have strong dance experience. Appropriate achievement and experience will be considered and entry will be at the discretion of the Teacher in Charge of Dance.   |              |                |  |
| <b>COURSE COSTS</b>              | No specific course costs however any cost relating to dance EOTC trips would be TBA  |              |                |  |
|                                  |  |              |                |  |
| <b>No.</b>                       | <b>I/E</b>   | <b>Level</b> | <b>Credits</b> | <b>Standard Title</b>                      |
| 91589                            | I  | 1            | 4              | Choreograph a dance to resolve a concept   |
| 91590                            | I  | 1            | 4              | Perform a solo or duet dance work          |
| 91591                            | I  | 1            | 4              | Perform a group dance                      |
| 91592                            | I  | 1            | 6              | Perform a repertoire of contrasting dances |
| 91594                            | E  | 1            | 4              | Analyse a dance performance                |
|                                  |  |              |                |  |
| <b>COURSE OFFERS ENDORSEMENT</b> | Yes - subject to NZQA criteria being met.  |              |                |  |
| <b>PATHWAY LINK</b>              | Course leads into scholarship Dance; potentially full time dance training, dance companies, Bachelor of Arts, performer in shows/ musicals, director, choreographer, professional dancer, teacher.   |              |                |  |

## LEVEL 1 DRAMA COURSE

| Year 11 Drama 101 (NCEA)         |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Drama is the expression of ideas, feelings, and experience through voice, movement, visual image, and the creation of role. The study of Drama promotes self-expression, builds self-confidence, enhances creativity, encourages co-operation and fosters empathy. Students explore playing a range of characters and engage in opportunities to experience different drama and theatre forms to develop and extend their understanding of stagecraft and the rules and traditions of theatre.</p> <p>Students in the Drama course gain skills and confidence in presenting themselves and ideas to a live audience, and develop the ability to work effectively in teams and to meet set deadlines with creativity and initiative - these are all essential skills for success in learning in a range of subjects and highly sought after by employers.</p>  |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>The Level 1 Drama course of study aims to provide students with a practical understanding of Drama as an art form, as well as encouraging them to interpret a wide range of dramatic texts and forms and to experiment with different modes of performance. Students will gain experience and confidence in presenting their performance ideas with fluency, focus and clarity of intention.</p> <p>Whilst this is a practical experience based course, students will also be required to articulate their understanding through written and verbal feedback.</p> <p>Drama is a subject that involves commitment to rehearsal time as well as commitment to working with others. There will be occasions when rehearsals need to be held at lunchtime, after school and during the weekends (with prior notification). Dates will be given to students at the beginning of the year/course, and assessments may be held in the evening.</p> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | It is recommended that students have taken a Drama course in Year 9 or 10.   |         |   |
| <b>COURSE COSTS</b>              |     | \$30 approx per term – theatre visits.   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 90006                            | I   | 1  | 4       | Apply drama techniques in a dramatic context                                  |
| 90997                            | I   | 1  | 5       | Devise and perform a drama  |
| 90999                            | I   | 1  | 4       | Use features of a drama/theatre form in a performance;                        |
| 90011                            | E   | 1  | 4       | Demonstrate understanding of the use of drama aspects within live performance |
| 90998                            | E   | 1  | 4       | Demonstrate understanding of features of a drama/theatre form                 |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>              |     | This course leads into Level 2 Drama.  |         |   |

## LEVEL 2 DRAMA COURSE

| Year 12 Drama 201 (NCEA)         |     |       |  |              |   |
|----------------------------------|-----|-------|--|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | <p>Level 2 Drama is a creative, challenging and satisfying course. Drama is the expression of ideas, feelings, and experience through voice, movement, visual image, and the creation of role. The study of Drama promotes self-expression, builds self-confidence, enhances creativity, encourages co-operation and fosters empathy. Students explore playing a range of characters and engage in opportunities to extend their understanding of stagecraft and the rules and traditions of theatre.</p> <p>Students in the Drama course gain skills and confidence in presenting themselves and ideas to a live audience, and develop the ability to work effectively in teams and to meet set deadlines with creativity and initiative - these are all essential skills for success in learning in a range of subjects and are qualities highly sought after by employers.</p> <p>Level 2 Drama students tend to develop the skills and confidence to continue the course at Level 3.</p> |              |   |
| <b>COURSE DESCRIPTION</b>        |     |       | <p>Drama continues to have a strong practical focus at Level 2; this is supported with written theory work. Using the four strands of the curriculum, students become increasingly literate in Drama as they explore a variety of theatrical styles and genres. They continue to develop and gain skills in their own self-confidence, use of voice, body movement and use of space with creativity and initiative.</p> <p>Drama is a subject that involves commitment to rehearsal time as well as commitment to working with others. There will be occasions when rehearsals need to be held at lunchtime, after school and during the weekends (with prior notification). Dates will be given to students at the beginning of the year/course, and assessments may be held in the evening.</p>  |              |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | Level 1 Drama or at HOD Discretion. This course requires students to have prior knowledge of speech, drama and stage production processes.   |              |   |
| <b>COURSE COSTS</b>              |     |       | \$30 approx per term – theatre visits.   |              |   |
| No.                              | I/E | Level | Credits  | Lit          | Standard Title  |
| 91213                            | I   | 2     | 4  | UE R         | Apply drama techniques in scripted context  |
| 91214                            | I   | 2     | 5  |              | Devise and perform a drama to realise an intention  |
| 91216                            | I   | 2     | 4  | UE R         | Use complex performance skills associated with a drama or theatre form or period; OR            |
| 91218                            | I   | 2     | 5  | UE R         | Perform a substantial acting role in a scripted production (optional through School Production) |
| 91215                            | E   | 2     | 4  | UE R<br>UE W | Discuss a drama or theatre form or period with reference to a text                              |
| 91219                            | E   | 2     | 4  | UE W         | Discuss drama elements, techniques, conventions and technologies within live performance        |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.  |              |   |
| <b>PATHWAY LINK</b>              |     |       | This course leads into Level 3 Drama.  |              |   |

choose one

## LEVEL 3 DRAMA COURSE - (UE Approved Subject)

### Year 13 Drama 301 (NCEA)

|                                  |  |              |                |              |   |
|----------------------------------|--|--------------|----------------|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    | <p>Level 3 Drama is a creative, challenging and satisfying course. Drama is the expression of ideas, feelings, and experience through voice, movement, visual image, and the creation of role. The study of Drama promotes self-expression, builds self-confidence, enhances creativity, encourages cooperation and fosters empathy.</p> <p>Students who study Drama gain skills and confidence in presenting themselves and ideas to a live audience, and develop the ability to work effectively in teams and to meet set deadlines with creativity and initiative - these are all essential skills for success in learning in a range of subjects and are qualities highly sought after by employers.</p> <p>The Level 3 Drama course is a University Approved subject.</p>   |              |                |              |   |
| <b>COURSE DESCRIPTION</b>        | <p>The course focuses on an increasing depth of sophistication of performance and growing independence as a performer. Scholarship Drama is available to those students displaying the required independent skills and attitudes towards learning.</p> <p>Key elements of the Level 3 course include, the study of dramatic techniques, elements and conventions; Interpretation of scripts; Devising; Demonstrating a knowledge of theatre form or period; Live performances (viewing and performing); Critical analysis and application.</p> <p>Drama is a subject that involves commitment to rehearsal time as well as commitment to working with others. There will be occasions when rehearsals need to be held at lunchtime, after school and during the weekends (with prior notification). Dates will be given to students at the beginning of the year/course, and assessments may be held in the evening.</p> |              |                |              |   |
| <b>ENTRY REQUIREMENTS</b>        | Level 2 Drama or at HOD Discretion. This course requires students to have prior knowledge of speech, drama and stage production processes..  |              |                |              |   |
| <b>COURSE COSTS</b>              | \$30 approx per term– theatre visits.  |              |                |              |   |
|                                  |  |              |                |              |   |
| <b>No.</b>                       | <b>I/E</b>   | <b>Level</b> | <b>Credits</b> | <b>Lit</b>   | <b>Standard Title</b>   |
| 91512                            | I  | 3            | 4              | UE R         | Interpret scripted text to integrate drama techniques in performance  |
| 91515                            | I  | 3            | 4              | UE R         | Select and use complex performance skills associated with a drama form or period                              |
| 91513                            | I  | 3            | 5              |              | Devise and perform a drama to realise a concept   |
| 91517                            | I  | 3            | 5              | UE R         | Perform a substantial acting role in a significant production (dependent on gaining a role in the production) |
| 91514                            | E  | 3            | 4              | UE R<br>UE W | Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period            |
| 91518                            | E  | 3            | 4              | UE W         | Demonstrate understanding of live drama performance   |
|                                  |  |              |                |              |   |
| <b>COURSE OFFERS ENDORSEMENT</b> |  |              |                |              | Yes - subject to NZQA criteria being met.   |
| <b>PATHWAY LINK</b>              |  |              |                |              | This course leads into tertiary education.  |

choose one

## LEVEL 1 MUSIC

| Year 11 Music 101 (NCEA)         |     |   |         |  |
|----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | Music is an important part of every young person's life; studying it as a subject formalises a passion and develops confidence, creativity, team-building and leadership skills - all of which are necessary skills in the development of successful young people to contribute to society today. Music students at SPC benefit from high quality facilities and resources, such as a recording studio and industry-level software, a digital live sound desk, instrument-hire system, a diverse itinerant programme, and high-quality ensembles. The Music department also has regular visits from specialist musicians in a wide variety of musical fields to provide additional inspiration and mentoring. |         |  |
| <b>COURSE DESCRIPTION</b>        |     | The Level 1 Music course is designed to inspire students to explore a range of music styles through listening, analysis, performing and composing. With a number of NCEA performance evenings held throughout the year, music students have a number of opportunities to perform for solo assessment. Students taking music as a subject will also attend at least one professional concert as a class trip during the year, gaining valuable insight through the opportunity to work with and experience professional musicians.   |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | Students must have at least <b>two</b> years experience and tuition on an instrument or voice; and they must continue to receive tuition via our itinerant programme or equivalent. Fluent music reading is not required but a keen and positive attitude to learn how to. Students must be involved in at least one extra-curricular musical activity.   |         |  |
| <b>COURSE COSTS</b>              |     | \$330 approx per term – Itinerant tuition fees (within or outside the school) and instrument hireage.<br>\$50 approx per year – resources and course-specific software.   |         |  |
| No.                              | I/E | Level   | Credits | Standard Title   |
| 91090                            | I   | 1   | 6       | Perform two pieces of music as a featured soloist              |
| 91092                            | I   | 1   | 6       | Compose two original pieces of music                           |
| 91093                            | E   | 1   | 4       | Demonstrate aural and theoretical skills through transcription |
| 91094                            | E   | 1   | 4       | Demonstrate knowledge of conventions used in music scores      |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 Music.  |         |  |

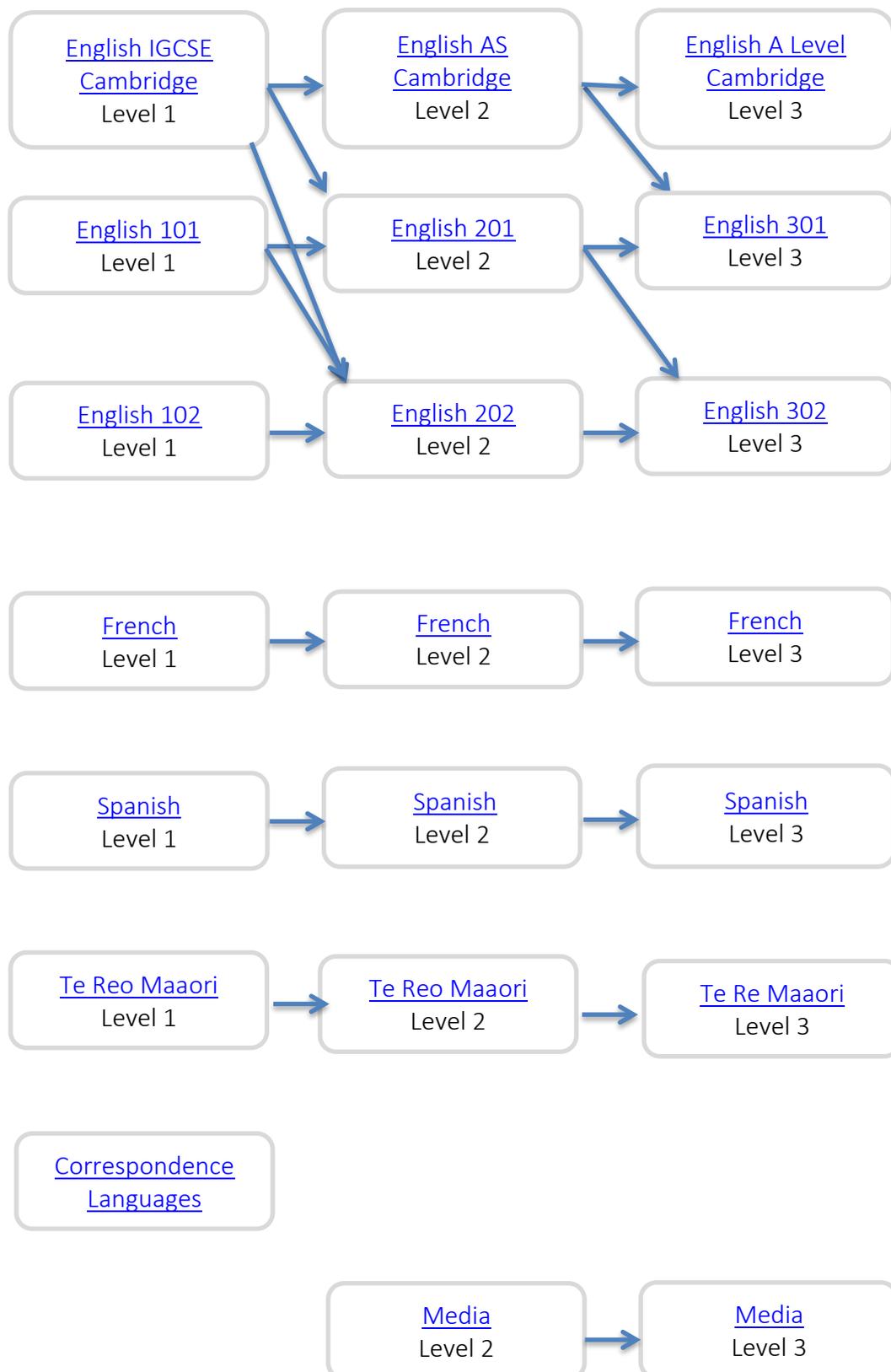
## LEVEL 2 MUSIC

| Year 12 Music 201 (NCEA)         |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | Music is a part of every young person's life. Studying music extends any skills they may have through practice, communication and performance; it encourages an appreciation and confidence in creativity that not many other subjects have the capacity for; and it engenders team building, leadership and other essential soft skills necessary to the development of young men and women of good character.  |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>With students now knowing how to use the major technologies and music-composing software at their disposal, there is more time allowing creativity. Again, students will have access to specialists coming and helping with the gear.</p> <p>Like in Level 1, students will perform their solo assessments during the five performance evenings during the year. Students will also attend at least one professional concert as a class trip during the year.</p> <p>It is required that all senior music students are involved in at least one extra-curricular musical activity, participating in performances including the annual production, BIG SING and Band festivals. These commitments will involve weekly rehearsals and regular concerts during the school year. This is a strong component of a musical education at St Paul's and much of the curriculum will be drawn from these activities.</p> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | Students must have been learning an itinerant music instrument for at least <b>three</b> years and continue to do so during level 2. Students need to have taken music in level 1 unless they are at an advanced level (ie grade 7-8) in their solo instrument.  |         |   |
| <b>COURSE COSTS</b>              |     | \$330 approx per term – Itinerant tuition fees (within or outside the school) and instrument hireage.<br>\$50 approx per year – course-related resources and concert.  |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 91270                            | I   | 2  | 6       | Perform two substantial pieces of music as a featured soloist.  |
| 91271                            | I   | 2  | 6       | Compose two substantial pieces of music.                        |
| 91275                            | E   | 2  | 4       | Demonstrate aural understanding through written representation  |
| 91276                            | E   | 2  | 4       | Demonstrate knowledge of conventions in a range of music scores |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 3 Music.   |         |   |

## LEVEL 3 MUSIC - (UE Approved Subject)

| Year 13 Music 301 (NCEA)  |  |       |         |  |
|---------------------------|--|-------|---------|--|
| WHY STUDY THIS COURSE?    | Music is a part of every young person's life. Studying music extends any skills they may have through practice, communication and performance; it encourages an appreciation and confidence in creativity that not many other subjects have the capacity for; and it engenders team building, leadership and other essential soft skills necessary to the development of young men and women of good character.  |       |         |  |
| COURSE DESCRIPTION        | <p>Level 3 Music still involves extensive focus on aural and theoretical skills - which prepare them for the two external assessments - as well as now 6 songs/pieces to prepare for solo performance. Everything else is student-focussed creativity.</p> <p>If performance and composition are not what the student would like to focus on and they have more academic leanings, there are options of doing a music research paper instead. This individual work would be done during the time allocated for composition by the rest of the class.</p> <p>It is required that all senior music students are involved in at least one extra-curricular musical activity, participating in performances including the annual production, BIG SING and Band festivals. These commitments will involve weekly rehearsals and regular concerts during the school year. This is a strong component of a musical education at St Paul's and much of the curriculum will be drawn from these activities.</p> |       |         |  |
| ENTRY REQUIREMENTS        | Students must have been learning an itinerant music instrument for at least <b>four</b> years and continue to do so during level 3. Students need to have taken music in level 2 unless they are at an advanced level (ie grade 7-8) in their solo instrument.   |       |         |  |
| COURSE COSTS              | <p>\$330 approx per term – Itinerant tuition fees (within or outside the school) and instrument hireage.</p> <p>\$50 approx per year – course-related resources and concert.</p> <p>Students may also be required to pay for accompaniment services for performances.</p>  |       |         |  |
| No.                       | I/E  | Level | Credits | Standard Title   |
| 91416                     | I  | 3     | 8       | Perform two programmes of music as a featured soloist.                                 |
| 91419                     | I  | 3     | 8       | Communicate musical intention by composing three original pieces of music              |
| 91424                     | I  | 3     | 4       | Create two arrangements for an ensemble  |
| 91420                     | E  | 3     | 4       | Integrate aural skills into written representation                                     |
| 91421                     | E  | 3     | 4       | Demonstrate understanding of harmonic and tonal conventions in a range of music scores |
| COURSE OFFERS ENDORSEMENT | Yes - subject to NZQA criteria being met.  |       |         |  |
| PATHWAY LINK              | Leads into Year 1 University.  |       |         |  |

choose one



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## LEVEL 1 ENGLISH

| Year 11 English 101 (NCEA)       |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course aims to provide a balanced approach to written, oral and visual strands of English with major emphasis placed on independent learning. Students will develop their written and spoken English which will soundly prepare them for 201 English.   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>This English programme offers students the opportunity to complete seven English Achievement Standards, for a total of 21 credits. 8 credits are externally assessed whilst the internally assessed components assess an oral presentation, creative writing and a thematic study of literature.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | Two years secondary English (Year 9 and Year 10)   |         |   |
| <b>COURSE COSTS</b>              |     | \$25 Write That Essay Annual Subscription<br>Approx. \$15 Education Perfect Subscription   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 90052                            | I   | 1  | 3       | Produce creative writing  |
| 90852                            | I   | 1  | 4       | Explain significant connection(s) across texts, using supporting evidence   |
| 90856                            | I   | 1  | 3       | Show understanding of visual and/or oral texts through close viewing  |
| 90857                            | I   | 1  | 3       | Construct and deliver an oral text  |
| 90849                            | E   | 1  | 4       | Show understanding of specified aspect(s) of studied written text(s), using supporting evidence                       |
| 90851                            | E   | 1  | 4       | Show understanding of specified aspects of unfamiliar written text(s) through close reading using supporting evidence |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 English.   |         |   |

## LEVEL 1 ENGLISH

| Year 11 English 102 (NCEA)       |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course has a reduced number of external assessments. Students will study for 21 credits and there will be two standards assessed in the external examination. All other standards are internally assessed.  |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>The course is an enjoyable one and involves a broad range of skills from speaking, reading widely to close viewing for understanding. The one external assessment is based on a film study. Students carry Tihoi English credits over into the Year 11 year.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | Students who have gained less than the achieved standard for English in Year 10 should seriously consider taking this course.  |         |  |
| <b>COURSE COSTS</b>              |     | \$20 Write That Essay Annual Subscription  |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 90052                            | I   | 1  | 3       | Produce creative writing   |
| 90852                            | I   | 1  | 4       | Explain significant connection(s) across texts, using supporting evidence  |
| 90856                            | I   | 1  | 3       | Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence       |
| 90857                            | I   | 1  | 3       | Construct and deliver an oral text   |
| 90849                            | E   | 1  | 4       | Show understanding of specified aspect(s) of studied written text(s), using supporting evidence                          |
| 90851                            | E   | 1  | 4       | Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 English.   |         |  |

## LEVEL 1 ENGLISH

| Year 11 English (Cambridge - IGCSE) |     |   |   |  |
|-------------------------------------|-----|---|---|--|
| <b>WHY STUDY THIS COURSE?</b>       |     | In this course students will complete work for the International General Certificate of Secondary Education in English Literature (0486) AND complete three Achievement Standards towards NCEA Level 1. This course enables students to foster a love of literature and explore thematic concerns in depth. It also has a cosmopolitan breadth to the literature which richly enhances the students' academic experience.   |   |  |
| <b>COURSE DESCRIPTION</b>           |     | <p>The syllabus aims, which are not listed in order of priority, are to encourage and develop candidates' ability to:</p> <ul style="list-style-type: none"> <li>▪ understand and respond to literary texts in different forms and from different periods and cultures;</li> <li>▪ communicate an informed personal response appropriately and effectively;</li> <li>▪ appreciate different ways in which writers achieve their effects;</li> <li>▪ experience literature's contribution to aesthetic, imaginative and intellectual growth.</li> </ul> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> |   |  |
| <b>ENTRY REQUIREMENTS</b>           |     | <p>Students need to be aware that their academic performance in Year 10 may influence their continuation in the Cambridge programme. Where the number of students opting to continue exceeds the number of places available, entry will be based on:</p> <ul style="list-style-type: none"> <li>▪ English results in Year 10</li> <li>▪ Attitude and work ethic</li> <li>▪ The discretion of the Head of English.</li> </ul>  |   |  |
| <b>COURSE COSTS</b>                 |     | CIE exams fee apply and are currently \$120 for this course. \$25 Write That Essay annual subscription.   |   |  |
|                                     |     |   |   |  |
| Paper                               |     | Weighting   | Extended Curriculum – Grades Available A*-G |  |
| COMPONENT 1 - 1.5 hrs               |     | 50%   | Poetry and Prose                            |  |
| COMPONENT 2 – 1.5 hrs               |     | 50%   | Drama                                       |  |
|                                     |     |   |   |  |
| No                                  | I/E | Level   | Credits                                     | Standard Title   |
| 90849                               | E   | 1   | 4   | Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.                       |
| 90850                               | E   | 1   | 4   | Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence                 |
| 90851                               | E   | 1   | 4   | Show understanding of specified aspects of unfamiliar written text(s) through close reading ,using supporting evidence |
|                                     |     |   |   |  |
| <b>COURSE OFFERS ENDORSEMENT</b>    |     | No.   |   |  |
| <b>PATHWAY LINK</b>                 |     | Leads into AS Level 2 English.  |   |  |

## LEVEL 2 ENGLISH

| Year 12 English 201 (NCEA)       |     |       |  |              |   |
|----------------------------------|-----|-------|--|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | English involves a combination of language, literary and media studies to enhance the development of competency in the English language.   |              |   |
| <b>COURSE DESCRIPTION</b>        |     |       | <p>To teach students how to integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p>                                       |              |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | This course assumes a competence in written expression and a basic grounding in response to literary text. Students will have to deal with sophisticated literary texts and language contexts throughout this course. It is recommended that students must have achieved at least 14 credits from English achievement standards at Level 1. Students may study towards the award of up to 20 credits in this course. |              |   |
| <b>COURSE COSTS</b>              |     |       | \$25 Write That Essay Annual Subscription.   |              |   |
| No.                              | I/E | Level | Credits  | Lit          | Standard Title  |
| 91101                            | I   | 2     | 6  | UE W         | Produce a selection of crafted and controlled writing   |
| 91102                            | I   | 2     | 3  |              | Construct and deliver a crafted and controlled oral text  |
| 91107                            | I   | 2     | 3  |              | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |
| 91098                            | E   | 2     | 4  | UE R<br>UE W | Analyse specified aspect(s) of studied written text(s), supported by evidence                               |
| 91100                            | E   | 2     | 4  | UE R<br>UE W | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence      |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.  |              |   |
| <b>PATHWAY LINK</b>              |     |       | Leads into NCEA Level 3 English.   |              |   |

## LEVEL 2 ENGLISH

| Year 12 English 202 (NCEA)       |     |       |  |     |   |
|----------------------------------|-----|-------|--|-----|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | This course caters for Year 12 students who may have struggled with Level 1 English. They must have achieved at least 12 credits in Level 1 English.   |     |   |
| <b>COURSE DESCRIPTION</b>        |     |       | <p>To teach students how to integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p>   |     |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | This course assumes a competence in written expression and a basic grounding in response to literary text by students who otherwise may have had difficulty with some aspects of Level 1 achievement standards. Students will study literature and language contexts throughout this course. It is recommended that students must have achieved at least 12 credits from English achievement standards at Level 1. Entry to this course will be at the discretion of the LOC. Students may study towards the award of up to 20 credits in this course. |     |   |
| <b>COURSE COSTS</b>              |     |       | \$25 Write That Essay Annual Subscription.   |     |   |
| No.                              | I/E | Level | Credits  | Lit | Standard Title  |
| 91101                            | I   | 2     | 6  |     | Produce a selection of crafted and controlled writing   |
| 91102                            | I   | 2     | 3  |     | Construct and deliver a crafted and controlled oral text  |
| 91107                            | I   | 2     | 3  |     | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |
| 91098                            | E   | 2     | 4  |     | Analyse specified aspect(s) of studied written text(s), supported by evidence                               |
| 91100                            | E   | 2     | 4  |     | Analyse specific aspects of unfamiliar written texts  |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.  |     |   |
| <b>PATHWAY LINK</b>              |     |       | Leads into NCEA Level 3 English.   |     |   |

## LEVEL 2 ENGLISH

| Year 12 English (AS) - Cambridge |     |   |         |              |  |
|----------------------------------|-----|---|---------|--------------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | Cambridge courses have been introduced into English at St Paul's Collegiate to offer an additional challenge to our students and as an alternative method of assessment. Students at Year 12 will however complete a selection of NCEA based internal and external assessments. They will sit three external examination papers in response to: studied written texts and unfamiliar texts, whilst completing a connections across texts internal assessment. |         |              |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>To teach students how to integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p>  |         |              |  |
| <b>ENTRY REQUIREMENTS</b>        |     | IGCSE English is preferable but not a necessity. A competent command of written English with an enjoyment of literature is advantageous. Merit and above in 90849 and 90851 Level 1 External Assessment.  |         |              |  |
| <b>COURSE COSTS</b>              |     | \$20 Write That Essay Annual Subscription.  |         |              |  |
| Cambridge Certification Title    |     |   |         |              |  |
|                                  |     | Time  |         | Weighting    |  |
| Paper 3 - Poetry and Prose       |     | 2 hours   |         | 50%          |  |
| Paper 4 – Drama and Unseen Texts |     | 2 hours   |         | 50%          |  |
| NCEA Examinations                |     |   |         |              |  |
| No.                              | I/E | Level   | Credits | Lit          | Standard Title   |
| 91104                            | I   | 2   | 4       |              | Analyse significant connections across texts.  |
| 91098                            | E   | 2   | 4       | UE R<br>UE W | Analyse specified aspect(s) of studied written text(s), supported by evidence                          |
| 91100                            | E   | 2   | 4       | UE R<br>UE W | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes subject to NZQA criteria being met.   |         |              |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 3 English/Scholarship English (not a timetabled course).  |         |              |  |

## LEVEL 3 ENGLISH - (UE Approved Subject)

| Year 13 English 301 (NCEA)  |     |       |  |              |   |
|---|-----|-------|--|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>   |     |       | This course assumes a developed reading habit, sophistication of literary response and analysis and an accurate, lucid and mature writing style. The course is built around a close study of literary texts of established critical and literary reputation. Students may study for up to 21 credits in this course.                                       |              |   |
| <b>COURSE DESCRIPTION</b>   |     |       | The content of this course is made up of two in-depth studies of literature, creating a visual essay, a speech and close analysis of poetry and prose and a portfolio of writing.<br><br>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken. |              |   |
| <b>ENTRY REQUIREMENTS</b>   |     |       | Students will have to deal with sophisticated levels of reading and response in this course. A minimum entry requirement would be at least 14 credits gained from Level 2 English including at least one external. Entry to this course will be at the discretion of the LOC and the Deputy Headmaster (Academic).   |              |   |
| <b>COURSE COSTS</b>   |     |       | \$20 Write That Essay Annual Subscription.   |              |   |
| No.   | I/E | Level | Credits  | Lit          | Standard Title  |
| 91475   | I   | 3     | 6  | UE W         | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas                   |
| 91476   | I   | 3     | 3  |              | Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas                   |
| 91479   | I   | 3     | 4  | UE R         | Develop an informed understanding of literature using critical texts  |
| 91472   | E   | 3     | 4  | UE R<br>UE W | Respond critically to specified aspect(s) of studied written text(s), supported by evidence                         |
| 91474   | E   | 3     | 4  | UE R         | Respond critically to specified aspect(s) of unfamiliar written text(s) through close reading supported by evidence |
| <b>COURSE OFFERS ENDORSEMENT</b>  |     |       | Yes - subject to NZQA criteria being met.  |              |   |
| <b>PATHWAY LINK</b>   |     |       | Leads into tertiary education.   |              |   |
| <ul style="list-style-type: none"> <li>The above course may be subject to change once courses have been fully evaluated.</li> </ul> |     |       |  |              |   |

## LEVEL 3 ENGLISH - (UE Approved Subject)

| Year 13 English 302 English (NCEA) |     |       |   |              |  |
|------------------------------------|-----|-------|---|--------------|--|
| <b>WHY STUDY THIS COURSE?</b>      |     |       | This course assumes that students have coped with 202 English. It requires a sophistication of research, analysis and an accurate writing style. The course is built around a close study of literature as well as written accuracy. Students may study for up to 20 credits in this course (see below for credit values). They will be entered for one external standard, AS91473 (4 credits). |              |  |
| <b>COURSE DESCRIPTION</b>          |     |       | The content of this course is made up of a study of literature, a comprehensive examination of a film director, a speech and an ability to write fluently and accurately for a portfolio of writing.<br><br>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.                   |              |  |
| <b>ENTRY REQUIREMENTS</b>          |     |       | Students will have to deal with detailed levels of reading and response in this course. A minimum entry requirement would be 8 credits gained from English 202. Entry to this course will be at the discretion of the LOC and the Deputy Headmaster (Academic).   |              |  |
| <b>COURSE COSTS</b>                |     |       | \$20 Write That Essay Annual Subscription.  |              |  |
| No.                                | I/E | Level | Credits   | Lit          | Standard Title   |
| 91475                              | I   | 3     | 6   | UE W         | Produce a selection of fluent and coherent writing which develops, sustains and structures ideas                     |
| 91476                              | I   | 3     | 3   |              | Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas presentation        |
| 91480                              | I   | 3     | 3   |              | Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence |
| 91472                              | E   | 3     | 4   | UE R         | Respond critically to specified aspect(s) of studied written text(s), supported by evidence                          |
| 91474                              | E   | 3     | 4   | UE R<br>UE W | Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence   |
| <b>COURSE OFFERS ENDORSEMENT</b>   |     |       | No.   |              |  |
| <b>PATHWAY LINK</b>                |     |       | Leads into tertiary education.  |              |  |

## LEVEL 3 A LEVEL ENGLISH - (UE Approved Subject)

| Year 13 English (A Level) - Cambridge                              |     |   |         |              |   |
|--|-----|---|---------|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>                                      |     | Cambridge A Level English Literature provides candidates opportunities to make critical and informed responses to texts which are wide ranging in their form, style and context. It is a highly academic, rigorous course.  |         |              |   |
| <b>COURSE DESCRIPTION</b>  |     | <p>Cambridge A Level Literature in English requires candidates to have completed AS Level English literature. Candidates are required to answer questions on a range of poems, prose and plays, with options from the Canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage based questions.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> |         |              |   |
| <b>ENTRY REQUIREMENTS</b>  |     | AS English  |         |              |   |
| <b>COURSE COSTS</b>  |     | CIE exams fee apply and are currently \$120 for this course. \$25 Write That Essay annual subscription.   |         |              |   |
| Cambridge Certification Title                                      |     | Time  |         | Weighting    |   |
| Paper 5 – Shakespeare and Other Pre-20 <sup>th</sup> Century texts |     | 2 hours   |         | 25%          |   |
| Paper 6 – 1900 to Present  |     | 2 hours   |         | 25%          |   |
|  |     |   |         |              |   |
| No.  | I/E | Level   | Credits | Lit          | Standard Title  |
| 91479  | I   | 3   | 4       |              | Develop an informed understanding of literature and/or language using critical texts                                |
| 91473  | E   | 3   | 4       | UE W         | Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence                  |
| 91472  | E   | 3   | 4       | UE R<br>UE W | Respond critically to specified aspect(s) of studied written text(s), supported by evidence                         |
| 91474  | E   | 3   | 4       | UE R         | Respond critically to specified aspect(s) of unfamiliar written text(s) through close reading supported by evidence |
|  |     |   |         |              |   |
| <b>COURSE OFFERS ENDORSEMENT</b>                                   |     | Yes – subject to NZQA criteria being met.   |         |              |   |
| <b>PATHWAY LINK</b>  |     | Leads into tertiary education.  |         |              |   |

## LEVEL 1 FRENCH

| Year 11 French 101 (NCEA)        |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | Citizens of New Zealand are also citizens of the world. We need to be aware of the importance of international languages, such as French, in relation to culture and cultural exchanges, literature, music, science and technology, and trade and tourism. The French language is used widely throughout the world, both as a first and as a second language. It is spoken by over two hundred million people in more than forty different countries. Along with English, French is one of the official working languages of the United Nations, the International Olympic Committee and many other organisations. English has borrowed extensively from the French language and so approximately half the words in English are derived from French. Because of this, English and French share a wide range of concepts and vocabulary, making French much easier for English speakers to learn than many other languages. |         |  |
| <b>COURSE DESCRIPTION</b>        |     | This French programme develops the speaking, listening, reading and writing skills in French of students to meet the requirements of NCEA Level 1. This is done within the context of the following topics: family; sport and leisure activities; eating and drinking; health; holidays.   |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | This course requires students to have completed previous study of French in Years 9 and 10. In cases where students have not studied French previously or for less than two years, application can be made to the TIC French for special admission.  |         |  |
| <b>COURSE COSTS</b>              |     | \$50 – Vocabulary and Grammar Resource Booklet (Renash) \$20; “Language Perfect” registration \$20; Australian Language Certificate \$10.  |         |  |
| A selection of the following:    |     |  |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 90880                            | I   | 1  | 5       | Interact using spoken French to communicate personal information, ideas and opinions in different situations |
| 90882                            | I   | 1  | 5       | Write a variety of text types in French on areas of most immediate relevance                                 |
| 90878                            | E   | 1  | 5       | Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance           |
| 90881                            | E   | 1  | 5       | Demonstrate understanding of a variety of French texts on areas of most immediate relevance                  |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 French.  |         |  |

## LEVEL 2 FRENCH

| Year 12 French 201 (NCEA)        |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | Citizens of New Zealand are also citizens of the world. We need to be aware of the importance of international languages, such as French, in relation to culture and cultural exchanges, literature, music, science and technology, and trade and tourism. The French language is used widely throughout the world, both as a first and as a second language. It is spoken by over two hundred million people in more than forty different countries. Along with English, French is one of the official working languages of the United Nations, the International Olympic Committee and many other organisations. English has borrowed extensively from the French language and so approximately half the words in English are derived from French. Because of this, English and French share a wide range of concepts and vocabulary, making French much easier for English speakers to learn than many other languages. |         |  |
| <b>COURSE DESCRIPTION</b>        |     | This French programme develops the speaking, listening, reading and writing skills in French of students to meet the requirements of NCEA Level 2. This is done within the context of the following topics: travel; school; friendship; history; life after school.  |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | Students must have completed Year 11 French and have gained a minimum of 12 Level 1 NCEA credits in French. In cases where students have fewer than 12 credits, application can be made to the TIC French for special admission.   |         |  |
| <b>COURSE COSTS</b>              |     | \$85 – Vocabulary and Grammar Resource Booklet (Renash) \$15; Ça y est Workbook \$40; “Language Perfect” registration \$20; Australian Language Certificate \$10.  |         |  |
| A selection of the following:    |     |  |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 91120                            | I   | 2  | 4       | Give a spoken presentation in French that communicates information, ideas and opinions                 |
| 91122                            | I   | 2  | 5       | Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts |
| 91118                            | E   | 2  | 5       | Demonstrate understanding of a variety of spoken French texts on familiar matters                      |
| 91121                            | E   | 2  | 5       | Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters     |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 3 French.  |         |  |

## LEVEL 3 FRENCH - (UE Approved Subject)

| Year 13 French 301 (NCEA)        |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | Citizens of New Zealand are also citizens of the world. We need to be aware of the importance of international languages, such as French, in relation to culture and cultural exchanges, literature, music, science and technology, and trade and tourism. The French language is used widely throughout the world, both as a first and as a second language. It is spoken by over two hundred million people in more than forty different countries. Along with English, French is one of the official working languages of the United Nations, the International Olympic Committee and many other organisations. English has borrowed extensively from the French language and so approximately half the words in English are derived from French. Because of this, English and French share a wide range of concepts and vocabulary, making French much easier for English speakers to learn than many other languages. |         |   |
| <b>COURSE DESCRIPTION</b>        |     | This French programme develops the speaking, listening, reading and writing skills in French of students to meet the requirements of NCEA Level 3. This is done within the context of the following topics: environment; work; immigration; culture.   |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | This course is recommended for students who have achieved a minimum of 12 Level 2 NCEA credits in French. In cases where students have fewer than 12 credits, application can be made to the TIC - French for special admission.   |         |   |
| <b>COURSE COSTS</b>              |     | \$90 – Vocabulary and Grammar Resource booklet (Renash) \$15; Tapis Volant Senior Workbook \$45; “Language Perfect” registration \$20; Australian Language Certificate \$10.   |         |   |
| A selection of the following:    |     |  |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 91544                            | I   | 3  | 5       | Give a clear spoken presentation in French that communicates a critical response to stimulus material |
| 91547                            | I   | 3  | 5       | Write a variety of text types in clear French to explore and justify varied ideas and perspectives    |
| 91543                            | E   | 3  | 5       | Demonstrate understanding of a variety of extended spoken French texts                                |
| 91546                            | E   | 3  | 5       | Demonstrate understanding of a variety of extended written and/or visual French texts                 |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>              |     | Leads into Year 1 or Year 2 University French courses.   |         |   |

## LEVEL 1 SPANISH

| Year 11 Spanish 101 (NCEA)       |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | Who is learning Spanish these days? Spanish is becoming of greater importance in Europe, where it often is the foreign language of choice after English. It is no surprise that Spanish is a popular second or third language: with some 400 million speakers, it is the second most commonly spoken language in the world after Chinese and according to some, counts it has more native speakers than English does. It is an official language on four continents and is of historical importance elsewhere. Learning Spanish may open doors for many wonderful experiences, allowing you to see and do things that many other people may not.   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>At this level, students can understand and use familiar expressions and everyday vocabulary. They can interact in a simple way in supported situations. Communication at this level means that, in selected linguistic and sociocultural contexts, students will:</p> <ul style="list-style-type: none"> <li>▪ receive and produce information;</li> <li>▪ produce and respond to questions and requests;</li> <li>▪ show social awareness when interacting with others.</li> </ul> <p>Language Knowledge and Cultural Knowledge at this level means that, in selected linguistic and sociocultural contexts, students will:</p> <ul style="list-style-type: none"> <li>▪ recognise that Spanish is organised in particular ways;</li> <li>▪ make connections with their own language(s);</li> <li>▪ recognise that Hispanic cultures are organised in particular ways;</li> <li>▪ make connections with known culture(s).</li> </ul> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | This course requires students to have completed previous study of Spanish in Years 9 and 10.   |         |   |
| <b>COURSE COSTS</b>              |     | \$20 approx – Education Perfect Subscription   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 90909                            | I   | 1  | 4       | Give a spoken presentation in Spanish that communicates a personal response                         |
| 90912                            | I   | 1  | 5       | Write a variety of text types in Spanish on areas of most immediate relevance                       |
| 90908                            | E   | 1  | 5       | Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance |
| 90911                            | E   | 1  | 5       | Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance drama  |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 Spanish.   |         |   |

## LEVEL 2 SPANISH

| Year 12 Spanish 201 (NCEA)       |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices. By learning an additional language and its related culture(s), students come to appreciate that languages and cultures are systems that are organised and used in particular ways to achieve meaning. Learning a new language extends students' linguistic and cultural understanding and their ability to interact appropriately with other speakers. Interaction in a new language introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s).</p> |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>The Spanish programme develops the speaking, listening and writing skills in Spanish to meet with the requirements of NCEA Level 2. This is done within the context of the following topics: travel, school, friendship, history, extra-curricular activities.</p>  |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Students must have completed Year 11 Spanish and have gained a minimum of 12 Level 1 NCEA credits in Spanish. In cases where students have fewer than 12 credits, application can be made to the TIC Spanish for special admission.</p>   |         |   |
| <b>COURSE COSTS</b>              |     | <p>\$20 approx Education Perfect subscription (one year)</p>   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 91149                            | I   | 2  | 5       | Demonstrate understanding of a variety of spoken Spanish texts on familiar matters                        |
| 91152                            | I   | 2  | 5       | Write a variety of text types in Spanish to convey information, ideas and opinions in genuine contexts    |
| 91148                            | E   | 2  | 5       | Demonstrate understanding of a variety of spoken Spanish texts on familiar matters                        |
| 91151                            | E   | 2  | 5       | Demonstrate understanding of a variety of Spanish texts and/or visual Spanish text(s) on familiar matters |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met.</p>   |         |   |
| <b>PATHWAY LINK</b>              |     | <p>Leads into NCEA Level 2 Spanish.</p>  |         |   |

## LEVEL 3 SPANISH - (UE Approved Subject)

| Year 13 Spanish 301 (NCEA)       |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own way of expressing meanings; each has intrinsic value and special significance for its users.</p> <p>In learning languages, students learn to communicate in an additional language. As they do so, they begin to expand their own world and to open up a whole range of new possibilities. Learning one new language makes it easier to learn others.</p> <p>Spanish is the second most widely spoken language and is used by over 500 million people in Spain and both North and South America. By studying Spanish, students will gain insight into a rich history that has spanned the globe, not to mention a variety of cultures and societies. Many New Zealanders are choosing to learn Spanish for its importance as both a commercial and cultural language.</p> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>Having an understanding of the cultures that surround a language is integral to communicating. This course focuses on authentic Spanish for conversation in a variety of situations in both Latin America and Spain. Throughout, there will be many opportunities to speak Spanish, and language skills will also be furthered through exercises in listening for understanding, interest and enjoyment, along with reading and writing work that will develop an appreciation for both the language and the culture.</p>   |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Students must have completed Year 12 Spanish and have gained a minimum of 12 Level 2 NCEA credits in Spanish. In cases where students have fewer than 12 credits, application can be made to the TIC Spanish for special admission.</p>   |         |  |
| <b>COURSE COSTS</b>              |     | <p>\$20 Education Perfect subscription (one year).</p>   |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 91569                            | I   | 3  | 3       | Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material             |
| 91570                            | I   | 3  | 6       | Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations |
| 91572                            | I   | 3  | 5       | Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives                |
| 91568                            | E   | 3  | 5       | Demonstrate understanding of a variety of extended spoken Spanish texts  |
| 91571                            | E   | 3  | 5       | Demonstrate understanding of a variety of extended written and/or visual Spanish texts                             |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met.</p>   |         |  |
| <b>PATHWAY LINK</b>              |     | <p>Leads into Year 1 University Spanish courses.</p>   |         |  |

## LEVEL 1 TE REO MAAORI

| Year 11 Te Reo Maaori 101 (NCEA) |     |   |         |  |
|----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course aims to develop the competency of students in Te Reo Maaori in a wide range of situations using different language skills. It develops student's knowledge of tikanga and kawa and encourages students to speak Te Teo Maaori inside and outside the classroom. Students will have the opportunity to earn 24 credits from two internally assessed standards followed with two externally assessed standards. |         |  |
| <b>COURSE DESCRIPTION</b>        |     | This Te Reo Maaori course offers the opportunity for students to gain five Te Reo Maaori Achievement Standards for a total of 30 credits. 12 of these credits are externally assessed through reading and writing examinations, while 18 credits can be achieved internally through assessments such as listening, speaking and writing.  |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | Two years secondary level Te Reo Maaori (Year 9 and Year 10). If requirements not met, individual circumstances can be discussed  |         |  |
| <b>COURSE COSTS</b>              |     | \$20 – Language Perfect web log on.   |         |  |
| No.                              | I/E | Level   | Credits | Standard Title                           |
| 91085                            | I   | 1   | 6       | Whakarongo kia mohio ki te reo o tona ao |
| 91086                            | I   | 1   | 6       | Korero kia whakamahi i te reo o tona ao  |
| 91089                            | I   | 1   | 6       | Waihanga tuhinga i te reo o tona ao      |
| 91087                            | E   | 1   | 6       | Panui kia mohio ki te reo o tona ao      |
| 91088                            | E   | 1   | 6       | Tuhi i te reo o tona ao                  |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 Te Reo Maaori.  |         |  |

## LEVEL 2 TE REO MAAORI

| Year 12 Te Reo Maaori 201 (NCEA) |     |       |   |      |   |
|----------------------------------|-----|-------|---|------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | <p>This course aims to provide and develop a balanced approach towards writing, reading, oral and listening standards. By the end of the course, students will be able to better use language effectively to express their own ideas and opinions, communicate with more a complex use of language beyond the immediate context, and can understand and produce a variety of text types.</p> <p>Students will have the opportunity to earn 28 credits from three internally assessed standards and two externally assessed standards.</p> |      |   |
| <b>COURSE DESCRIPTION</b>        |     |       | <p>This course further develops students' competence in Te Reo Maaori in a range of situations using their listening, speaking, reading and writing skills. The course also aims to give students the opportunity to delve into the realms of traditional cultural practices through the art of haka, taonga pūoro and tikanga Maaori.</p>  |      |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | <p>Students must have completed Year 11 Te Reo Maaori and have gained a minimum of 12 NCEA Level 1 credits in Te Reo Maaori. In cases where the students have fewer than 12 credits, application can be made to the TIC Te Reo Maaori for special admission.</p>  |      |   |
| <b>COURSE COSTS</b>              |     |       | <p>\$20 Language Perfect log on.</p>  |      |   |
| No.                              | I/E | Level | Credits   | Lit  | Standard Title                                    |
| 91284                            | I   | 2     | 4   |      | Whakarongo kia mōhio ki te reo o te ao torotoro   |
| 91285                            | I   | 2     | 6   |      | Kōrero kia whakamahi i te reo o te ao torotoro    |
| 91288                            | I   | 2     | 6   |      | Waihanga tuhinga auaha, i te reo o te ao torotoro |
| 91286                            | E   | 2     | 6   | UE R | Pānui kia mōhio ki te reo o te ao torotoro        |
| 91287                            | E   | 2     | 6   | UE W | Tuhi i te reo o te ao torotoro                    |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | <p>Yes - subject to NZQA criteria being met.</p>  |      |   |
| <b>PATHWAY LINK</b>              |     |       | <p>Leads into NCEA Level 3 Te Reo Maaori.</p>   |      |   |

## LEVEL 3 TE REO MAAORI - (UE Approved Subject)

| Year 13 Te Reo Maaori 301 (NCEA) |     |       |  |      |   |
|----------------------------------|-----|-------|--|------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | This course aims to provide a balanced approach to written, oral, reading and listening strands of Te Reo Maaori with major emphasis placed on independent learning. This course aims to develop student's ability to communicate with more complex use of language, identify the linguistic forms that guide interpretation and enable them to respond critically to texts. Students will have the opportunity to earn 28 credits from three internally assessed standards and two externally assessed standards. |      |   |
| <b>COURSE DESCRIPTION</b>        |     |       | This course further develops students' competence in Te Reo Maaori in a range of situations using their listening, speaking, reading and writing skills. The course also aims to give students the opportunity to delve into the realms of traditional cultural practices through the art of haka, tikanga Māori and kawa. It offers five Te Reo Māori Achievement Standards, for a total of 28 credits at Level 3.  |      |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | Students must have completed Year 12 Te Reo Māori and have gained a minimum of 12 NCEA Level 2 credits in Te Reo Māori. In cases where the students have fewer than 12 credits, application can be made to the TIC Te Reo Māori for special admission.   |      |   |
| <b>COURSE COSTS</b>              |     |       | \$20 Language Perfect log on.  |      |   |
| No.                              | I/E | Level | Credits  | Lit  | Standard Title  |
| 91650                            | I   | 3     | 4  |      | Whakarongo kia mōhio ki te reo Māori o te ao whānui       |
| 91651                            | I   | 3     | 6  |      | Kōrero kia whakamahi i te reo Māori o te ao whānui        |
| 91654                            | I   | 3     | 6  |      | Waihanga tuhinga whai take i te reo Maaori o te ao whanui |
| 91652                            | E   | 3     | 6  | UE R | Pānui kia mōhio ki te reo Māori o te ao whānui            |
| 91653                            | E   | 3     | 6  | UE W | Tuhi i te reo Māori o te ao whānui                        |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.  |      |   |
| <b>PATHWAY LINK</b>              |     |       | Leads into Tertiary Education.   |      |   |

## CORRESPONDENCE SCHOOL LANGUAGES – Level 1, 2, 3

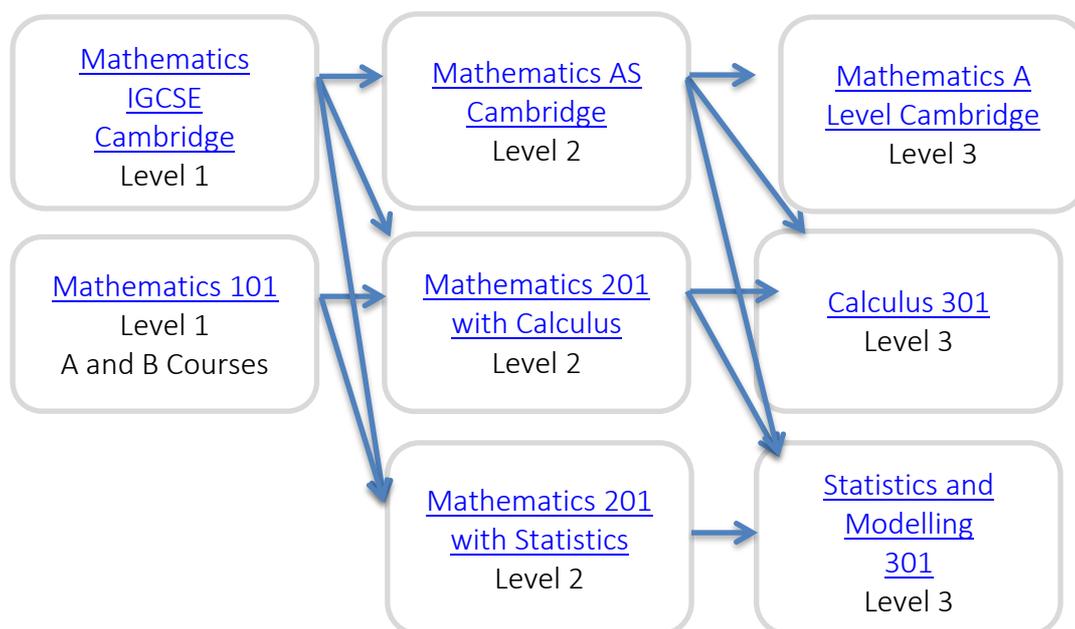
| Year 13 Correspondence School Languages |   |
|---|---|
| <b>WHY IS THIS AVAILABLE?</b>           | If there is a language that a student wants to study and it is not available at the School, the student can be enrolled with “Te Kura – the Correspondence School” to study a language. |
| <b>COURSE DESCRIPTION</b>               | The course is run by Te Kura - the Correspondence School and requires the student to be diligent at studying on their own.  |
| <b>ENTRY REQUIREMENTS</b>               | No entry requirements.  |
| <b>COURSE COSTS</b>                     | \$1730 per subject.   |
| <b>COURSE OFFERS ENDORSEMENT</b>        |   |
| <b>COURSE OFFERS ENDORSEMENT</b>        | Yes - subject to NZQA criteria being met.   |
| <b>PATHWAY LINK</b>                     | Leads into Tertiary Education depending on level studied.   |

## LEVEL 2 MEDIA STUDIES

| Year 12 Media Studies 201 (NCEA) |     |       |  |              |  |
|----------------------------------|-----|-------|--|--------------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | As a subject Media Studies recognises that we live in a media rich age, and that our media interactions shape our reality. This is a great course for anyone who wants to consider a career in Marketing, Journalism, Public Relations, Broadcasting or Media Production.  |              |  |
| <b>COURSE DESCRIPTION</b>        |     |       | <ul style="list-style-type: none"> <li>▪ To introduce students to the study of Media and how our lives are driven or at least influenced by the media.</li> <li>▪ To gain skills in the medium of film.</li> <li>▪ To encourage students to analyse the way the media influences their view of the world.</li> </ul> |              |  |
| <b>ENTRY REQUIREMENTS</b>        |     |       | This course is open to all students. You will find that well-rounded English skills will aid you in this course. Interest in Art, Films, Drama, History and Social Issues will also help. Students who are new to this course have the ability to do very well.  |              |  |
| <b>COURSE COSTS</b>              |     |       | \$20   |              |  |
| No.                              | I/E | Level | Credits  | Lit          | Standard Title   |
| 91250                            | I   | 2     | 3  |              | Demonstrate understanding of representation in the media                               |
| 91252                            | I   | 2     | 4  |              | Produce a design and plan for a developed media product using a range of conventions   |
| 91253                            | I   | 2     | 6  |              | Complete a developed media product from a design and plan using a range of conventions |
| 91254                            | I   | 2     | 3  |              | Demonstrate understanding of an ethical issue in the media                             |
| 91251                            | E   | 2     | 4  | UE R<br>UE W | Demonstrate understanding of an aspect of a media genre                                |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.  |              |  |
| <b>PATHWAY LINK</b>              |     |       | This course leads into Level 3 Media Studies.  |              |  |

## LEVEL 3 MEDIA STUDIES - (UE Approved Subject)

| Year 13 Media Studies 301 (NCEA) |     |   |         |              |   |
|----------------------------------|-----|---|---------|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | As a subject Media Studies recognizes that we live in a media rich age, and that our media interactions shape our reality. Also that we can use media to have an influence on the world. This course leads naturally from Level 2 Media Studies, but it can also operate as a stand-alone course for those with experience in video production. This course will provide a strong base for further tertiary study and career opportunities in Marketing, Journalism, Public Relations, Broadcasting or Media Production. The course has an emphasis on film and the music industry. Students will need to have well developed time management and independent working skills. |         |              |   |
| <b>COURSE DESCRIPTION</b>        |     | <ul style="list-style-type: none"> <li>▪ To allow students to continue the study of Media and how our lives are driven or at least influenced by the media.</li> <li>▪ To provide a strong base for further tertiary study and career opportunities in various aspects of the media.</li> <li>▪ To gain skills in the medium of film.</li> <li>▪ To gain skills in the medium of electronic communication.</li> <li>▪ To encourage critical analysis of how media affects our lives.</li> </ul>   |         |              |   |
| <b>ENTRY REQUIREMENTS</b>        |     | Students will need at least 12 credits from English 201, History 201 or Media Studies 201 to enter this course, which is a challenging mix of theory and practical work. If entering from English 201, students should have achieved AS910999 "Analyse a visual or oral text" and AS91107 "Close viewing of a visual or oral text". If entering from outside of 201 Media Studies, students will need to demonstrate previous experience in video production. Entry to this course will be at the discretion of the LOC English and Head of Media Studies.  |         |              |   |
| <b>COURSE COSTS</b>              |     | \$20  |         |              |   |
| No.                              | I/E | Level   | Credits | Lit          | Standard Title  |
| 91494                            | I   | 3   | 4       |              | Produce a design for a media product that meets the requirements of a brief   |
| 91495                            | I   | 3   | 6       |              | Produce a media product to meet the requirements of a brief                   |
| 91496                            | I   | 3   | 3       |              | Demonstrate understanding of a significant development in the media           |
| 91490                            | E   | 3   | 4       | UE R<br>UE W | Demonstrate understanding of an aspect of a media industry                    |
| 91493                            | E   | 3   | 4       | UE R<br>UE W | Demonstrate understanding of a relationship between a media genre and society |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |              |   |
| <b>PATHWAY LINK</b>              |     | This course leads into tertiary education.  |         |              |   |



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## LEVEL 1 MATHEMATICS

| Year 11 Mathematics Cambridge IGCSE (Extended) |           |   |         |  |
|--|-----------|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>                  |           | The purpose of the IGCSE Mathematics curriculum is to enable students to develop their mathematical knowledge, understanding, skills, communication and logical thinking in a way which encourages confidence and provides satisfaction and enjoyment. It enables students to apply Mathematics in everyday situations and develop an understanding of the part which Mathematics plays in the world around them. It helps them to appreciate the interdependence of different branches of Mathematics and other subjects and to acquire a foundation appropriate to their further study of Mathematics and of other disciplines. |         |  |
| <b>COURSE DESCRIPTION</b>                      |           | Candidates follow the Extended curriculum which involves both the Core and Supplement, to enable them to gain Grades from A* to G. The main topic areas are Number, Algebra, Space & Shape, and Statistics & Probability. Students can also complete up to five achievement standards towards NCEA Level 1.   |         |  |
| <b>ENTRY REQUIREMENTS</b>                      |           | Students must have done exceptionally well in Year 10 Mathematics to gain entry into this course. Proofs of results are required of students who did not attend St Paul's in Year 10. This is normally a two-year course which we complete in three terms; therefore, the pace and content mean that only academically able and self-motivated students can find success.   |         |  |
| <b>COURSE COSTS</b>                            |           | CIE exams fee apply and are currently \$120 for this course.  |         |  |
|  |           |   |         |  |
| Paper  | Weighting | Extended Curriculum – Grades Available A*-G   |         |  |
| 2  | 1         | Paper 2 (1½ hours) - Short-answer questions   |         |  |
| 4  | 1         | Paper 4 (2½ hours) - Structured questions   |         |  |
|  |           |   |         |  |
| No.  | I/E       | Level   | Credits | Standard Title   |
| 91026  | I         | 1   | 4       | Apply numeric reasoning in solving problems                    |
| 91032  | I         | 1   | 3       | Apply right-angled triangles in solving measurement problems   |
| 91027  | E         | 1   | 4       | Apply algebraic procedures in solving problems                 |
| 91028  | E         | 1   | 4       | Investigate relationships between tables, equations and graphs |
| 91031  | E         | 1   | 4       | Apply geometric reasoning in solving problems                  |
| <b>COURSE OFFERS ENDORSEMENT</b>               |           | Yes - subject to NZQA criteria being met.   |         |  |
| <b>PATHWAY LINK</b>                            |           | Leads into NCEA Level 2 Mathematics or Cambridge AS course.   |         |  |

## LEVEL 1 MATHEMATICS

| Year 11 Mathematics 101 Course A (NCEA) |     |  |         |  |
|---|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>           |     | This course builds on previous mathematical studies and provides an essential background for further mainstream mathematics courses at a higher level, including Level 2 and Level 3. All classes will do a basic core Mathematics course: Course A (3 externals); Course B (1 external)                                     |         |  |
| <b>COURSE DESCRIPTION</b>               |     | To introduce skills essential to later study within and beyond school. To gain an appreciation for the need for logic, discipline, structure and problem solving as tools for everyday living using: <ul style="list-style-type: none"> <li>▪ number</li> <li>▪ geometry</li> <li>▪ algebra</li> <li>▪ statistics</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>               |     | <p><b>Course A:</b> Recommended course. Students have competency in Year 10 Mathematics.</p> <p><b>Course B:</b> Amended course. Students have less competency in Year 10 Mathematics.</p>   |         |  |
| <b>COURSE COSTS</b>                     |     | \$50 approx - Students will be required to purchase Nulake or Walker maths homework booklets. A <i>CASIO FX-9860GIII</i> graphical calculator is required for this course.   |         |  |
| No.                                     | I/E | Level  | Credits | Standard Title   |
| 91026                                   | I   | 1  | 4       | Apply numeric reasoning in solving problems                    |
| 91030                                   | I   | 1  | 3       | Apply measurement in solving problems                          |
| 91032                                   | I   | 1  | 3       | Apply right-angled triangles in solving measurement problems   |
| 91027                                   | E   | 1  | 4       | Apply algebraic procedures in solving problems                 |
| 91028                                   | E   | 1  | 4       | Investigate relationships between tables, equations and graphs |
| 91037                                   | E   | 1  | 4       | Demonstrate understanding of chance and data                   |
| <b>COURSE OFFERS ENDORSEMENT</b>        |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>                     |     | Leads into NCEA Level 2 Mathematics with Calculus or NCEA Level 2 Mathematics with Statistics.   |         |  |

## LEVEL 1 MATHEMATICS

| Year 11 Mathematics 101 Course B (NCEA) |     |  |         |  |
|---|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>           |     | This course builds on previous mathematical studies and provides an essential background for further mainstream mathematics courses at a higher level, including Level 2 and Level 3. All classes will do a basic core Mathematics course: Course A (3 externals); Course B (1 external)                                     |         |  |
| <b>COURSE DESCRIPTION</b>               |     | To introduce skills essential to later study within and beyond school. To gain an appreciation for the need for logic, discipline, structure and problem solving as tools for everyday living using: <ul style="list-style-type: none"> <li>▪ number</li> <li>▪ geometry</li> <li>▪ algebra</li> <li>▪ statistics</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>               |     | <p><b>Course A (see above):</b> Recommended course. Students have competency in Year 10 Mathematics.</p> <p><b>Course B:</b> Amended course. Students have less competency in Year 10 Mathematics.</p>   |         |  |
| <b>COURSE COSTS</b>                     |     | \$50 approx - Students will be required to purchase Nulake or Walker maths homework booklets. A <i>CASIO FX-9860GIII</i> graphical calculator is required for this course.   |         |  |
| No.                                     | I/E | Level  | Credits | Standard Title   |
| 91026                                   | I   | 1  | 4       | Apply numeric reasoning in solving problems                              |
| 91029                                   | I   | 1  | 3       | Apply linear algebra in solving problems                                 |
| 91030                                   | I   | 1  | 3       | Apply measurement in solving problems                                    |
| 91032                                   | I   | 1  | 3       | Apply right-angled triangles in solving measurement problems             |
| 91036                                   | I   | 1  | 3       | Investigate bivariate numerical data using the statistical enquiry cycle |
| 91037                                   | E   | 1  | 4       | Demonstrate understanding of chance and data                             |
| <b>COURSE OFFERS ENDORSEMENT</b>        |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>                     |     | Leads into NCEA Level 2 Mathematics with Statistics.   |         |  |

## LEVEL 2 MATHEMATICS

| Year 12 Cambridge AS Level Mathematics |     |   |                                       |  |
|--|-----|---|---------------------------------------|--|
| <b>WHY STUDY THIS COURSE?</b>          |     | Cambridge International A and AS Level Mathematics are accepted by universities and employers as proof of mathematical knowledge and understanding. Successful candidates gain lifelong skills, including: <ul style="list-style-type: none"> <li>▪ a deeper understanding of mathematical principles;</li> <li>▪ the further development of mathematical skills including the use of applications of Mathematics in the context of everyday situations and in other subjects that they may be studying;</li> <li>▪ the ability to analyse problems logically, recognising when and how a situation may be represented mathematically;</li> <li>▪ the use of Mathematics as a means of communication;</li> <li>▪ a solid foundation for further study.</li> </ul> |                                       |  |
| <b>COURSE DESCRIPTION:</b>             |     | The syllabus for AS Level Mathematics comprises of the unit of Pure Mathematics (P1) and the unit of Probability and Statistics (S1). Students can also complete up to six achievement standards towards NCEA Level 2..   |                                       |  |
| <b>ENTRY REQUIREMENTS:</b>             |     | Students opting for this course need a B or higher in the Extended papers at IGCSE or gaining the majority of Merit or higher at NCEA Level 1 in the external examinations or at the discretion of the HOD of Mathematics.  |                                       |  |
| <b>COURSE COSTS:</b>                   |     | CIE exams fee apply and are currently \$120 for this course. A <i>CASIO FX-9860GIII</i> graphical calculator is required for this course.   |                                       |  |
| Cambridge Certification Title          |     | Units   | Examination                           |  |
| AS Level Mathematics                   |     | Pure Mathematics P1   | Paper 1 Examination<br>1 hour 50 mins |  |
|  |     | Probability and Statistics S1   | Paper 5 Examination<br>1 hour 15 mins |  |
| NCEA Examinations                      |     |   |                                       |  |
| No.                                    | I/E | Level   | Credits                               | Standard Title   |
| 91256                                  | I   | 2   | 2                                     | Apply co-ordinate geometry methods in solving problems |
| 91258                                  | I   | 2   | 2                                     | Apply sequences and series in solving problems         |
| 91259                                  | I   | 2   | 3                                     | Apply trigonometric relationships in solving problems  |
| 91269                                  | I   | 2   | 2                                     | Apply systems of equations in solving problems         |
| 91261                                  | E   | 2   | 4                                     | Apply algebraic methods in solving problems            |
| 91262                                  | E   | 2   | 5                                     | Apply calculus methods in solving problems             |
| <b>COURSE OFFERS ENDORSEMENT</b>       |     | Yes - subject to NZQA criteria being met.   |                                       |  |
| <b>PATHWAY LINK</b>                    |     | Leads into NCEA Level 3 Mathematics.  |                                       |  |

## LEVEL 2 MATHEMATICS

### Year 12 Mathematics with Calculus 201 (NCEA)

|                               |  |
|-------------------------------|--|
| <b>WHY STUDY THIS COURSE?</b> | This course introduces skills essential to later study within and beyond school. Mathematics beyond Level 2 is an essential requirement for many tertiary courses. Six achievement standards will be taught in this course. This course will lead on to 301 Statistics and Modelling or Calculus or both in Level 3.   |
| <b>COURSE DESCRIPTION</b>     | To introduce skills essential to later study within and beyond school. To gain an appreciation for the need for logic, discipline, structure and problem solving as tools for everyday living.   |
| <b>ENTRY REQUIREMENTS</b>     | Students need to be aware that this Level 2 course is very challenging and much more difficult than the Level 1 course, with many new concepts that will need to be assimilated throughout the year. This course assumes confidence with the Mathematics 101A or IGCSE courses. The following Level 1 standards should have been passed with Merit grades: AS 90126 Apply numeric reasoning in solving problems and AS 90127 Apply algebraic procedures in solving problems. Course placement is obviously dependent on Level 1 results and is at the discretion of the HOD. |
| <b>COURSE COSTS</b>           | \$50 approx - Students will be required to purchase Nulake or Walker maths homework booklets. A <i>CASIO FX-9860GIII PLUS</i> graphical calculator is required for this course.  |

| No.   | I/E | Level | Credits | Standard Title   |
|-------|-----|-------|---------|--|
| 91256 | I   | 2     | 2       | Apply co-ordinate geometry methods in solving problems |
| 91257 | I   | 2     | 4       | Apply graphical models in solving problems             |
| 91259 | I   | 2     | 3       | Apply trigonometric relationships in solving problems  |
| 91264 | I   | 2     | 4       | Use statistical methods to make an inference           |
| 91261 | E   | 2     | 4       | Apply algebraic methods in solving problems            |
| 91262 | E   | 2     | 5       | Apply calculus methods in solving problems             |

|                                  |   |
|----------------------------------|---|
| <b>COURSE OFFERS ENDORSEMENT</b> | Yes - subject to NZQA criteria being met.   |
| <b>PATHWAY LINK</b>              | Leads into NCEA Level 3 Calculus or Level 3 301 Statistics and Modelling or both. |

## LEVEL 2 MATHEMATICS

| Year 12 Mathematics with Statistics 201 (NCEA) |     |   |         |   |
|--|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>                  |     | This course introduces skills essential to later study within and beyond school. Mathematics beyond Level 2 is an essential requirement for many tertiary courses. Seven achievement standards will be taught in this course. This course will lead on to only 301 Statistics and Modelling in Level 3.   |         |   |
| <b>COURSE DESCRIPTION</b>                      |     | To introduce skills essential to later study within and beyond school. To gain an appreciation for the need for logic, discipline, structure and problem solving as tools for everyday living.  |         |   |
| <b>ENTRY REQUIREMENTS</b>                      |     | Students need to be aware that this Level 2 course is challenging and much more difficult than the Level 1 course, with many new concepts that will need to be assimilated throughout the year. This course assumes confidence with the Mathematics 101 course. Achievement Standard 90126 Apply numeric reasoning in solving problems needs to have been passed. Course placement is obviously dependent on Level 1 results and is at the discretion of the HOD. |         |   |
| <b>COURSE COSTS</b>                            |     | \$50 approx - Students will be required to purchase Nulake or Walker maths homework booklets. A <i>CASIO FX-9860GIII</i> graphical calculator is required for this course.  |         |   |
| No.  | I/E | Level   | Credits | Standard Title  |
| 91256  | I   | 2   | 2       | Apply co-ordinate geometry methods in solving problems                  |
| 91258  | I   | 2   | 2       | Apply sequences and series in solving problems                          |
| 91259  | I   | 2   | 3       | Apply trigonometric relationships in solving problems                   |
| 91260  | I   | 2   | 2       | Apply network methods in solving problems                               |
| 91264  | I   | 2   | 4       | Use statistical methods to make an inference                            |
| 91268  | I   | 2   | 2       | Investigate a situation involving elements of chance using a simulation |
| 91267  | E   | 2   | 4       | Apply probability methods in solving problems                           |
| <b>COURSE OFFERS ENDORSEMENT</b>               |     | Yes - subject to NZQA criteria being met.   |         |   |
| <b>PATHWAY LINK</b>                            |     | Leads into NCEA Level 3 301 Mathematics with Statistics and Modelling.  |         |   |

## LEVEL 3 MATHEMATICS - (UE Approved Subject)

| Year 13 Mathematics with Calculus 301 (NCEA) |     |   |         |   |
|--|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>                |     | This course extends previous mathematical studies, particularly differential and integral calculus that forms half of the course. It is an essential subject for tertiary engineering and some scientific courses. It is also useful in many other fields of study such as Economics. Mathematics with Calculus can be taken independently of, or in conjunction with, Statistics and Modelling at Level 3. |         |   |
| <b>COURSE DESCRIPTION</b>                    |     | To extend previous mathematics studies, particularly differential and integral calculus. Topics covered are differentiation, differential equations, trigonometry, integration, algebra and geometry.   |         |   |
| <b>ENTRY REQUIREMENTS</b>                    |     | This course assumes confidence with most aspects of the Calculus Mathematics 201 course. Students must be aware that the course is very challenging, and a grade point average of 60 or more is recommended from the Level 2 Calculus course, with Merit passes in the Algebra Achievement Standards or a Cambridge AS pass.  |         |   |
| <b>COURSE COSTS</b>                          |     | \$50 approx - Students will be required to purchase Nulake or Walker maths homework booklets. A <i>CASIO FX-9860GIII PLUS</i> graphical calculator is required for this course.   |         |   |
| No.  | I/E | Level   | Credits | Standard Title  |
| 91575  | I   | 3   | 4       | Apply trigonometry methods in solving problems              |
| 91587  | I   | 3   | 3       | Apply systems of simultaneous equations in solving problems |
| 91577  | E   | 3   | 5       | Apply the algebra of complex numbers in solving problems    |
| 91578  | E   | 3   | 6       | Apply differentiation methods in solving problems           |
| 91579  | E   | 3   | 6       | Apply integration methods in solving problems               |
| <b>COURSE OFFERS ENDORSEMENT</b>             |     | Yes - subject to NZQA criteria being met.   |         |   |
| <b>PATHWAY LINK</b>                          |     | Leads into Tertiary Education.  |         |   |

## LEVEL 3 MATHEMATICS - (UE Approved Subject)

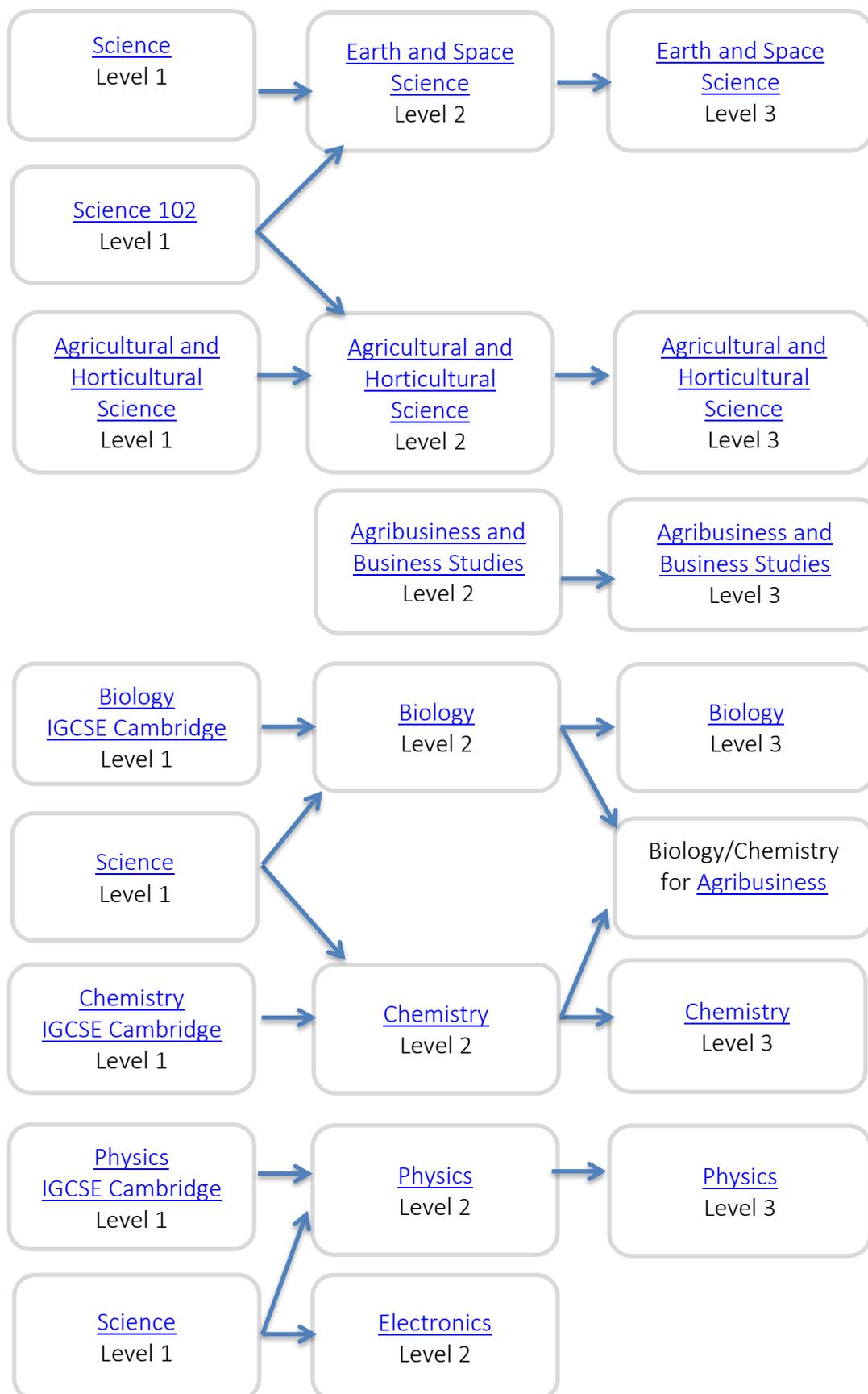
| Year 13 Mathematics with Statistics 301 (NCEA) |     |   |         |   |
|--|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>                  |     | This is a subject needed for entry into many tertiary courses. It can be taken independently of, or in conjunction with, Mathematics with Calculus at Level 3.  |         |   |
| <b>COURSE DESCRIPTION</b>                      |     | This course has four internals and two externals. The internals include statistical investigations involving systems of equations, bivariate data, formal inference and linear programming. The external examination topics are probability distributions, probability concepts and evaluate statistically based reports. |         |   |
| <b>ENTRY REQUIREMENTS</b>                      |     | This course assumes confidence with most aspects of the Level 2 Statistics or Calculus course. Students must be aware that the course is challenging, and a grade point average of 60 is recommended from their Level 2 course,   |         |   |
| <b>COURSE COSTS</b>                            |     | \$65 approx - Students will be required to purchase Nulake homework booklets and Statistics Learning Centre for homework. A <i>CASIO FX-9860GIII</i> graphical calculator is required for this course.  |         |   |
| No.  | I/E | Level   | Credits | Standard Title  |
| 91574  | I   | 3   | 3       | Apply linear programming methods in solving problems                  |
| 91581  | I   | 3   | 4       | Investigate bivariate measurement data                                |
| 91582  | I   | 3   | 4       | Use statistical methods to make an inference                          |
| 91584  | I   | 3   | 4       | Evaluate statistically based reports                                  |
| 91585  | E   | 3   | 4       | Apply probability concepts in solving problems                        |
| 91586  | E   | 3   | 4       | Use probability distribution models to solve straightforward problems |
| <b>COURSE OFFERS ENDORSEMENT</b>               |     | Yes - subject to NZQA criteria being met.   |         |   |
| <b>PATHWAY LINK</b>                            |     | Leads into Tertiary Education.  |         |   |

## LEVEL 3 MATHEMATICS (A LEVEL – CAMBRIDGE) - (UE Approved Subject)

| Year 13 Cambridge A Level Mathematics |     |  |  |   |
|---------------------------------------|-----|--|--|---|
| <b>WHY STUDY THIS COURSE?</b>         |     | <p>Cambridge International A Level Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful candidates gain lifelong skills, including:</p> <ul style="list-style-type: none"> <li>▪ a deeper understanding of mathematical principles;</li> <li>▪ the further development of mathematical skills including the use of applications of Mathematics in the context of everyday situations and in other subjects that they may be studying;</li> <li>▪ the ability to analyse problems logically, recognising when and how a situation may be represented mathematically;</li> <li>▪ the use of Mathematics as a means of communication;</li> <li>▪ a solid foundation for further study.</li> </ul> |  |   |
| <b>COURSE DESCRIPTION:</b>            |     | The syllabus for A Level Mathematics comprises of the unit of Pure Mathematics (P3) and the unit of Probability and Statistics (S2) or Mechanics (P4). Students can also complete achievement standards towards NCEA Level 3.  |  |   |
| <b>ENTRY REQUIREMENTS:</b>            |     | Students opting for this course need a B or higher in the Extended papers at AS or gaining the majority of Merit or higher at NCEA Level 2 in the external examinations or at the discretion of the HOD of Mathematics.  |  |   |
| <b>COURSE COSTS:</b>                  |     | CIE exams fee apply and are currently \$120 for this course. A <i>CASIO FX-9860GIII</i> graphical calculator is required for this course.  |  |   |
| Cambridge Certification Title         |     | Units  | Examination                                      |   |
| A Level Mathematics                   |     | Pure Mathematics P3  | Paper 3 Examination<br>1 hour 50 min             |   |
|                                       |     | Probability and Statistics (S2) P6 or Mechanics P4   | Paper 4 or Paper 6 Examination<br>1 hour 15 mins |   |
| NCEA Examinations                     |     |  |  |   |
| No.                                   | I/E | Level  | Credits  | Standard Title  |
| 91573                                 | I   | 3  | 3  | Apply the geometry of conic sections in solving problems    |
| 91587                                 | I   | 3  | 3  | Apply systems of simultaneous equations in solving problems |
| 91577                                 | E   | 3  | 5  | Apply the algebra of complex numbers in solving problems    |
| 91578                                 | E   | 3  | 6  | Apply differentiation methods in solving problems           |
| 91579                                 | E   | 3  | 6  | Apply integration methods in solving problems               |
| <b>COURSE OFFERS ENDORSEMENT</b>      |     | Yes - subject to NZQA criteria being met.  |  |   |
| <b>PATHWAY LINK</b>                   |     | Leads into Tertiary Education.   |  |   |

## SCIENCE FACULTY – Leader of Curriculum Mr D Smith

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## LEVEL 1 SCIENCE

| Year 11 Science 101 (NCEA)       |     |   |         |   |
|----------------------------------|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course allows students to keep their options open. It may be taken in conjunction with any other Year 11 Science course. Success in this course provides students with the option of specialising at Year 12 or continuing with a broad, balanced Science programme.   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>This course will provide students with a broad Science experience covering the main Sciences of Biology, Chemistry, Physics and Astronomy with enough detail to provide students with the opportunity of specialising in one or more of the Sciences at Year 12.</p> <ul style="list-style-type: none"> <li>▪ Biology – genetics (inheritance and storage of genetic code)</li> <li>▪ Chemistry – chemical language, acids and bases</li> <li>▪ Physics – forces, motion, energy and work</li> <li>▪ Astronomy – Astronomical relationships of the Earth and Sun</li> <li>▪ Practical investigations</li> <li>▪ Research skills</li> </ul> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | Completion of Year 10 Science with passing grades in all sections of the course (60%+ in end of year examination).  |         |   |
| <b>COURSE COSTS</b>              |     | \$20 - NCEA Level 1 SciPAD Workbook<br>\$20 - NCEA Level 1 AME Revision Workbook  |         |   |
| No.                              | I/E | Level   | Credits | Standard Title  |
| 90930                            | I   | 1   | 4       | Carry out a practical chemistry investigation, with direction                   |
| 90954                            | I   | 1   | 4       | Demonstrate understanding of the effects of astronomical cycles on planet Earth |
| 90940                            | E   | 1   | 4       | Demonstrate understanding of aspects of mechanics                               |
| 90944                            | E   | 1   | 4       | Demonstrate understanding of aspects of acids and bases                         |
| 90948                            | E   | 1   | 4       | Demonstrate understanding of biological ideas relating to genetic variation     |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |   |
| <b>PATHWAY LINK</b>              |     | Leads into Level 2: Biology, Physics, Chemistry and Earth and Space Science.  |         |   |

## LEVEL 1 SCIENCE (102)

| Year 11 Science 102 (NCEA)       |     |   |         |  |
|----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course is designed for students who achieve better with internal assessments, as there is only one standard assessed in the external examination. The focus of the course is Human Science.  |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>This course provides students with a broad Science experience covering the Nature of Science, Living World, Planet Earth and Beyond, Physical World and the Material World.</p> <ul style="list-style-type: none"> <li>▪ practical investigation</li> <li>▪ Human health and using micro-organisms in food production</li> <li>▪ Astronomical relationship between the Earth and Sun</li> <li>▪ physics of sports mechanics</li> <li>▪ human biological processes of movement and respiration</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | No pre-requisite required.  |         |  |
| <b>COURSE COSTS:</b>             |     | \$10 NCEA Level 1 ESA Mechanics Learner Workbook  |         |  |
| No.                              | I/E | Level   | Credits | Standard Title   |
| 90930                            | I   | 1   | 4       | Carry out a practical chemistry investigation, with direction                            |
| 90949                            | I   | 1   | 4       | Investigate life processes and environmental factors that affect them                    |
| 90950                            | I   | 1   | 4       | Investigate biological ideas relating to interactions between humans and micro-organisms |
| 90954                            | I   | 1   | 4       | Demonstrate understanding of the effects of astronomical cycles on planet Earth          |
| 90940                            | E   | 1   | 4       | Demonstrate understanding of aspects of mechanics  |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 Earth and Space Science and NCEA Level 2 Agricultural and Horticultural Science.  |         |  |

## LEVEL 2 EARTH AND SPACE SCIENCE

| Year 12 Earth and Space Science 201 (NCEA) |     |   |         |  |
|--|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>              |     | There is a nationwide demand for graduates with Science degrees that incorporate Geological Science. This course explores the fundamental principles and skills of this career pathway. The course is also designed for students who achieve better with internal assessments.                                    |         |  |
| <b>COURSE DESCRIPTION</b>                  |     | This course provides students with a variety of Earth and Space Science experiences. From learning about biological adaptations of creatures to survive extreme environments, to investigating the extreme geological and meteorological events that are shaping our Planet (Earthquakes, Volcanoes and Tsunami). |         |  |
| <b>ENTRY REQUIREMENTS</b>                  |     | 8 credits in Level 1 Science or the equivalent in IGCSE.  |         |  |
| <b>COURSE COSTS</b>                        |     | \$50 - Day trip to Waitomo Caves.<br>\$30 approx - ESA Level 2 Earth and Space Science workbook.  |         |  |
| No.  | I/E | Level   | Credits | Standard Title   |
| 91187                                      | I   | 2   | 4       | Carry out a practical Earth and Space Science investigation                    |
| 91189                                      | I   | 2   | 4       | Investigate geological processes in a New Zealand locality                     |
| 91190                                      | I   | 2   | 4       | Investigate how organisms survive in an extreme environment                    |
| 91191                                      | E   | 2   | 4       | Demonstrate understanding of the causes of extreme Earth events in New Zealand |
| 91192                                      | E   | 2   | 4       | Demonstrate understanding of stars and planetary systems                       |
| <b>COURSE OFFERS ENDORSEMENT</b>           |     | Yes - subject to NZQA criteria being met.   |         |  |
| <b>PATHWAY LINK</b>                        |     | Leads into Level 3 Earth and Space Science.   |         |  |

## LEVEL 3 EARTH AND SPACE SCIENCE - (UE Approved Subject)

| Year 13 Earth and Space Science 301 (NCEA) |     |       |  |              |  |
|--|-----|-------|--|--------------|--|
| <b>WHY STUDY THIS COURSE?</b>              |     |       | Understanding the systems and processes of how our planet sustains life is becoming increasingly important to the human race for its future survival. There is a growing demand for graduates in the Earth Sciences and this course provides an excellent introduction to current tertiary programmes. |              |  |
| <b>COURSE DESCRIPTION</b>                  |     |       | This course focuses heavily on Earth Systems and Space Science, while providing students with a variety of Science skills and learning experiences. The inter-relationship between the Geosphere, the Hydrosphere and the Atmosphere is the focus of this course.                                      |              |  |
| <b>ENTRY REQUIREMENTS</b>                  |     |       | 12 credits from any Level 2 Science-based course, or at discretion of the HOD Science.   |              |  |
| <b>COURSE COSTS</b>                        |     |       | \$30 approx - ESA Level 2 Earth and Space Science workbook.  |              |  |
| No.  | I/E | Level | Credits  | Lit          | Standard Title   |
| 91410                                      | I   | 3     | 4  | UE R<br>UE W | Carry out an independent practical Earth and Space Science investigation   |
| 91411                                      | I   | 3     | 4  | UE R<br>UE W | Investigate a socio-scientific issue in an Earth and Space Science context |
| 91415                                      | I   | 3     | 4  | UE R         | Investigate an aspect of astronomy   |
| 91413                                      | E   | 3     | 4  | UE R<br>UE W | Demonstrate understanding of processes in the ocean system                 |
| 91414                                      | E   | 3     | 4  | UE R<br>UE W | Demonstrate understanding of processes in the atmosphere system            |
| <b>COURSE OFFERS ENDORSEMENT</b>           |     |       | Yes - subject to NZQA criteria being met.  |              |  |
| <b>PATHWAY LINK</b>                        |     |       | Leads into tertiary education.   |              |  |

## LEVEL 1 AGRICULTURAL AND HORTICULTURAL SCIENCE

| Year 11 Agricultural and Horticultural Science 101 (NCEA) |     |  |         |   |
|---|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>                             |     | <ul style="list-style-type: none"> <li>▪ To understand the opportunities available in the Agricultural and Horticultural sectors in New Zealand</li> <li>▪ To gain skills in plant propagation techniques.</li> <li>▪ To gain skills in investigative techniques.</li> <li>▪ It provides a great springboard for those interested in a career in any aspect of New Zealand's leading industry.</li> <li>▪ Students grow and sell their own vegetables.</li> <li>▪ To gain skills in livestock management.</li> </ul> |         |   |
| <b>COURSE DESCRIPTION</b>                                 |     | <p>Introduces students to basic livestock management processes and fundamental soil science practices. It also develops skills in plant propagation techniques, investigative techniques and looks at the relationship between management practices and the environment. Visits to farms, orchards and growing your own vegetables will be an integral part of this course.</p>  |         |   |
| <b>ENTRY REQUIREMENTS</b>                                 |     | Nil.   |         |   |
| <b>COURSE COSTS</b>                                       |     | \$100 - two field trips and materials.   |         |   |
| No.   | I/E | Level  | Credits | Standard Title  |
| 90157   | I   | 1  | 4       | Demonstrate practical skills used in agricultural or horticultural production |
| 90918   | I   | 1  | 4       | Carry out a practical agricultural or horticultural investigation             |
| 90923   | I   | 1  | 4       | Demonstrate knowledge of basic plant propagation techniques                   |
| 90919   | E   | 1  | 4       | Demonstrate knowledge of soil management practices                            |
| 90921   | E   | 1  | 5       | Demonstrate knowledge of livestock management practices                       |
| <b>COURSE OFFERS ENDORSEMENT</b>                          |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>                                       |     | Leads to, but not exclusive to Level 2 Agricultural and Horticultural Science  |         |   |

## LEVEL 2 AGRICULTURAL AND HORTICULTURAL SCIENCE

| Year 12 Agricultural and Horticultural Science 201 (NCEA) |     |   |         |  |
|---|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>                             |     | Agriculture and Horticulture are the heartbeat of the New Zealand economy and so this course is very topical and relevant to all our futures.   |         |  |
| <b>COURSE DESCRIPTION</b>                                 |     | This relevant exciting course covers aspects of horticulture and agriculture in New Zealand. It offers a number of field trips to farms and local industry-related centres. This course studies horticultural concepts that will be carried out on the School orchard, and agricultural concepts and management techniques that are applied on farms. |         |  |
| <b>ENTRY REQUIREMENTS</b>                                 |     | 12 credits from any Level 1 Science based course.   |         |  |
| <b>COURSE COSTS</b>                                       |     | \$100 - two field trips and materials.  |         |  |
| No.   | I/E | Level   | Credits | Standard Title   |
| 91289   | I   | 2   | 4       | Carry out an extended practical agricultural or horticultural investigation  |
| 91292   | I   | 2   | 4       | Demonstrate understanding of how management practices influence plant growth and development in NZ commercial production |
| 91293   | I   | 2   | 4       | Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand                   |
| 91298   | I   | 2   | 4       | Report on the environment impact of the production of a locally produced primary product                                 |
| 91290   | E   | 2   | 4       | Demonstrate understanding of techniques used to modify physical factors of the environment for NZ plant production       |
| 91294   | E   | 2   | 4       | Demonstrate understanding of how NZ commercial management practices influence livestock growth and development           |
| <b>COURSE OFFERS ENDORSEMENT</b>                          |     | Yes - subject to NZQA criteria being met.   |         |  |
| <b>PATHWAY LINK</b>                                       |     | Leads into Level 3 Agricultural and Horticultural Studies.  |         |  |

## LEVEL 3 AGRICULTURAL AND HORTICULTURAL SCIENCE - (UE Approved)

| Year 13 Agricultural and Horticultural Science 301 (NCEA) |     |       |  |              |  |
|---|-----|-------|--|--------------|--|
| <b>WHY STUDY THIS COURSE?</b>                             |     |       | Agriculture and Horticulture are the heartbeat of the New Zealand economy. This course provides a great platform for all those considering furthering their studies through one of the New Zealand agricultural tertiary institutions, or a career in the agricultural sector, where demand and opportunity for motivated young people is immense.   |              |  |
| <b>COURSE DESCRIPTION</b>                                 |     |       | This course covers in-depth studies of plant and animal production in New Zealand, together with understanding of the environmental issues that face the New Zealand agricultural and horticultural sectors today. Being such an important and relevant part of the New Zealand economy, the course also offers insight into how market forces affect supply and demand of our primary products. Information field trips included. |              |  |
| <b>ENTRY REQUIREMENTS</b>                                 |     |       | 12 credits from any Level 2 Science-based course or HOD discretion.  |              |  |
| <b>COURSE COSTS</b>                                       |     |       | \$100 - Field trips and materials.   |              |  |
| No.   | I/E | Level | Credits  | Lit          | Standard Title   |
| 91528   | I   | 3     | 4  |              | Carry out an investigation into an aspect of a New Zealand primary product or its production                               |
| 91529   | I   | 3     | 6  | UE R         | Research and report on the impact of factors on the profitability of a New Zealand primary product                         |
| 91531   | E   | 3     | 4  | UE R<br>UE W | Demonstrate understanding of how the production process meets the market requirements for a New Zealand primary product(s) |
| 91532   | E   | 2     | 5  | UE R<br>UE W | Analyse a New Zealand primary production environmental issue   |
| <b>COURSE OFFERS ENDORSEMENT</b>                          |     |       | Yes - subject to NZQA criteria being met.  |              |  |
| <b>PATHWAY LINK</b>                                       |     |       | Leads to tertiary education.   |              |  |

## LEVEL 2 AGRIBUSINESS AND BUSINESS STUDIES

### Year 12 Agribusiness and Business Studies 201 (NCEA)

|   |  |              |                |  |
|---|--|--------------|----------------|--|
| <b>WHY STUDY THIS COURSE?</b>   | <p>This is an integrated course of Agribusiness and Business Studies &amp; flows on to the Agribusiness and Business Studies programme at Level Three. This programme is designed to engage &amp; expose tertiary capable students to the wide range of opportunities, skills required &amp; career pathways available across the Agribusiness &amp; Business sectors &amp; is primarily for students with Merits or Excellences in Level One Sciences and/or Commerce subjects. The subject of Business Studies is about how individuals &amp; groups of people organise, plan, &amp; act to create &amp; develop goods &amp; services to satisfy customers. Business is influenced by &amp; impacts on the cultural, ethical, environmental, political, &amp; economic conditions of the day. Issues such as sustainability, citizenship, enterprise, &amp; globalisation are central to both business &amp; the study of business. The subject of Agribusiness integrates primary industries &amp; businesses beyond the farm gate, such as agriculture, aquaculture, dairy manufacturing, equine, forestry, horticulture, seafood &amp; sports turf.</p> |              |                |  |
| <b>COURSE DESCRIPTION</b>   | <p>Course material is based around both the Agribusiness Business Studies achievement standards. The Agribusiness content will be under four strands, Science &amp; Technology, Innovation, Management &amp; Finance &amp; Marketing. Business Studies is designed around five business themes that encompass business knowledge, content, &amp; concepts. The five themes are business formation, functions of business, people in business, business management &amp; business environment will have a central theme of enterprise, along with three broad concepts of globalization, citizenship, &amp; sustainability. Students will explore how &amp; why large businesses in New Zealand make operational decisions in response to internal &amp; external factors.</p> <p>Through this integrated approach, the context will be brought to the students through a variety of online links to businesses, key industries, &amp; speakers from a variety of business backgrounds &amp; tertiary institutions.</p>   |              |                |  |
| <b>ENTRY REQUIREMENTS</b>   | <p>This programmes co-requisites requires students taking 201 Agribusiness to be also taking either:</p> <ol style="list-style-type: none"> <li>1. Level 2 Biology and/or Level 2 Chemistry; or</li> <li>2. Level 2 Accounting and/or Economics</li> </ol>   |              |                |  |
| <b>COURSE COSTS</b>   | \$100 - two field trips and materials.   |              |                |  |
| <p><i>Course assessment will contain a blend of Agribusiness &amp; Business Studies achievement standards. The course will be made up of at least one external (4 credits) &amp; 4 internal (15 credits) achievement standards totaling 19 credits. The actual Achievement Standards will be decided upon by the interests of the students.</i></p> |  |              |                |  |
| <b>No.</b>  | <b>I/E</b>   | <b>Level</b> | <b>Credits</b> | <b>Standard Title</b>  |
| 90846   | I  | 2            | 3              | Conduct market research for a new or existing product  |
| 90847   | I  | 2            | 3              | Investigate the application of motivation theory in a business   |
| 91295   | I  | 2            | 4              | Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices |
| 91865   | I  | 2            | 4              | Demonstrate understanding of future proofing influences that affect business viability                       |
| 91866   | I  | 2            | 4              | Conduct an inquiry into the use of organisms to meet future needs  |
| 91868   | I  | 2            | 4              | Demonstrate understanding of cash flow forecasting for a business  |
| 90844   | E  | 2            | 4              | Demonstrate understanding of how a large business responds to external factors                               |
| <b>COURSE OFFERS ENDORSEMENT</b>  | Yes - subject to NZQA criteria being met.  |              |                |  |
| <b>PATHWAY LINK</b>   | Leads to, but not exclusive to Level 3 Agribusiness 301  |              |                |  |

## LEVEL 3 AGRIBUSINESS AND BUSINESS STUDIES - (UE Approved Subject)

| Year 13 Agribusiness and Business Studies 301 (NCEA) |     |   |         |              |   |
|--|-----|---|---------|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>                        |     | <p>The subject Agribusiness is defined as a course of study that integrates primary industries and business beyond the farm gate, encompassed by a group of sectors (agriculture, aquaculture, dairy manufacturing, equine, forestry, horticulture, seafood and sports turf) that form the basis of modern food production.</p> <p>The Level Three Centre of Excellence in Agricultural Science and Business programme is an academic programme designed for students with strong Level 2 Sciences backgrounds and/or strong Level 2 Commerce backgrounds.</p>  |         |              |   |
| <b>COURSE DESCRIPTION</b>                            |     | <p>Course material is based around the Agribusiness achievement standards under the strands of, Science and technology, Innovation, Management and finance, and Marketing; and the Business Studies achievement standards of analysing how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors. Virtual classroom technology will allow us to bring the sector to the students through a variety of online links to farms, key industry businesses, speakers from across the sector and tertiary institutions.</p> |         |              |   |
| <b>ENTRY CRITERIA</b>                                |     | <p>This programmes co-requisites requires students taking 301 Agribusiness to be also taking either:</p> <p>Level 3 Biology, Chemistry or Agricultural and Horticultural Science; or Level 3 Accounting or Economics</p>  |         |              |   |
| <b>301 COURSE COSTS</b>                              |     | \$100 - two field trips and materials.  |         |              |   |
| No.  | I/E | Level   | Credits | Lit          | Standard Title  |
| 91382  | I   | 3   | 6       | UE R         | Develop a marketing plan for a new or existing product  |
| 91869  | I   | 3   | 4       | UE R         | Analyse future-proofing strategies to ensure long term viability of a business                                      |
| 91871  | I   | 3   | 4       | UE R         | Analyse how a product meets market needs through innovation in the value chain                                      |
| 91380  | E   | 3   | 4       | UE R<br>UE W | Demonstrate understanding of strategic response to external factors by a business that operates in a global context |
| <b>COURSE OFFERS UE and ENDORSEMENT</b>              |     | Yes - Subject to NZQA criteria being met.   |         |              |   |
| <b>PATHWAY LINK</b>                                  |     | Leads to tertiary education.  |         |              |   |

## LEVEL 1 BIOLOGY

| Year 11 Biology (IGCSE)          |                      |  |                      |  |
|----------------------------------|----------------------|--|----------------------|--|
| <b>WHY STUDY THIS COURSE?</b>    |                      | A knowledge of Biology - the study of living organisms and their interactions with each other and the physical environment provides a base for every person's understanding of the natural world. Students who have an interest in the knowledge and practical investigations of Biology will find this academic course challenging and enjoyable. A significant pre-requisite for Level 2 NCEA Biology.   |                      |  |
| <b>COURSE DESCRIPTION</b>        |                      | <p>This course is an excellent foundation programme for future studies in biological science. It is an extensive and challenging academic programme with four major sections. There are two examination pathways (Core Curriculum and Extended Curriculum) to meet different ability levels. Marks awarded are; A* (91-100%), A (81-90%), B (71-80%), C (61-70%), D (51-60%), E (41-50%), F (31-40%).</p> <p>Section 1 – Classifying Living Organisms<br/>           Section II – Organisation and Maintenance of the Organism<br/>           Section III – Development of the Organism and the Continuity of Life<br/>           Section IV – Relationship between Organisms and their Environment.</p> |                      |  |
| <b>ENTRY REQUIREMENTS</b>        |                      | Year 10 Science.   |                      |  |
| <b>COURSE COSTS</b>              |                      | CIE exams fee apply and are currently \$120 for this course.   |                      |  |
| Paper 1 (Marks)                  | Paper 2 or 3 (Marks) | Paper 6 (Marks)  | Whole Assessment (%) |  |
| 25-30                            | 48-52                | 0  | 47-54                | <b>AO1:</b> Knowledge with understanding.                  |
| 10-15                            | 27-32                | 0  | 26-33                | <b>AO2:</b> Handling, applying and evaluating information. |
| 0                                | 0                    | 40   | 20                   | <b>AO3:</b> Experimental and investigative skills.         |
| <b>COURSE OFFERS ENDORSEMENT</b> |                      | No. The external examination is sat in three separate parts on two separate days; Paper 1 (40 multiple choice questions for Core or Extended) worth 30% of the final mark, Paper 2 (Core) or Paper 3 (Extended) worth 50% of the final mark and Paper 6 (Practical Skills) worth 20% of the final mark.  |                      |  |
| <b>PATHWAY LINK</b>              |                      | Leads into NCEA Level 2 Biology.   |                      |  |

## LEVEL 2 BIOLOGY

| Year 12 Biology (NCEA)           |     |   |         |      |  |
|----------------------------------|-----|---|---------|------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | A knowledge of Biology - the study of living organisms and their interactions with each other and the physical environment provides a base for every person's understanding of the natural world. Students who have an interest in the knowledge and practical investigations of Biology will find this course challenging and enjoyable. It builds your understanding of Biology concepts required for Year 13 and Scholarship Biology.  |         |      |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>This course is structured around the following three themes:</p> <ul style="list-style-type: none"> <li>▪ 'Cellular units of life' – cells and cell processes</li> <li>▪ 'Genetics &amp; evolution' – gene expression, variation and changes in gene pools</li> <li>▪ 'Life's Connections' – investigations in community ecology</li> </ul>  |         |      |  |
| <b>ENTRY REQUIREMENTS</b>        |     | <p><b>It is recommended</b> that students have completed the Level 1 (Year 11) NCEA Science course <b>or</b> the IGCSE course in Biology before enrolling in this Level 2 (Year 12) Achievement Standards course. They should have gained <b>at least 14 credits</b> for the NCEA course or a minimum D grade for IGCSE. This is a full academic course of Achievement Standards only. Students with no prior Biology learning experiences or who have difficulty writing multiple paragraph essay answers should discuss their entry with the HOD prior to choosing this course.</p> |         |      |  |
| <b>COURSE COSTS</b>              |     | \$30 approx:<br>Field trip travel charge - \$5<br>Workbook - \$25   |         |      |  |
| No.                              | I/E | Level   | Credits | Lit  | Standard Title   |
| 91153                            | I   | 2   | 4       |      | Carry out a practical investigation in a biology context, with supervision |
| 91158                            | I   | 2   | 4       |      | Investigate a pattern in an ecological community, with supervision         |
| 91156                            | E   | 2   | 4       | UE W | Demonstrate understanding of life processes at the cellular level          |
| 91157                            | E   | 2   | 4       | UE W | Demonstrate understanding of genetic variation and change                  |
| 91159                            | E   | 2   | 4       |      | Demonstrate understanding of gene expression                               |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |      |  |
| <b>PATHWAY LINK</b>              |     | Leads to Level 3 Biology and to Scholarship.  |         |      |  |

## LEVEL 3 BIOLOGY - (UE Approved Subject)

| Year 13 Biology 301 (NCEA) |     |       |   |              |  |
|----------------------------|-----|-------|---|--------------|--|
| WHY STUDY THIS COURSE?     |     |       | A knowledge of Biology - the study of living organisms and their interactions with each other and the physical environment provides a base for every person's understanding of the natural world. Students who have an interest in the knowledge of Biology will find this course challenging and enjoyable. Success in this course is essential for future studies in the biological sciences (medicine, veterinary, dentistry, agriculture, forestry, biotechnology). |              |  |
| COURSE DESCRIPTION         |     |       | <p>This course is structured around the following three themes;</p> <ul style="list-style-type: none"> <li>• "The external environment" – plant and animal responses.</li> <li>• "The human animal" – thermoregulation, manipulating genetic transfer and trends in human biological and cultural evolution.</li> <li>• "Speciation" – processes and patterns.</li> </ul>   |              |  |
| ENTRY REQUIREMENTS         |     |       | It is <b>strongly recommended</b> that students complete Year 12 Biology or Year 12 Science and have gained <b>at least 15 credits</b> before attempting this course. Other entry could be made after discussions with the HOD. High levels of written, numerical and reading literacy are required. This is a full academic course assessed by Achievement Standards only and which require multiple paragraph essay answers.  |              |  |
| COURSE COSTS               |     |       | \$25 approx - Course workbook.<br>\$30 approx – Auckland field trip.  |              |  |
| No.                        | I/E | Level | Credits   | Lit          | Standard Title   |
| 91604                      | I   | 3     | 3   | UE R         | Demonstrate understanding of how an animal maintains a stable internal environment (human thermoregulation)                                  |
| 91607                      | I   | 3     | 3   | UE R         | Demonstrate understanding of human manipulations of genetic transfer and its biological implications (selective breeding and mammal cloning) |
| 91603                      | E   | 3     | 5   | UE R<br>UE W | Demonstrate understanding of the responses of plants and animals to their external environment   |
| 91605                      | E   | 3     | 4   | UE R<br>UE W | Demonstrate understanding of evolutionary processes leading to speciation  |
| 91606                      | E   | 3     | 4   | UE R<br>UE W | Demonstrate understanding of trends in human evolution   |
| 91602                      | I   | 3     | 3   | UE R<br>UE W | Integrate biological knowledge to develop an informed response to a socio-scientific issue (optional)  |
| COURSE OFFERS ENDORSEMENT  |     |       | Yes - subject to NZQA criteria being met.   |              |  |
| PATHWAY LINK               |     |       | Leads to Scholarship Biology and to tertiary studies in the biological sciences.  |              |  |

## LEVEL 1 CHEMISTRY

| Year 11 Chemistry (IGCSE)        |                      |  |                      |  |
|----------------------------------|----------------------|--|----------------------|--|
| <b>WHY STUDY THIS COURSE?</b>    |                      | <p>Chemistry is the science of matter and its transformations. Chemists have a unique way of thinking about the material world around them – an atomic and molecular perspective.</p> <p>Knowledge and understanding of Chemistry are crucial in biology, pharmacology, medicine, geology, materials science, patent law and engineering. Chemistry is a basic requirement for most university science courses so students intending to study the sciences/engineering at tertiary level would be well advised to take Chemistry from Year 11 onwards.</p>   |                      |  |
| <b>COURSE DESCRIPTION</b>        |                      | <p>Chemistry is about understanding the properties of different substances and how these substances can change. Chemistry allows us to predict how substances may alter when the surrounding conditions change, or how they may react to form new substances, and to explain why this happens. Chemists are continually changing matter into new and more useful forms.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>▪ All matter is made of particles</li> <li>▪ The properties of materials derive from the identity and arrangement of particles</li> <li>▪ Energy plays a key role in determining the changes that matter can undergo</li> <li>▪ Chemistry is everywhere</li> </ul> |                      |  |
| <b>ENTRY REQUIREMENTS</b>        |                      | Year 10 Science.   |                      |  |
| <b>COURSE COSTS</b>              |                      | CIE exams fee apply and are currently \$120 for this course.   |                      |  |
| Paper 1 or 2 (Marks)             | Paper 3 or 4 (Marks) | Paper 6 (Marks)  | Whole Assessment (%) |  |
| 25-30                            | 48-52                | 0  | 47-54                | <b>AO1:</b> Knowledge with understanding.                  |
| 10-15                            | 27-32                | 0  | 26-33                | <b>AO2:</b> Handling, applying and evaluating information. |
| 0                                | 0                    | 40   | 20                   | <b>AO3:</b> Experimental and investigative skills.         |
| <b>COURSE OFFERS ENDORSEMENT</b> |                      | No. The external examination is sat in three separate parts on three separate days: Core or extended multiple choice worth 30% of final mark; Core or extended written answers worth 50% of final mark; Alternative to Practical worth 20% of final mark.  |                      |  |
| <b>PATHWAY LINK</b>              |                      | Leads into NCEA Level 2 Chemistry.   |                      |  |

## LEVEL 2 CHEMISTRY

| Year 12 Chemistry 201 (NCEA)     |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Chemistry is the science of matter and its transformations. Chemists have a unique way of thinking about the material world around them – an atomic and molecular perspective.</p> <p>Knowledge and understanding of chemistry are crucial in biology, pharmacology, medicine, geology, materials science, patent law and engineering. Chemistry is a basic requirement for most University Science courses so students intending to study the sciences/engineering at tertiary level would be well advised to take Chemistry from Year 11 onwards.</p>   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>Chemistry is about understanding the properties of different substances and how these substances can change. Chemistry allows us to predict how substances may alter when the surrounding conditions change, or how they may react to form new substances, and to explain why this happens. Chemists are continually changing matter into new and more useful forms.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>▪ All matter is made of particles</li> <li>▪ The properties of materials derive from the identity and arrangement of particles</li> <li>▪ Energy plays a key role in determining the changes that matter can undergo</li> <li>▪ Chemistry is everywhere</li> </ul> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Merit achievement in NCEA 90944 (Demonstrate understanding of aspects of acids and bases). Passing IGCSE Chemistry is a significant advantage. There is significant manipulation of formulae involved in the course therefore, it is recommended students have achieved Merit in 91027 Mathematics (Apply algebraic procedures in solving problems).</p>  |         |   |
| <b>COURSE COSTS</b>              |     | Nil  |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 91910                            | I   | 2  | 4       | Carry out a practical investigation into a substance present in a consumer product using quantitative analysis  |
| 91167                            | I   | 2  | 3       | Demonstrate understanding of oxidation-reduction  |
| 91164                            | E   | 2  | 5       | Demonstrate understanding of bonding, structure, properties and energy changes  |
| 91165                            | E   | 2  | 4       | Demonstrate understanding of the properties of selected organic compounds   |
| 91166                            | E   | 2  | 4       | Demonstrate understanding of chemical reactivity  |
| 91911                            | I   | 2  | 3       | (Optional) Carry out an investigation into chemical species present in a sample using qualitative analysis<br>Carry out procedures to identify ions present in solution |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>              |     | Leads to Level 3 Chemistry and Level 3 Biology/Chemistry for Agribusiness.   |         |   |

## LEVEL 3 CHEMISTRY - (UE Approved Subject)

| Year 13 Chemistry 301 (NCEA)     |     |   |         |      |   |
|----------------------------------|-----|---|---------|------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | Chemistry is the science of matter and its transformations. Chemists have a unique way of thinking about the material world around them – an atomic and molecular perspective. Knowledge and understanding of chemistry are crucial in biology, pharmacology, medicine, geology, materials science, patent law and engineering. Chemistry is a basic requirement for most University Science courses so students intending to study the sciences/engineering at tertiary level would be well advised to take Chemistry from Year 11 onwards.  |         |      |   |
| <b>COURSE DESCRIPTION</b>        |     | Chemistry is about understanding the properties of different substances and how these substances can change. Chemistry allows us to predict how substances may alter when the surrounding conditions change, or how they may react to form new substances, and to explain why this happens. Chemists are continually changing matter into new and more useful forms.<br>Key Concepts: <ul style="list-style-type: none"> <li>▪ All matter is made of particles.</li> <li>▪ The properties of materials derive from the identity and arrangement of particles.</li> <li>▪ Energy plays a key role in determining the changes that matter can undergo.</li> <li>▪ Chemistry is everywhere.</li> </ul> |         |      |   |
| <b>ENTRY REQUIREMENTS</b>        |     | Minimum 8 external Level 2 Chemistry credits. Assessment will include content covered in the Level 2 course. There is significant manipulation of formulae involved in the course therefore, it is recommended students have achieved 91261 Mathematics (Apply algebraic methods in solving problems). Or at the Head of Department's discretion.   |         |      |   |
| No.                              | I/E | Level   | Credits | Lit  | Standard Title  |
| 91388                            | I   | 3   | 3       |      | Demonstrate understanding of spectroscopic data in chemistry  |
| 91393                            | I   | 3   | 3       |      | Demonstrate understanding of oxidation-reduction processes  |
| 91390                            | E   | 3   | 5       |      | Demonstrate understanding of thermochemical principles and the properties of particles and substances |
| 91391                            | E   | 3   | 5       |      | Demonstrate understanding of the properties of organic compounds                                      |
| 91392                            | E   | 3   | 5       |      | Demonstrate understanding of equilibrium principles in aqueous systems                                |
| 91389                            | I   | 3   | 3       | UE W | Optional (outside class time) Demonstrate understanding of chemical processes in the world around us  |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |      |   |
| <b>PATHWAY LINK</b>              |     | Leads to tertiary education.  |         |      |   |

## LEVEL 1 PHYSICS

| Year 11 Physics (IGCSE)   |        |  |  |
|---------------------------|--------|--|--|
| WHY STUDY THIS COURSE?    |        | <p>Physics is the fundamental science because it provides the foundation for most areas of science and it also underpins the technology we use in our daily lives. Physics can be defined as the study of matter, energy and the relationship between the two. Put more simply, it is about how and why things work as they do.</p> <p>Physics is sometimes perceived as an inherently 'difficult subject' but the overall results that have been achieved indicate that this subject is as accessible as any other subject. Success in any area is mostly a question of attitude and effort.</p>            |  |
| COURSE DESCRIPTION        |        | <p><b>Objective A (Physics knowledge &amp; understanding)</b><br/>Topics include: measurement, forces, motion, energy, light, waves, heat, electricity, magnetism and atomic physics.</p> <p><b>Objective B (Handling information &amp; solving problems)</b><br/>This includes: selecting, presenting and interpreting information; manipulating and solving numerical problems.</p> <p><b>Objective C (Experimental skills &amp; investigations)</b><br/>This includes: using equipment and practical techniques correctly; planning, carrying out, recording and evaluating practical investigations.</p> |  |
| ENTRY REQUIREMENTS        |        | Average results in Year 10 Science and Mathematics is usually the minimum required. Variations from this are at the discretion of the HOD.   |  |
| COURSE COSTS              |        | CIE exams fee apply and are currently \$120 for this course.   |  |
| Objectives                | Time   | Weighting  | End of Year Examination  |
| A and B                   | 45 min | 30 %   | *40 multiple-choice questions.<br>*There is a Core and Extended version of this. Core is recommended for less able students.   |
| A and B                   | 75 min | 50%  | *80 mark written exam. <ul style="list-style-type: none"> <li>▪ Some short answer questions.</li> <li>▪ Some structured questions.</li> <li>▪ Grades C to A available.</li> </ul> *There is a Core and Extended version of this. Core is recommended for less able students. |
| B and C                   | 60 min | 20%  | Written activities testing laboratory procedures and practical skills.   |
| COURSE OFFERS ENDORSEMENT |        | No.  |  |
| PATHWAY LINK              |        | Leads into NCEA Level 2 Physics.   |  |

## LEVEL 2 PHYSICS

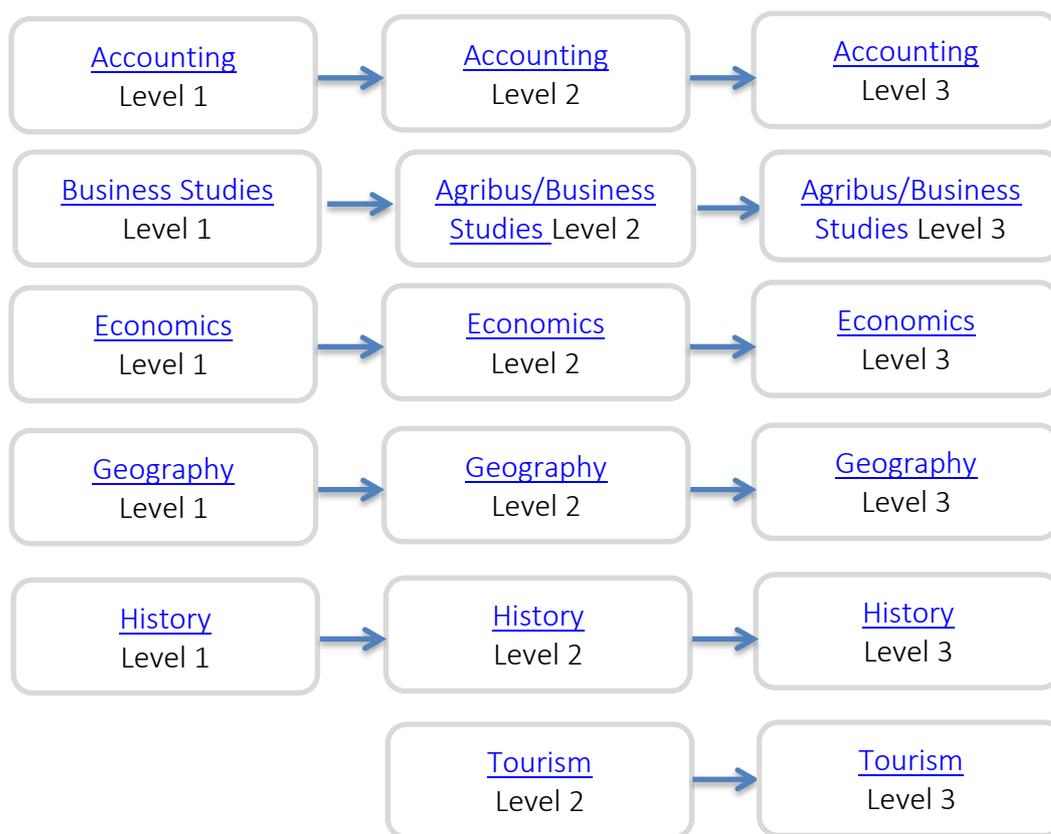
| Year 12 Physics 201 (NCEA)       |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Physics is the fundamental science because it is the foundation of most areas of science and it also underpins the technology we use in our daily lives. Physics can be defined as the study of matter, energy and the relationship between the two. Put more simply, it is about how and why things work as they do.</p> <p>Physics is sometimes perceived as an inherently 'difficult subject' but the overall results that have been achieved indicate that this subject is as accessible as any other subject. Success in any area is mostly a question of attitude and effort.</p> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | Students will gain an appreciation of the importance of Physics in our lives and an understanding of topics ranging from forces, motion, light and waves to electricity and magnetism.   |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | Satisfactory completion (graded D or better) of the Year 11 Cambridge Physics course or gaining the majority of the credits offered in any Year 11 Science or Mathematics course. Variations from this are at the discretion of the HOD.   |         |  |
| <b>COURSE COSTS</b>              |     | \$30 approx – for a write-on student workbook covering the course topics.  |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 91168                            | I   | 2  | 4       | Carry out a practical physics investigation that leads to a non-linear mathematical relationship |
| 91170                            | E   | 2  | 4       | Demonstrate understanding of waves   |
| 91171                            | E   | 2  | 6       | Demonstrate understanding of mechanics   |
| 91173                            | E   | 2  | 6       | Demonstrate understanding of electricity and electromagnetism                                    |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>              |     | This leads to Level 3 Physics.   |         |  |

## LEVEL 3 PHYSICS - (UE Approved Subject)

| Year 13 Physics 301 (NCEA)       |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Physics is the fundamental science because it is the foundation of most areas of science and it also underpins the technology we use in our daily lives. Physics can be defined as the study of matter, energy and the relationship between the two. Put more simply, it is about how and why things work as they do.</p> <p>Physics is sometimes perceived as an inherently 'difficult subject' but the overall results that have been achieved indicate that this subject is as accessible as any other subject. Success in any area is mostly a question of attitude and effort.</p> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>Students will gain an appreciation of the importance of Physics in our lives and an understanding of Physics topics ranging from rotational motion, simple harmonic motion and waves to electricity and magnetism.</p> <p>Note: Scholarship students will have to also study nuclear physics in order to be fully prepared for the scholarship examination.</p>   |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Satisfactory completion of the Year 12 programme (gaining the majority of the Level 2 credits) is essential. Variations from this are at the discretion of the HOD.</p>   |         |  |
| <b>COURSE COSTS</b>              |     | <p>\$30 approx – for a write-on student workbook covering the course topics.</p>   |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 91521                            | I   | 3  | 4       | Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship |
| 91523                            | E   | 3  | 4       | Demonstrate understanding of wave systems  |
| 91524                            | E   | 3  | 6       | Demonstrate understanding of mechanical systems  |
| 91526                            | E   | 3  | 6       | Demonstrate understanding of electrical systems  |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met.</p>   |         |  |
| <b>PATHWAY LINK</b>              |     | <p>This course is essential preparation for any tertiary programme involving technology or engineering.</p>  |         |  |

## LEVEL 2 ELECTRONICS

| Year 12 Electronics 203 (NCEA)   |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Electronics is now involved in almost every sphere of human activity - communications, science, industrial control systems, appliances, transport, information technology (computing), sport, leisure, entertainment and medicine. In many countries electronics-based industries are now the biggest employers and worldwide they are among the fastest growing industries. As a result, the demand for people trained and qualified in electronics is increasing rapidly.</p> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>This course is <i>totally internally assessed</i> which means <i>no exams</i>. All credits gained in Electronics count towards NCEA.</p> <p>1. The course assesses 5 Unit standards. 3 standards are a mix of theory and practical; 2 standards are totally practical. The first involves the design and construction of a printed circuit board. The second involves the design and construction of an electronics product.</p>  |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Students should have at least 8 credits in Year 11 Mathematics plus 8 credits in at least one of the following: Year 11 Science, Physics or Chemistry. Variations from this will only be at the HOD's discretion.</p>   |         |  |
| <b>COURSE COSTS</b>              |     | <p>\$40 approx - write-on text.<br/>\$15 approx - cost of some materials (if expensive components are required for the projects chosen by the student).</p>  |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| US18239                          | I   | 2  | 5       | Demonstrate introductory knowledge of circuit concepts and measurements for electronics. |
| US18240                          | I   | 2  | 5       | Demonstrate knowledge of basic electronic components.                                    |
| US18241                          | I   | 2  | 5       | Demonstrate knowledge of basic electronic systems.                                       |
| US18242                          | I   | 2  | 3       | Construct a simple printed circuit.  |
| US18243                          | I   | 2  | 6       | Construct simple electronic products from supplied circuit schematics.                   |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No.  |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into Level 3 Electronics (if numbers allow).   |         |  |



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## LEVEL 1 ACCOUNTING

| Year 11 Accounting 101 (NCEA)    |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course, leading to NCEA Level 1, is an excellent course for all students wishing to gain basic financial literacy, which is essential for success in whatever future career path they choose. The course is ideal as a one-year course or as a stepping-stone to further study in Accounting. |         |   |
| <b>COURSE DESCRIPTION</b>        |     | The course focuses on accounting for individuals and small businesses registered for GST on the payments basis. An introduction to accounting concepts is followed by financial reporting, decision-making, processing, and systems of safeguarding cash.  |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | None, though a number of mathematical skills are required for success in this subject. You should consult Ms Bromwich (HOD – Commerce) if you are unsure.  |         |   |
| <b>COURSE COSTS</b>              |     | \$30 approx - workbooks.   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 90977                            | I   | 1  | 5       | Process financial transactions for a small entity                                   |
| 90979                            | I   | 1  | 4       | Prepare financial information for a community organisation's annual general meeting |
| 90976                            | E   | 1  | 3       | Demonstrate understanding of accounting concepts for small entities                 |
| 90978                            | E   | 1  | 5       | Prepare financial statements for sole proprietors                                   |
| 90980                            | E   | 1  | 4       | Interpret accounting information for sole proprietors                               |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 Accounting.  |         |   |

## LEVEL 2 ACCOUNTING

| Year 12 Accounting 201 (NCEA)    |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course leading to NCEA Level 2 can be commenced at this level. Those wishing to continue with Accounting beyond Year 12 should enrol for this course.   |         |  |
| <b>COURSE DESCRIPTION</b>        |     | The course has an emphasis on accounting for small to medium businesses that are registered for GST on the invoice basis. There is a focus on accounting systems, as well as financial reporting within a conceptual framework, processing using a commercial software package and decision making for sole proprietor businesses. |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | Some prior knowledge of the processing and reporting from Year 11 is desirable for entry to this course. If you have not completed Level 1 Accounting and wish to take Level 2 Accounting, you should consult Ms Bromwich (HOD – Commerce).  |         |  |
| <b>COURSE COSTS</b>              |     | \$30 approx - workbooks.   |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 91175                            | I   | 2  | 4       | Demonstrate understanding of accounting processing using accounting software     |
| 91179                            | I   | 2  | 3       | Demonstrate understanding of an accounts receivable subsystem for an entity      |
| 91481                            | I   | 2  | 4       | Demonstrate understanding of a contemporary accounting issue for decision-making |
| 91176                            | E   | 2  | 5       | Prepare financial information for an entity that operates accounting subsystems  |
| 91177                            | E   | 2  | 4       | Interpret accounting information for entities that operate accounting subsystems |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 3 Accounting.  |         |  |

## LEVEL 3 ACCOUNTING - (UE Approved Subject)

| Year 13 Accounting 301 (NCEA)    |     |       |  |              |   |
|----------------------------------|-----|-------|--|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | This course provides a strong theoretical foundation for further study of Accounting. It also provides students with an understanding of business financial reporting and an introduction to management accounting. The course leads to NCEA Level 3 and the opportunity to sit Scholarship Accounting.  |              |   |
| <b>COURSE DESCRIPTION</b>        |     |       | Within the context of companies which may be service, trading or manufacturing businesses, students are provided with an in-depth analysis of modern financial accounting principles, processing and reporting. Analysis and interpretation of financial statements is advanced at this level. Management accounting including decision-making, cash budgets and CVP analysis is introduced. |              |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | Some prior knowledge of the processing and reporting from Year 12 is desirable for entry to this course.<br><br>If you have only completed Level 1 Accounting and wish to take Level 3 Accounting you should consult Ms Bromwich (HOD –Commerce).  |              |   |
| <b>COURSE COSTS</b>              |     |       | \$30 approx - workbooks.   |              |   |
| No.                              | I/E | Level | Credits  | Lit          | Standard Title  |
| 91405                            | I   | 3     | 4  |              | Demonstrate understanding of accounting for partnerships  |
| 91407                            | I   | 3     | 5  | UE R<br>UE W | Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity |
| 91409                            | I   | 3     | 4  |              | Demonstrate understanding of a job cost subsystem for an entity   |
| 91406                            | E   | 3     | 5  |              | Demonstrate understanding of company financial statement preparation                                      |
| 91408                            | E   | 3     | 4  |              | Demonstrate understanding of management accounting to inform decision-making                              |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.  |              |   |
| <b>PATHWAY LINK</b>              |     |       | Leads into tertiary education.   |              |   |

## LEVEL 1 BUSINESS STUDIES

| Year 11 Business Studies 101 (NCEA) |     |  |         |  |
|-------------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>       |     | 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. |         |  |
| <b>COURSE DESCRIPTION</b>           |     | This course focuses on small New Zealand businesses (of up to approximately 20 employees or one of local or community significance) and how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.  |         |  |
| <b>ENTRY REQUIREMENTS</b>           |     | None, though a willingness to participate as part of a group is essential. You should consult Ms Bromwich (HOD Commerce) if you are unsure.  |         |  |
| <b>COURSE COSTS</b>                 |     | \$30 approx - workbooks.   |         |  |
| No.                                 | I/E | Level  | Credits | Standard Title   |
| 90840                               | I   | 1  | 3       | Apply the marketing mix to a new or existing product   |
| 90841                               | I   | 1  | 3       | Investigate aspects of human resource processes in a business                                    |
| 90842                               | I   | 1  | 6       | Carry out and review a product-based business activity within a classroom context with direction |
| 90837                               | E   | 1  | 4       | Demonstrate an understanding of internal features of a small business                            |
| 90838                               | E   | 1  | 4       | Demonstrate an understanding of external factors influencing a small business                    |
| <b>COURSE OFFERS ENDORSEMENT</b>    |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>                 |     | Leads into NCEA Level 2 Agribusiness.  |         |  |

## LEVEL 1 ECONOMICS

| Year 11 Economics 101 (NCEA)     |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Economics is the study of how individuals, communities, countries and the world choose to use scarce resources to satisfy their needs and wants. Economics is how society solves the basic economic problem of:</p> <ul style="list-style-type: none"> <li>▪ what to produce</li> <li>▪ how to produce it</li> <li>▪ for whom to produce it</li> </ul> <p>The study of Economics at Level 1 provides you with an understanding of the commercial world and how businesses and individuals interact in producing and consuming goods and services which satisfy the needs and wants of the individual and society. Economics at Level 1 is a worthwhile subject for anyone with a keen interest in the world around them, and how individuals and businesses make decisions, affecting their lifestyle and standard of living.</p> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>The Level 1 course focuses on how consumers and producers interact within the market. A study is made of the economic decisions made by producers and consumers as they allocate and manage scarce resources in the context of the New Zealand economy. A study of the market and sectors in the economy is also undertaken.</p>  |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | None.  |         |  |
| <b>COURSE COSTS</b>              |     | \$50 approx - write-on notes and workbooks.  |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| 90984                            | I   | 1  | 5       | Demonstrate understanding of decisions a producer makes about production   |
| 90988                            | I   | 1  | 3       | Demonstrate understanding of the interdependence of sectors of the New Zealand economy                                 |
| 90983                            | E   | 1  | 4       | Demonstrate understanding of consumer choices, using scarcity and/or demand  |
| 90985                            | E   | 1  | 3       | Demonstrate understanding of producer choices using supply   |
| 90986                            | E   | 1  | 5       | Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 Economics.   |         |  |

## LEVEL 2 ECONOMICS

| Year 12 Economics 201 (NCEA)     |     |       |   |      |  |
|----------------------------------|-----|-------|---|------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | <p>Economics is the study of how individuals, communities, countries and the world choose to use scarce resources to satisfy their needs and wants. Economics is how society solves the basic economic problem of:</p> <ul style="list-style-type: none"> <li>▪ what to produce</li> <li>▪ how to produce it</li> <li>▪ for whom to produce it</li> </ul> <p>The study of Economics at Level 2 provides you with a broad understanding of the New Zealand economy. It adds to your knowledge of New Zealand as a community and about the use of our scarce resources. An understanding of New Zealand's place in the global economy, which is so important for our future, is also part of Level 2 economics. Economics is a worthwhile subject for anyone with a keen interest in the world around them and how society makes decisions, affecting the standard of living and lifestyle of New Zealanders.</p> |      |  |
| <b>COURSE DESCRIPTION</b>        |     |       | <p>Four macro-economic issues are studied within a New Zealand context. The issues studied are:</p> <ul style="list-style-type: none"> <li>▪ trade</li> <li>▪ inflation</li> <li>▪ growth</li> <li>▪ employment</li> </ul> <p>The main focus of Economics at this level is how the New Zealand economy and political process impact on us as producers and consumers.</p>   |      |  |
| <b>ENTRY REQUIREMENTS</b>        |     |       | None, but an interest in the New Zealand economy is a significant advantage. Statistical and graphing skills are also an advantage.   |      |  |
| <b>COURSE COSTS</b>              |     |       | \$50 approx - workbook.   |      |  |
| No.                              | I/E | Level | Credits   | Lit  | Standard Title   |
| 91225                            | I   | 2     | 4   |      | Analyse unemployment using economic concepts and models                                      |
| 91227                            | I   | 2     | 6   | UE R | Analyse how government policies and contemporary economic issues interact                    |
| 91228                            | I   | 2     | 4   | UE R | Analyse a contemporary economic issue of special interest using economic concepts and models |
| 91222                            | E   | 2     | 4   | UE W | Analyse inflation using economic concepts and models   |
| 91224                            | E   | 2     | 4   | UE W | Analyse economic growth using economic concepts and models                                   |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.   |      |  |
| <b>PATHWAY LINK</b>              |     |       | Leads into NCEA Level 3 Economics.  |      |  |

## LEVEL 3 ECONOMICS - (UE Approved Subject)

| Year 13 Economics 301 (NCEA)     |     |       |   |              |   |
|----------------------------------|-----|-------|---|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | <p>Economics is the study of how individuals, communities, countries and the world choose to use scarce resources to satisfy their needs and wants. Economics is how society solves the basic economic problem of:</p> <ul style="list-style-type: none"> <li>▪ what to produce</li> <li>▪ how to produce it</li> <li>▪ for whom to produce it</li> </ul> <p>The study of Economics at Level 3 provides you with an understanding of the commercial world and how businesses, individuals and the government interact in producing and consuming goods and services which satisfy the needs and wants of the individual and society. It adds to your knowledge of New Zealand as a community and about the use of our scarce resources. An understanding of New Zealand's place in the global economy, which is so important for our future, is also part of Level 3 of Economics. Economics is a worthwhile subject for anyone with a keen interest in the world around them and how all levels of society make decisions, affecting their lifestyle and standard of living. This course leads to NCEA Level 3 and the opportunity to sit scholarship Economics.</p> |              |   |
| <b>COURSE DESCRIPTION</b>        |     |       | The content focuses on micro and macro-economic concepts relevant to the market economy within a New Zealand context.   |              |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | None, but an interest in the New Zealand economy is a significant advantage. Statistical and graphing skills are also an advantage.   |              |   |
| <b>COURSE COSTS</b>              |     |       | \$50 approx - workbooks.  |              |   |
| No.                              | I/E | Level | Credits   | Lit          | Standard Title  |
| 91401                            | I   | 3     | 5   | UE R         | Demonstrate understanding of micro-economic concepts                              |
| 91402                            | I   | 3     | 6   | UE R         | Demonstrates understanding of government interventions to correct market failure  |
| 91399                            | E   | 3     | 4   | UE R<br>UE W | Demonstrate understanding of the efficiency of market equilibrium                 |
| 91403                            | E   | 3     | 6   | UE R<br>UE W | Demonstrate understanding of macro-economic influences on the New Zealand economy |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.   |              |   |
| <b>PATHWAY LINK</b>              |     |       | Scholarship Recommended.<br>Leads into tertiary education.  |              |   |

## LEVEL 1 GEOGRAPHY

| Year 11 Geography 101 (NCEA)     |     |   |         |  |
|----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Geography deepens students' knowledge and understanding of the people and places that make up the world in which they live. The subject concentrates on the many interactions that occur within and between the natural and cultural environments. Geography aims, through its integrative approach, to foster a balanced view of, and respect for, the environment. Students will study different natural environments, cultures and communities at local, regional and global scales. Students will develop an understanding of the growing competition for resources and the conflicts that this creates. Environmental management, sustainable development for the future and the role planning and decision making plays are major themes of study. Students will be introduced to a range of skills.</p> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>Students develop knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> <li>▪ global patterns, processes and links</li> <li>▪ geographic issues</li> <li>▪ local area studies (weather patterns)</li> <li>▪ natural events (earthquakes)</li> <li>▪ population patterns, processes and issues</li> <li>▪ application of geographic skills and concepts to selected topics</li> <li>▪ GIS and digital mapping applications</li> </ul>  |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>This is an introductory course designed to improve knowledge and understanding of the world today. There are no entry requirements.</p>  |         |  |
| <b>COURSE COSTS</b>              |     | <p>\$65 for field trip to Rangitoto Island.</p>   |         |  |
| No.                              | I/E | Level   | Credits | Standard Title   |
| 91011                            | I   | 1   | 4       | Conduct geographic research, with direction  |
| 91012                            | I   | 1   | 3       | Describe aspects of a contemporary New Zealand geographic issue  |
| 91014                            | I   | 1   | 3       | Apply spatial analysis, with direction, to solve a geographic problem                                  |
| 91007                            | E   | 1   | 4       | Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s) |
| 91010                            | E   | 1   | 4       | Apply concepts and basic geographic skills to demonstrate understanding of a given environment         |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met.</p>  |         |  |
| <b>PATHWAY LINK</b>              |     | <p>Leads into NCEA Level 2 Geography.</p>   |         |  |

## LEVEL 2 GEOGRAPHY

| Year 12 Geography 201 (NCEA)     |     |  |         |              |   |
|----------------------------------|-----|--|---------|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>Geography deepens students' knowledge and understanding of the people and places that make up the world in which they live. The subject concentrates on the many interactions that occur within and between the natural and cultural environments. Geography aims, through its integrative approach, to foster a balanced view of, and respect for, the environment. Students will study different natural environments, cultures and communities at local, regional and global scales. Students will develop an understanding of the growing competition for resources and the conflicts that this creates. Environmental management, sustainable development for the future and the role planning and decision making, are major themes of study. Students will be introduced to a range of skills.</p> |         |              |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>Students will develop knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> <li>▪ global patterns, processes and links (Tropical Rainforests)</li> <li>▪ geographic issues (Mining in the Coromandal)</li> <li>▪ local area studies (Impact of tourism in Raglan)</li> <li>▪ natural landscapes (Amazon Basin)</li> <li>▪ global disparities in development (developed and developing economies)</li> <li>▪ research</li> <li>▪ application of geographic skills and concepts to selected topics</li> <li>▪ GIS and digital mapping applications</li> </ul>   |         |              |   |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Students are advised to complete a Year 11 Geography programme. The course has been designed to allow first time geographers to cope with the expected standards. School policy on Year 12 entry will apply.</p>  |         |              |   |
| <b>COURSE COSTS</b>              |     | <p>\$45 for field trip to Raglan.</p>  |         |              |   |
| No.                              | I/E | Level  | Credits | Lit          | Standard Title  |
| 91244                            | I   | 2  | 3       |              | Conduct geographic research with guidance   |
| 91245                            | I   | 2  | 3       |              | Explain aspects of a contemporary New Zealand geographic issue                          |
| 91246                            | I   | 2  | 3       |              | Explain aspects of a geographic topic at a global scale                                 |
| 91240                            | E   | 2  | 4       | UE R<br>UE W | Demonstrate geographic understanding of a large natural environment                     |
| 91243                            | E   | 2  | 4       |              | Apply geography concepts and skills to demonstrate understanding of a given environment |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | <p>Yes - subject to NZQA criteria being met.</p>   |         |              |   |
| <b>PATHWAY LINK</b>              |     | <p>Leads into NCEA Level 3 Geography.</p>  |         |              |   |

## LEVEL 3 GEOGRAPHY - (UE Approved Subject)

| Year 13 Geography 301 (NCEA)     |     |       |  |   |  |
|----------------------------------|-----|-------|--|---|--|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | <p>Geography deepens students' knowledge and understanding of the people and places that make up the world in which they live. The subject concentrates on the many interactions that occur within and between the natural and cultural environments. Geography aims, through its integrative approach, to foster a balanced view of, and respect for, the environment. Students will study different natural environments, cultures and communities at local, regional and global scales. Students will develop an understanding of the growing competition for resources and the conflicts that this creates. Environmental management, sustainable development for the future and the role planning and decision making, are major themes of study. Students will be introduced to a range of skills.</p> |   |  |
| <b>COURSE DESCRIPTION</b>        |     |       | <p>Students will develop knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> <li>▪ global patterns, processes and links (Global Terrorism; Human Trafficking; Tropical Reef)</li> <li>▪ geographic issues (Plastic in Oceans)</li> <li>▪ a cultural process – tourism development (Rotorua)</li> <li>▪ planning and decision making (Resource Management Act Processes), Fielddays as a Significant Event</li> <li>▪ apply concepts and skills to investigate geographic issues like water scarcity in Abu Dhabi; plastic in our oceans; development problems in Northland and Great Barrier Island.</li> </ul>  |   |  |
| <b>ENTRY REQUIREMENTS</b>        |     |       | <p>The Year 13 course is designed to enable students to build upon their studies of the earlier two years. It is recommended that a student should have completed one year in Geography although the course is flexible enough to enable students to enter the course for the first time.</p>  |   |  |
| <b>COURSE COSTS</b>              |     |       | <p>\$280 to cover field trip to Rotorua to see the cultural processes of tourism in action. These costs cover accommodation, transport, meals and activities.</p>  |   |  |
| No.                              | I/E | Level | Credits  | Lit   | Standard Title   |
| 91430                            | I   | 3     | 5  |   | Conduct geographic research with consultation  |
| 91431                            | I   | 3     | 3  | UE R  | Analyse aspects of a contemporary geographic issue                                   |
| 91432                            | I   | 3     | 3  | UR R  | Analyse aspects of geographic topic at a global scale                                |
| 91427                            | E   | 3     | 4  | UE R<br>UE W                                    | Demonstrate understanding of how a cultural process shapes geographic environment(s) |
| 91429                            | E   | 3     | 4  | UE R<br>UE W                                    | Select and apply skills and ideas in a geographic context                            |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       |  | Yes - subject to NZQA criteria being met.       |  |
| <b>PATHWAY LINK</b>              |     |       |  | Leads into NZ scholarship and University study. |  |

## LEVEL 1 HISTORY

| Year 11 History 101 (NCEA)       |     |   |         |  |
|----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | Understanding the past is crucial if we are to competently understand the social, political, cultural and economic contexts of the present. The Year 11 course will give you broad general knowledge and skills that will serve you in all subjects beyond the History classroom. In particular, History will help you to refine your essay and report writing skills, concisely express your ideas, think critically, reference accurately and consider a range of perspectives. You will attempt to solve historical questions, explain why events and developments have occurred and critically assess the impact that these events and developments have had on people both in New Zealand and around the world.    |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>The study of History develops skills that are crucial for the information driven society that you live in. Through History you will become good at researching information and analysing visual, written and oral resources. You will communicate your knowledge and ideas through writing essays, reports, reviews, and articles, creating brochures and establishing historical narratives. You will learn a lot about human nature.</p> <p>Students will study:</p> <ul style="list-style-type: none"> <li>• A NZ protest movement of the students choosing</li> <li>• Black Civil Rights in America 1954-1970</li> <li>• Beginnings of World War Two (Research Assessment)</li> <li>• Source analysis</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | There are no entry requirements, however strong literacy skills are advantageous.   |         |  |
| <b>COURSE COSTS</b>              |     | NIL   |         |  |
| No.                              | I/E | Level   | Credits | Standard Title   |
| 91001                            | I   | 1   | 4       | History 1.1 - Carry out an investigation of an historical event, or place, of significance to New Zealanders (Beginnings of World War Two) |
| 91002                            | I   | 1   | 4       | History 1.2 - Demonstrate understanding of an historical event, or place, of significance to New Zealanders (NZ Protest movement)          |
| 91003                            | E   | 1   | 4       | Interpret sources of an historical event of significance to New Zealanders (unfamiliar text)   |
| 91005                            | E   | 1   | 4       | Describe the causes and consequences of an historical event  |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.   |         |  |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 2 History.  |         |  |

## LEVEL 2 HISTORY

| Year 12 History 201 (NCEA)       |     |       |  |              |   |
|----------------------------------|-----|-------|--|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | Clear report writing and critical thinking are skills required in all careers. History will help you develop these essential skills. The study of History at Year 12 will give you a wider understanding of the forces that have shaped the world you live in, and get you to think critically about the way in which the writing of history gives governments, and historians, a level of power to influence and shape the thinking and identity of a nation. Your historical writing is developed further, to reflect the level of complexity and critical thinking that will serve you well at tertiary level.  |              |   |
| <b>COURSE DESCRIPTION</b>        |     |       | <p>The Level 2 History course is designed to get students thinking critically about the “narrative” of history. In developing your craft as a historian you will learn to evaluate the role of different causes in prompting events, assess the impact of these events, and consider the different ways in which this event has been discussed. You will study primary and secondary sources in order to give you an understanding of nineteenth and twentieth century history both in New Zealand and overseas.</p> <p>Students will study:</p> <ul style="list-style-type: none"> <li>• Waikato War: (Research)</li> <li>• Salem Witch Trials or Russian Revolution (student choice)</li> <li>• Vietnam War and the My Lai Massacre</li> </ul> |              |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | This course is open to all students who have achieved in Level 1 History or achieved well in Level 1 English. You do not need to have studied Year 11 History in order to do well in this course.  |              |   |
| <b>COURSE COSTS</b>              |     |       | \$100 – Overnight stay at Marae.   |              |   |
| No.                              | I/E | Level | Credits  | Lit          | Standard Title  |
| 91229                            | I   | 2     | 4  | UE R         | Carry out an inquiry of an historical event or place that is of significance to New Zealanders (Controversial social event)   |
| 91232                            | I   | 2     | 5  | UE R         | Interpret different perspectives of people in an historical event that is of significance to New Zealanders (My Lai Massacre) |
| 91231                            | E   | 2     | 4  | UE R<br>UE W | Examine sources of an historical event that is of significance to New Zealanders (Unseen text/sources)                        |
| 91233                            | E   | 2     | 5  | UE R<br>UE W | Examine causes and consequences of a significant historical event   |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | Yes - subject to NZQA criteria being met.  |              |   |
| <b>PATHWAY LINK</b>              |     |       | Leads into NCEA Level 3 History.   |              |   |

## LEVEL 3 HISTORY - (UE Approved Subject)

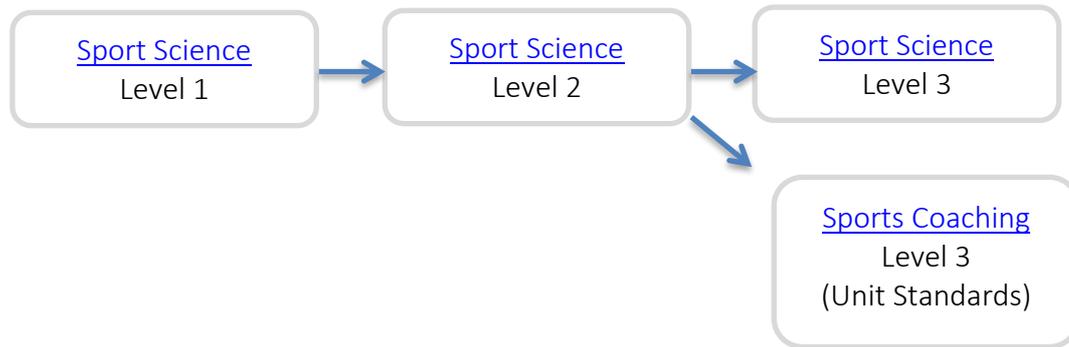
| Year 13 History 301 (NCEA)       |     |       |  |              |   |
|----------------------------------|-----|-------|--|--------------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     |       | <p>“Clear, accurate and convincing report writing is a skill required in all careers.” This is a reason Business New Zealand’s CEO Phil O’Reilly advances for history being a vital subject to study. O’Reilly also contends that history is valued by employers in the Business sector, as History students learn to be analytical and critical, which are highly sought after skills. Research, writing and referencing skills learnt in history will hold students in good stead for tertiary study in many subjects and most career pathways. There are 15 credits (internal) and 10 credits (external).</p> |              |   |
| <b>COURSE DESCRIPTION:</b>       |     |       | <p>Welcome to Level 3 History. This year we are focusing on the causes and consequences of the world and nationally significant events:</p> <ul style="list-style-type: none"> <li>• Contested events in History (Own Choice, Research)</li> <li>• Dropping of Atomic Bombs on Japan</li> <li>• Cold War and Cuban Missile Crisis</li> </ul> <p>For the internals, students will research an event of their choice and analyse the historical debate on the dropping of the Atomic bomb.</p>   |              |   |
| <b>ENTRY REQUIREMENTS</b>        |     |       | <p>This History course is open to all students with good reading and writing skills. You do not need to have previously studied History in order to do well in this course.</p>  |              |   |
| <b>COURSE COSTS</b>              |     |       | <p>Nil</p>   |              |   |
| No.                              | I/E | Level | Credits  | Lit          | Standard Title  |
| 91434                            | I   | 3     | 5  | UE R         | Research a historical event or place of significance to New Zealanders, using primary and secondary sources (contested event) |
| 91437                            | I   | 3     | 5  | UE R         | Analyse different perspectives of a contested event of significance to New Zealanders (Dropping Atomic Bombs on Japan)        |
| 91436                            | E   | 3     | 4  | UR R<br>UE W | Analyse evidence relating to an historical event of significance to New Zealanders  |
| 91438                            | E   | 3     | 6  | UE R<br>UR W | Analyse the causes and consequences of a significant historical event   |
| <b>COURSE OFFERS ENDORSEMENT</b> |     |       | <p>Yes - subject to NZQA criteria being met.</p>   |              |   |
| <b>PATHWAY LINK</b>              |     |       | <p>Leads into NZ scholarship and University study.</p>   |              |   |

## LEVEL 2 TOURISM

| Year 12 Tourism 203 (NCEA)       |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course has been designed to introduce students to the dynamic growth industry of Tourism. Students will work towards gaining their National Certificate in Tourism (a nationally recognised tourism qualification) as well as accumulating the individual Unit Standards. |         |   |
| <b>COURSE DESCRIPTION</b>        |     | The Certificate is a two-year course with each unit standard testing a specific skill or knowledge component required by the tourism and travel industry.  |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | It is a requirement of the National Certificate of Tourism that students now gain eight credits in numeracy at Level 1. This will be done throughout the year in their normal math classes.  |         |   |
| <b>COURSE COSTS</b>              |     | \$150 approx - Overnight field trip to Rotorua.  |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| US24726                          | I   | 2  | 3       | Describe and compare social and cultural impacts of tourism         |
| US24727                          | I   | 2  | 3       | Describe and compare impacts of tourism on the physical environment |
| US24728                          | I   | 2  | 3       | Demonstrate knowledge of work roles in tourism                      |
| US24729                          | I   | 2  | 4       | Demonstrate knowledge of world tourist destinations                 |
| US24730                          | I   | 2  | 4       | Demonstrate knowledge of the business of tourism                    |
| US24731                          | I   | 2  | 4       | Demonstrate knowledge of destination New Zealand                    |
| US24732                          | I   | 2  | 3       | Demonstrate knowledge of tourist characteristics and needs          |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 3 Tourism.   |         |   |

## LEVEL 3 TOURISM

| Year 13 Tourism 303 (NCEA)       |     |   |         |   |
|----------------------------------|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | This is a continuation of the National Certificate in Tourism that was introduced at Level 2. Although most students will have entered the course the previous year, ANY student is able to join course at Level 3 and gain the unit standards offered here. All the unit standards offered are registered with NZQA and can be used towards gaining Level 3.   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | Students will begin the year with an in-depth study of New Zealand as a tourist destination. This will include a three day field trip to Northland following the "Twin Coast" highway through Dargaville and the Waipoua forest to Kaitaia. The next day they travel to Cape Reinga via 90 Mile Beach and return home via the Bay of Islands on day three. The second part of the course is a rigorous study of tourism in the Pacific Islands. Students will look at all aspects of tourism from the many of the exotic destinations found in this area. |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | To complete the National Certificate in Tourism, students must have gained six credits Literacy NCEA Level 2 in English Oral Language or English Written Language and eight credits Numeracy NCEA Level 1 in Mathematics or Statistics and Probability.   |         |   |
| <b>COURSE COSTS</b>              |     | \$200 approx - Field trip to Northland.   |         |   |
| No.                              | I/E | Level   | Credits | Standard Title  |
| US24733                          | I   | 3   | 4       | Describe and promote a New Zealand tourist destination                    |
| US24725                          | I   | 3   | 4       | Describe and analyse the economic significance of tourism                 |
| US3727                           | I   | 3   | 8       | Demonstrate knowledge of Pacific Island countries as tourist destinations |
| US18211                          | I   | 3   | 5       | Demonstrate knowledge of Australia as a visitor destination               |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No  |         |   |
| <b>PATHWAY LINK</b>              |     | Leads to a career in Tourism.   |         |   |



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## LEVEL 1 SPORTS SCIENCE

| Year 11 Sports Science 101 (NCEA) |     |   |         |   |
|-----------------------------------|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>     |     | In today's world of increasing leisure time and the need for qualified people to keep our society healthy and fit, the Sport Science courses offer students the opportunity to study the ways in which the human body can function more efficiently, design personal programmes to suit their own lifestyles, learn to coach others, assist others in physical danger, examine current issues in sport and recreation and perform physical skills to the best of their ability. The course can help support people wanting to study in the areas of the human body and how it functions.  |         |   |
| <b>COURSE DESCRIPTION</b>         |     | <p>To educate students in ways in which the human body can function more efficiently. Students will learn how to design personal programmes to suit their own lifestyles. They examine current issues in sport and recreation and perform physical skills to the best of their ability.</p> <ul style="list-style-type: none"> <li>▪ Health related fitness</li> <li>▪ Anatomy, physiology and biomechanics</li> <li>▪ Principles and Methods of training</li> <li>▪ Value of participation in physical activity</li> <li>▪ Participation in a variety of sports and activities</li> <li>▪ Developing interpersonal skills</li> <li>▪ Developing safe practices</li> <li>▪ Participating in Physical Activity</li> <li>▪ Lugging and Mountain Biking in Rotorua – 1 day.</li> </ul> |         |   |
| <b>ENTRY REQUIREMENTS</b>         |     | The course is designed for students who have a genuine interest in how the body works, sport and personal fitness performance. It is completely internally assessed.  |         |   |
| <b>COURSE COSTS</b>               |     | \$150 for trips to various centres relevant to course.  |         |   |
| No.                               | I/E | Level   | Credits | Standard Title  |
| 90962                             | I   | 1   | 5       | Participate actively in a variety of physical activities and explain factors that influence own participation |
| 90963                             | I   | 1   | 5       | Demonstrate understanding of the function of the body as it relates to the performance of physical activity   |
| 90964                             | I   | 1   | 3       | Demonstrate quality movement in the performance of a physical activity  |
| 90966                             | I   | 1   | 4       | Demonstrate interpersonal skills in a group and explain how these skills impact on others                     |
| 90968                             | I   | 1   | 3       | Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities  |
| <b>COURSE OFFERS ENDORSEMENT</b>  |     | Yes - subject to NZQA criteria being met.   |         |   |
| <b>PATHWAY LINK</b>               |     | Leads into NCEA Level 2 Sports Science.   |         |   |

## LEVEL 2 SPORTS SCIENCE - ADVANCED PHYSICAL EDUCATION

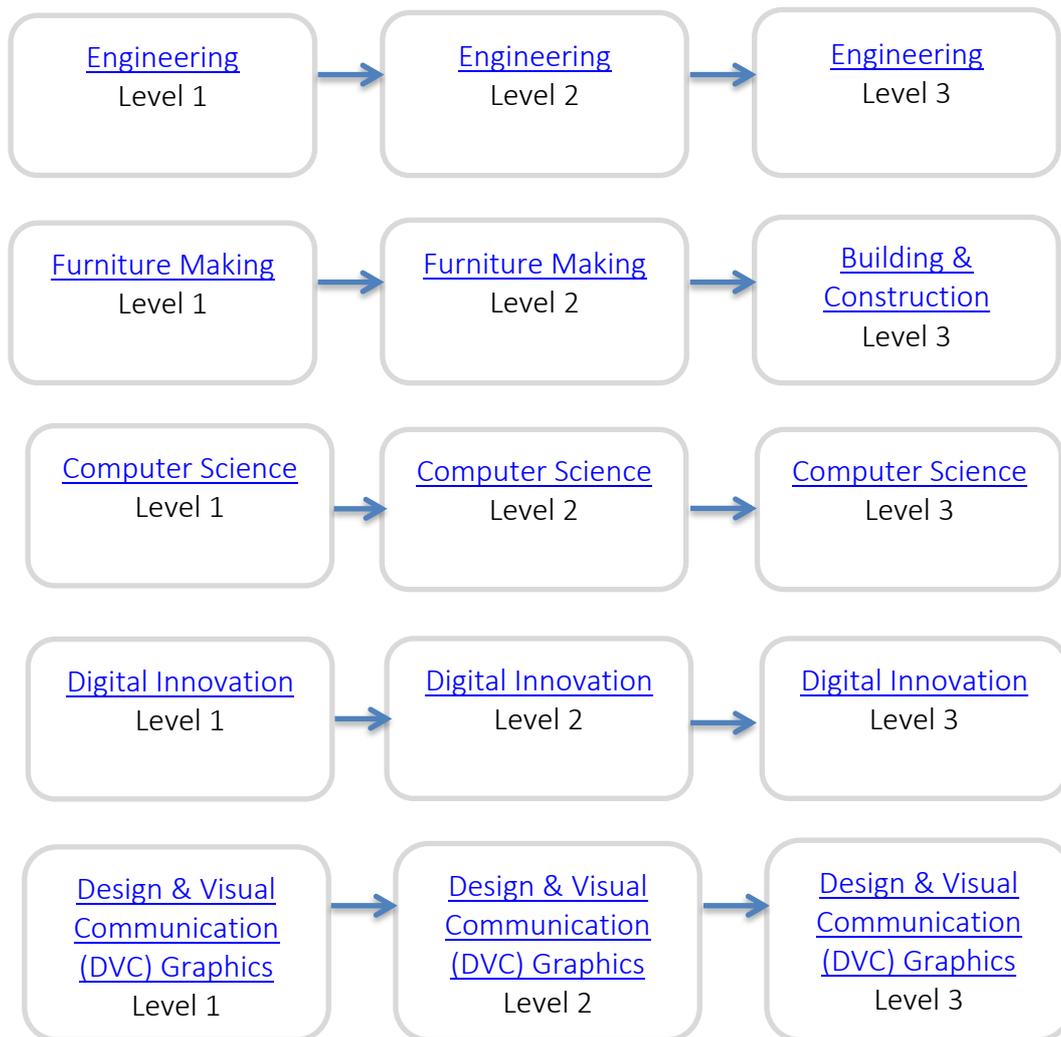
| Year 12 Sports Science 201 (NCEA) |     |   |         |  |
|-----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>     |     | In today's world of increasing leisure time and the need for qualified people to keep our society healthy and fit, the Sports Science courses offer students the opportunity to study the ways in which the human body can function more efficiently, design personal programmes to suit their own lifestyles, learn to coach others, assist others in physical danger, examine current issues in sport and recreation and perform physical skills to the best of their ability. The course can help support people wanting to study in the areas of the human body and how it functions.   |         |  |
| <b>COURSE DESCRIPTION</b>         |     | <p>To educate students in ways in which the human body can function more efficiently. To educate students on how to design personal programmes to suit their own lifestyles. To examine current issues in sport and recreation and perform physical skills to the best of their ability.</p> <ul style="list-style-type: none"> <li>▪ Performance in physical activity</li> <li>▪ Sports psychology</li> <li>▪ Principles of skill learning</li> <li>▪ Functional anatomy, exercise physiology and biomechanics</li> <li>▪ Principles of training</li> <li>▪ Risk analysis in the outdoors</li> <li>▪ Participation in Physical Activities</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>         |     | This course is completely internally assessed and offers Achievement Standards worth 20 credits. We advise that students take the Level 1 Sports Science course as it introduces many of the concepts applied in the Level 2 course. Good marks in English at Level 1 are advantageous as many of the assessments have a written aspect to them.  |         |  |
| <b>COURSE COSTS</b>               |     | \$150 – Field trip costs.   |         |  |
| No.                               | I/E | Level   | Credits | Standard Title   |
| 91328                             | I   | 2   | 5       | Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills          |
| 91329                             | I   | 2   | 4       | Demonstrate understanding of the application of biophysical principles to training for physical activity           |
| 91330                             | I   | 2   | 4       | Perform a physical activity in an applied setting  |
| 91331                             | I   | 2   | 4       | Examine the significance for self, others and society of a sporting event, a physical activity, or a festival      |
| 91334                             | I   | 2   | 3       | Consistently demonstrate social responsibility through applying a social responsibility model in physical activity |
| <b>COURSE OFFERS ENDORSEMENT</b>  |     | Yes - subject to NZQA criteria being met.   |         |  |
| <b>PATHWAY LINK</b>               |     | Leads into NCEA Level 3 Sports Science or Level 3 Sports Coaching   |         |  |

**LEVEL 3 SPORTS SCIENCE - ADVANCED PHYSICAL EDUCATION**  
**(UE Approved Subject)**

| Year 13 Sports Science 301 (NCEA) |     |  |         |   |
|-----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>     |     | In today's world of increasing leisure time and the need for qualified people to keep our society healthy and fit, the Sports Science course offers students the opportunity to study the ways in which the human body can function more efficiently, design personal programmes to suit their own lifestyles, learn to coach others, assist others in physical danger, examine current issues in sport and recreation and perform physical skills to the best of their ability. The course can help support people wanting to study in the areas of the human body and how it functions.      |         |   |
| <b>COURSE DESCRIPTION</b>         |     | <p>The course is designed to enhance your understanding of the scientific and sociocultural factors associated with Physical Activity, including:</p> <ul style="list-style-type: none"> <li>• Developing critical thinking skills</li> <li>• Analysing biomechanical movement in a sporting context</li> <li>• Participating in a variety of physical activities to nationally developed standards</li> <li>• Examining a current physical activity issue and its impact on New Zealand society</li> <li>• Devising, trialling, and adjusting strategies for a performance outcome</li> </ul> |         |   |
| <b>ENTRY REQUIREMENTS</b>         |     | It is expected that students will have independent study skills to apply both the knowledge of principles and analysis of skills to given assignments. It is important that students have taken the Year 12 Sports Science course and achieved in 91328 and 91329.   |         |   |
| <b>COURSE COSTS</b>               |     | \$150 – Field trip costs.  |         |   |
| Standard Details                  |     |  |         |   |
| No.                               | I/E | Level  | Credits | Standard Title  |
| 91498                             | I   | 3  | 4       | Evaluate physical activity experiences to devise strategies for lifelong well-being |
| 91499                             | I   | 3  | 3       | Analyse a physical skill performed by self or others.                               |
| 91500                             | I   | 3  | 4       | Evaluate the effectiveness of a performance improvement programme                   |
| 91501                             | I   | 3  | 4       | Perform a physical activity to nationally developed performance standards           |
| 91789                             | I   | 3  | 4       | Devise strategies for a physical activity outcome                                   |
| Course Offerings                  |     |  |         |   |
| <b>COURSE OFFERS ENDORSEMENT</b>  |     | Yes - subject to NZQA criteria being met.  |         |   |
| <b>PATHWAY LINK</b>               |     | Tertiary education (Health Sciences – Podiatry, Med, Dentistry, Radiography, Physiotherapy, Sports Studies, Sport Management, Education, Personal Training, Elite Sport, Community Sport, Coaching).   |         |   |

## LEVEL 3 SPORTS COACHING – (includes UNIT STANDARDS)

| Year 13 Sports Science 301 (NCEA) |     |   |         |  |
|-----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>     |     | In today's world of increasing leisure time and the need for qualified people to keep our society healthy and fit, the Sports Coaching course helps to build well-rounded young people that will have the skill to help others in our communities in the future. This course offers students an alternate pathway to our existing Sports Science course. This course will equip students with the skills needed to coach sport at a beginner level. It is an assessment package that combines a mixture of Achievement Standards and Unit Standards. The course can help support people wanting to work/study in the areas of sports coaching and teaching. Students that take Year 13 Sports Coaching will be required to be involved in the coaching of a junior St Paul's Collegiate sports team of their choice for the duration of one term. |         |  |
| <b>COURSE DESCRIPTION</b>         |     | <p>To educate students about the theory and practice of sports coaching. Some areas of focus are:</p> <ul style="list-style-type: none"> <li>• Planning beginner level coaching sessions for sport participants</li> <li>• Coaching beginner-level participants through skill development activities for a selected sport.</li> <li>• Reviewing coaching of beginner-level participants through skill development activities for a selected sport.</li> <li>• Demonstrate quality performance of a physical activity in an applied setting.</li> <li>• Analyse a physical skill performed by self or others.</li> </ul>   |         |  |
| <b>ENTRY REQUIREMENTS</b>         |     | This course is an alternate to Sports Science and therefore students are not able to study both. The Sports Coaching course is completely internally assessed and offers Achievement Standards worth seven credits and Unit Standards worth 14 credits.   |         |  |
| <b>COURSE COSTS</b>               |     | \$100 – Field trip costs.   |         |  |
| No.                               | I/E | Level   | Credits | Standard Title   |
| 91499                             | I   | 3   | 3       | Analyse a physical skill performed by self or others   |
| 91501                             | I   | 3   | 4       | Perform a physical activity to nationally developed performance standards                                |
| US 31677                          | I   | 3   | 4       | Coach beginner-level participants through skill development activities for a selected sport              |
| US 31678                          | I   | 3   | 4       | Review coaching of beginner-level participants through skill development activities for a selected sport |
| US 22771                          | I   | 3   | 6       | Plan beginner-level coaching sessions for sport participants   |
| <b>COURSE OFFERS ENDORSEMENT</b>  |     | No  |         |  |
| <b>PATHWAY LINK</b>               |     | Sports Studies, Sports Management, Education, Personal Training, Elite Sport, Community Sport, Coaching.  |         |  |



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## LEVEL 1 ENGINEERING

| Year 11 Engineering (NCEA)       |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course is designed to introduce students to Industry based Unit Standards related to Engineering. It provides a basic grounding for students who have a practical aptitude and are considering a career in any of the metal-based trades or Engineering degrees.  |         |   |
| <b>COURSE DESCRIPTION</b>        |     | The programme is predominantly practically based. Students will do Industry based Unit Standards that are worksheet type assessments. They are theory-based which also require small practical tasks to be performed to prove their understanding of the topics. They will do two take-home projects where they will be using the skills taught throughout the course. |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | There is no prerequisite to the course, but a good understanding and achievement in the Year 10 Materials Technology course is recommended.  |         |   |
| <b>COURSE COSTS</b>              |     | \$100 approx -Costs of materials used in their take-home projects.   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| US22926                          | I   | 1  | 2       | Demonstrate knowledge of safety procedures in a specific engineering workshop |
| US22924                          | I   | 1  | 10      | Develop a simple product using engineering materials                          |
| US22923                          | I   | 1  | 12      | Demonstrate basic engineering workshop skills under close supervision         |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No.  |         |   |
| <b>PATHWAY LINK</b>              |     | This leads to NCEA Level 2 Engineering   |         |   |

## LEVEL 2 ENGINEERING

| Year 12 Engineering (NCEA)       |     |   |         |   |
|----------------------------------|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course is a continuation of the Year 11 Engineering Industry Based Unit Standards course. It provides a basic grounding for students who have a practical aptitude and are considering a career in any of the metal-based trades or engineering degrees.   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | <p>The programme is predominantly practically based. Students will do Industry Based Unit Standard type assessment with theory work and practical application. They will do one main take-home project using the skills taught throughout the course and taking up the bulk of the assessment and workshop time. Students will gain skills in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Safe working practices</li> <li>▪ Practical skills – use and care of hand tools and power tools</li> <li>▪ Measuring with micrometer and vernier measuring tools</li> <li>▪ Mechanical assemble</li> <li>▪ Shaping, cutting and fitting engineering components</li> <li>▪ Fabrication and assembly</li> </ul> |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | The student needs to have successfully completed the Year 11, Level 1 Engineering course.   |         |   |
| <b>COURSE COSTS</b>              |     | \$568 approx - Costs of materials used in their take-home projects.   |         |   |
| No.                              | I/E | Level   | Credits | Standard Title  |
| US21911                          | I   | 2   | 2       | Demonstrate knowledge of safety on engineering worksites  |
| US4435                           | I   | 1   | 3       | Select, use and care for engineering dimensional measuring equipment  |
| US32055                          | I   | 2   | 7       | Demonstrate knowledge of and apply good work practices when performing simple fabrication                       |
| US32053                          | I   | 2   | 7       | Demonstrate knowledge of and apply good work practices when performing machining operations in MaPS environment |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No.   |         |   |
| <b>PATHWAY LINK</b>              |     | This leads to NCEA Level 3 Engineering.   |         |   |

## LEVEL 3 ENGINEERING

| Year 13 Engineering 303E (NCEA)  |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | The course is a continuation of the Year 12 Engineering. You will be required to apply your engineering skills independently into a project. It is intended for students who have a practical aptitude and are considering a career in any of the trades or mechanical engineering degree or diploma courses. The course is assessed using internal achievement standards. |         |   |
| <b>COURSE DESCRIPTION</b>        |     | The program is predominantly practically based. We start with a small skills-based project and then the students are required to manage a larger project of their choosing. This will mean organising the plans for the project, how it will be made and any extra parts that might be required.   |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | It is highly recommended that students complete the Year 12 Engineering course before entering this one.   |         |   |
| <b>COURSE COSTS</b>              |     | \$400 approx - Costs of materials used in their take-home projects.  |         |   |
| No.                              | I/E | Level  | Credits | Standard Title  |
| 91620                            | I   | 3  | 6       | Implement complex procedures to integrate parts using resistant materials to make a specified product                 |
| US32056                          | I   | 3  | 7       | Perform fabrication operations in manufacturing pathways skills (MaPS) environment                                    |
| US32054                          | I   | 3  | 7       | Produce components by performing engineering machining operations in manufacturing pathways skills (MaPS) environment |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No.  |         |   |
| <b>PATHWAY LINK</b>              |     | Any of the Engineering and Automotive trades. Further tertiary opportunities.  |         |   |

## LEVEL 1 FURNITURE MAKING

| Year 11 Furniture Making (NCEA)  |     |   |         |  |
|----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course is designed to introduce students to Industry Based Unit Standards related to Furniture Making. It provides a basic grounding for students who have a practical aptitude and are considering a career in any of the trades.   |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>The programme is predominantly practically based. Students will complete two projects during the year. The first project is skills based following a specified design. For the second project, students will have the opportunity to apply the new skills into their own personal design. Most other units are practically based. However, a portion of theory and assignment type work will be expected to reinforce the knowledge base. Students will gain skills in the following areas:</p> <ul style="list-style-type: none"> <li>▪ recognising and confirming job specifications</li> <li>▪ practical skills – use of hand and power tools</li> <li>▪ selection and use of safety equipment</li> <li>▪ set up and operation of woodworking machines</li> <li>▪ furniture carcass construction</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | There is no prerequisite to the course but a good understanding and achievement in the Year 10 course is recommended.   |         |  |
| <b>COURSE COSTS</b>              |     | \$200 approx - (depending on project size). Costs of the materials used in the production of two take-home projects.  |         |  |
| No.                              | I/E | Level   | Credits | Standard Title   |
| US25920                          | I   | 1   | 3       | Use joints for a BCATS project   |
| US24352                          | I   | 1   | 2       | Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project |
| US24356                          | I   | 1   | 8       | Apply elementary workshop procedures and processes for BCATS projects                            |
| AS91057                          | I   | 1   | 6       | Implement basic procedures using resistant materials to make a specified product                 |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No  |         |  |
| <b>PATHWAY LINK</b>              |     | This leads to NCEA Level 2 Furniture Making.  |         |  |

## LEVEL 2 FURNITURE MAKING (Unit Standards)

| Year 12 Furniture Making (NCEA)  |     |  |         |  |
|----------------------------------|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course is a continuation of the Year 11 Furniture Making Course. It is made up of Level 2 Industry Based Unit Standards. This course continues to build on the skills and units that the students did in the Level 1 course. It is intended for students who have a practical aptitude and are considering a career in any of the trades.   |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>The programme is predominantly practically based. Students will complete two projects during the year. The first project is skills based following a specified design. For the second project, students will have the opportunity to apply the new skills into their own personal design. The units are practically based, however a portion of theory and assignment work is required to reinforce the knowledge base and provide the assessment. Students will gain skills in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Comparison of furniture article with job specifications</li> <li>▪ Practical skills – Use of hand and power tools</li> <li>▪ Sketching of plans for furniture making</li> <li>▪ Material calculations for furniture making</li> <li>▪ Set and operation of machinery</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | It is strongly recommended that a Level 1 Furniture course has been completed.   |         |  |
| <b>COURSE COSTS</b>              |     | \$200 approx - (depending on project size). Costs of the materials used in the production of two take-home projects.   |         |  |
| No.                              | I/E | Level  | Credits | Standard Title   |
| US12927                          | I   | 2  | 6       | Identify, select, maintain and use hand tools for BCATS projects           |
| US25921                          | I   | 2  | 6       | Make a cupboard with a drawer as a BCATS project                           |
| US24350                          | I   | 2  | 6       | Identify, select, maintain and use portable power tools for BCATS projects |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No.  |         |  |
| <b>PATHWAY LINK</b>              |     | This leads to NCEA Level 3 Building and Construction class.  |         |  |

## LEVEL 3 CONSTRUCTION

| Year 13 Construction (NCEA)      |     |   |         |  |
|----------------------------------|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>    |     | <p>This course is designed to introduce students to Industry Unit Standards related to carpentry. This course provides a basic grounding for those students who have a practical aptitude and are considering a career in the trades. Students will gain skills in the following areas:</p> <ul style="list-style-type: none"> <li>▪ decision making</li> <li>▪ safe work practices</li> <li>▪ selection of hand and power tools</li> <li>▪ practical skills - use of hand and power tools</li> <li>▪ communication skills</li> <li>▪ managing and providing first aid</li> </ul> |         |  |
| <b>COURSE DESCRIPTION</b>        |     | <p>The programme is predominantly practically based. The students complete two workshop projects and are part of a team one day a week to construct a house. This project is supported by qualified builders and allows the students to gain first-hand experience of working on a full-size construction project. The theory work consists of unit standards assignments and tests. The three first aid units are provided by an outside provider over a two-day course in the school.</p>   |         |  |
| <b>ENTRY REQUIREMENTS</b>        |     | <p>Previous workshop experience would be an advantage. However, the course is open to any students who feel they have a practical aptitude.</p>   |         |  |
| <b>COURSE COSTS</b>              |     | <p>\$550 approx - This includes tool starter kit, small workshop projects and first aid course.</p>   |         |  |
| No.                              | I/E | Level   | Credits | Standard Title   |
| US29677                          | I   | 3   | 2       | Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment |
| US29678                          | I   | 3   | 4       | Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project                        |
| US29681                          | I   | 3   | 3       | Measure and calculate for a Stage 3 BCATS project  |
| US29682                          | I   | 3   | 4       | Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project                   |
| US29684                          | I   | 3   | 12      | Undertake a Stage 3 BCATS project  |
| US6401                           | I   | 2   | 1       | Provide First Aid  |
| US6402                           | I   | 1   | 1       | Provide basic life support   |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No.   |         |  |
| <b>PATHWAY LINK</b>              |     | <p>Building industry, including plumbing, electrical etc.<br/>Quantity surveying, site management courses.</p>  |         |  |

## LEVEL 1 DIGITAL TECHNOLOGY

| Year 11 Computer Science 101 (NCEA)              |  |       |         |  |
|--|--|-------|---------|--|
| WHY STUDY THIS COURSE?                           | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>In Computer Science, the emphasis is on programming and problem-solving. This is aimed at students who have an interest in computing and are considering a potential career in the IT industry.</p> <p><b>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science OR Digital Innovations, but not both.</b></p>                     |       |         |  |
| COURSE DESCRIPTION                               | <p>The Computer Science course is aimed at students who are interested in problem-solving and learning to program, as well as developing websites using HTML and CSS. Students will learn:</p> <ul style="list-style-type: none"> <li>▪ Basic program planning skills, including planning and flowcharting</li> <li>▪ Programming using Python</li> <li>▪ Basic web design skills</li> <li>▪ Website development using HTML and CSS</li> <li>▪ Basic concepts of information management</li> <li>▪ Basic digital information skills using Word, Excel and a database.</li> </ul> |       |         |  |
| ENTRY REQUIREMENTS                               | Students should have good basic skills in computing and access to a computer and the internet for homework.  |       |         |  |
| COURSE COSTS                                     | Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.  |       |         |  |
| <i>A selection from the following standards:</i> |  |       |         |  |
| No.  | I/E  | Level | Credits | Standard Title   |
| 91877  | I  | 1     | 3       | Develop a proposal for a digital outcome                   |
| 91878  | I  | 1     | 4       | Develop a design for a digital outcome                     |
| 91880  | I  | 1     | 3       | Develop a digital media outcome                            |
| 91883  | I  | 1     | 4       | Develop a computer program                                 |
| 91884  | I  | 1     | 6       | Use basic iterative processes to develop a digital outcome |
| COURSE OFFERS ENDORSEMENT                        | Yes - subject to NZQA criteria being met.  |       |         |  |
| PATHWAY LINK                                     | This leads to NCEA Level 2 Digital Technology.   |       |         |  |

## LEVEL 1 DIGITAL TECHNOLOGY

| Year 11 Digital Innovation 101 (NCEA)            |     |  |  |  |
|--|-----|--|--|--|
| <b>WHY STUDY THIS COURSE?</b>                    |     | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>This course is aimed at students interested in using computers with an emphasis on creativity, innovation, app design, 3D printing and maker space technology. Students have agency over the projects they select, allowing students to develop skills and understanding in a wide range of STEAM disciplines. This course can cater to a wide range of interests and ability levels.</p> <p><b>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science OR Digital Innovations, but not both.</b></p> |  |  |
| <b>COURSE DESCRIPTION</b>                        |     | <p>The Digital Innovations course is project based and focuses on solving real world problems in a creative and authentic way. Students will use a range of software related to their specific interests and project. This could include:</p>  |  |  |
|  |     | <ul style="list-style-type: none"> <li>▪ Adobe XD</li> <li>▪ Photoshop</li> <li>▪ Character Animation</li> <li>▪ Game Development</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Illustration</li> <li>▪ Movie Making and Editing</li> <li>▪ Special Effects</li> <li>▪ App Development</li> </ul> |  |
| <b>ENTRY REQUIREMENTS</b>                        |     | <p>There are no prerequisites for this course. Students should have good basic skills in computing and access to a computer and the internet for homework.</p>   |  |  |
| <b>COURSE COSTS</b>                              |     | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p>   |  |  |
| <i>A selection from the following standards:</i> |     |  |  |  |
| No.  | I/E | Level  | Credits  | Standard Title   |
| 91877  | I   | 1  | 3  | Develop a proposal for a digital outcome                     |
| 91878  | I   | 1  | 3  | Develop a design for a digital outcome                       |
| 91047  | I   | 1  | 6  | Undertake development to make a prototype to address a brief |
| 91884  | I   | 1  | 6  | Use basic iterative processes to develop a digital outcome   |
| <b>COURSE OFFERS ENDORSEMENT</b>                 |     | Yes - subject to NZQA criteria being met.  |  |  |
| <b>PATHWAY LINK</b>                              |     | This leads to NCEA Level 2 Computer Studies.   |  |  |

## LEVEL 2 DIGITAL TECHNOLOGY

| Year 12 Computer Science 201 (NCEA)              |  |       |         |  |
|--|--|-------|---------|--|
| WHY STUDY THIS COURSE?                           | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>In Computer Science, the emphasis is on programming and problem-solving. This is aimed at students who have an interest in computing and are considering a potential career in the IT industry.</p> <p><b>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science OR Digital Innovations, but not both.</b></p> |       |         |  |
| COURSE DESCRIPTION                               | <p>This course is aimed at students who are considering further education and a career in computing. Problem-solving skills are a key component of this programme. Students will learn:</p> <ul style="list-style-type: none"> <li>▪ Advanced skills in program planning and algorithms.</li> <li>▪ Advanced programming skills using Python.</li> <li>▪ Advanced web design skills.</li> <li>▪ Website development using HTML5, CSS, and JavaScript, and Photoshop.</li> <li>▪ Advanced concepts from computer science.</li> </ul>                          |       |         |  |
| ENTRY REQUIREMENTS                               | <p>Good results in the programming and computer science standards at Year 11 and an interest in Mathematics. Access to a computer and the internet to complete homework is essential.</p>  |       |         |  |
| COURSE COSTS                                     | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p>   |       |         |  |
| <i>A selection from the following standards:</i> |  |       |         |  |
| No.  | I/E  | Level | Credits | Standard Title   |
| 91891  | I  | 2     | 4       | Apply conventions to develop a design for a digital technologies outcome |
| 91893  | I  | 2     | 4       | Use advanced techniques to develop a digital media outcome               |
| 91896  | I  | 2     | 6       | Use advanced programming techniques to develop a computer program        |
| 91897  | I  | 2     | 4       | Use advanced processes to develop a digital technologies outcome         |
| 91371  | E  | 2     | 4       | Demonstrate understanding of advanced concepts from computer science     |
| COURSE OFFERS ENDORSEMENT                        | Yes subject to NZQA criteria being met.  |       |         |  |
| PATHWAY LINK                                     | This leads to NCEA Level 3 Computer Studies.   |       |         |  |

## LEVEL 2 DIGITAL TECHNOLOGY

| Year 12 Digital Innovation 201 (NCEA)            |     |  |  |  |
|--|-----|--|--|--|
| <b>WHY STUDY THIS COURSE?</b>                    |     | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>This course is aimed at students interested in using computers with an emphasis on creativity, innovation, app design, 3D printing and maker space technology. Students have agency over the projects they select, allowing students to develop skills and understanding in a wide range of STEAM disciplines. This course can cater to a wide range of interests and ability levels.</p> <p><b>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science OR Digital Innovations, but not both.</b></p> |  |  |
| <b>COURSE DESCRIPTION</b>                        |     | <p>The Digital Innovations course is project based and focuses on solving real world problems in a creative and authentic way. Students will use a range of software related to their specific interests and project. The emphasis is on developing skills through problem-solving, initiative, design and innovation. This could include:</p>   |  |  |
|  |     | <ul style="list-style-type: none"> <li>▪ Adobe XD</li> <li>▪ Photoshop</li> <li>▪ Character Animation</li> <li>▪ Game Development</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Illustration</li> <li>▪ Movie Making and Editing</li> <li>▪ Special Effects</li> <li>▪ App Development</li> </ul> |  |
| <b>ENTRY REQUIREMENTS</b>                        |     | <p>There are no prerequisites for this course, and it can be picked up at level 2. Students should have good basic skills in computing and access to a computer and the internet for homework.</p>   |  |  |
| <b>COURSE COSTS</b>                              |     | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p>   |  |  |
| <i>A selection from the following standards:</i> |     |  |  |  |
| No.  | I/E | Level  | Credits  | Standard Title   |
| 91891  | I   | 2  | 3  | Apply conventions to develop a design for a digital technologies outcome |
| 91357  | I   | 2  | 6  | Undertake effective development to make and trial a prototype            |
| 91897  | I   | 2  | 6  | Use advanced processes to develop a digital technologies outcome         |
| 91893  | I   | 2  | 4  | Use advanced techniques to develop a digital media outcome               |
| <b>COURSE OFFERS ENDORSEMENT</b>                 |     | Yes - subject to NZQA criteria being met.  |  |  |
| <b>PATHWAY LINK</b>                              |     | This leads to NCEA Level 3 Computer Studies.   |  |  |

## LEVEL 3 DIGITAL TECHNOLOGY – (UE Approved Subject)

| Year 13 Computer Science 301 (NCEA)              |     |   |         |     |  |
|--|-----|---|---------|-----|--|
| WHY STUDY THIS COURSE?                           |     | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>In Computer Science, the emphasis is on programming and problem-solving. This is aimed at students who have an interest in computing and are considering a potential career in the IT industry.</p> <p><b>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science OR Digital Innovations, but not both.</b></p> <p><a href="#">Students who wish to, can sit the Waikato University Scholarship exam in October.</a></p> |         |     |  |
| COURSE DESCRIPTION                               |     | <p>This course is aimed at students who are considering further education and a career in computing. Problem-solving skills are essential to successfully complete this programme. Students will learn the following:</p> <ul style="list-style-type: none"> <li>▪ Complex skills in program planning.</li> <li>▪ Complex programming skills using Python.</li> <li>▪ Complex web design skills.</li> <li>▪ Website development using HTML5, CSS, JavaScript, Bottle and Python.</li> <li>▪ An in-depth understanding of areas of computer science.</li> <li>▪ Databases with SQL.</li> </ul>   |         |     |  |
| ENTRY REQUIREMENTS                               |     | <p>Good results in the 201 Computer Science course in in Year 12 and an interest in Mathematics. Access to a computer and the internet to complete homework is essential.</p>   |         |     |  |
| COURSE COSTS                                     |     | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p>  |         |     |  |
| <i>A selection from the following standards:</i> |     |   |         |     |  |
| No.  | I/E | Level   | Credits | Lit | Standard Title   |
| 91903  | I   | 3   | 6       |     | Use complex techniques to develop a digital media outcome        |
| 91906  | I   | 3   | 4       |     | Use complex programming techniques to develop a computer program |
| 91907  | I   | 3   | 6       |     | Use complex processes to develop a digital technologies outcome  |
| COURSE OFFERS ENDORSEMENT                        |     | Yes - subject to NZQA criteria being met.   |         |     |  |
| PATHWAY LINK                                     |     | This leads to Tertiary Education.   |         |     |  |

## LEVEL 3 DIGITAL TECHNOLOGY - (UE Approved Subject)

| Year 13 Digital Innovation 301 (NCEA) |     |  |         |  |  |
|---------------------------------------|-----|--|---------|--|--|
| <b>WHY STUDY THIS COURSE?</b>         |     | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>This course is aimed at students interested in using computers with an emphasis on creativity, innovation, app design, 3D printing and maker space technology. Students have agency over the projects they select, allowing students to develop skills and understanding in a wide range of STEAM disciplines. This course can cater to a wide range of interests and ability levels.</p> <p><b>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science OR Digital Innovations, but not both.</b></p> |         |  |  |
| <b>COURSE DESCRIPTION</b>             |     | <p>The Digital Innovations course is project based and focuses on solving real world problems in a creative and authentic way. Students will use a range of software related to their specific interests and project. The emphasis is on developing skills through problem-solving, initiative, design and innovation. This could include:</p>   |         |  |  |
|                                       |     | <ul style="list-style-type: none"> <li>▪ Adobe XD</li> <li>▪ Photoshop</li> <li>▪ Character Animation</li> <li>▪ Game Development</li> </ul>   |         | <ul style="list-style-type: none"> <li>▪ Illustration</li> <li>▪ Movie Making and Editing</li> <li>▪ Special Effects</li> <li>▪ App Development</li> </ul> |  |
| <b>ENTRY REQUIREMENTS</b>             |     | <p>There are no prerequisites for this course, and it can be picked up at level 3. Students should have good basic skills in computing and access to a computer and the internet for homework.</p>   |         |  |  |
| <b>COURSE COSTS</b>                   |     | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p>   |         |  |  |
| No.                                   | I/E | Level  | Credits | Lit  | Standard Title   |
| 91610                                 | I   | 3  | 6       |  | Develop a conceptual design considering fitness for purpose in the broadest sense          |
| 91901                                 | I   | 3  | 3       |  | Apply user experience methodologies to develop a design for a digital technologies outcome |
| 91903                                 | I   | 3  | 4       |  | Use complex techniques to develop a digital media outcome                                  |
| 91907                                 | I   | 3  | 6       |  | Use complex processes to develop a digital technologies outcome                            |
| <b>COURSE OFFERS ENDORSEMENT</b>      |     | Yes - subject to NZQA criteria being met.  |         |  |  |
| <b>PATHWAY LINK</b>                   |     | This leads to Tertiary Education.  |         |  |  |

## LEVEL 1 DESIGN AND VISUAL COMMUNICATION (GRAPHICS)

| Year 11 Design and Visual Communication (DVC) Graphics 101 (NCEA) |     |  |         |  |
|---|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>                                     |     | Design and Visual Communication (DVC) focuses on communicating ideas and precise information through drawing. DVC still retains most of the technical drawing skills but has an emphasis on design process, creativity and individual choices. The flexibility of design briefs provided by the course, allows all students to explore different areas and levels of design and drawing. DVC involves a rich variety of learning experiences leading to a wide range of career opportunities, including all the design fields, Engineering, Architecture, Drafting and Product Design.   |         |  |
| <b>COURSE DESCRIPTION</b>   |     | <p>To develop a rich variety of learning experiences that will lead to a wide range of career opportunities, including all the design fields, Engineering, Architecture, Drafting, Product and Spatial. The course requires a commitment to the assignment work through which all assessment is undertaken.</p> <p>Course will include:</p> <ul style="list-style-type: none"> <li>▪ instrumental working drawings</li> <li>▪ freehand sketching</li> <li>▪ rendering and presentation of work</li> <li>▪ design process</li> <li>▪ evaluation and research</li> <li>▪ pictorial instrumental drawing</li> <li>▪ mock ups and models</li> <li>▪ design principles</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>   |     | There is no prerequisite for entry into the course. Year 10 DVC would be an advantage.   |         |  |
| <b>COURSE COSTS</b>   |     | \$30 approx - Drawing equipment.   |         |  |
| No.   | I/E | Level  | Credits | Standard Title   |
| 91066   | I   | 1  | 3       | Present design ideas that show design features and functions   |
| 91068   | I   | 1  | 6       | Demonstrate development of a design idea communicated through graphics practice                        |
| 91063   | E   | 1  | 3       | Produce freehand sketches that Communicate own design ideas  |
| 91064   | E   | 1  | 3       | Produce instrumental multi-view working drawings to communicate own design ideas                       |
| 91065   | E   | 1  | 3       | Produce pictorial drawings using instruments and render these drawings to communicate own design ideas |
| <b>COURSE OFFERS ENDORSEMENT</b>                                  |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>   |     | Leads into NCEA Level 2 Design and Visual Communication.   |         |  |

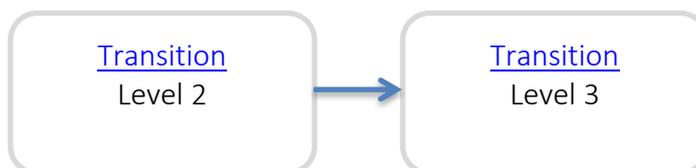
## LEVEL 2 DESIGN AND VISUAL COMMUNICATION (GRAPHICS)

| Year 12 Design and Visual Communication (DVC) Graphics 201 (NCEA) |     |  |         |  |
|---|-----|--|---------|--|
| <b>WHY STUDY THIS COURSE?</b>                                     |     | Design and Visual Communication (DVC) focuses on communicating ideas and precise information through drawing. DVC still retains most of the technical drawing skills but has an emphasis on design process, creativity and individual choices. The flexibility of design briefs provided by the course, allows all students to explore different areas and levels of design and drawing. DVC involves a rich variety of learning experiences leading to a wide range of career opportunities, including all the design fields, Engineering, Architecture, Drafting, Product and Spatial.   |         |  |
| <b>COURSE DESCRIPTION</b>   |     | <p>To develop a rich variety of learning experiences that will lead to a wide range of career opportunities, including all the design fields, Engineering, Architecture and Drafting. The course requires a commitment to the assignment work through which all assessment is undertaken. Course will include:</p> <ul style="list-style-type: none"> <li>• freehand sketching</li> <li>• industrial orthographic drawings</li> <li>• 2D and 3D instrumental drawings</li> <li>• mock ups and models</li> <li>• design principles and societal considerations</li> <li>• architectural design</li> <li>• technological product design</li> <li>• evaluation and research</li> <li>• presentation techniques</li> </ul> |         |  |
| <b>ENTRY REQUIREMENTS</b>   |     | There is no prerequisite for entry but a successful completion of the Year 11 Level 1 Design and Visual Communication course is highly recommended.  |         |  |
| <b>COURSE COSTS</b>   |     | \$80 approx - Drawing equipment from previous year is adequate. Extra equipment and drawing board is recommended.  |         |  |
| No.   | I/E | Level  | Credits | Standard Title   |
| 91341   | I   | 2  | 6       | Develop a spatial design through graphics practice                               |
| 91342   | I   | 2  | 6       | Develop a product design through graphics practice                               |
| 91337   | E   | 2  | 3       | Use visual communication techniques to generate design ideas                     |
| 91338   | E   | 2  | 4       | Produce working drawings to communicate technical details of a design            |
| 91339   | E   | 2  | 3       | Produce instrumental perspective projection drawings to communicate design ideas |
| <b>COURSE OFFERS ENDORSEMENT</b>                                  |     | Yes - subject to NZQA criteria being met.  |         |  |
| <b>PATHWAY LINK</b>   |     | Leads into NCEA Level 3 Design and Visual Communication.   |         |  |

## LEVEL 3 DESIGN AND VISUAL COMMUNICATION (GRAPHICS) (UE Approved Subject)

| Year 13 Design and Visual Communication (DVC) Graphics 301 (NCEA) |     |   |         |   |
|---|-----|---|---------|---|
| <b>WHY STUDY THIS COURSE?</b>                                     |     | Design and Visual Communication (DVC) focuses on communicating ideas and precise information through drawing. DVC still retains most of the technical drawing skills but has an emphasis on design process, creativity and individual choices. The flexibility of design briefs provided by the course, allows all students to explore different areas and levels of design and drawing. DVC involves a rich variety of learning experiences leading to a wide range of career opportunities – architecture, engineering and any other design.  |         |   |
| <b>COURSE DESCRIPTION</b>   |     | <p>Choose one area of study:</p> <ul style="list-style-type: none"> <li>▪ Architectural and Environmental design; or</li> <li>▪ Product, Engineering or Technological design</li> </ul> <p>The students will cover the following:</p> <ul style="list-style-type: none"> <li>▪ A range of drawing systems, the basis of which will be used to communicate and express design ideas</li> <li>▪ An appreciation of modern drawing technologies</li> <li>▪ Use a variety of presentation and illustration techniques and materials</li> <li>▪ Read, analyse and use a wide range of drawing and graphic information</li> <li>▪ Understand and apply the principles and methods of projection</li> <li>▪ Problem solving – through investigation, drawing, modelling and computer graphics</li> <li>▪ Knowledge of materials and their application to product design, systems or environmental design</li> <li>▪ Evaluation of their solutions</li> <li>▪ Develop an appreciation of aesthetic awareness of designs impact on people’s lives and environment</li> </ul> |         |   |
| <b>ENTRY REQUIREMENTS</b>   |     | Students must have gained achievement in Level 1 Design and Visual Communication and it is highly recommended that achievement was gained at Level 2.   |         |   |
| <b>COURSE COSTS</b>   |     | \$10 approx - for colour copying. Drawing equipment from previous year is adequate.   |         |   |
| No.   | I/E | Level   | Credits | Standard Title  |
| 91629   | I   | 3   | 6       | Resolve a spatial design through graphics practice                              |
| 91630   | I   | 3   | 6       | Resolve a product design through graphics practice                              |
| 91631   | E   | 3   | 6       | Produce working drawings to communicate production details for a complex design |
| 91627   | E   | 3   | 4       | Initiate design ideas through exploration                                       |
| <b>COURSE OFFERS ENDORSEMENT</b>                                  |     | Yes - subject to NZQA criteria being met.   |         |   |
| <b>PATHWAY LINK</b>   |     | Leads into engineering, architecture, drafting, industrial design, product design, graphic design and any other design field.   |         |   |

## OTHER SUBJECTS



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## LEVEL 1 LEARNING ENHANCEMENT

| Year 11 Learning Enhancement Unit NCEA |     |   |         |  |
|--|-----|---|---------|--|
| <b>WHY STUDY THIS COURSE?</b>          |     | This course aims to help students with assistance in Literacy and to develop an understanding of 'learning styles' and study habits. Students will be provided with an opportunity to work and receive support in their other subjects in a structured environment.   |         |  |
| <b>COURSE DESCRIPTION</b>              |     | This Learning Enhancement programme offers students the opportunity to complete five Unit Standards. All standards are internally assessed.   |         |  |
| <b>ENTRY REQUIREMENTS</b>              |     | Application for entry into this course will be needs based. The HOD and Assistant Headmaster will decide whether a student qualifies to take this course. In some cases, it may be recommended to the parents that their son or daughter join the Year 11 Learning Enhancement class in preference to studying a sixth subject. |         |  |
| <b>COURSE COSTS</b>                    |     | Nil.  |         |  |
| No.                                    | I/E | Level   | Credits | Standard Title                                       |
| US3483                                 | I   | 1   | 2       | Fill in a form                                       |
| US10792                                | I   | 1   | 3       | Write formal personal correspondence                 |
| US1273                                 | I   | 1   | 4       | Express ideas in writing and write an original story |
| US3490                                 | I   | 1   | 2       | Complete an incident report                          |
| US496                                  | I   | 1   | 3       | Manage personal wellbeing                            |
| <b>COURSE OFFERS ENDORSEMENT</b>       |     | No  |         |  |
| <b>PATHWAY LINK</b>                    |     | This leads to Transition Level 2  |         |  |

## LEVEL 2 TRANSITION

| Year 12 Transition (NCEA)        |     |  |         |   |
|----------------------------------|-----|--|---------|---|
| <b>WHY STUDY THIS COURSE?</b>    |     | This course begins to prepare students to bridge the gap between school life and life outside of school.   |         |   |
| <b>COURSE DESCRIPTION</b>        |     | This is a one-year course assessed by ITO Unit Standards that covers some aspects of students moving from school to the workplace and gives students some life skills.   |         |   |
| <b>ENTRY REQUIREMENTS</b>        |     | Open entry.<br><br><b>Note:</b> Every student who applies for Transition will need to discuss and negotiate this option with their Parents/Guardians, Housemaster, and the Deputy Headmaster (Academic), Mr Coley. |         |   |
| <b>COURSE COSTS</b>              |     | Transport to and from workplace; cost of practical courses, e.g. small motors course; chainsaw course.   |         |   |
| No.                              | I/E | Level  | Credits | Standard Title                                |
| US10781                          | I   | 2  | 3       | Produce a plan for your own future directions |
| US7123                           | I   | 2  | 2       | Apply a problem-solving method to a problem   |
| US12354                          | I   | 2  | 4       | Describe implications of independent living   |
| US12355                          | I   | 2  | 3       | Describe stress and ways of dealing with it   |
| US4252                           | I   | 2  | 2       | Produce a targeted resume                     |
| US12349                          | I   | 2  | 3       | Demonstrate knowledge of time management      |
| <b>COURSE OFFERS ENDORSEMENT</b> |     | No   |         |   |
| <b>PATHWAY LINK</b>              |     | Leads into NCEA Level 3 Transition.  |         |   |

## LEVEL 3 TRANSITION

| Year 13 Transition (NCEA) |     |  |         |  |
|---------------------------|-----|--|---------|--|
| WHY STUDY THIS COURSE?    |     | This course begins to prepare students to bridge the gap between school life and life outside of school.   |         |  |
| COURSE DESCRIPTION        |     | This is a one-year course assessed by ITO Unit Standards that covers some aspects of students moving from school to the workplace and gives students some life skills.                                   |         |  |
| ENTRY REQUIREMENTS        |     | Open entry.<br><br><b>Note:</b> Every student who applies for Transition will need to discuss and negotiate this option with their Parents/Guardians, Housemaster, and the Deputy Headmaster (Academic). |         |  |
| COURSE COSTS              |     | Transport to and from workplace; cost of practical courses, e.g. prevention of back injuries.  |         |  |
| No.                       | I/E | Level  | Credits | Standard Title   |
| US4251                    | I   | 3  | 2       | Plan a career pathway  |
| US9681                    | I   | 3  | 3       | Contribute within a team or group which has an objective   |
| US22771                   | I   | 3  | 6       | Plan a beginner level coaching session for sport participants  |
| US17591                   | I   | 3  | 8       | Demonstrate knowledge of the prevention and management of Discomfort, Pain and Injury (DPI) in the workplace |
| US1312                    | I   | 3  | 3       | Give oral instructions in the workplace  |
| COURSE OFFERS ENDORSEMENT |     | No   |         |  |
| PATHWAY LINK              |     |  |         |  |