

PUKEKOHE HIGH SCHOOL

# Senior Course Information 2022



At Pukekohe High School our students have the opportunity to be involved in learning and expressing themselves through Dance, Drama, and Music and the Visual Arts.

Students have the opportunity to enrol in a short taster course in each of these four disciplines in Year 9. For many students this will be the first time they have the opportunity to learn in a specialist environment with a specialist teacher. Many students discover they have ability, potential, or a particular enjoyment of one or more of these Arts. Students can select any one of these subjects in Year 10 as an option. Year 10 courses provide an important foundation of skills and learning in a broad range of processes and activities. From Year 11 onwards, the Arts courses start to become increasingly more specialised, and students will explore ideas and create works with more and more confidence and skill. Within each, ākonga (students) develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum.

Through Arts practices and the use of traditional and new technologies, students generate and refine ideas through cycles of action and reflection. Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures. In the Arts äkonga learn to work independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. By actively participating and learning in the Arts students learn to take risks, grow thinking skills and use imagination to engage with unexpected outcomes and to explore multiple solutions.

By participating in the Arts, the personal well-being of akonga is enhanced. Arts education values the culture and experiences of all akonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - students go on to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

Learning in the Arts can lead on to many related job opportunities and careers in creative fields. However the value of learning in the Arts goes well beyond this. Students grow themselves and their competencies in all sorts of important and life-giving ways as they participate actively in learning, such as thinking skills, self-management, commitment, the ability to collaborate, connect with and respond to others, to imagine, take risks, investigate, problem-solve, research, observe, listen, reflect and create.

Einstein said, "Imagination is more important than knowledge."

## NCEA Level 1 Art

### 1AART



Course Description Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning It is preferable, but not essential, for students to have studied Year 10 Visual Art. Students who did take Art in Year 10 should have experienced success at Achieved level or above. This is an active course. Students should have a genuine interest in developing artistic skills and knowledge



Brain research confirms that Arts education strengthens students' problem-solving and critical thinking skills, adding to overall academic achievement, school success, and preparation for the work world. We teach in a way that encourages ākonga (students) to consider, observe and respond to their world. In this course, ākonga learn to work independently to research, construct meaning, produce artwork, respond to and value others feedback and criticism. They learn to develop and extend their creativity, use their imagination, experiment with materials, engage with unexpected outcomes and to explore multiple solutions.



Visual Art ākonga will learn and develop many skills in art-making, using a wide range of different processes and techniques, including traditional art-making processes (drawing, water colour, acrylic painting, dry point etching, lino or woodcut, paper cut, and may include mono printing, photography, cyanotype, clay and sculpture).



This foundation course enables ākonga to develop their own individual style that will support and empower them in their future choice of creative expression and pathways. The course structure is designed to promote independent work habits and investigate personalised topics, ideas and skill-sets. This course is divided into two interrelated areas:

- Trying a variety of processes based on practical skills, using a variety of contemporary established practice in at least two fields of art-making practice (via painting and . print making) as a source of motivation linked to the theme of Nature. Students will develop their own unique approach to the theme of Nature to create a sequential body of work that explores three art-making mediums/processes. This will make up the externally-assessed folio board.
- Learning to develop high level thinking skills. Students do this by learning how to investigate an idea and extend it in a range of art works. You will learn how to research in a wide range of active ways, generate ideas, take risks, reflect, refine, problem-solve, and extend thinking. This course develops lateral and in-depth thinking skills, which leads to more original, creative thought over time.

Throughout this course, ākonga will have the opportunity to participate in gallery visits, site exploration, art competitions, public art projects and exhibitions.



Year 11 Visual Arts is the ideal foundation for the Year 12 Visual Art course, in which students can begin to specialise in Painting or Printmaking, and a wide range of hands-on art-making.



NOTE: Due to the common achievements standards (AS90915 & AS90916) taught within 11ART & 11PHD, students should ideally choose Level 1 Art or Level 1 Photo-Design. They will need permission from the Head Of Department to take both. See note above.

#### Learning Areas: Arts - Visual Arts, Arts

#### Pathway

NCEA Level 2 Art, NCEA Level 2 Design, NCEA Level 2 Motion Special Effects, NCEA Level 2 Photography

Students are recommended to take either Level 1 Art or Level 1 Photo-Design. Photo-Design is the ideal foundation for Level 2 Design. Level 1 Art is the ideal foundation for Level 2 Art. Both courses pathway through to Level 2 Photography and Motion Special Effects. Students must gain special permission to take both Level 1 Art and Level 1 Photo-Design. There are many career options and tertiary pathways involving visual arts skills, literacies and creative thinking. These span a wide range of industries and fields of knowledge. People with creative, original, high level thinking and problem-solving skills are highly sought after.

#### Contributions and Equipment/Stationery

Students are encouraged to purchase their own art journal, pens, ruler, drawing pencils, eraser, and fine paint brushes.

#### Assessment Information

Portfolio-based assessment. Evidence will be gathered from students' art journals, developmental work, individual art works, research, planning and note-taking. The external standard is comprised of a folio board of finished works that show students' skills in a range of media and development of ideas.

#### **Credit Information**

### This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 90914 v3 Visual Arts 1.2 - Use drawing methods and skills for recording information using wet and dry media	1	I	4			
A.S. 90915 v2 Visual Arts 1.3 - Use drawing conventions to develop work in more than one field of practice	1	I	6			
<b>.S. 90916 v3</b> Visual Arts 1.4 - Produce a body of work informed by established practice, which develops eas, using a range of media	1	E	12			
		Total Credits	22	0	0	0



#### Course Description

1ADAN

Head of Faculty - Kaihautu: Vicky Moore-Allen

#### Recommended Prior Learning

You should be open, willing to work with people and ready to have constructive conversations about Dance and your learning. Experience as a dancer is not required, however students **must** be willing to participate in all learning activities, try new things, and want to dance.

## **LEVEL 1 DANCE**

Dance provides excellent opportunities for success for ākonga of all abilities. Dance is suitable for both male and female students of all backgrounds and prior experience.

This course is ideal for students who wish to develop skills and express ideas via dance. Akonga will work with their peers to create, communicate and interpret movement in various ways, turning ideas into dance. Any movement and dance skills students already have, linked to your culture or prior experience are valued. Experience as a dancer is NOT required, however students must be willing to participate in all learning activities and try new things.

Level 1 Dance students will learn how to perform movement sequences as an ensemble with others. They will develop skills in a range of dance styles and genres, and learn about the elements and conventions of dance. Students will learn how to compose dance sequences for given briefs, and will develop performance skills and confidence. Students will grow their knowledge through movement and practicing dance every lesson.

Some highlights from our Level 1 Dance students include: "It's a great time of learning new aspects about dance. We get to understand that dance is not just about genres, but simply feeling and dancing moves." "Fun!" "Team work and group work" "Creating teamwork skills, motivating topics" "Leads into opportunity"

"We are all comfortable with each other and try our hardest"





Image: Level 1 students at a creative workshop with University of Auckland students 2021.





#### **Course Overview** Term 1

In Term 1, we have a large focus on whakawhanaungatanga - building relationships and forming a safe, creative space for learning. Our first Achievement Standard is learning and performing 3 short dance sequences. The genres of these sequences may vary depending on the collective class experience.

#### Term 2

Term 2 moves into choreography, where you will be guided through a number of processes to create original movement material that portrays an intention. This standard requires 3 pieces of choreography, We will complete two of these this term. Also in Term 2, you will participate in learning a whole class dance guided by your teacher.

#### Term 3

In Term 3, we move into viewing and understanding a dance performance in preparation for the external standard. This term also allows time for your final choreography as well as rehearsal for our annual Dance Showcase at the end of the term.

#### Term 4

Term 4 is dedicated to revisiting material for the external exams.

Learning Areas: Arts - Dance, Arts

#### Pathway NCEA Level 2 Dance

Ideal for students considering any career in which creativity, content creation, originality and collaboration are valued. This course not only provides many transferrable skills, but also aligns closely with many tertiary pathways that are specifically dance-related.

Assessment Information Assessments are largely practical, falling under either Dance Performance (performing a dance you have learned), or Dance Choreography (creating your own dance). The external is a written exam.

Credit Information This course is eligible for subject endorsement.

#### This course is approved for University Entrance

A.S. 90002 v6 Dance 1.2 - Perform dance sequences	1	I	6			
A.S. 90858 v3 Dance 1.1 - Compose dance sequences for given briefs	1	I	6			
A.S. 90859 v3 Dance 1.3 - Demonstrate ensemble skills in a dance	1	I	4			
A.S. 90861 v3 Dance 1.5 - Demonstrate understanding of a dance performance	1	Е	4	Υ		
		Total Credits	20	4	0	0



### 1ADRA

### Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen

### Recommended Prior Learning

This course is open to any students who have a genuine interest in Drama, and who will commit to actively participating in performance work in class. Students do not need to have previous experience in Drama. Year 10 Drama or Dance are ideal foundations for this course, or experience in Drama and Dance outside of school.

#### Course Description

This is a practical course that explores four areas: the purpose of Drama in our lives and communities; developing understanding and use of the elements, techniques, conventions, and technologies of Drama; developing ideas through innovation, imagination, and the use of personal experiences. Students learn how to co-operate and collaborate with others to execute these ideas into action. Drama is concerned with communicating and interpreting - through discussion and writing about our own and others' work, as well as through the study and performance of play scripts. Preparation for an external standard is done in class time as part of the course.

#### What will I learn and How will I learn?

This Level 1 Drama course builds foundational skills in Drama. Students must be willing to actively participate in all activities. They will work in groups, learning to co-operate and collaborate. They will also develop knowledge and awareness of dramatic techniques, elements and conventions and how to use these to create performance pieces. As well, they will develop their acting and theatre skills. They will learn how to devise drama, how to interpret a script, and how to perform in front of others using different theatre forms, elements and conventions



#### Course Overview Term 1

AS 9006 - Apply Drama techniques in a scripted context. 4 credits. Internally assessed.

In this unit of work students will develop important drama skills using voice, body, movement and space. They will then apply these techniques in performance of an excerpt from a scripted play.

#### Term 2

AS 90999 - Use features of a drama / theatre form in a performance. 4 credits. Internally assessed. In this unit of work students will learn about a specific theatre form, such as clowning or melodrama. Students will develop their knowledge of the selected theatre form and apply that learning to their performance work

#### Term 3

AS 90997 - Devise and perform a drama. 5 credits. Internally assessed

In this unit of work students will learn about the conventions of drama. Conventions are techniques used in creating a drama that enable a story or ideas to unfold. Examples of drama conventions are slow-motion, flash back, still-frame, narration, split stage, aside, monologue, chorused movement. After learning about how to apply these in performance, students will create their own short performance work in groups.

Term 4 AS 90011 - Demonstrate understanding of the use of drama aspects within live performance. 4 credits. Externally assessed. This is a formal written exam based on students' understanding of a live theatre performance that they will have have been to see during the year as a whole class. At the time of going to see the play, students will discuss and analyse the performance and learn how to talk about it in written form, ready for this end of year exam.

#### Learning Areas: Arts - Drama, Arts

#### Pathway NCEA Level 2 Drama

#### Assessment Information

seed once per term using NCEA Achievement Standards. Assessments take the form of performance work in small groups. Performance skills and knowledge of Drama will be Students are ass assessed.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 90006 v6 Drama 1.1 - Apply drama techniques in a dramatic context	1	I	4	Y	
A.S. 90011 v7 Drama 1.7 - Demonstrate understanding of the use of drama aspects within live performance	1	E	4	Y	

A.S. 90997 v2 Drama 1.2 - Devise and perform a drama	1	I	5	Y		
A.S. 90999 v4 Drama 1.4 - Use features of a drama/theatre form in a performance	1	I	4	Υ		
		Total Credits	17	17	0	0

Total Credits Available: 17 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 13 credits.

## NCEA Level 1 Photo Design



### 1APHD

Course Description Head of Faculty - Kaihautu: Vicky Moore-Allen

### Recommended Prior Learning

It is preferable for students to have studied year 9 and 10 Art but is not compulsory. Students may choose this option if they have a passion or interest in developing creative skills in design and photography.



Students will develop skills to be high level independent creative thinkers, able to establish and generate unique and original creative concepts which prepare them for Level 2 visual arts courses, leading on to pathways in creative industry and tertiary level. Students will develop a wide range of capabilities in the area of Design and Photography. Students will develop capabilities in digital drawing, image editing, photographic studio skills, virtual reality and augmented reality using the Adobe Creative Suite, whilst at the same time enhancing their independent learning skills for a changing future world. They will take part in practical workshops which focus on the development of photographic knowledge and skills, producing imagery based on their chosen theme or company. They will also establish a broad practical understanding of design, visual communication, identity and branding. Students will develop the ability to come up with original concepts. Students will also develop the capability to use industry standard creative software to a high level as they make digital artworks.



Level 1 Photo-Design is recommended for students interested in creative design, photography and digital art-making. It is an excellent choice for those who wish to develop creative thinking abilities, applying them to a variety of design and photographic professional outcomes. It is the ideal foundation for Level 2 Art Design, Photography and Motion Special Effects courses, with the potential to lead to further opportunities and careers in Animation, Gaming, Moving Image, Special Effects, Film, Design and Photography.

#### Learning Areas: Arts - Visual Arts, Arts

#### Pathway

#### NCEA Level 2 Design, NCEA Level 2 Motion Special Effects, NCEA Level 2 Photography

Students are recommended to take either Level 1 Art or Level 1 Photo-Desian. Photo-Desian is the ideal foundation for Level 2 Desian. Level 1 Art is the ideal foundation for Level 2 Art. Both courses pathway through to Level 2 Photography and Motion Special Effects. Students must gain special permission to take both Level 1 Art and Level 1 Photo-Design. There are many career options and tertiary pathways involving visual arts skills, literacies and creative thinking. These span a wide range of industries and fields of knowledge. People with creative, original, high level thinking and problem-solving skills are highly sought after.

Contributions and Equipment/Stationery It is preferable if students have their own device to run the Adobe Creative Suite Software. Desk-top computers are available for use in school in class and during break times. Students should expect to work for a minimum of two hours per week outside of class time.

#### Assessment Information

This is a portfolio based assessment comprised of two internals and one final external. The external takes the form of a folio board of digital printed works. Students need to be actively involved in developing skills and making works every lesson to complete learning and assessment tasks.

#### Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 90915 v2 Visual Arts 1.3 - Use drawing conventions to develop work in more than one field of practice	1	I	6		

A.S. 90916 v3 Visual Arts 1.4 - Produce a body of work informed by established practice, which develops ideas, using a range of media	1	E	12			
A.S. 90917 v3 Visual Arts 1.5 - Produce a finished work that demonstrates skills appropriate to cultural conventions	1	I	4			
		Total Credits	22	0	0	0

Total Credits Available: 22 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 10 credits.

## NCEA Level 2 Art

### 2AART

Course Description Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning Ideally students will have studied and achieved success in Level 1 Art or Photo-Design.

Students who have not taken Level 1 Arts should have basic drawing skills and a genuine interest in learning painting or printmaking. They will need to gain approval via discussion with the Head of the Art Department.

Visual Art is not only an art form but is a way of seeing the world. We teach in a way that encourages äkonga (students) to examine and respond to their world. In this course, äkonga learn to work independently, experiment with media to construct meaningful artworks, and respond to and value others' feedback and criticism. Students learn to use imagination, observation, research and practical investigation to develop a theme and ideas with increasing depth. Students develop skills in a wide range of media, processes and techniques, engaging with unexpected outcomes and exploring multiple solutions



This course enables each student to evolve an individual artistic style and an ability to explore, express and respond to ideas. Students learn to generate, extend, analyse, clarify and regenerate ideas that are personally relevant. By studying artists' works, ākonga will learn able to extend skills and ideas using conventions appropriate to the painting and/or printmaking media being used.

Visual Art equips ākonga with transferable skills that can be used in a wide range of tertiary courses and careers, while engaging in a subject that inspires and excites. This course will develop essential skills and competencies such as: communication, critical and creative thinking, problem-solving, the ability to research and analyse, adaptability, resilience, independence, and innovation.



In Year 12 Art students will start the year developing work using a range of wet and dry drawing media, then extend skills in sequences that gradually expand and deepen ideas. Students will extend their skills using a wide range of **painting and/or printmaking** processes, materials and techniques. Throughout the year students develop their own individual voice, style, and creative approaches, learning to work as artists in their own right



This course is primarily practical, but also develops high level thinking and research skills. Students will explore the concept of identity : their own and others'. Building on a generalised starting point, students will extend into an independent practical investigation working with a self-defined proposal to create a sequential body of work.



Throughout this course, ākonga will have the opportunity to participate in exhibitions, competitions and trips to galleries or other sites. They will have the opportunity to take their work into different fields - collage, digital art, installation, site specific art, 3D art forms and photography as they extend their thinking and deepen their work in paint and/or print.



Learning Areas: Arts

## Pathway NCEA Level 3 Art History, NCEA Level 3 Painting, NCEA Level 3 Printmaking

Tertiary study in creative and visual fields, such as visual art, architecture, fashion, interior- and other- design fields, textiles, teaching, gallery work, humanities. Visual art courses develop multiple life-long skills such as the ability to think in complex and divergent ways, creativity, positive learning dispositions and personal competencies, as well as specific skills in the arts. There are many career options and tertiary pathways involving visual arts skills, visual literacies and creative thinking. These span a wide range of industries and fields of knowledge. People with creative, original, high level thinking and problem-solving skills are highly sought after.

Contributions and Equipment/Stationery Students are encouraged to purchase their own personal kit of art supplies, such as drawing pencils, eraser, paint bushes, and art journal.

Assessment Information Students will specialise in either painting or printmaking. for the external achievement standard. This is a folio board of finished works. They can learn and complete internals for one or both. Students can choose an individual project or class project for for AS 2.5. Students will select from the achievement standards below, working towards a total of around 20 credits.

Credit Information This course is eligible for subject endorsement.

#### This course is approved for University Entrance.

A.S. 91311 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to painting	2	I	4		
A.S. 91313 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to printmaking	2	I	4		
A.S. 91316 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established painting practice	2	I	4		
A.S. 91318 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established printmaking practice	2	I	4		

<b>A.S. 91321 v2</b> Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	2	E	12		
<b>A.S. 91323 v2</b> Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within printmaking	2	E	12		
A.S. 91325 v2 Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	2	I	4		

Total Credits 44 0 0 0

Total Credits Available: 44 credits. Externally Assessed Credits: 24 credits. Internally Assessed Credits: 20 credits.

## NCEA Level 2 Dance



2ADAN

#### Course Description Head of Faculty - Kaihautu: Vicky Moore-Allen

### Recommended Prior Learning

Dance is suitable for male and female students of all backgrounds and prior experience. Experience as a dancer is NOT required, but you **must** be willing to participate in **all** learning activities, collaborate, and try new things. Level 1 Dance is an ideal foundation for this course.

## **LEVEL 2 DANCE**

Dance provides excellent opportunities for ākonga of all abilities to experience success. Dance is suitable for male and female students of all backgrounds and prior experience.

This course is ideal for students who are interested in movement and enjoy a physical challenge. You will explore a range of dance genres, and create dances that express ideas that are relevant to you. Ākonga will learn to work with their peers to create, communicate and interpret movement in various ways, turning ideas into visual experiences. You are encouraged to draw on your own culture, skills and any prior dance and movement experience you have. Experience as a dancer is NOT required, however all students **must** be willing to participate in all learning activities, collaborate, and try new things.

Ākonga are encouraged to explore their own values and navigate the values of others in order to deepen their self-knowledge and self-worth. Students will work individually and collaboratively to create dance works that draw on personal experience, and that explore concepts and events affecting society.

NCEA Level 2 Dance is about refining your interests and stepping outside of your comfort zone. You must be motivated, ready work as part of a team, and open to opportunities.

> Some highlights from our Level 2 Dance students include: "Getting to experiment and learn new styles that you may have not done before." "The members of the dance class" "Dance is safe, positive, good vibes and we learn a lot" "Making our own dances"



Image: Dance students in 2020 PHS Dance Showcase

#### Course Overview Term 1

The term begins with a large focus on whakawhanaungatanga - building relationships and forming a safe, creative space for learning.

1st Achievement Standard: students will learn and perform a repertoire of 3 short dance sequences. The genres of these sequences varies depending on student experience in the class.

### Term 2

Choreography: working in groups students will choreograph a dance sequence that communicates a chosen intention.

Students will also learn and perform a cultural dance as part of a large group.

### Term 3

Viewing and interpreting dance: students will learn how to analyse, discuss and write about dance. We will view and interpret a live dance performance in preparation for the external standard.

Students will learn how to use an intention and idea to create a solo dance, made up of your original movement.

Rehearsal of a repertoire of dances for our annual Dance Showcase at the end of the term 3.

Term 4

Term 4 is dedicated to revisiting material and techniques for the external exams.

Learning Areas: Arts, Arts - Dance Ideal for students considering any career in which creativity, content creation, originality and collaboration are valued. This course not only provides many transferrable skills, but also aligns closely with many tertiary pathways that are specifically dance-related. This course will be beneficial for any student considering dance or dance education at tertiary level.

#### **Assessment Information**

Assessments are largely practical, falling under either Dance Performance (performing a dance you have learned), or Dance Choreography (creating your own dance). The external is a written exam.

Credit Information This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91205 v2 Dance 2.1 - Choreograph a group dance to communicate an intention	2	I	4			
A.S. 91206 v2 Dance 2.2 - Choreograph a solo dance to communicate an intention	2	I	4			
A.S. 91207 v2 Dance 2.3 - Perform an ethnic or social dance to communicate understanding of the style	2	I	4			
A.S. 91209 v3 Dance 2.5 - Perform a repertoire of dance	2	I	6			
A.S. 91211 v2 Dance 2.7 - Provide an interpretation of a dance performance with supporting evidence	2	E	4	Υ		
		Total Credits	22	4	0	0

Total Credits Available: 22 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 18 credits.

## NCEA Level 2 Design



## 2ADES

Course Description Head of Faculty - Kaihautu: Vicky Moore-Allen

#### **Recommended Prior Learning**

It is preferable for students to have taken Level 1 Photo Design but other engagement with visual art at Pukekohe High School, or skill in using adobe creative software will be considered. Students should have an interest in creativity, learning new techniques, working with digital technologies and risk taking.

This course is complementary to Level 2 DVC, and other Level 2 Art courses (Photography, Motion Special Effects, and Art Practical)



This course is about developing and extending your Design knowledge and skills in a range of creative and moving image formats to create futuristic and authentic real world design outcomes. You will learn how to evolve concepts and produce handmade and digital design and moving image works using the Adobe Creative Suite. You will also extend your knowledge of virtual reality, augmented reality, motion graphics and green screen studio technology.

The conceptual basis of your design work will be choosing an exciting futuristic company idea for the year 2050, and developing it via a range of creative technologies to create exciting artworks and interactive animations. You will make sequences of work in response to a range of briefs. Your best work is put together to make a final digital folio, which includes a moving image submission, for external assessment showcasing your abilities and ideas for the ever-changing world.



What knowledge will I develop? Students will learn how to generate and develop independent creativity, building lateral and in-depth thinking skills which are transferable to other disciplines across the arts and other fields of knowledge. Students will learn how to develop company branding and identity, making interactive design works such as posters, interactive billboards and a promotional moving image sequence using Adobe video editing software (Premier Pro, After Effects and Photoshop). You will also learn a wide range of graphic animation and film making techniques for advertising, aided by the study of practical and theory sessions with moving image and interactive design (augmented reality, virtual reality and info graphics).

Learning Areas: Arts, Arts - Visual Arts



#### Pathway NCEA Level 3 Design

It is highly recommended that you have done 1APHD before choosing this course.

This course will develop sophisticated skills and advanced knowledge in Design and is an ideal foundation for students interested any creative field such as animation, virtual reality, interactivity, gaming and film editing using up to date industry standard software; and creative tertiary pathways in architecture, interior-, landscape-, industrial-, textile-, fashion-design, advertising, communications and Visual Arts.

Contributions and Equipment/Stationery It is and advantage and preferable for students to have their own device with capacity to run the Adobe Creative Suite needed to complete the course. However, desk top computers are available for student use in- and out-of-class time at school.

#### **Assessment Information**

Assessment in this course is portfolio based. Work will be produced in sequences throughout each term which will be assessed for three internals. A two-minute interactive digital submission is the final outcome and comprises the external portfolio assessment.

A.S. 91310 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to design	2	I	4			
A.S. 91315 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established design practice	2	I	4			
A.S. 91320 v2 Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within design	2	E	12			
A.S. 91325 v2 Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to sultural conventions	2	I	4			
		Total Credits	24	0	0	0

Total Credits Available: 24 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 12 credits.

## NCEA Level 2 Drama





Head of Faculty - Kaihautu: Vicky Moore-Allen

#### Recommended Prior Learning

It is advised that students have previously taken NCEA level 1 Drama. However exceptions can be made after consultation between the student and the HOD.

Course Description

Year 12 Drama will develop from the previous year with new theatre forms, styles and plays being investigated through the assessment standards. The course is primarily practical one that explores four areas: The purpose of Drama in our lives and communities; developing our understanding and use of the elements, techniques, conventions and technologies of Drama; developing our ideas through innovation, imagination and the use of personal experiences. We learn how to co-operate and collaborate with others to execute these ideas into action. Drama is concerned with communicating and interpreting. We do this through discussion and writing about our own and others' work, and then by making drama works in a variety of ways, including devising, workshops, impromptu work, scripted work and live theatre.

#### What will I learn and How will I learn?

This Level 2 course extends core skills in Drama. Students must be willing to actively participate in all activities. Students will work in groups, learning to co-operate and collaborate. They will work with and grow advanced knowledge and awareness of dramatic techniques, elements and conventions, using these to create strong performance pieces. Students will devise original drama, bring to life scripted works, expand their skills and confidence as performers. Students will extend their knowledge of theatre forms, dramatic elements and conventions, and use these in increasingly effective ways.

#### **Course Overview**

#### Term 1

AS 91213 - Apply Drama techniques in a scripted context. 4 credits. Internally assessed.

In this unit of work students will use and extend important drama skills using voice, body, movement and space. They will then apply these techniques in performance of an excerpt from a scripted play, working in small groups or in pairs. Students will learn to annotate scripts, learn how to develop and portray a convincing character and portray an intention in their performance work.

#### Term 2

AS 91216 - Use complex performance skills associated with a drama or theatre form or period. 4 credits. Internally assessed. In this unit of work students will learn about a specific theatre form, such as Greek or Elizabethan theatre. Students will develop their knowledge of the selected theatre form and apply that learning to their performance work.

#### Term 3

AS 91214 - Devise and perform a drama to realise an intention. 5 credits. Internally assessed.

In this unit of work students will expand on their knowledge of drama conventions and use these effectively in performance work. Conventions are techniques used in creating a drama that enable a story or ideas to unfold. Examples of drama conventions are slow-motion, flash back, still-frame, narration, split stage, aside, monologue, chorused movement. After learning about how to apply these in performance, students will create their own short performance work in groups.

#### Term 4

AS 91219 - Discuss drama elements, techniques, conventions and technologies within live performance. 4 credits. Externally assessed.

This is a formal written exam based on students' understanding of a live theatre performance they will have have been to see during the year as a whole class. At the time of going to see the play, students will discuss and analyse the performance, learning how to talk about it in written form, ready for this end of year exam.

#### Learning Areas: Arts - Drama, Arts

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#### Pathway NCEA Level 3 Drama

#### Assessment Information

Students are assessed once per term using NCEA Achievement Standards. Assessments take the form of performance work in small groups. Performance skills and knowledge of Drama will be assessed. Regular attendance is important, as assessment work is mostly developed in groups. Some written work is required.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91213 v2 Drama 2.1 - Apply drama techniques in a scripted context	2	I	4	Y	4r	
A.S. 91214 v2 Drama 2.2 - Devise and perform a drama to realise an intention	2	I	5	Y		
A.S. 91216 v4 Drama 2.4 - Use complex performance skills associated with a drama or theatre form or period	2	I	4	Υ	4r	
A.S. 91219 v2 Drama 2.7 - Discuss drama elements, techniques, conventions and technologies within live performance	2	E	4	Y	4w	
		Total Credits	17	17	12	0

Total Credits Available: 17 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 13 credits.

## NCEA Level 2 Motion Special Effects



### **Course Description**

2AMFX

Head of Faculty - Kaihautu: Vicky Moore-Allen

#### **Recommended Prior Learning**

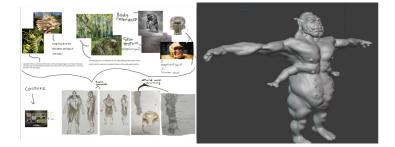
Level 1 Photo Design or Art are ideal foundations for this course, but having skills in using the adobe creative software or technology will be considered. Students should have an interest in creativity, learning new techniques, working with digital technologies and risk taking.

This course is complementary to Level 2 DVC, and other Level 2 Art courses (Photography, Design, and Art Practical)

Students will have an interest in Animation for Film and Gaming, Special Effects and model making, Storytelling, Concept Design.







Students will develop skills to be high level independent creative thinkers, able to establish and generate unique and original concepts which prepare them for industry and tertiary level. Students will develop a wide range of capabilities in the area of moving image, animation and special effects. They will take part in practical workshops which focus on the development of animation, film making, game concept design, story writing and the use of special effects and software editing to enhance final resolutions. Students will also develop the capabilities in story key to use industry standard software to a high level to create moving image works which can be utilized in the gaming industry and/or moving image industry. Students will develop capabilities in Storytelling, Character Concept Design, Special Effects for film and gaming, Motion Capture, Virtual Reality, Green Screen technology, Digital Painting and Animation, whilst at the same time enhancing their independent learning skills for a changing future world. Students should have an eagerness to develop skills in moving image, animation, interactive and creative outcomes using industry standard digital applications (such as motion capture, green screen technology and virtual reality), some traditional animation techniques, conceptual design for moving image engage and gaming, editing and special effects, imaginative story telling. You will see your work realised in a real-world, spatial context. What knowledge will develop? Students will develop knowledge of the moving image engite, incorporating a practical and theoretical understanding of how films are created traditionally, and how developed technology has advanced with use of green screen technology, motion capture, virtual reality in the areas of film and gaming.

Students will develop their knowledge and understanding of visual storytelling, writing, editing and broadening their practical knowledge of the latest special effects techniques within contemporary moving image culture. Students will enhance their experience by visiting working film/animation studios and receiving guidance from studio based professional practitioners visiting school.

Learning Areas: Arts - Visual Arts, Arts

#### Pathway NCEA Level 3 Motion Special Effects

This course will develop sophisticated skills and advanced knowledge in Design and is an ideal foundation for students interested any creative field such as the movie industry, theatre design, animation, virtual reality, interactivity, gaming and film editing using up to date industry standard software or creative tertiary pathways.

#### **Contributions and Equipment/Stationery**

It is preferable if students have their own device able to run the Adobe Creative Suite and Blender needed for the course. However, desk top computers are available for student use in- and out-of-class time at school.

### Assessment Information

This is a portfolio based assessment consisting of 1 external digital folio and 3 internals.

Credit Information					
	Total Credits	28	4	0	0

A.S. 91309 v2 Visual Arts 2.1 - Demonstrate an understanding of methods and ideas from established practice appropriate to sculpture	2	I	4	Υ		
A.S. 91314 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to sculpture	2	I	4			
A.S. 91319 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established sculpture practice	2	I	4			
A.S. 91324 v2 Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within sculpture	2	E	12			
S. 91325 v2 Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to Itural conventions	2	I	4			
		Total Credits	28	4	0	0

Total Credits Available: 28 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 16 credits.

## NCEA Level 2 Photography



## 2APHO

#### **Course Description**

Head of Faculty - Kaihautu: Vicky Moore-Allen

#### **Recommended Prior Learning**

Ideally students will have studied one of our visual art courses in Year 10 or 11, but all students who are willing to commit to actively engaging in learning Photography, and to working in and out of class time will be welcome. Photography is an active subject. Students will need to commit to growing their self-management skills.





Students in this Year 12 photography course will explore the technical and creative possibilities of photography as an art form and build their visual literacy and understanding of the creative process.

They will learn how to use a camera and build their understanding of image making and visual communication. This will include learning the technical skills of how to operate a digital SLR camera, the operation of studio lighting and techniques for post production using Adobe Suites.

The focus is on original and creative thinking, using a range of experimental approaches and photographic conventions. Students will work towards a folio or digital folio of their own photographic images, moving or still.

This course introduces contemporary technologies for producing photographic images. The fundamentals of using a digital single reflex camera are stressed. But the camera itself is redefined in this class and can utilise everything from cell phones, the scanner as a camera, disposable cameras, film cameras, video cameras all as legitimate tools for creating photographic images.

This course introduces students to seeing, thinking and creating with a critical mind and eye on the world in which they live. They bring this to the crafting and manipulation of photographic forms and meaning. Students will become far more aware of and attentive to the richness and complexity of the physical world, culture and societies in which we live. This subject will develop students as thinkers, deepening connections and awareness of themselves and others. It has value beyond the development of Photography skills only.

Students need to be committed to taking photographs outside the classroom and completing interesting, challenging homework requirements throughout the year, which will ensure that all students complete their portfolio of work to a high standard.

#### **Course Overview**

Term 1 Assessment and Folio Review Course Overview -extensions, credits, standards -digital versus portfolio with examples/ what I need to be prepared for a digital submission -board and digital film layout Introduction to Photographic Conventions Introduction to your camera / DSLR -understanding exposure -basic camera settings -shutter speeds -depth of field -how to store and back up your images Active technical workshops. Principles of Composition Introduction to Adobe Photoshop / Premier Pro How to unpack a theme Introduction to 2.2 Internal / Site Investigation

#### Term 2 The Artist Model -The Artist Model, how to research-iournal entry-

Conventions versus thematic influence. Applied in local field trips Structuring, Sequencing and Series Introduction to 2.3 Internal/ Idea development Introduction to Threshold Concepts

#### Term 3

Introduction to Documentary Photography 2.5 Internal Produce a resolved body of work. Introduction to Critical Analysis Introduction to image sequencing /still and moving image

Term 4 Final editing of work and finalising sequences. Printing and mounting of finished folio boards. Critique.

#### Learning Areas:

Arts - Visual Arts, Arts

### Pathway

#### NCEA Level 2 Art, NCEA Level 2 Design

Senior photography courses develop multiple life-long skills such as the ability to think in complex and divergent ways, creativity, positive learning dispositions and personal competencies, as well as specific skills in Photography. There are many career options and tertiary pathways involving visual arts skills, literacies and creative thinking. These span a wide range of industries and fields of knowledge. People with creative, original, high level thinking and problem-solving skills are highly sought after.

#### **Assessment Information**

Assessment in this course is portfolio based. Students will develop their work throughout each term as they participate in learning activities and assignments. Students will be offered 3 compulsory internals worth 12 credits in total, and an external 12 credit portfolio submission.

A.S. 91312 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to photography	2	I	4			
A.S. 91317 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established photography practice	2	I	4			
<b>A.S. 91322 v2</b> Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	2	E	12			
S. 91325 v2 Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to Itural conventions	2	I	4			
		Total Credits	24	0	0	0

Total Credits Available: 24 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 12 credits.

## NCEA Level 3 Art History



### **Course Description**

3AHIS

Head of Faculty - Kaihautu: Vicky Moore-Allen

### **Recommended Prior Learning**

Level 2 English or an accredited literacy subject is desirable. Students who pass two of the following at merit - English 2.1, 2.2, 2.3, and 2.4 will be well set-up to attain credits in this course, or similar literacy skills gained from the Social Sciences subjects. Competent reading and writing skills are required. Visual Arts study at level 2 and/or Level 3 in the current year of study are also recommended, but this subject will appeal to many students other than those studying visual arts.

Art History makes you think and question "what is culture?" Students will participate in discussions and contribute to the classes collective, growing knowledge and understanding of the meaning and styles of art and how this fit into broader context of history and culture.



It develops sophisticated skills in visual literacy, making you examine, argue, respond, critique, analyse and interpret images in a world that is saturated with imagery. Broad and deep research provides a deeper understanding of different cultural traditions and historical periods and teaches us the importance of creativity, freedom of imagination and art. It helps us understand the theories, contexts and values of different times and places. Although the course is named 'Art History', much of the work studied links to the recent past and contemporary work and societies.

You will discover visual evidence of who and where you came from through artworks from a variety of cultures, including New Zealand, developing confidence and a strong cultural identity.



It will help you appreciate art, know what is "good art," visit exhibitions, buy and collect art and appreciate the sights and the art of other cultures when you travel. It will broaden your mind to embrace new perspectives and ways of seeing. Along the journey you may discover a passion for the scientific aspects of art restoration, or curating exhibitions or writing about art.

This year students could complete three internals, worth four credits each, focused on research, theory (post-colonial theory) and forming an argument. At the end of the year students can sit one or two external exams focusing on style, or iconography (symbolism in Art), or the context of the art.

Art History is a L3 NCEA literacy subject, and a list A University entrance subject.

In Art History we cover parts of Three Topics of study:

- The Early Italian Renaissance
- Modernism to Post-Modernism
- Contemporary Diversity Art after 2000

Each topic has a set-list of artists to be studied. These areas will be the focus of internals and at the same time prepare students for external exams.



Art History is a challenging subject that requires spelling names correctly, remembering dates, facts and details about artworks. To be successful students must attend class regularly and take good notes during class. They will also need to read and revise the notes provided in class and on Teams for homework. In their internal assessments students need to source all their quotes and reference them correctly (like they would be required to do at University).

#### Course Overview Term 1

Topic: Intro to Art History and Early Italian Renaissance art - Intro to Religious art, style, Iconography and Context. First internal based on analysis 3 texts.

#### Term 2

Topic: Contemporary Diversity art since 2000 and Post colonial theory. Second internal on NZ and Pacifica art and post colonial theory.

#### Term 3

Topic Modernism and Post Modernism. Third internal focused on Creating a structured argument about Pop art or Feminist Art.

#### Term 4

Revision for Externals. It is recommended that students select one external paper to focus on for the 3 hour exam. Art History is often the last level 3 exam in the timetable so students need to commit to attend study tutorials when school has finished, till the exam at the start of December.

#### Learning Areas: Arts - Visual Arts, Arts

#### **Assessment Information**

Students will demonstrate their knowledge via written assignments. Three Internals are offered worth 4 Credits each, focused on research, post colonial theory and forming an argument. Students are advised to select one or two of the externals offered, focusing on style and iconography (symbolism in Art) or context for the duration of the exam. Art History students will be offered and are advised to attend study tutorials in Term 4.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91482 v2 Art History 3.1 - Demonstrate understanding of style in art works	3	E	4	Y	4r,4w *	
A.S. 91483 v2 Art History 3.2 - Examine how meanings are communicated through art works	3	E	4	Υ	4r,4w *	
A.S. 91484 v2 Art History 3.3 - Examine the relationship(s) between art and context	3	E	4	Υ	4r,4w *	
A.S. 91486 v1 Art History 3.5 - Construct an argument based on interpretation of research in art history	3	I	4	Υ	4r *	
A.S. 91488 v2 Art History 3.7 - Examine the relationship(s) between a theory and art works	3	I	4	Y	4r *	
A.S. 91489 v1 Art History 3.8 - Analyse texts about art	3	I	4	Y	4r *	
		Total Credits	24	24	24	0

#### Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 24

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 24 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 12 credits.



#### **Course Description**

3ADAN

Head of Faculty - Kaihautu: Vicky Moore-Allen

#### **Recommended Prior Learning**

Dance is suitable for male and female students of all backgrounds and prior experience. Experience as a dancer is NOT required, however you **must** be active, willing to participate in all learning activities, to extend yourself, and try new things. Level 2 Dance is an ideal foundation for this course.

## **LEVEL 3 DANCE**

Dance provides excellent opportunities for success for students of all abilities. Dance is suitable for male and female students of all backgrounds and prior experience.

This course is for students who will commit to learning via movement and dance, and enjoy a physical challenge. You will explore a range of dance genres, exploring movement and ideas you are personally interested in. Students will be required to collaborate, create, communicate and interpret dance in various ways, turning ideas into visual experiences. You are encouraged to draw on your own culture, skills and prior dance experience. In this class, we create a safe space where we are supportive of our peers and receive support in return. Experience as a dancer is NOT required, however you **must** be active, willing to participate in all learning activities, to extend yourself, and try new things.

Ākonga will draw on present and past experience, and explore concepts linked to current society as they create, perform and respond to dance, working as individually and in groups.

As part of this course, you may have the opportunity to be involved in out-of-school events. These can include attending performances, participating in workshops with industry professionals or tertiary providers. You will also be encouraged to take on leadership roles within the subject with the support of your teacher.

NCEA Level 3 Dance is largely about a consolidation and presentation of your skills and creativity. You will need to be self-managed, forward-thinking and open to feedback and professional conversations about your work.

Some highlights from Level 3 Dance students include: "Having a class that I am genuinely passionate about and makes me happy to be expressive and creative." "Dance makes me feel comfortable and makes me feel happy"

#### Course Overview Term 1

Begins with a large focus on whakawhanaungatanga - building relationships and forming a safe, creative space.

1st Achievement Standard - students will learn and perform a repertoire of 3 dance sequences. The genres or styles of these dances will vary based on the student experience within the class.

#### Term 2

Term 2 continues with learning and performing. You will participate in a group dance performance as well as a solo or duet (depending on class numbers).

During this term, you will also start to form your concept or idea for your choreographic work for 3.1.

#### Term 3

Term 3 is dedicated to your choreography. You will create and produce an original dance work worth 8 internal credits. This includes scheduling rehearsal time for your dance, creating your own concept, intention and choreography, costume, set, and props. This will be performed for assessment in the annual Dance Showcase at the end of this term. We will also spend time during term 3 analysing a dance performance in preparation for the external exam.

#### Term 4

Term 4 is dedicated to revisiting material and techniques for the external exams.

### Learning Areas:

Arts, Arts - Dance

#### Assessment Information

Assessments are largely practical, falling under either Dance Performance (performing a dance you have learned), or Dance Choreography (creating your own dance). The external is a written exam.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

3	I	8		*	
3	I	4		*	
3	I	4		*	
3	I	6		*	
3	E	4	Y	4w *	
	3 3 3 3	Level External 3 I 3 I 3 I 3 I 3 I 3 I	LevelExternalCredits318314314316	LevelInternal or ExternalCreditsLiteracy Credits3I83I43I43I6	LevelInternal or ExternalCreditsLiteracy CreditsLiteracy Credits3I8*3I4*3I4*3I6*

Total Credits 26 4 4

0

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 26 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 22 credits.



#### **Course Description**

3ADES

Head of Faculty - Kaihautu: Vicky Moore-Allen

#### **Recommended Prior Learning**

Success in Level 2 Design and Level 1 Photo Design. Other engagement with visual arts at Pukekohe High School, or skill in using adobe creative software may be considered. Please discuss your readiness for this course with Mr Pressnell if you did not study or achieve in L2 Art Design. Students should have an interest in creativity, learning new techniques, working with digital technologies and risk taking.

This course is complementary to Level 3 DVC, and other Level 3 Art courses (Photography, Motion Special Effects, Printmaking and Painting).



Year 13 Art Design is about choosing an exciting new music brand idea for the fast and varied music industry. Students will choose to establish a unique new music artist within the music genre of their choice (Hip Hop, RnB, Dance, Chill Out, Classical, Indie Pop, Blues, Jazz, Reggae, Heavy Metal etc. Students will extend their knowledge and skills in Design and Moving Image to create original design work to promote their artists and help establish them in the music industry. You will learn how to develop design identity and marketing material, digital design concepts and music videos through using the Adobe Creative Suite, as well extend your knowledge of motion graphics and green screen studio technology. Your best work is put together to make a final digital folio including a moving image submission to be assessed, showcasing your abilities and ideas for the ever changing future world and music industry. What knowledge will I develop? Students will learn how to generate and develop independent creativity, building lateral and in-depth thinking skills, which are transferable to other disciplines across the arts and other subject disciplines. Students will learn how to develop music company branding and identity, making interactive design such as posters, interactive music branding and a promotional music video sequence using Adobe video editing software such as Premier Pro, After Effects and Photoshop. You will also learn a wide range of graphic animation and film making techniques for advertising, aided by the study of practical and theory sessions with the genre of music videos and interactive design (augmented and virtual reality and info graphics).



#### Learning Areas: Arts, Arts - Visual Arts

#### **Contributions and Equipment/Stationery**

It is and advantage and preferable for students to have their own device with capacity to run the Adobe Creative Suite needed to complete the course. However, desk top computers are available for student use in- and out-of-class time at school.

#### **Assessment Information**

Assessment in this course is portfolio based. Work will be produced in sequences throughout each term which will be assessed for three internals. An interactive digital submission is the final outcome and comprises the external portfolio assessment.

Credit Information					
	Total Credits	26	0	0	0

A.S. 91445 v2 Design 3.2 - Use drawing to demonstrate understanding of conventions appropriate to design	3	I	4		*	
A.S. 91450 v2 Design 3.3 - Systematically clarify ideas using drawing informed by established design practice	3	I	4		*	
A.S. 91455 v2 Design 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	3	E	14		*	
A.S. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	3	I	4		*	
		Total Credits	26	0	0	0

Approved subject for University Entrance Number of credits that can be used for overall endorsement: 26

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 26 credits. Externally Assessed Credits: 14 credits. Internally Assessed Credits: 12 credits.

## NCEA Level 3 Drama



**Course Description** Head of Faculty - Kaihautu: Vicky Moore-Allen

#### **Recommended Prior Learning**

It is preferable for students to have successfully studied Year 12 Drama and/or have experience in performing. If not, please discuss your readiness for this course with HOD Drama Mrs Taylor, or with Mrs Moore-Allen

Drama is concerned with communicating and interpreting - through workshops, devising, performance, discussion and writing about our own and others' work, as well as through the study and performance of play scripts. This is a practical course that explores four areas: the purpose of Drama in our lives and communities; developing understanding and use of the elements, techniques, conventions, and technologies of Drama; developing ideas through innovation, imagination, and the use of personal experiences. Students learn how to co-operate and collaborate with others to execute these ideas into action

#### What will I learn and How will I learn?

This Level 3 course extends students' abilities from foundational to complex skills in Drama. Students must be willing to actively participate in all activities. You will work in groups, learning to co-operate and collaborate. You will extend and refine your knowledge and awareness of dramatic techniques, elements and conventions and how to use these to create performance pieces. Students will develop their acting and theatre skills. You will learn how to devise drama, how to interpret a script, and how to perform in front of others using different theatre forms, elements and conventions. Preparation for an external standard is done in class time as part of the course.

#### **Course Overview**

Term 1

AS 91512 - Interpret scripted text to integrate drama techniques in performance. 4 credits. Internally assessed. In this unit of work students will use and extend important drama skills using voice, body, movement and space. They apply these techniques in performance of an excerpt from a scripted play, working in small groups, pairs or solo. Students annotate scripts, develop and portray convincing characters and portray an intention in their performance work.

#### Term 2

AS 91515 - Select and use complex performance skills associated with a drama form or period. 4 credits. Internally assessed. In this unit of work students will learn about a specific theatre form, such as Elizabethan or Absurdist theatre. Students will develop their knowledge of the selected theatre form and apply that learning to their performance work.

#### Term 3

AS 91513 - Devise and perform a drama to realise a concept. 5 credits. Internally assessed.

In this unit of work students will expand on their knowledge of drama conventions and use these effectively in performance work. Conventions are techniques used in creating a drama that enable a story or ideas to unfold. Examples of drama conventions are slow-motion, flash back, still-frame, narration, split stage, aside, monologue, chorused movement. After learning about how to apply these in performance, students will create their own short performance work in groups, pairs or solos.

AS 91518 - Demonstrate understanding of live drama performance. 4 credits. Externally assessed. This is a formal written exam based on students' understanding of a live theatre performance they will have have been to see during the year as a class. At the time of going to see the play, students will

discuss and analyse the performance, learning how to talk about it in written form, ready for this end of year exam.

#### Learning Areas:

Arts - Drama, Arts

#### Assessment Information

Students are assessed once per term using NCEA Achievement Standards. Assessments take the form of performance as solo or small group works. Performance skills and knowledge of Drama will be assessed

A.S. 91512 v2 Drama 3.1 - Interpret scripted text to integrate drama techniques in performance	3	I	4	Y	4r *	
A.S. 91513 v2 Drama 3.2 - Devise and perform a drama to realise a concept	3	I	5	Y	*	
A.S. 91515 v2 Drama 3.4 - Select and use complex performance skills associated with a drama form or period	3	I	4	Υ	4r *	
S. 91518 v3 Drama 3.7 - Demonstrate understanding of live drama performance	3	E	4	Y	4w *	
		Total Credits	17	17	12	0

#### Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 17

Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects

Total Credits Available: 17 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 13 credits

## NCEA Level 3 Motion Special Effects



3AMFX

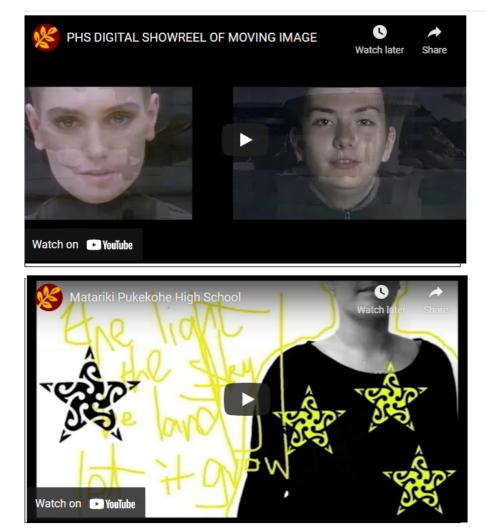
### **Course Description**

Head of Faculty - Kaihautu: Vicky Moore-Allen

#### **Recommended Prior Learning**

Level 2 Motion Special Effects is the ideal foundation for this course.

Alternatively students with a background in senior visual arts, design, or some of our DVC and Technology courses will provide a foundational skill set. Students with skills and a strong interest in storytelling formats, without any prior visual arts study or high level skills should discuss their suitability for this course with course leader, Mr Pressnell.



Students will develop skills to be high level independent creative thinkers and visual storytellers, able to establish and generate unique and original concepts which prepare them for industry and tertiary level. Students will develop a wide range of capabilities in the area of concept work, moving image, animation and special effects and model making. They will take part in practical workshops which focus on the development of personal and localized narratives, animation, film making, game concept design, story writing and the use of special effects and software editing to enhance final resolutions.

Students will also develop the capability to use industry standard software to a high level to create moving image works which can be utilized in the gaming industry and/or moving image industry. Students will develop capabilities in Motion Capture, Virtual Reality, Green Screen technology, Digital Painting and Animation, whilst at the same time enhancing their independent learning skills for a changing future world. Students should have an eagerness to develop skills in moving image, animation, interactive and creative outcomes using industry standard digital applications (such as motion capture, green screen technology and virtual reality), some traditional animation techniques, conceptual design for moving image and gaming, editing and special effects, imaginative story telling. You will see your work realised in a real-world, spatial context.

#### What knowledge will I develop?

Students will develop knowledge of the moving image genre, incorporating a practical and theoretical understanding of how films are created traditionally, and how developed technology has advanced with use of green screen technology, motion capture, virtual reality in the areas of film and gaming. Students will develop their knowledge and understanding of storytelling, writing, editing and broadening their practical knowledge of the latest special effects techniques within contemporary moving image culture. Students will enhance their experience by visiting working film/animation studios and receiving guidance from studio based professional practitioners visiting school.

Learning Areas: Arts, Arts - Visual Arts

#### **Contributions and Equipment/Stationery**

It is preferable that students have their own device to run the Adobe Creative Suite and specialist animation software such as Blender.

#### Assessment Information

This is folio based assessment with one digital folio based external and three internals. Students will develop their portfolio of work for assessment throughout the year, both in class and extending into homework time.

A.S. 91449 v2 Sculpture 3.2 - Use drawing to demonstrate understanding of conventions appropriate to sculpture	3	I	4		*	
A.S. 91454 v2 Sculpture 3.3 - Systematically clarify ideas using drawing informed by established sculpture practice	3	I	4		*	
A.S. 91459 v2 Sculpture 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within sculpture practice	3	E	14		*	
A.S. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	3	I	4		*	
		Total Credits	26	0	0	0

Approved subject for University Entrance Number of credits that can be used for overall endorsement: 26

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 26 credits. Externally Assessed Credits: 14 credits. Internally Assessed Credits: 12 credits.

## NCEA Level 3 Painting



### **Course Description**

3APAI

Head of Faculty - Kaihautu: Vicky Moore-Allen

### **Recommended Prior Learning**

Ideally suited to students who have taken Level 2 Art Practical. Students who have experienced success in other Level 2 visual art courses may also inquire (Photography, Motion Special Effects, Design), as well as students who achieved well in Level 1 Art. Students who have not yet studied art to senior level may have developed art skills via other means, that could provide an adequate foundation for entry into this course. Please see Mrs Moore-Allen to discuss and inquire.

This course is aimed at current senior art students who are interested in further developing their creativity, art skills, thinking skills and personal selves in a course which focuses on drawing, painting, and related areas of contemporary art practice.

Students who have not yet studied art to senior level may have developed art skills via other means, that could provide an adequate foundation for entry into this course. Please see Mrs Moore-Allen to discuss and inquire.



This course specialises in painting. Students will explore and extend their skills in a variety of painting media, including watercolour, mixed media, gouache, acrylic and oils. Digital painting and other approaches to contemporary art making, aligned with established practice can also be a focus. There are many exciting ideas, processes, materials and techniques that open up to be explored at this level of specialisation. Students who already have strong skills in a particular painting media will have the opportunity to extend those skills in other media if they want to.

Level 3 Painting will support all students to take risks, extend and learn new skills, sharing knowledge together. This is an active class of making work. Students will extend themselves as artists art by developing a strong art journal practice. Each student will select a rich idea to investigate and outwork in sequences of drawing and paintings. You will refine techniques and ideas over the course of the year. You will learn how to research your idea, deepen and expand your thinking and personal expression as you are guided through each phase of learning. Your learning and achievement is advanced by by presentations about visual ideas and artists' work from the past and present, and also by engaging in teacher and peer critique. Students will learn to support others in the class to develop and extend their ideas.





This course enables senior art ākonga (students) to evolve their individual approach to art-making in a way that supports and empowers personal creative expression. Drawing and painting sequences are used to generate, analyse, clarify and regenerate ideas. Using a study of artists' works, ākonga will be able to extend ideas and produce new work using conventions appropriate to the painting media being used. Visual Art equips ākonga 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, critical and creative thinking, problem-solving, the ability to research and analyse, adaptability, dexterity, patience, attention to detail, independence, and innovation.

The course structure is designed to promote independent work habits and develop knowledge and skills chosen by each ākonga.

#### The course is divided into two interrelated areas:

- Developing a variety of painting processes related to a range of artist models; extending drawing and painting techniques and compositions via independent practical investigation. Students will document the development of their art-making in processes in a visual art journal.
- Through research, planning, developing theme, defining a personal proposal that is outworked in sequences of ideas, to create a sequential body of work. The development of each student's individual ideas and painting skills comprises the evidence for internal assessment and an 3-panel, externally assessed folio board submission



Completion and achievement in this course requires ongoing participation. It is an excellent preparation for tertiary level study in any field, as the depth of thinking that is possible (and in fact required for Excellence grades), and the self-management it develops are high level. Participation in this course will reward you with the joy, satisfaction, fulfillment and sense of pride that comes from making art work that is personally meaningful to you.

Students who intend to apply for tertiary level study in creative fields, such as Fine Arts, Design, Architecture, Fashion, Theatre or media fields, will have a strong portfolio of work and evidence to support your application. You will also have learned how to work and think at a level that prepares you well for tertiary study. Students will have the option of entering Scholarship Painting also

Students can also participate in art-making outside the classroom by exhibiting work and entering competitions and may even work with established New Zealand artists in workshops in or out of class. The Franklin Arts Festival and Auckland Zine festival are examples of this. This could be aligned with or separate from course work. Akonga will visit art galleries or museums and use this experience to develop ideas for their own artworks

We can't wait to welcome you into this course and support your learning journey!



#### Learning Areas: Arts, Arts - Visual Arts

Contributions and Equipment/Stationery Students are encouraged and advised to purchase a personal range of art materials such as drawing pencils, erasers, quality brushes, an art journal with wet-strength paper, and selected paints. Advice on where these can be purchased at the best prices can be provided.

#### Assessment Information

Assessment in this subject is portfolio-based. Students work holistically on internals and external assessments over the course of the year using an inquiry model of research/ planning/ making, testing, experimenting/ outcomes/ evaluation and analysis/ leading to new work. 3.5 is an optional standard that can link to exhibition or competition opportunities. Students will have the option of entering Scholarship Painting.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91446 v2 Painting 3.2 - Use drawing to demonstrate understanding of conventions appropriate to painting	3	I	4	*	
A.S. 91451 v2 Painting 3.3 - Systematically clarify ideas using drawing informed by established painting practice	3	I	4	*	
A.S. 91456 v2 Painting 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	3	E	14	*	
A.S. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	3	I	4	*	

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 26 credits. Externally Assessed Credits: 14 credits. Internally Assessed Credits: 12 credits.

## NCEA Level 3 Photography



### 3APHO

#### **Course Description**

Head of Faculty - Kaihautu: Vicky Moore-Allen

#### **Recommended Prior Learning**

Year 12 APHO provides an important foundation for this course. Students will strong achievement in other Level 2 visual arts subjects are also be eligible. Other students should gain approval from HOD Art. All students must be willing to be **actively** engaged in all learning activities. This will require in-class and after school involvement.





This course builds on the technical and conceptual skills developed in level 2 Photography.

Students are expected to create outstanding images to an industry standard and develop the aesthetic, technical, conceptual skills needed to create a professional practice. Students will be guided and supported throughout the course to be able to accomplish this.

They will further appreciate the technical and conceptual complexity that characterizes photography while enhancing their ability to discuss their work and the work of others.

Students will work towards a portfolio/digital portfolio of original photographic/moving image work. They will gain further understanding of methods and ideas that form contemporary photography practice and develop critical and creative thinking skills.

#### **Course Overview**

Term 1 Assessment and Folio Review -internals, extensions , credits, standards -moving image portfolio versus stills portfolio review -board and digital film layout -internals review Clear Path promoting self directed learning explained. Review of conventions / DSLR technical workshops Adobe Review Introduction to weekly lesson format The Artist The Artist The Concept The Reflect

#### Term 2

The Crit Review and deeper understanding of the art of analysis Class analysis of peer work Art Gallery Field Trips The Artist Lessons dedicated to the viewing of different photographers local and international, present and past. Introduction to cinema genres, cinema viewings and review. The Concept Introduction to Threshold concepts. Teacher led discussion on ideas and theory of photography. The Reflect Self directed time edit and review work . Structure rotated weekly throughout the term

Introduction to internal 3.2 Conventions

Term 3 The Crit Review and deeper understanding of the art of analysis Class analysis of peer work Art Gallery Field Trips The Artist Lessons dedicated to the viewing of different photographers local and international, present and past. Introduction to cinema genres, cinema viewings and review. The Concept Introduction to Threshold concepts. Teacher led discussion on ideas and theory of photography. The Reflect Self directed time to edit and review work . Self directed photographic pass. Structure rotated weekly throughout term.

Introduction to 3.3 Development of Ideas

Term 4

Printing and mounting of finished boards

Learning Areas: Arts, Arts - Visual Arts

#### **Contributions and Equipment/Stationery**

none

### Assessment Information

Assessment in this course is portfolio-based. Students will develop their work throughout each term as they participate in learning activities and assignments. Students will be offered 3 compulsory internals worth 12 credits in total, and an external 12 credit portfolio submission.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91442 v2 Photography 3.1 - Analyse methods and ideas from established photography practice	3	I	4	Y	4r *	
A.S. 91447 v2 Photography 3.2 - Use drawing to demonstrate understanding of conventions appropriate to photography	3	I	4		*	
A.S. 91452 v2 Photography 3.3 - Systematically clarify ideas using drawing informed by established photography practice	3	I	4		*	
A.S. 91457 v2 Photography 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	3	E	14		*	
5. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills propriate to a visual arts cultural context	3	I	4		*	
		Total Credits	30	4	4	0

### Approved subject for University Entrance

Number of credits that can be used for overall endorsement:  ${\bf 30}$ 

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 30 credits. Externally Assessed Credits: 14 credits. Internally Assessed Credits: 16 credits.

### NCEA Level 3 Printmaking



### **Course Description**

3APRN

Head of Faculty - Kaihautu: Vicky Moore-Allen

### **Recommended Prior Learning**

It is preferable for students to have studied Year 12 Visual Art. Success in other senior visual arts courses will also be valuable.

Students new to art, wishing to take Level 3 Printmaking should gain approval from HOD Art or from Miss Hansen. Hard-working students have gained success in L3 Printmaking without prior experience in Art, but you need to commit to working hard and building skills quickly.



This course is aimed at current senior art students, and new art ākonga (students) with some personal art skills, as well as students who wish to develop their creativity without much prior experience in art making. This means that Print class will support all students to take risks and learn new skills. Akonga will share knowledge so their capabilities are really expanded. Year 13 Printmaking is an active class of making works using hand-made print techniques like woodcut and dry-point etching, as well as creating digital prints in Photoshop.



The level of challenge will grow as ākonga refine techniques and ideas over the course of the year. Student learning and achievement is advanced by teacher and peer critique, and by referencing visual ideas from art history and contemporary art in their work. Students will support others in the class to develop and extend their ideas. Åkonga will develop skills in group critique.



In Level 3 Printmaking ākonga will participate in real world learning by exhibiting and entering competitions outside of their course work, and may even work with established New Zealand print makers in workshops or in exhibitions. The Forest has the Blues Project in 2018 and 2019 and the Auckland Zine festival at the Auckland city gallery in 2021 are examples of this. Åkonga will visit art galleries or museums and use this experience to develop ideas for their own artworks.



This course enables senior art ākonga (students) to evolve their individual art-making style in a way that supports and empowers personal creative expression. Drawing is used to generate, analyse, clarify and regenerate ideas. Using a study of artists' works, ākonga will be able to extend ideas and produce new work using conventions appropriate to the printmaking media being used.



Visual Art equips ākonga 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,
- critical and creative thinking,
- problem-solving,
- the ability to research and analyse,
- adaptability,
- dexterity,
- patience,
- attention to detail,
- independence, and
- innovation.

The course structure is designed to promote independent work habits and develop knowledge and skills chosen by our ākonga. This course is divided into two interrelated areas:

- Developing a variety of print processes related to a range of artist models; extending drawing and printmaking techniques and compositions via independent practical investigation. Students will document the art-making processes undertaken.
- Through research and planning: developing theme, defining a personal proposal that is outworked in sequences of ideas, to create a sequential body of work. The development of each student's individual ideas and printmaking skills comprise the evidence for internal assessment and the external folio board submission.





#### **Course Overview** Term 1

3.5 group project for exhibition or theme development and drawing/ experimental printmaking. 3.2 and 3.3 development of sequences of prints.

Term 2 3.2, 3.3 and 3.4 development of sequences of prints. Complete work for board 1 and 2 Theme development, using established practice. Scholarship students would begin here on their workbook

Term 3 3.4 development of sequences of prints on board 2 and 3.

Term 4 3.4 development of sequences of prints on board 2 and 3. Hand in folio. Complete scholarship submission.

Learning Areas: Arts - Visual Arts, Arts

### **Assessment Information**

Assessment in this subject is portfolio-based. Students work holistically on internals and external assessments over the course of the year using an inquiry model of research/ planning/ making, testing, experimenting/ outcomes/ evaluation and analysis/ leading to new work. 3.5 is an optional standard dependent on real world exhibition opportunities.

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91448 v2 Printmaking 3.2 - Use drawing to demonstrate understanding of conventions appropriate to printmaking	3	I	4		*	
A.S. 91453 v2 Printmaking 3.3 - Systematically clarify ideas using drawing informed by established printmaking practice	3	I	4		*	
<b>A.S. 91458 v2</b> Printmaking 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice	3	E	14		*	
A.S. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	3	I	4		*	
Total Credits Available: 26 credits. Externally Assessed Credits: 14 credits. Internally Assessed Credits: 12 credits.		Total Credits	26	0	0	0

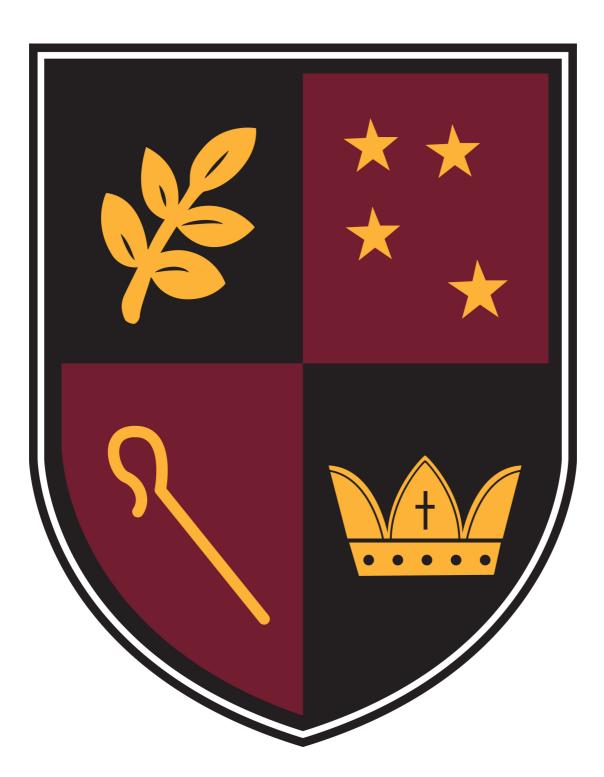
### Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 26

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

# Career Development Services

Career Development Services Learning Area





### NCEA Level 1 Future Pathways



1GFPS

### **Course Description**

Head of Faculty - Kaihautu: Malcolm Ali

### **Recommended Prior Learning**

School holiday, casual or part-time employment is helpful, but not necessary.

Where your workplace is your classroom and your employer is your teacher ... Future Pathways is a practical work experience programme designed to introduce younger senior students to the world of work by developing vital skills and attributes needed by employers in real work situations. In short, they learn how to work! Students will be contracted to the course and to an employer. In addition to classroom learning, students complete a maximum of 10 weeks' work experience together with projects their teacher and employer will assess on-the-job.

Practical, fun and applied best describes the knowledge learning for a Future Pathways student. From 'how to get a job in five minutes' to creating a stand out curriculum vitae (CV) and negotiating a workplace agreement with a real employer, students build a self-confidence that puts them ahead of their peers in terms of a real awareness of what employers want and need from them as future members of the workforce. Students learn how to write for business, start work in a new workplace, workplace health and safety skills, understand the duties of an employee, and their rights and responsibilities at work under law. They also complete a Workplace First Aid certificate, qualifying them for two years as workplace first responders. The routine of a Future Pathways student forces them to quickly learn how to manage their normal school studies with work experience commitments, to be communicative, organised and prepared.



#### Course Overview Term 1

Unit Standard 4249 – Describe obligations of an employee (3 credits) Unit Standards 6400, 6401 and 6402 – Workplace First Aid Certificate (4 credits) Prepare for work experience by "Gotta Get Me A Job"

### Term 2

Carry out a 10 week work experience block through Unit Standard 10780 – Complete a work experience placement Unit Standard 543 – Work in a new workplace (3 credits) Unit Standard 504 – Produce a Curriculum Vitae (2 credits)

#### Term 3

Reflection and evaluation of 10 work experience block through Unit Standard 10780 – Complete a work experience placement (3 credits) Unit Standard 1978 – Describe basic employment rights and responsibilities, and sources of information and/or assistance (3 credits) Additional GATEWAY short courses (11 credits), or other appropriate optional unit standards, such as 102 (3 credits) or 24871 (2 credits)

### Term 4

Completion of any outstanding work and preparation for NCEA Level 2 Future Pathways

### Learning Areas:

Career Development Services

### Pathway NCEA Level 2 Future Pathways

### **Contributions and Equipment/Stationery**

BYOD is encouraged, as 1GFPS is delivered as a blended course. The Workplace First Aid certificate course is STAR funded with no financial obligation placed on students and their families/whaanau. Course Overview

Assessment Information Future Pathways students enjoy on-job and off-job assessment through studies conducted in the classroom, training providers and/or with their employer. The course is 18 credits, is completely internally assessed with ample chances to attain additional credit. Students have generous opportunities to acquire the learning and credits needed to progress into meaningful education, training and development or employment beyond high school, or move on to the next step of GATEWAY work experience or trades academy at NCEA Level 2.

Credit Information This course is eligible for subject endorsement.

This course is approved for University Entrance.

U.S. 504 v8 Produce a CV (curriculum vitae)	1	I	2			
U.S. 543 v8 Work in a new workplace	1	I	3			
U.S. 1978 v9 Describe basic employment rights and responsibilities, and sources of information and/or assistance	1	I	3			
U.S. 4249 v8 Describe obligations as an employee	1	I	3			
U.S. 6400 v6 Manage first aid in an emergency situation	3	I	2			
U.S. 6401 v6 Provide first aid	2	I	1			
U.S. 6402 v8 Provide basic life support	1	I	1			
U.S. 10780 v5 Complete a work experience placement	2	I	3			
		Total Credits	18	0	0	0

Total Credits Available: 18 credits. Internally Assessed Credits: 18 credits.

### NCEA Level 2 Future Pathways



2GFPS

### **Course Description**

Head of Faculty - Kaihautu: Malcolm Ali

### **Recommended Prior Learning**

School holiday, casual or part-time employment is helpful, but not necessary.

Where your workplace or trade academy is your classroom and your employer or trade tutor is your teacher. Future Pathways is a practical work experience and trades academy programme designed to extend you by immersing you in the real world of work, building upon Level 1 and preparing you for Level 3. In short, you really learn how to work! As a work experience student, you are contracted to the course and to an employer through Gateway. In addition to classroom learning, you will complete a maximum of 20 weeks' work experience together with projects your teacher and employer will assess on-the-job. Alternatively, as a trades academy student, you are also contracted to the course and to your tertiary provider. In addition to classroom learning and assessment, you will complete a maximum of 33 weeks' trade training with the added benefit of acquiring a further 20-35 credits at NCEA Level 2.

Practical, fun and applied best describes the knowledge learning for a Future Pathways student. From 'how to get a job in five minutes to planning your future pathway beyond high school and negotiating a workplace agreement with a real employer, you build a self-confidence that puts you ahead of your peers in terms of a real awareness of what employers want and need from you as a future member of the workforce. You learn how to write for business, understand workplace needs for personal presentation and working with customers, take the time needed to explore your potential pathways beyond school then plan and take action on these, and understand workplace needs for personal presentation and working with customers, take the time needed to explore your potential pathways beyond school then plan and take action on these, and understand your rights and responsibilities at work under law. You have the opportunity to take part in further short courses to develop teamwork, leadership and life skills necessary for the next chapter of your young life beyond school. Your employer or trade tutor trains and assesses your practical studies programme. You also complete a Workplace First Aid certificate, qualifying you for two years as a workplace first responder. The routine of a Future Pathways student forces you to quickly learn how to manage your normal school studies with extensive practical learning commitments, to be communicative, organised and thoroughly prepared.



### Course Overview

Term 1 Prepare for work experience by "Gotta Get Me A Job"

Commence a 20 week practical learning block through Unit Standard 12382 – Describe the significance of one's work with an employing organisation Unit Standard 62 – Maintain personal presentation and a positive attitude in a workplace involving customer contact (3 credits)

### Term 2

Progress a 20 week practical learning block through Unit Standard 12382 – Describe the significance of one's work with an employing organisation Unit Standard 12383 – Explore career options and their implications (3 credits) Unit Standard 10781 – Produce a plan for own future directions (3 credits)

### Term 3

Reflection and evaluation of a 20 week practical learning block through Unit Standard 12382 – Describe the significance of one's work with an employing organisation (2 credits) Unit Standards 6400, 6401 and 6402 – Workplace First Aid Certificate (4 credits) Unit Standard 1979 – Describe employment agreements (3 credits)

Additional GATEWAY short courses (11 credits), or other appropriate optional unit standards, such as 24871 (2 credits)

### Term 4

Completion of any outstanding work and preparation for NCEA Level 3 Future Pathways

Learning Areas:

Career Development Services

### **Contributions and Equipment/Stationery**

BYOD is encouraged, as 2GFPS is delivered as a blended course. The Workplace First Aid certificate course is STAR funded with no financial obligation placed on students and their families/whaanau.

Assessment Information Future Pathways students enjoy on-job and off-job assessment through studies conducted in the classroom, tertiary trade training providers and/or with their employer. The course is 18 credits, is completely internally assessed with ample chances to attain additional credit. Students have generous opportunities to acquire the learning and credits needed to progress into meaningful education, training and development or employment beyond high school, or move on to the next step of GATEWAY work experience or trades academy at NCEA Level 3.

Credit Information								
U.S. 62 v9 Maintain personal presentation and a positive attitude in a workplace involving customer contact	2	I	3					
U.S. 1979 v10 Describe employment agreements	2	I	3					
U.S. 6400 v6 Manage first aid in an emergency situation	3	I	2					
U.S. 6401 v6 Provide first aid	2	I	1					
U.S. 6402 v8 Provide basic life support	1	I	1					
U.S. 10781 v6 Produce a plan for own future directions	2	I	3					
U.S. 12382 v5 Describe the significance of one's work within an employing organisation	2	I	2					
U.S. 12383 v8 Explore career options and their implications	2	I	3					

Total Credits 18 0 0 0

Total Credits Available: 18 credits. Internally Assessed Credits: 18 credits.

### NCEA Level 3 Future Pathways



3GFPS

### **Course Description**

Head of Faculty - Kaihautu: Malcolm Ali

### **Recommended Prior Learning**

School holiday, casual or part-time employment is helpful, but not necessary.

Where your workplace or trade academy is your classroom and your employer or trade tutor is your teacher. Future Pathways is a practical work experience and trades academy programme designed to further extend you by immersing you in the real world of work, building upon the Level 1 and Level 2 courses. In short, you quickly learn what your future pathway is going to look like and be likel As a work experience student, you are contracted to the course and to an employer through Gateway. In addition to classroom learning, you complete a maximum of 20 weeks' work experience together with projects your industry training provider and employer will assess on-the-job. Alternatively, as a trades academy student, you are also contracted to the course and to your tertiary provider. In addition to classroom learning, you will complete a maximum of 33 weeks' trade training with the added benefit of acquiring a further 29-45 credits at NCEA Level 3.

Practical, fun and applied best describes the knowledge learning for a Future Pathways student. From 'how to get a job in five minutes' to negotiating a workplace agreement with a real employer to working with industry professionals, you build a self-confidence that puts you ahead of your peers in terms of a real awareness of what employers want and need from you as a future member of the workforce. Your industry training provider and employer or trade tutor trains and assesses your practical studies programme. You have a further opportunity to take part in short courses to develop teamwork, leadership and life skills necessary for the next chapter of your young life beyond school. You also complete a Workplace First Aid certificate, qualifying you for two years as a workplace first responder. The routine of a Future Pathways student will force you at Level 3 to quickly learn how to manage your normal school studies with extensive practical learning commitments, to be communicative, organised and absolutely prepared.



### **Course Overview**

Term 1

Prepare for work experience by "Gotta Get Me A Job"

Commence a 20 week practical learning block through Unit Standard 12382 – Describe the significance of one's work with an employing organisation Commence the development of a personal portfolio based on the TOHU 6

### Term 2

Progress a 20 week practical learning block through Unit Standard 12382 – Describe the significance of one's work with an employing organisation Unit Standards 6400, 6401 and 6402 – Workplace First Aid Certificate (4 credits) Complete a personal portfolio based on the TOHU 6

### Term 3

Reflection and evaluation of a 20 week practical learning block through Unit Standard 12382 – Describe the significance of one's work with an employing organisation (2 credits) Additional GATEWAY short courses (11 credits), or other appropriate optional unit standards

### Term 4

Completion of any outstanding work and preparation for tertiary education, training and development in the next academic year

### Learning Areas:

Career Development Services

### **Contributions and Equipment/Stationery**

BYOD is encouraged, as 3GFPS is delivered as a blended course. The Workplace First Aid certificate course is STAR funded with no financial obligation placed on students and their families/whaanau. Transport and PPE are provided for Trades Academy students as are PPE requirements for GATEWAY students, once releasing any financial burden on families/whaanau.

Assessment Information Future Pathways students enjoy on-job and off-job assessment through studies conducted in the classroom, tertiary trade training providers and/or with their employer. The course is completely internally assessed with ample chances to attain additional credit. Students have generous opportunities to acquire the learning and credits needed to progress into meaningful education, training and development or employment beyond high school.

redit Information						
U.S. 6400 v6 Manage first aid in an emergency situation	3	I	2			
U.S. 6401 v6 Provide first aid	2	I	1			
U.S. 6402 v8 Provide basic life support	1	I	1			
J.S. 12382 v5 Describe the significance of one's work within an employing organisation	2	I	2			
		Total Credits	6	0	0	0

Total Credits Available: 6 credits. Internally Assessed Credits: 6 credits.







# NCEA Level 1 English

### 1EENG



### Head of Faculty - Kaihautu: Leanne Evans

We draw on our knowledge of how language works to interpret and produce text in English. Being able to use the English language with control can strengthen your identity and enable you to effectively participate in society.

Course Overview Term 1 Studying written and visual texts

Term 2 Creating visual and written texts

Term 3 Studying written and visual texts. Creating written and oral texts

Term 4 Respond to written texts Respond to unfamiliar texts

Learning Areas: English

### Pathway NCEA Level 2 English

### Assessment Information

We use Achievement Standards for assessment. The course includes External and Internal assessments.

### **Credit Information**

### This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 90052 v5 English 1.4 - Produce creative writing	1	I	3	Y		
A.S. 90053 v5 English 1.5 - Produce formal writing	1	I	3	Y		
A.S. 90849 v3 English 1.1 - Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	1	E	4	Y		
A.S. 90851 v2 English 1.3 - Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	1	E	4	Υ		
A.S. 90852 v2 English 1.8 - Explain significant connection(s) across texts, using supporting evidence	1	I	4	Y		
A.S. 90855 v3 English 1.7 - Create a visual text	1	I	3	Y		
		Total Credits	21	21	0	0

Total Credits Available: 21 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 13 credits.



# NCEA Level 2 English



### 2EENG

### **Course Description**

Head of Faculty - Kaihautu: Shalini Saxena

At Curriculum Level 7 students will analyse and interpret, and acknowledge their own perspectives through their responses to various texts. They will show a discriminating understanding of why and how the audience is being positioned, and why and how the text relates to other texts and contexts. They will make conclusions by drawing from their knowledge of ideas, purpose, language features, and structure.

### **Course Overview**

**Term 1** Close viewing and reading Response to unfamiliar texts

Term 2 Use information literacy skills Present developed ideas in writing

Term 3 Respond to written texts Present developed ideas in writing

Learning Areas: English

Pathway NCEA Level 3 English

### **Assessment Information**

The course is assessed through Internal and External Achievement Standards.

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91098 v3 English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	2	E	4	Y	4r,4w	
A.S. 91100 v2 English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	2	E	4	Y	4r,4w	
A.S. 91101 v2 English 2.4 - Produce a selection of crafted and controlled writing	2	I	6	Y	6w	
A.S. 91105 v2 English 2.8 - Use information literacy skills to form developed conclusion(s)	2	I	4	Y	4r	
A.S. 91107 v2 English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	2	I	3	Y		
		Total Credits	21	21	18	0

Total Credits Available: 21 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 13 credits.



2EMES

### Head of Faculty - Kaihautu: Shalini Saxena

You will develop your creativity by planning, writing, and producing a media text. This will develop your vision, critique, and reflection processes in order to produce a media text to appeal to a specific audience. You will enhance your skills in managing self- through establishing production timelines and adhering to them.

### Course Overview Term 1

Understand representation in the media

Term 2 Design and plan a media product

Term 3 Write a media text

Term 4

Demonstrate an understanding of an aspect of a genre

Learning Areas: English

Pathway

NCEA Level 3 Media Studies

### Assessment Information

The course is assessed through Internal and External Achievement Standards.

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91250 v3 Media Studies 2.3 - Demonstrate understanding of representation in the media	2	I	3	Y		
A.S. 91251 v5 Media Studies 2.4 - Demonstrate understanding of an aspect of a media genre	2	E	4	Υ	4r,4w	
A.S. 91252 v2 Media Studies 2.5 - Produce a design and plan for a developed media product using a range of conventions	2	I	4	Y		
A.S. 91253 v3 Media Studies 2.6 - Complete a developed media product from a design and plan using a range of conventions	2	I	6	Y		
.S. 91255 v3 Media Studies 2.8 - Write developed media text for a specific target audience	2	l	3	Y	3w	
		Total Credits	20	20	7	0

Total Credits Available: 20 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 16 credits.



3EENG

Head of Faculty - Kaihautu: Sarah Babu

At Curriculum Level 8 students will critically respond and evaluate, while acknowledging their own perspectives through their responses to various texts. They will show an insightful understanding of why and how the audience is being positioned, how a text relates to other texts and contexts, and they will integrate their knowledge of ideas, purpose, language features, and structure.

### Course Overview Term 1

Close viewing Reading written texts

### Term 2

Write coherent texts Use critical texts to develop an understanding of an issue in a studied text

Term 3 Write coherent texts Critically examine written texts

Learning Areas: English

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91472 v1 English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	3	E	4	Y	4r,4w *	
A.S. 91474 v1 English 3.3 - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	3	E	4	Y	4r,4w *	
A.S. 91475 v1 English 3.4 - Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	3	I	6	Y	6w *	
A.S. 91479 v1 English 3.8 - Develop an informed understanding of literature and/or language using critical texts	3	I	4	Y	4r *	
A.S. 91480 v1 English 3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3	I	3	Y	*	
		Total Credits	21	21	18	0

### Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 21

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 21 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 13 credits.



### Head of Faculty - Kaihautu: Shalini Saxena

### Learning Areas:

3EMES

<u>English</u>

redit Information						
A.S. 91492 v2 Media Studies 3.3 - Demonstrate understanding of the media representation of an aspect of New Zealand culture or society	3	I	3	Y	*	
A.S. 91493 v3 Media Studies 3.4 - Demonstrate understanding of a relationship between a media genre and society	3	Е	4	Y	4r,4w *	
A.S. 91494 v2 Media Studies 3.5 - Produce a design for a media product that meets the requirements of a brief	3	I	4	Y	*	
A.S. 91495 v2 Media Studies 3.6 - Produce a media product to meet the requirements of a brief	3	I	6	Υ	*	
A.S. 91497 v2 Media Studies 3.8 - Write a media text to meet the requirements of a brief	3	I	3	Υ	3w *	
		Total Credits	20	20	7	0

### Approved subject for University Entrance

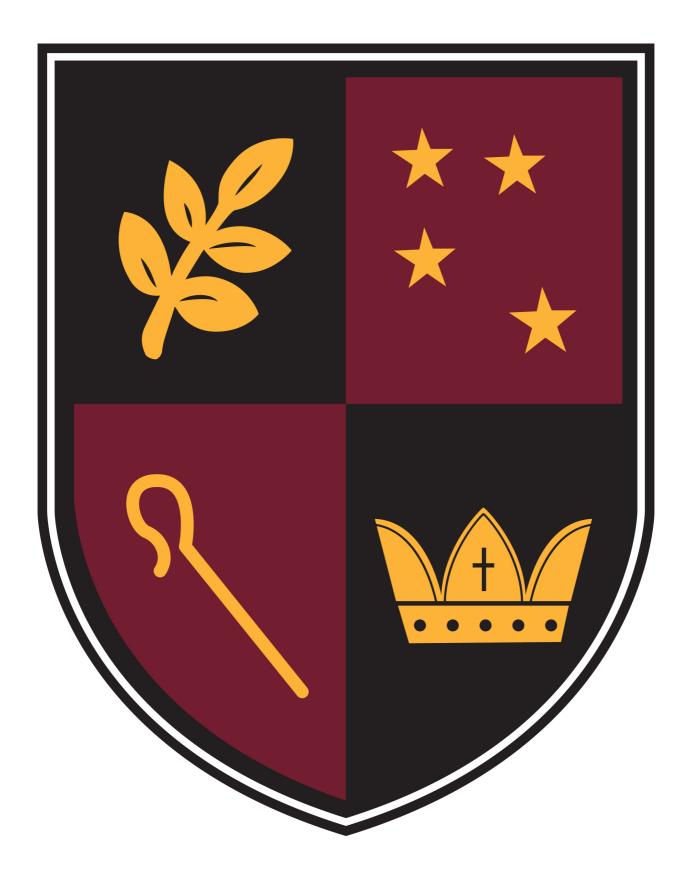
Number of credits that can be used for overall endorsement:  ${\bf 20}$ 

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 16 credits.







# NCEA Level 1 English for Speakers of Other Languages



**Course Description** Head of Faculty - Kaihautu: Shalini Saxena

### **Recommended Prior Learning**

There is no recommended prior learning. Assessments are differentiated so that students can be assessed at their current level of English language proficiency. However, only students who do not have English as their first language are eligible for English Language Unit Standards.

This is an English language course for students who speak English as an additional language. It covers reading, writing, listening and speaking. The aim is to improve English language skills for everyday life and to develop academic language skills to support achievement in other learning areas.

### Learning Areas: ESOL

### Pathway

NCEA Level 2 English for Speakers of Other Languages

1EESL leads to 2EESL in the following year, or to an English level 1 or 2 course depending on English language proficiency and approval from the English HoF.

Contributions and Equipment/Stationery There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

### **Assessment Information**

Students can be assessed at either level 1 or 2 for most skill areas depending on their current level of English language proficiency. Suitable assessments will be chosen from the list below. The English Language Unit Standards do not count for Level 1 literacy but, if required, the ESOL department can co-ordinate the collection of evidence for Literacy Unit Standards when the student is ready to achieve these.

### **Credit Information**

U.S. 27996 v3 Write simple texts on everyday topics (EL)	1	I	5			
U.S. 27998 v3 Complete simple forms with personal information (EL)	1	I	5			
U.S. 27999 v3 Write a simple connected text on a familiar topic (EL)	2	I	5			
U.S. 30980 v1 Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)	2	I	5			
U.S. 30994 v1 Read and understand simple texts in everyday contexts (EL)	1	I	5			
U.S. 30995 v1 Read and understand a straightforward text on a familiar topic (EL)	2	I	5			
U.S. 31005 v1 Read and understand a range of simple written texts independently (EL)	1	I	5			
U.S. 31020 v1 Participate in an interview on a familiar topic (EL)	2	I	5			
		Total Credits	40	0	0	0

Total Credits Available: 40 credits Internally Assessed Credits: 40 credits



# NCEA Level 2 English for Speakers of Other Languages

2EESL



Course Description Head of Faculty - Kaihautu: Shalini Saxena

### **Recommended Prior Learning**

There is no recommended prior learning. Assessments are differentiated so that students can be assessed at their current level of English language proficiency. However, only students who do not have English as their first language are eligible for English Language Unit Standards.

This is an English course for students who speak English as an additional language. It covers reading, writing, listening and speaking. The aim is to improve English language skills for everyday life and to develop academic language skills to support achievement in other learning areas.

### Learning Areas: ESOL

### Pathway

### NCEA Level 3 English for Speakers of Other Languages

2EESL leads to 3EESL in the following year or to English level 2, depending on English language proficiency and approval from the English HoF. Some students may do an English course and an ESOL course concurrently.

### **Contributions and Equipment/Stationery**

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

### **Assessment Information**

Students can be assessed at either level 2 or 3 for most skill areas, depending on their current level of English language proficiency. Suitable standards will be chosen from the list below. For students who require level 1 literacy credits, the ESOL department can help them to collect evidence for Literacy Unit Standards from across their subjects.

Credit Information					
U.S. 27999 v3 Write a simple connected text on a familiar topic (EL)	2	I	5		
U.S. 28068 v3 Write a connected text on a familiar topic (EL)	3	I	5		
U.S. 30990 v1 Demonstrate understanding of a spoken interaction in a familiar context (EL)	3	I	5		
U.S. 30995 v1 Read and understand a straightforward text on a familiar topic (EL)	2	I	5		
U.S. 30997 v1 Read and understand a text on a familiar topic (EL)	3	I	5		
U.S. 31006 v1 Read and understand a range of straightforward written texts independently (EL)	2	I	5		
U.S. 31026 v1 Present information on a familiar topic (EL)	2	I	5		
U.S. 31027 v1 Deliver a developed presentation on a familiar topic (EL)	3	I	5		

 Total Credits
 40
 0
 0
 0

Total Credits Available: 40 credits. Internally Assessed Credits: 40 credits

### NCEA Level 3 English for Speakers of Other Languages



### 3EESL

**Course Description** 

### Head of Faculty - Kaihautu: Shalini Saxena

### **Recommended Prior Learning**

There is no recommended prior learning. Assessment are differentiated so that students can be assessed at their current level of English language proficiency. However, only students who do not have English as their first language are eligible for English Language Unit Standards.

This course aims to help English language learners to develop confidence and skills in using the English language for work and for further training. It covers skill development in reading, writing, listening and speaking. There may be options for attaining UE literacy credits for students who are ready to achieve them.

### Learning Areas: ESOL

### **Contributions and Equipment/Stationery**

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

### **Assessment Information**

Students are assessed at level 3 for English Language Unit Standards and/or level 3 for English for Academic Purposes Unit Standards, depending on their current level of English language proficiency and their learning goals. Level 2 standards may also be offered if required. Special learning pathways may developed for students needing help to achieve UE literacy.

Credit Information						
U.S. 28062 v3 Participate in a formal interview (EL)	3	I	5			
U.S. 28069 v3 Write a text for a practical purpose (EL)	3	I	5			
U.S. 28070 v3 Write a response for a specific purpose (EL)	3	I	5			
U.S. 30508 v1 Write a short crafted text for a specified audience using resource material in English for an academic purpose	3	I	6			
U.S. 30511 v1 Read and apply understanding in English for academic purposes	3	I	6			
U.S. 31004 v1 Read and understand a text for a practical purpose (EL)	3	I	5			
		Total Credits	32	0	0	0

Total Credits Available: 32 credits Internally Assessed Credits: 32 credits.

# Health and Physical Education



Physical Education Learning Area



# NCEA Level 1 Health

1PHLH



### **Course Description**

Head of Faculty - Kaihautu: Sarah Hainsworth



This course will give students the opportunity to take action and enhance their own personal well-being, demonstrate ways to be resilient and manage change and stress, develop strategies to promote positive sexuality, and understand the importance of making health-enhancing decisions in drug-related situations and demonstrate understanding of the influences on adolescent food choices.

Students develop an understanding of well-being by learning about the 'Whare Tapu Wha' Model of Hauora. They develop respect and compassion for others and an appreciation of diversity. They are encouraged to think critically and view situations from personal, interpersonal, and societal perspectives.

Using digital technology is encouraged and promoted in this course. Teachers use Microsoft teams and one note to help deliver learning. An awareness of current affairs and researching using the internet to investigate topics is encouraged. Learning in interactive and collaborative.

Knowledge, skills and experiences gained in Health Education are beneficial for many types of occupations. Students may want to take this course to learn more about their own health, or they may be looking for a career in some of the fields below.

### Learning Areas: Health and Physical Education

### Pathway NCEA Level 2 Health

### **Credit Information**

This course is eligible for subject endorsement.

A.S. 90971 v3 Health 1.1 - Take action to enhance an aspect of personal well-being	1	I	3	Y	
A.S. 90972 v3 Health 1.2 - Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations	1	E	4	Y	
A.S. 90974 v4 Health 1.5 - Demonstrate understanding of strategies for promoting positive sexuality	1	I	4	Y	
A.S. 90975 v3 Health 1.6 - Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations	1	E	4	Y	
A.S. 91097 v3 Health 1.3 - Demonstrate understanding of ways in which well-being can change and strategies to support well-being	1	I	4	Y	

Total Credits 19 19 0 0

Total Credits Available: 19 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 11 credits.

**Related Videos** 

https://www.youtube.com/watch?v=AemHYVVUppc



1PPED

Head of Faculty - Kaihautu: Sarah Hainsworth

### Recommended Prior Learning

Students will have prior learning from Junior Physical Education Program

Students will participate in a variety of physical activities throughout the year and evaluate the factors that have affected their participation. They will develop an understanding of how the body functions during physical activity as well as how to learn physical skills effectively. Students will develop an understanding of the effective use of interpersonal skills in a team setting. They will also examine the societal influences that affect their participation in physical activity.

In Physical Education the focus is on movement and the aim is to encourage students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Physical Activities may include: Volleyball, Ki o rahi, Adventure Based Learning, Orienteering, Boxing, Winter Sports.

### Learning Areas: Health and Physical Education

<u>rioulur and ringoloar Edubation</u>

### Pathway

NCEA Level 2 Physical Education

### **Assessment Information**

Students will be able to gain a maximum 21 NCEA Level 1 Achievement Standard Credits. All Achievement Standards are internally assessed.

### **Credit Information**

This course is eligible for subject endorsement.

<b>A.S. 90962 v3</b> Physical Education 1.1 - Participate actively in a variety of physical activities and explain factors that influence own participation	1	I	5			
A.S. 90963 v3 Physical Education 1.2 - Demonstrate understanding of the function of the body as it relates to the performance of physical activity	1	I	5	Y		
A.S. 90964 v3 Physical Education 1.3 - Demonstrate quality movement in the performance of a physical activity	1	I	3			
A.S. 90966 v3 Physical Education 1.5 - Demonstrate interpersonal skills in a group and explain how these skills impact on others	1	I	4	Y		
A.S. 90967 v3 Physical Education 1.6 - Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	1	I	3	Y		
		Total Credits	20	12	0	0

Total Credits Available: 20 credits. Internally Assessed Credits: 20 credits.

### NCEA Level 2 Health

2PHLH



Course Description Head of Faculty - Kaihautu: Sarah Hainsworth

### **Recommended Prior Learning**

Students are recommended to have done Level 1 Health prior to this course.

Through this course students will analyse health issues that affect the well-being of individuals, others and society. Students will learn to take collective action to enhance student well-being within our school or community. Gender and sexual identity issues that impact our society are explored and students are encouraged to develop strategies that promote social justice for all. Students will evaluate risk and protective factors associated with a resilient role model and evaluate how they manage change, build resilience and enhance their mental health. Other adolescent health issues covered within this course may include but not limited to teenage drinking, social media, drug use, stress management, and managing relationship conflict.

Digital technology is strongly utilised within this course with teachers using Microsoft teams and OneNote to deliver learning. Students are expected to undertake their own research into current health issues impacting our society so a device is essential.

Students will develop the skills of critical thinking, collaboration, research skills and health promotion.





Course Overview Term 1 Key Health Concepts Week 1 to 3 Resilient Role Model Case Study

Term 2 Taking Action to enhance student well-being Key Date: Week 10

Sexuality and Gender Issues

Key date: Week 10

Term 3 Sexuality and Gender Issues Key Date: Week 6

Adolescent Health Issue Key Date: Practice exam Week 5

Term 4 Revision External Exam Adolescent Health Issue Key Date: Externals Exam November

Learning Areas: Health and Physical Education

Pathway NCEA Level 3 Health

**Credit Information** This course is eligible for subject endorsement.

A.S. 91235 v2 Health 2.1 - Analyse an adolescent health issue	2	E	5	Υ		
A.S. 91236 v2 Health 2.2 - Evaluate factors that influence people's ability to manage change	2	I	5	Υ		
A.S. 91237 v2 Health 2.3 - Take action to enhance an aspect of people's well-being within the school or wider community	2	I	5	Y		
A.S. 91239 v2 Health 2.5 - Analyse issues related to sexuality and gender to develop strategies for addressing the issues	2	I	5	Y		
		Total Credits	20	20	0	0

Total Credits Available: 20 credits. Externally Assessed Credits: 5 credits. Internally Assessed Credits: 15 credits.

Related Videos https://www.youtube.com/watch?v=G2quVLcJVBk&t=3s



Head of Faculty - Kaihautu: Sarah Hainsworth

### **Recommended Prior Learning**

No recommended prior learning

Through journey-based experiences, students will learn the practical skills needed to take part in outdoor activities like snorkeling, sea kayaking, mountain biking, camping, rock climbing and tramping. They will develop leadership skills and the ability to relate to others, confidence in managing themselves as they participate and contribute in group settings, competence, perseverance and resilience, while connecting to the natural environment. They will learn to 'think outside the box' as they are challenged physically, mentally and emotionally throughout the course.

Students will develop safe outdoor practices through the use of practical and active learning experiences. They will learn the necessary steps for planning expeditions, managing risk and navigation. Students will also develop problem solving skills that contribute to good leadership practices, while deepening their understanding and appreciation of the outdoors.

### Learning Areas:

Health and Physical Education

### Pathway

NCEA Level 3 Outdoor Education

### **Contributions and Equipment/Stationery**

Overnight trip expenses will be required

### Assessment Information

All assessments are internally assessment unit standards

### **Credit Information**

U.S. 425 v6 Experience day tramps	2	I	3		
U.S. 426 v6 Experience camping	2	Ι	3		
U.S. 444 v7 Demonstrate basic rock climbing movement	2	I	1		
U.S. 457 v6 Mountain bike on intermediate to expert terrain	2	I	2		
U.S. 467 v5 Demonstrate personal and social development through participation in adventure based learning	2	I	3		
U.S. 489 v7 Demonstrate sea kayaking skills on sheltered or slow-moving water	2	I	3		
U.S. 28391 v2 Snorkel dive in open water	2	Ι	2		

Total Credits 17 0 0 0

Total Credits Available: 17 credits. Internally Assessed Credits: 17 credits.





2PPED

Head of Faculty - Kaihautu: Sarah Hainsworth

### Recommended Prior Learning

It is recommended that student have done Level 1 Physical Education.

Students will learn to apply the principles of anatomy and biomechanics when learning to perform skills and how to apply the principles of sports psychology to improve their performance. They will learn how to apply appropriate methods and principles of training to improve skill performance. Students will also perform skills in an applied setting and demonstrate social responsibility when participating in physical activity. They will also research the significance of a self-selected sporting event or festival.

In Physical Education the focus is on movement and the aim is to encourage students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

### Learning Areas:

Health and Physical Education

### Pathway

NCEA Level 3 Physical Education

### Assessment Information

Student have the ability to achieve 20 Level 2 Credits in this course. All assessment are internal Achievement Standards

### **Credit Information**

This course is eligible for subject endorsement.

2	I	5	Y		
2	Ι	4	Y		
2	I	4			
2	I	4	Y		
2	Ι	3			
	Total Credits	20	13	0	0
	2 2 2 2 2	LevelExternal2I2I2I2I2I2I	Level         External         Credits           2         1         5           2         1         4           2         1         4           2         1         4           2         1         4           2         1         3	LevelInternal or External or CreditsCreditsLiteracy Credits215Y214Y214Y213S	LevelInternal or ExternalCreditsLiteracy CreditsLiteracy Credits215Y214Y214Y214Y213

Total Credits Available: 20 credits. Internally Assessed Credits: 20 credits.



2PSPT

Head of Faculty - Kaihautu: Sarah Hainsworth

This course, which is run in conjunction with MIT, will provide the student with opportunities to develop an understanding of the role of sport in society. It includes a combination of achievement standards as well as unit standards. It will focus on participating and contributing from an individual perspective as well as encompassing a community view. It will provide the students with opportunities to enhance their ability to relate to others through activities such as coaching and adventure-based learning.

Students will develop an understanding of the place of sport in society and the place of coaching groups as a part of sport. They will also develop their interpersonal skills by working effectively as a part of a group in challenging adventure-based activities. Students will also learn about body function in relation to sports-related movement as well as being provided with the opportunity to demonstrate skill performance in an applied setting.

### Learning Areas:

Health and Physical Education

### **Assessment Information**

A combination of unit standards and achievement standards

Credit	Information	

Credit Information						
U.S. 21649 v2 Apply knowledge of basic anatomy to the performance of sport skills	2	I	3			
U.S. 22770 v3 Demonstrate knowledge of sports coaching, the coaching environment, and sport participants' needs	2	I	4			
A.S. 91330 v3 Physical Education 2.4 - Perform a physical activity in an applied setting	2	I	4			
A.S. 91336 v2 Physical Education 2.10 - Analyse group processes in physical activity	2	I	3	Y		
		Total Credits	14	3	0	0

Total Credits Available: 14 credits

Internally Assessed Credits: 14 credits.



3PHLH

Head of Faculty - Kaihautu: Sarah Hainsworth

### **Recommended Prior Learning**

It is recommended that students have done Level 2 Health as prior learning.

Students consolidate their understanding of the holistic Maaori model of Hauora (Well-being) and investigate current New Zealand Health issues impacting individuals, others and societal well-being. Students investigate different Health practices used to treat or manage a particular health condition of their choice by researching the philosophies behind Western Scientific Medicine, Complementary and Alternative Medicine and Traditional Medicine. Students come to understand the different viewpoints forming current ethical issues impacting our society such as the euthanasia, vaccinations and cannabis referendum. Students develop greater understanding of the determinants affecting our health such as social, political, economic, cultural environmental implications. Students come to show comprehensive knowledge of the four underlying concepts of health well-being (hauora), socio-ecological perspective, attitudes and values and health promotion.

Through theoretical learning students will develop competency in critical thinking by investigating and analysing relevant research around Health Issues affecting individuals and societal well-being. Students will develop skills of relating to others through their analysis of health issues on the impacts on self, others and society. Through working with health practitioners in our local community students will learn to manage their own learning through organising interviews, workshops and presentations on current health practices.



### Food Insecurity





WITHOUT ACCESS TO ENOUGH FOOD OR HEALTHY FOOD



Learning Areas: Health and Physical Education

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

		Total Credits	19	19	19	0
A.S. 91461 v2 Health 3.1 - Analyse a New Zealand health issue	3	I	5	Y	5r *	

A.S. 91462 v2 Health 3.2 - Analyse an international health issue	3	E	5	Y	5r,5w *	
A.S. 91463 v2 Health 3.3 - Evaluate health practices currently used in New Zealand	3	I	5	Υ	5r *	
.S. 91464 v2 Health 3.4 - Analyse a contemporary ethical issue in relation to well-being	3	I	4	Y	4r *	
		Total Credits	19	19	19	0

### Approved subject for University Entrance Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 5 credits. Internally Assessed Credits: 14 credits.

Related Videos https://www.youtube.com/watch?v=8PH4JYfF4Ns&t=11s



Head of Faculty - Kaihautu: Sarah Hainsworth

### **Recommended Prior Learning**

Level 2 Outdoor Education is recommended

Through journey-based experiences, students will learn the practical skills needed to take part in outdoor activities like bush survival, sea kayaking, mountain biking, rock climbing and tramping. They will develop leadership skills and the ability to relate to others, confidence in managing themselves as they participate and contribute in group settings, competence, perseverance and resilience, while connecting to the natural environment. They will learn to 'think outside the box' as they are challenged physically, mentally and emotionally throughout the course.

Students will develop safe outdoor practises through the use of practical and active learning experiences. They will learn the necessary steps for planning expeditions, managing risk and navigation. Students will also develop problem solving skills that contribute to good leadership practices, while deepening their understanding and appreciation of the outdoors.

### Learning Areas: Health and Physical Education

### **Contributions and Equipment/Stationery**

Costs will incur with overnight trips

### **Assessment Information**

All internal assessment

redit Information					
U.S. 430 v7 Demonstrate bush survival skills	3	I	3		
U.S. 19428 v2 Prepare for sea kayaking and demonstrate sea kayaking skills in sheltered sea conditions	3	I	10		
U.S. 20150 v3 Demonstrate rock climbing skills on natural rock	3	I	5		
U.S. 26246 v1 Demonstrate mountain biking knowledge and skills	3	I	5		
U.S. 26249 v1 Demonstrate bush-walking knowledge and skills	3	I	5		
					_

Total Credits 28 0 0 0

Total Credits Available: 28 credits. Internally Assessed Credits: 28 credits.





3PPED

Head of Faculty - Kaihautu: Sarah Hainsworth

### **Recommended Prior Learning**

It is recommended that students have done Level 2 Physical Education

Students will critically evaluate the the influences on their decision-making with respect to the physical activity experiences they have participated in over time. They will evaluate the effectiveness of a performance improvement programme over time. They will devise strategies for achieving a physical activity outcome and demonstrate quality performance of a physical activity in an applied setting. They will also examine contemporary leadership principles.

In physical education the focus is on movement and the aim is to encourage students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Learning Areas: Health and Physical Education

Assessment Information The course is all internal assessments.



3PSPT

### Head of Faculty - Kaihautu: Sarah Hainsworth

This course, which is run in conjunction with MIT, will provide the student with opportunities to develop an understanding of the role of sport in society. It will focus on participating and contributing from an individual perspective as well as encompassing a community view. It will provide the students with opportunities to enhance their ability to relate to others through activities such as coaching and officiating.

Students will develop an understanding of the role of a coach in developing physical skills and managing groups. They will also incorporate an understanding of officiating in games and the treatment of sports injuries. Students will gain an appreciation of the complexities of event management.

### **Course Overview**

Term 1 Sports Injuries

Performance standard (context decided by class)

Term 2 Coaching

Term 3 Coaching

Event Management

Term 4 Recreation activities

### Learning Areas:

Health and Physical Education

### **Assessment Information**

A combination of unit standard courses and achievement standard

### **Credit Information**

U.S. 20673 v4 Demonstrate knowledge of injuries, injury prevention and risks and hazards associated with sport or recreation	3	I	5			
U.S. 21414 v3 Plan and run a recreation activity	3	I	4			
U.S. 22768 v2 Conduct and review a beginner level coaching session	3	I	6			
U.S. 22771 v3 Plan beginner-level coaching sessions for sport participants	3	I	6			
.S. 91501 v2 Physical Education 3.4 - Demonstrate quality performance of a physical activity in an oplied setting	3	I	4		*	Y
		Total Credits	25	0	0	4

### Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 4

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

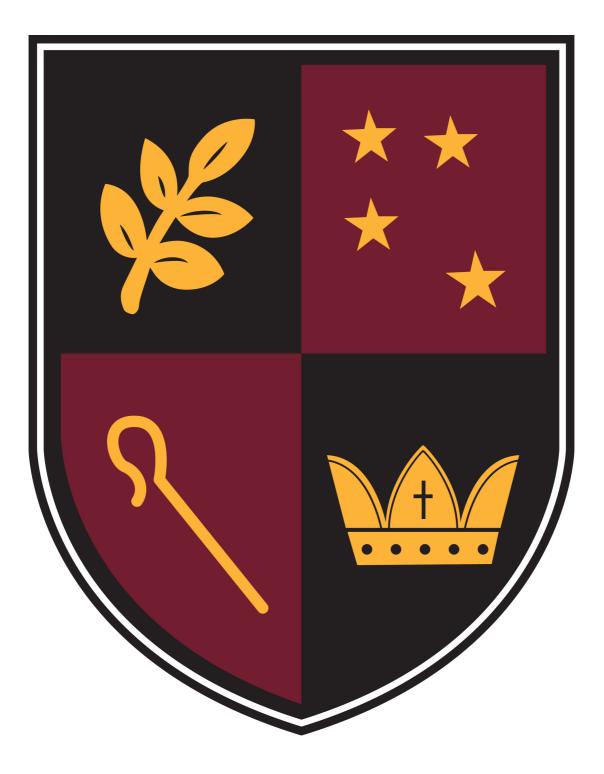
Total Credits Available: 25 credits. Internally Assessed Credits: 25 credits.



Languages Learning Area

Students will

- be enriched intellectually, socially and culturally.
  gain knowledge, skills and attitudes that will equip them for living in a world of diverse people, languages and cultures.



### 1LFRE

### **Course Description**

Head of Faculty - Kaihautu: Ann-Maree Bremner

**Recommended Prior Learning** Achievement in Year 10 French

Students will:

- further develop their range of vocabulary and sentence patterns to enable understanding and use of a wider variety of language.
  build their confidence in using the language by participating in and contributing to a wide variety of language activities.
  be able to communicate about past and future events.
  explore areas of French culture and compare it with New Zealand culture.

Learning Areas: Languages

### Pathway NCEA Level 2 French

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 90878 v2 French 1.1 - Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance	1	E	5			
A.S. 90879 v2 French 1.2 - Give a spoken presentation in French that communicates a personal response	1	I	4			
A.S. 90881 v2 French 1.4 - Demonstrate understanding of a variety of French texts on areas of most immediate relevance	1	E	5			
A.S. 90882 v2 French 1.5 - Write a variety of text types in French on areas of most immediate relevance	1	I	5			
		Total Credits	19	0	0	0

Total Credits Available: 19 credits. Externally Assessed Credits: 10 credits. Internally Assessed Credits: 9 credits.

# NCEA Level 1 Japanese

1LJPN

### **Course Description**

Head of Faculty - Kaihautu: Ann-Maree Bremner

### **Recommended Prior Learning**

Achievement in Year 10 Japanese

Students will

- further develop their range of vocabulary and sentence patterns to enable understanding and use of a wider variety of language.
  build their confidence in using the language by participating in and contributing to a wide variety of language activities.
  be able to communicate about past and future events
  progress their capability and confidence in reading and writing in the Japanese alphabets.
  explore areas of cultural interest.

Topics covered are:

My town and directions

Family and home

Travel

Health

Description of what people look like and what they are wearing

School

Shopping

### Learning Areas: Languages

### Pathway NCEA Level 2 Japanese

### **Credit Information** This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 90893 v2 Japanese 1.1 - Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	1	E	5			
A.S. 90894 v2 Japanese 1.2 - Give a spoken presentation in Japanese that communicates a personal response	1	I	4			
A.S. 90896 v2 Japanese 1.4 - Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance	1	E	5			
A.S. 90897 v2 Japanese 1.5 - Write a variety of text types in Japanese on areas of most immediate elevance	1	I	5			
		Total Credits	19	0	0	0

Total Credits Available: 19 credits. Externally Assessed Credits: 10 credits. Internally Assessed Credits: 9 credits.





Head of Faculty - Kaihautu: Ann-Maree Bremner

Students will:

2LFRE

- be able to respond to and use a wider variety of more complex language.
  be able to organise and analyse language which expresses information and justifies personal opinions and ideas.
  continue to build their confidence in using the language by participating in and contributing to a variety of language activities.
  continue to make connections within the French language and culture and with their own.

# Learning Areas:

Languages

redit Information						
A.S. 91118 v3 French 2.1 - Demonstrate understanding of a variety of spoken French texts on familiar matters	2	E	5			
<b>A.S. 91119 v2</b> French 2.3 - Interact using spoken French to share information and justify ideas and opinions in different situations	2	I	5			
A.S. 91121 v3 French 2.4 - Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters	2	E	5			
<b>A.S. 91122 v2</b> French 2.5 - Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts	2	I	5			
		Total Credits	20	0	0	0

Total Credits Available: 20 credits. Externally Assessed Credits: 10 credits. Internally Assessed Credits: 10 credits.

# NCEA Level 2 Japanese

2LJPN

# **Course Description**

Head of Faculty - Kaihautu: Ann-Maree Bremner

### **Recommended Prior Learning** Achievement in Level 1 Japanese.

Learning a language provides many opportunities for critical, creative and logical thinking.

Students will

- be able to respond to and use a wider variety of more complex language.
  be able to organise and analyse language which expresses information and justifies personal opinions and ideas.

- be able to organise and analyse language.
  be introduced to informal language.
  continue to build their confidence in using the language by participating in and contributing to a variety of language activities.
  continue to make connections within the Japanese language and with their own language.
  develop and clarify their own values and beliefs and demonstrate respect and sensitivity to people whose values, attitudes and customs may differ from our own.

Topics covered are:

Home and Family

Eating and drinking

Education

Leisure

Learning Areas: Languages

### Pathway NCEA Level 3 Japanese

### **Credit Information** This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91133 v3 Japanese 2.1 - Demonstrate understanding of a variety of spoken Japanese texts on familiar matters	2	E	5			
<b>A.S. 91135 v2</b> Japanese 2.2 - Give a spoken presentation in Japanese that communicates information, ideas and opinions	2	I	4			
A.S. 91136 v3 Japanese 2.4 - Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters	2	E	5			
A.S. 91137 v2 Japanese 2.5 - Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts	2	I	5			
		Total Credits	19	0	0	0

Total Credits Available: 19 credits. Externally Assessed Credits: 10 credits. Internally Assessed Credits: 9 credits.



# NCEA Level 3 Japanese

# 3LJPN

# **Course Description**

Head of Faculty - Kaihautu: Ann-Maree Bremner

### **Recommended Prior Learning** Achievement in Year 12 Japanese

Learning a language provides many opportunities for critical, creative and logical thinking.

Students will

- become more independent learners as they manage their own programs using a range of resources
  be able to respond critically to more complex and varied texts and share and justify their own ideas and opinions as well as explore the views of others.
- be able to analyse how the language is organised in different texts and for different purposes and how it expresses cultural meanings.
  be able to guess unfamiliar language from its use in context and have some understanding of authentic material in supported situations.

Topics covered are:

Leisure

Land and People

Travel and Tourism

Learning Areas:

Languages

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91553 v2 Japanese 3.1 - Demonstrate understanding of a variety of extended spoken Japanese texts	3	E	5		*	
A.S. 91554 v1 Japanese 3.2 - Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material	3	I	3		*	
A.S. 91556 v1 Japanese 3.4 - Demonstrate understanding of a variety of extended written and/or visual Japanese texts	3	E	5		*	
A.S. 91557 v1 Japanese 3.5 - Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives	3	I	5		*	
		Total Credits	18	0	0	0

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 18

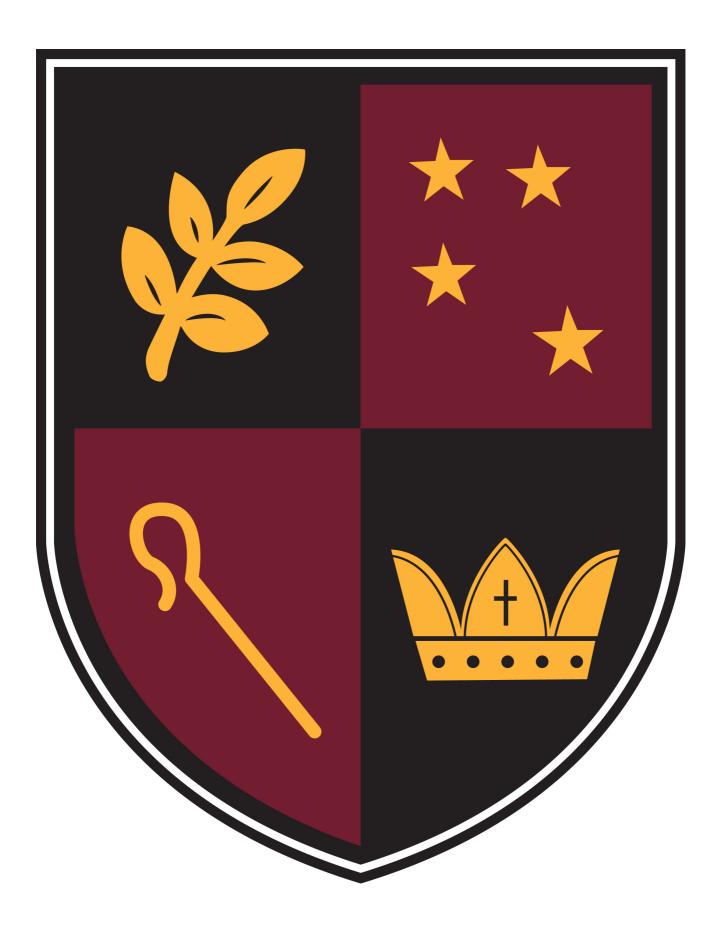
\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 18 credits. Externally Assessed Credits: 10 credits. Internally Assessed Credits: 8 credits.



Mathematics Learning Area







1MAPL

Head of Faculty - Kaihautu: Mark Perrigo

What knowledge will I develop? This course provides students with an opportunity to develop skills in measurement, analysis and problem solving. If gaining NCEA numeracy is key to your future pathway, then this course is designed for you. Students should discuss this option with their Mathematics teacher before opting for this course.

Learning Areas: Mathematics



1MGEN

Head of Faculty - Kaihautu: Amy Price-Williams

This course is for students who would like a range of understanding of the key skills in mathematics. This course allows students to develop problem solving skills and think about the application of mathematics in a range of contexts.

Students who Study Level 1 General Maths will gain a good overview or number, algebra, geometry and statistics and how it applies to the world around them. Level 1 Maths general creates a pathway to further study in mathematics.

# Learning Areas:

# Mathematics

# Pathway

NCEA Level 2 General Mathematics, NCEA Level 2 Mathematics with Algebra, NCEA Level 2 Mathematics with Statistics

# **Credit Information**

This course is eligible for subject endorsement.

A.S. 91026 v3 Mathematics and Statistics 1.1 - Apply numeric reasoning in solving problems	1	I	4			Y
A.S. 91027 v4 Mathematics and Statistics 1.2 - Apply algebraic procedures in solving problems	1	Е	4			Y
A.S. 91029 v3 Mathematics and Statistics 1.4 - Apply linear algebra in solving problems	1	I	3			Y
A.S. 91031 v4 Mathematics and Statistics 1.6 - Apply geometric reasoning in solving problems	1	E	4			Y
A.S. 91032 v3 Mathematics and Statistics 1.7 - Apply right-angled triangles in solving measurement problems	1	I	3			Y
		Total Credits	18	0	0	18

Total Credits Available: 18 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 10 credits.



1MMAT

Head of Faculty - Kaihautu: Amy Price-Williams

This course is for students who wish to be extended in their learning of mathematics. With a focus on algebra skills this course allows students to develop their critical thinking and problem solving.

This course teaches students skills in geometry, number and algebra, focusing mainly on algebra, which develops students higher level thinking and ability to solve problems, spot patterns and make generalisations. Students should pick this course if they wish to continue their study of maths to a higher level or have plans to go into professions involving mathematics, science or engineering.

# Learning Areas:

Mathematics

# Pathway

NCEA Level 2 General Mathematics, NCEA Level 2 Mathematics with Algebra, NCEA Level 2 Mathematics with Statistics

# **Credit Information**

Assessment A.S. 91026 v3 Mathematics and Statistics 1.1 - Apply numeric reasoning in solving problems A.S. 91027 v4 Mathematics and Statistics 1.2 - Apply algebraic procedures in solving problems A.S. 91028 v3 Mathematics and Statistics 1.3 - Investigate relationships between tables, equations and graphs	Level 1	Internal or External	Credits 4	L1 Literacy Credits	UE Literacy Credits	Numeracy Credits
<ul> <li>A.S. 91027 v4 Mathematics and Statistics 1.2 - Apply algebraic procedures in solving problems</li> <li>A.S. 91028 v3 Mathematics and Statistics 1.3 - Investigate relationships between tables, equations and</li> </ul>	1	I	4			
A.S. 91028 v3 Mathematics and Statistics 1.3 - Investigate relationships between tables, equations and						Y
	1	E	4			Y
	1	E	4			Y
A.S. 91029 v3 Mathematics and Statistics 1.4 - Apply linear algebra in solving problems	1	I	3			Y
A.S. 91031 v4 Mathematics and Statistics 1.6 - Apply geometric reasoning in solving problems	1	E	4			Y
		Total Credits	19	0	0	19

Total Credits Available: 19 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 7 credits.

# NCEA Level 1 Mathematics with Statistics



# **Course Description**

1MSTA

Head of Faculty - Kaihautu: Amy Price-Williams

Statistics is the exploration and use of patterns and relationships in data. Statistics requires different ways of thinking and skills for solving problems. Students will need to investigate, interpret, explain, and make sense of the world in which they live.

Students will learn to make sense of information by interpreting the data using analytical tools. The analysis template (PPDAC) provides a framework for making decisions and providing advice. These skills are particularly sort after in today's information driven world. The ability to solve problems and provide solutions is a key skill which can be applied in most organisations.

Learning Areas: Mathematics

Pathway NCEA Level 2 Mathematics with Statistics



Head of Faculty - Kaihautu: Yana Cox

Students will be introduced to Calculus which is a very powerful tool that mathematicians use to model situations and solve problems. Students will also develop their statistical skills and interpretation of data. Students will cover a wide range of subjects in mathematics to give them a general overview of the subject.

# Learning Areas:

Mathematics

2MGEN

# Pathway NCEA Level 3 Calculus, NCEA Level 3 Statistics

# **Credit Information**

A.S. 91256 v3 Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems	2	I	2			Y
A.S. 91259 v3 Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems	2	I	3			Y
A.S. 91262 v3 Mathematics and Statistics 2.7 - Apply calculus methods in solving problems	2	E	5			Y
A.S. 91267 v3 Mathematics and Statistics 2.12 - Apply probability methods in solving problems	2	E	4	Y		Y
A.S. 91269 v3 Mathematics and Statistics 2.14 - Apply systems of equations in solving problems	2	I	2			Y
A.S. 91582 v2 Mathematics and Statistics 3.10 - Use statistical methods to make a formal inference	3	I	4	Y	*	Y
		Total Credits	20	8	0	20

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 4

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits. Externally Assessed Credits: 9 credits. Internally Assessed Credits: 11 credits.

# NCEA Level 2 Mathematics with Algebra

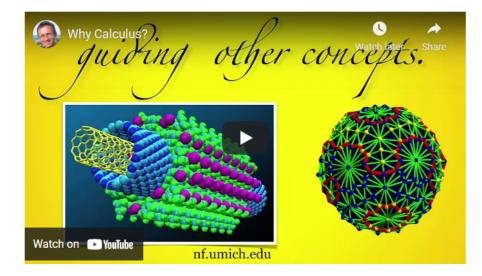


# **Course Description**

2MMAT

Head of Faculty - Kaihautu: Yana Cox

Students will be introduced to Calculus which is a very powerful tool that mathematicians use to model situations and solve problems. Students will also develop deeper understanding of algebra and how it relates to other areas of mathematics.



# Learning Areas: Mathematics

# Pathway

# NCEA Level 3 Calculus, NCEA Level 3 Statistics

# **Credit Information**

This course is eligible for subject endorsement.

A.S. 91256 v3 Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems	2	I	2			Y
A.S. 91257 v3 Mathematics and Statistics 2.2 - Apply graphical methods in solving problems	2	I	4			Y
A.S. 91259 v3 Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems	2	I	3			Y
A.S. 91261 v3 Mathematics and Statistics 2.6 - Apply algebraic methods in solving problems	2	E	4			Υ
A.S. 91262 v3 Mathematics and Statistics 2.7 - Apply calculus methods in solving problems	2	Е	5			Y
		Total Credits	18	0	0	18

Total Credits Available: 18 credits. Externally Assessed Credits: 9 credits. Internally Assessed Credits: 9 credits.

# NCEA Level 2 Mathematics with Statistics



# **Course Description**

2MSTA

Head of Faculty - Kaihautu: Steven White

Statistical knowledge helps you use proper methods to collect data, employ correct analyses, and effectively present the results. Statistics is a crucial process behind how we make discoveries in other subject areas. This subject develops the student's ability to make decisions based on data, and make predictions based on this information. Statistics allows you to understand a subject much more deeply.

Students develop the ability to understand how data is collect and used to both inform and influence decisions. Critical thinking skills are developed along with the ability to investigate data and use tools to find the answer the unknown dilemmas.

It is recommended that students bring their own device to school for this subject

## Learning Areas: Mathematics

Pathway NCEA Level 3 Statistics

**Credit Information** 

This course is eligible for subject endorsement.

A.S. 91260 v3 Mathematics and Statistics 2.5 - Apply network methods in solving problems	2	I	2			Y
A.S. 91263 v3 Mathematics and Statistics 2.8 - Design a questionnaire	2	I	3	Y		Y
A.S. 91265 v3 Mathematics and Statistics 2.10 - Conduct an experiment to investigate a situation using statistical methods	2	I	3	Y		Y
A.S. 91267 v3 Mathematics and Statistics 2.12 - Apply probability methods in solving problems	2	E	4	Y		Y
A.S. 91282 v2 Social Studies 2.4 - Describe personal involvement in a social action related to rights and responsibilities	2	I	5	Y		
		Total Credits	17	15	0	12

Total Credits Available: 17 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 13 credits.



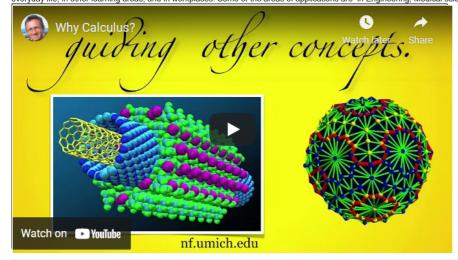
3MCAL

Head of Faculty - Kaihautu: Sukhjit Kaur

# **Recommended Prior Learning**

It is recommended that to study Calculus at level 3 that you have achieved at least 12 credits in level 2 mathematics at a merit level or above.

Calculus is the study of how things change. It provides a framework for modelling systems in which there is change, and a way to deduce the predictions of such models. It develops the ability to think and solve problems. By studying calculus students learn to structure, to organise and to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge. They also learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They get insight in to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces. Some of the areas of applications are in Engineering, Medical science, Research Analysis, Graphics, Chemistry, Physics.



### Learning Areas: Mathematics

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91575 v2 Mathematics and Statistics 3.3 - Apply trigonometric methods in solving problems	3	I	4		*	Y
A.S. 91578 v2 Mathematics and Statistics 3.6 - Apply differentiation methods in solving problems	3	E	6		*	Y
A.S. 91579 v2 Mathematics and Statistics 3.7 - Apply integration methods in solving problems	3	E	6		*	Υ
A.S. 91587 v2 Mathematics and Statistics 3.15 - Apply systems of simultaneous equations in solving problems	3	I	3		*	Y
		Total Credits	19	0	0	19

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 7 credits.



3MSTA

Head of Faculty - Kaihautu: Steven White

This course will develop a students ability to analyse data and think critically about the information in contains. Students will learn to manage their time to conduct week long investigations and submit statistical reports. Students will work in groups to develop the necessary skills required for communicating statistical ideas.

The course covers three main areas: Statistics, probability and mathematics. The internally assessed topics involve extensive use of statistical software. Processes include reasoning and communication. The emphasis is on data handling and decision making in a variety of contexts such as business, science, medicine and social science.

It is recommended that students have their own device for this subject.

## Learning Areas: Mathematics

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91574 v2 Mathematics and Statistics 3.2 - Apply linear programming methods in solving problems	3	I	3		*	Y
A.S. 91580 v2 Mathematics and Statistics 3.8 - Investigate time series data	3	I	4	Y	*	Y
A.S. 91581 v2 Mathematics and Statistics 3.9 - Investigate bivariate measurement data	3	I	4	Y	*	Y
A.S. 91585 v2 Mathematics and Statistics 3.13 - Apply probability concepts in solving problems	3	E	4		*	Y
A.S. 91586 v2 Mathematics and Statistics 3.14 - Apply probability distributions in solving problems	3	E	4		*	Y
		Total Credits	19	8	0	19

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 11 credits.







# NCEA Level 1 Agricultural and Horticultural Science



# **Course Description**

1SAGH

Head of Faculty - Kaihautu: Meghan Ashford

# **Recommended Prior Learning**

It is recommended that students have studied Year 10 Rural Studies

Students will learn about soil science, pasture and crop management, animal husbandry and animal handling skills, health and safety in the rural work place, practical skills used in agricultural or horticultural production, geographic distribution of agriculture and horticulture in New Zealand, the environmental impact of agriculture and horticulture in New Zealand, plant husbandry and management practices.

This subject is for students interested in understanding plant and animal production systems in New Zealand. It involves some practical work which covers the key areas associated with crop production and animal growth and development.



Learning Areas: Science

# Pathway

# NCEA Level 2 Agricultural Science, NCEA Level 2 Horticulture

Credit Information

This course is eligible for subject endorsement.

U.S. 497 v10 Demonstrate knowledge of workplace health and safety requirements	1	I	3			
A.S. 90157 v4 Agricultural and Horticultural Science 1.2 - Demonstrate practical skills used in agricultural or horticultural production	1	I	4			
A.S. 90918 v2 Agricultural and Horticultural Science 1.1 - Carry out a practical agricultural or horticultural investigation	1	l	4			Y
A.S. 90919 v3 Agricultural and Horticultural Science 1.3 - Demonstrate knowledge of soil management practices	1	E	4	Y		
A.S. 90920 v2 Agricultural and Horticultural Science 1.4 - Demonstrate knowledge of the geographic distribution of agricultural and horticultural primary production in New Zealand	1	I	3	Y		
A.S. 90921 v2 Agricultural and Horticultural Science 1.6 - Demonstrate knowledge of livestock management practices	1	E	5	Y		
		Total Credits	23	12	0	4



1SSCF

Head of Faculty - Kaihautu: Meghan Ashford

This course aims to provide students with a solid foundation of fundamental living, physical and material world concepts to prepare them for further science study. Students will investigate and solve problems relating to everyday mechanics phenomena. Students will link atomic structure to the periodic table and investigate factors that affect chemical processes. Students will develop their understanding of genetic inheritance and the importance of variation.

Students who intend to study senior biology, chemistry or physics should take this course. This course is recommended for students wanting a medical or engineering pathway.

# Learning Areas:

<u>Science</u>

# Pathway

NCEA Level 2 Biology, NCEA Level 2 Chemistry, NCEA Level 2 Earth Science, NCEA Level 2 Electronics, NCEA Level 2 General Science, NCEA Level 2 Physics

# **Credit Information**

A.S. 90930 v3 Chemistry 1.1 - Carry out a practical chemistry investigation, with direction	1	I	4			Y
A.S. 90935 v3 Physics 1.1 - Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	1	I	4			Y
A.S. 90940 v3 Science 1.1 - Demonstrate understanding of aspects of mechanics	1	E	4			Y
A.S. 90944 v4 Science 1.5 - Demonstrate understanding of aspects of acids and bases	1	E	4			
A.S. 90948 v3 Science 1.9 - Demonstrate understanding of biological ideas relating to genetic variation	1	E	4	Y		
		Total Credits	20	4	0	12

Total Credits Available: 20 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 8 credits.

# **Related Videos**

https://www.youtube.com/watch?v=wstW5jy\_WAU



1SSCC

Head of Faculty - Kaihautu: Meghan Ashford

Students will gain an understanding of important living, physical and material world concepts which occur in their daily lives. Students will build electrical circuits to develop their understanding of the applications of electricity in daily life. Students will develop their understanding of the different factors which affect chemical reactions. Students will develop their research skills as they investigate biological factors which affect humans.

Through a range of practical science investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory and their daily lives. Students will explore the use of a range of scientific symbols and vocabulary.

This course is suitable for students who intend to study one senior science course. It is recommended that students who wish to pursue and engineering or medical tertiary pathway take 1SSCF instead.

# Learning Areas:

<u>Science</u>

# Pathway

# NCEA Level 2 Earth Science, NCEA Level 2 Electronics, NCEA Level 2 General Science

If students wish to pathway into 2SBIO, 2SCHE or 2SPHY they are advised to take 1SSCF or choose the corresponding external.

# **Credit Information**

A.S. 90925 v3 Biology 1.1 - Carry out a practical investigation in a biological context, with direction	1	I	4			Y
A.S. 90926 v3 Biology 1.2 - Report on a biological issue	1	I	3	Y		
A.S. 90930 v3 Chemistry 1.1 - Carry out a practical chemistry investigation, with direction	1	I	4			Y
A.S. 90935 v3 Physics 1.1 - Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	1	I	4			Y
A.S. 90941 v3 Science 1.2 - Investigate implications of electricity and magnetism for everyday life	1	I	4			Y
A.S. 90944 v4 Science 1.5 - Demonstrate understanding of aspects of acids and bases	1	Е	4			
		Total Credits	23	3	0	16

Total Credits Available: 23 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 19 credits.



2SAGR

Head of Faculty - Kaihautu: Meghan Ashford

There will be hands on activities such as practical, field work and experiments. Theory work will involve problem solving and research skills, and there are several skills-based assessments linked to working in the Agriculture sector.

Students will develop their understanding of changing land use in New Zealand and the environmental impact of agricultural practices. Students will learn the handling and treatment of livestock and the factors affecting livestock growth. Students will develop practical skills such as fencing.

# Learning Areas:

Science

# Pathway

# NCEA Level 3 Agricultural and Horticultural Science

# **Credit Information**

U.S. 2765 v6 Plant trees or shrubs under close supervision	2	I	5			
U.S. 19114 v3 Assist with handling and treatment of livestock	2	I	6			
U.S. 27213 v1 Identify and interpret agrichemical product information, and demonstrate knowledge of safety with agrichemicals	2	I	5			
<b>A.S. 91293 v2</b> Agricultural and Horticultural Science 2.5 - Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand	2	I	4	Y		
A.S. 91294 v3 Agricultural and Horticultural Science 2.6 - Demonstrate understanding of how NZ commercial management practices influence livestock growth and development	2	E	4	Y		
<b>A.S. 91295 v2</b> Agricultural and Horticultural Science 2.7 - Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices	2	I	4	Υ		
A.S. 91298 v2 Agricultural and Horticultural Science 2.10 - Report on the environmental impact of the production of a locally produced primary product	2	I	4	Υ		
		Total Credits	32	16	0	0

Total Credits Available: 32 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 28 credits.

# NCEA Level 2 Biology

2SBIO



Head of Faculty - Kaihautu: Meghan Ashford

### Recommended Prior Learning

It is recommended that students have studied 1SSCF - Year 11 Foundation Science and have gained an Achieved or higher in 90948 Genetics.

Level 2 Biology is a vocabulary heavy, content rich course which is assessed via written reports or essay-based examination questions. High literacy and comprehension skills are a significant advantage. A personal device would support learning.

The Level 2 Biology course enables students to gain an understanding of fundamental living world concepts to prepare them for further biological study. It follows on from the Level 1 Genetic Variation standard looking more in depth at inheritance and other factors that influence the phenotypes of organisms. It introduces the biological processes that affect the expression of genes and how life processes occur at the cellular level. Students will investigate through fieldwork patterns in an ecological community and present an internally assessed report upon this. Students will also have the opportunity to research how different organisms have adaptations for life processes that allow them to survive successfully in their habitats. Finally they may learn practically how best to use microscopes; preparing, viewing, and drawing biological material using higher definition.

# **Course Overview**

Term 1

The year starts with the compulsory 4 credit Ecology internal introducing basic ecological terminology and concepts. Students produce plant identification guides for use during the fieldtrip to a local bush reserve, where climatic and plant distribution data is collected, enabling the completion of the standard via a written report. Genetic Variation is the first 4 credit external standard studied, covering the role of meiosis and mutations in producing variation in gametes as well as the influence of multiple alleles and dihybrid

inheritance on variation in offspring, finishing with the effects of natural selection on the variation of characteristics in populations.

### Term 2

Gene Expression is the second 4 credit external standard covered introducing the role of DNA and RNA in protein synthesis and how this enables a characteristic to be expressed in an organism. The influence of mutations and the environment on metabolic pathways are introduced and how these create different phenotypes. All students then study the basic concepts of the final 4 credit Cells external. This includes the structure and function of key cellular components of plant and animal cells, the structure of cell membranes and the different transportation processes occurring through them.

### Term 3

Students choose which 2 of the 3 remaining standards (Cells, Adaptations and/or Microscopes) they wish to study for the final term of tuition.

• Completion of the Cells external, introducing the role of enzymes in the processes of respiration, photosynthesis and mitosis.

• Adaptations internal (3 credits) researching the internal transport systems of insects, fish and mammals and comparing and contrasting these in a written report.

• Microscopes internal (3 credits) producing, focusing and drawing three different slides from a variety of materials and explaining the significant cellular features of each.

### Term 4

Revision for the end of year external examinations.

### Learning Areas: Science

Science

# Pathway

NCEA Level 3 Biology, NCEA Level 3 General Science

### **Credit Information**

A.S. 91155 v2 Biology 2.3 - Demonstrate understanding of adaptation of plants or animals to their way of life	2	I	3	Y		
A.S. 91156 v2 Biology 2.4 - Demonstrate understanding of life processes at the cellular level	2	E	4	Y	4w	
A.S. 91157 v2 Biology 2.5 - Demonstrate understanding of genetic variation and change	2	E	4	Y	4w	
A.S. 91158 v2 Biology 2.6 - Investigate a pattern in an ecological community, with supervision	2	I	4	Y		
A.S. 91159 v2 Biology 2.7 - Demonstrate understanding of gene expression	2	E	4	Y		
A.S. 91160 v2 Biology 2.8 - Investigate biological material at the microscopic level	2	I	3			
		Total Credits	22	19	8	0

Total Credits Available: 22 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 10 credits.



2SCHE

Head of Faculty - Kaihautu: Meghan Ashford

### Recommended Prior Learning

It is recommended that students have taken 1SSCF and have gained Achieved or higher in 90944 - Acids and Bases.

Through a range of practical chemistry investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

Students will gain an understanding of fundamental material world concepts to prepare them for further science study. Students will carry out quantitative analysis and solve quantitative problems. They will gain an understanding of oxidation-reduction reaction, explain different types of bonding and structure in solids, study the functional group of organic chemistry and analyse chemical reactivity. They will learn the application of the above in the real world by having hands on activities such as practicals, experiments and demonstrations.

Students who wish to take Level 3 Chemistry, should take this course.

# **Course Overview**

Term 1

The course will start with Chemistry 2.7 internal standard worth 3 credits which covers the basic oxidation-reduction processes. This involves writing redox equations, recognising species oxidised and reduced with justification.

This is followed by the Chemistry 2.4 external topic where we look at bonding between the particles of solids and how this affects their properties. A major focus will be covalent solids. This standard requires a high level of literacy.

### Term 2

Students will cover the Chemistry 2.1 internal standard worth 4 credits this term. This is a quantitative investigation of a consumer product and involves volumetric analysis practical, calculation and report writing over 4 periods. A good level of numeracy and literacy is recommended. This is followed by the Chemistry 2.6 chemical reactivity external which re-visits rates of reaction from Level 1, acids and bases, the equilibrium position of a system and application of such systems.

Term 3 Students will cover the Chemistry 2.5 organic chemistry external, which involves identifying different homologous series and their properties. Students will learn reaction schemes, and use chemical reactions to identify different species.

### Term 4

Students will complete revision for the external achievement standards.

# Learning Areas:

Science

# Pathway

NCEA Level 3 Chemistry, NCEA Level 3 General Science

# **Credit Information**

A.S. 91164 v2 Chemistry 2.4 - Demonstrate understanding of bonding, structure, properties and energy changes	2	E	5	Υ		
A.S. 91165 v2 Chemistry 2.5 - Demonstrate understanding of the properties of selected organic compounds	2	E	4	Y		
A.S. 91166 v2 Chemistry 2.6 - Demonstrate understanding of chemical reactivity	2	E	4	Y		
A.S. 91167 v2 Chemistry 2.7 - Demonstrate understanding of oxidation-reduction	2	I	3			
<b>A.S. 91910 v1</b> Chemistry 2.1 - Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	2	I	4			Y
		Total Credits	20	13	0	4

Total Credits Available: 20 credits. Externally Assessed Credits: 13 credits. Internally Assessed Credits: 7 credits.



2SSCE

Head of Faculty - Kaihautu: Meghan Ashford

Students will develop an understanding of the causes of natural hazards using examples around Aotearoa such as the Tarawera eruption. Students will gain investigation skills as they analyse data to deduce complex trends and relationships about rocket flights. Students will analyse the suitability of scientific texts to explain the extinction of dinosaurs. Students will explain nature and life cycles and their interactions with human activity on Earth.

Through a range of practical earth science investigations and research students will develop their self-management and ability to communicate with others. Students will also develop critical thinking skills as they link field work observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.



### Learning Areas: Science

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# Pathway NCEA Level 3 Earth Science, NCEA Level 3 General Science

Credit	Information
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A.S. 91187 v2 Earth and Space Science 2.1 - Carry out a practical Earth and Space Science investigation	2	I	4	Y		Y
A.S. 91188 v2 Earth and Space Science 2.2 - Examine an Earth and Space Science issue and the validity of the information communicated to the public	2	I	4	Y		
A.S. 91189 v2 Earth and Space Science 2.3 - Investigate geological processes in a New Zealand locality	2	I	4	Y		
A.S. 91190 v2 Earth and Space Science 2.4 - Investigate how organisms survive in an extreme environment	2	I	4	Y		
A.S. 91191 v2 Earth and Space Science 2.5 - Demonstrate understanding of the causes of extreme Earth events in New Zealand	2	E	4	Y		
		Total Credits	20	20	0	4

Total Credits Available: 20 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 16 credits.



2SELT

Head of Faculty - Kaihautu: Meghan Ashford

This is an introductory course for people interested in electronics and who may wish to pursue further training and employment in this field. Students will gain an understanding of fundamental electrical concepts to explain the behaviour and use of electronic circuits. This includes testing circuits on prototype boards and transferring them on to Vero boards or printed circuit boards. They will learn the application of the above in the real world via a range of practical activities, experiments and demonstrations. After achieving this course, trainees may continue with any of the following:

• take up an apprenticeship in electronics and study for national certificates at Levels 3 and 4;

• study for a National Diploma in Engineering.

This is a Unit Standard course and is not approved for University Entrance

### Learning Areas: Science

Credit Information						
U.S. 18239 v7 Demonstrate introductory knowledge of circuit concepts and measurements for electronics	2	I	5			
U.S. 18240 v7 Demonstrate knowledge of basic electronic components	2	I	5			
U.S. 18242 v7 Construct a simple printed circuit	2	I	3			
U.S. 18243 v7 Construct a simple electronic product from a supplied circuit schematic	2	I	6			
		Total Credits	19	0	0	0

Total Credits Available: 19 credits. Internally Assessed Credits: 19 credits.



2SGEN

Head of Faculty - Kaihautu: Meghan Ashford

Through a range of practical science investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

Students will develop an understanding of the causes of natural hazards using examples around Aotearoa such as the Tarawera eruption. Students will evaluate socio-scientific issues and pseudoscience in the media. Students will develop understanding of redox chemistry and use observations to identify chemical reactions. Students will use microscopes to investigate life at the cellular level.

This course provides a pathway for students who wish to continue a broad science learning. This course is not suitable for students wishing to progress into an engineering or medical pathway.

# Learning Areas:

<u>Science</u>

A.S. 91154 v2 Biology 2.2 - Analyse the biological validity of information presented to the public	2	I	3	Y		
A.S. 91160 v2 Biology 2.8 - Investigate biological material at the microscopic level	2	I	3			
A.S. 91167 v2 Chemistry 2.7 - Demonstrate understanding of oxidation-reduction	2	I	3			
A.S. 91189 v2 Earth and Space Science 2.3 - Investigate geological processes in a New Zealand locality	2	I	4	Y		
A.S. 91191 v2 Earth and Space Science 2.5 - Demonstrate understanding of the causes of extreme Earth events in New Zealand	2	E	4	Υ		
		Total Credits	17	11	0	0

Total Credits Available: 17 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 13 credits.



2SHOR

Head of Faculty - Kaihautu: Meghan Ashford

Students will develop their understanding of agrichemical safety and application, plant propagation and horticulture management practices. Students will learn health and safety skills. Through a range of learning experiences students will develop their understanding of soil management, the environmental impact of horticulture, plant reproduction, growth and development. Students will also develop landscape design skills.

There will be hands-on and practical activities, field work, and experiments. Students will be expected to work in groups and maintain garden beds around the school grounds for the whole year. Students will develop personal responsibility and group-work skills as they manage their garden beds.

Students will work with the teacher to select relevant achievement standards from the selection listed below. Students may select a combination of Achievement Standard and Unit Standard assessments.

# Learning Areas:

Science

# Pathway

# NCEA Level 3 Agricultural and Horticultural Science

**Credit Information** 

U.S. 2765 v6 Plant trees or shrubs under close supervision	2	I	5			
U.S. 21027 v4 Plant and maintain displays of bedding plants or bulbs or herbaceous perennials under close supervision	2	Ι	10			
U.S. 27213 v1 Identify and interpret agrichemical product information, and demonstrate knowledge of safety with agrichemicals	2	Ι	5			
U.S. 29506 v1 Propagate plants by cuttings under close supervision	2	I	5			
U.S. 29508 v1 Sow seeds and monitor germination and emergence under close supervision	2	I	5			
<b>A.S. 91289 v2</b> Agricultural and Horticultural Science 2.1 - Carry out an extended practical agricultural or horticultural investigation	2	I	4	Υ		Y
<b>A.S. 91290 v2</b> Agricultural and Horticultural Science 2.2 - Demonstrate understanding of techniques used to modify physical factors of the environment for NZ plant production	2	E	4	Y		
<b>A.S. 91291 v2</b> Agricultural and Horticultural Science 2.3 - Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand	2	I	4	Y		
<b>A.S. 91292 v2</b> Agricultural and Horticultural Science 2.4 - Demonstrate understanding of how management practices influence plant growth and development in NZ commercial production	2	I	4	Y		
A.S. 91296 v2 Agricultural and Horticultural Science 2.8 - Produce a landscape plan	2	I	4	Υ		
		Total Credits	50	20	0	4

Total Credits Available: 50 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 46 credits.



2SPHY

Head of Faculty - Kaihautu: Meghan Ashford

Recommended Prior Learning It is recommended that students have taken 1SSCF - Science Foundation and have gained Achieved or higher in 90940 - Mechanics.

Students will gain an understanding of fundamental physical world concepts and laws to solve quantitative, real-world, problems. This will prepare them for further study in Physics. Students will develop their understanding of nuclear and atomic physics, mechanics, waves and electromagnetism. They will learn the application of the above in the real world via a range of practical activities, experiments and demonstrations.

This course is essential for students who intend to study Level 3 Physics. Students who intend to study Engineering or Biomedical Science at University should take this course.

# Learning Areas:

Science

# Pathway

NCEA Level 3 General Science, NCEA Level 3 Physics

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91169 v2 Physics 2.2 - Demonstrate understanding of physics relevant to a selected context	2	I	3	Y		
A.S. 91170 v2 Physics 2.3 - Demonstrate understanding of waves	2	E	4	Y		Y
A.S. 91171 v2 Physics 2.4 - Demonstrate understanding of mechanics	2	E	6	Y		Y
A.S. 91172 v2 Physics 2.5 - Demonstrate understanding of atomic and nuclear physics	2	I	3	Y		
A.S. 91173 v2 Physics 2.6 - Demonstrate understanding of electricity and electromagnetism	2	E	6	Y		Y
		Total Credits	22	22	0	16

Total Credits Available: 22 credits. Externally Assessed Credits: 16 credits. Internally Assessed Credits: 6 credits.

**Related Videos** 

https://www.youtube.com/watch?v=HuZZpJJF71U

# NCEA Level 3 Agricultural and Horticultural Science



# 3SAGH

**Course Description** 

Head of Faculty - Kaihautu: Meghan Ashford

# **Recommended Prior Learning**

It is recommended that students have studied 2SAGR and/or 2SHOR.

Students will develop their knowledge of current trends and innovations in the Agriculture and Horticulture Sectors through analysis of a primary production environmental issue. Students will investigate primary production process and factors affecting profitability of a primary product.

There will be experiments as part of the investigation. Students will be expected to complete independent self-directed research on a primary product of their choice.

Learning Areas: Science

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91528 v2 Agricultural and Horticultural Science 3.1 - Carry out an investigation into an aspect of a New Zealand primary product or its production	3	I	4	Y	*	Y
<b>A.S. 91529 v2</b> Agricultural and Horticultural Science 3.2 - Research and report on the impact of factors on the profitability of a New Zealand primary product	3	I	6	Y	6r,6w *	Y
<b>A.S. 91531 v2</b> Agricultural and Horticultural Science 3.4 - Demonstrate understanding of how the production process meets market requirements for a New Zealand primary product(s)	3	E	4	Y	4r,4w *	
	3	E	5	Y	5r,5w *	
		Total Credits	19	19	15	10

### Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 9 credits. Internally Assessed Credits: 10 credits.



3SBIO

Head of Faculty - Kaihautu: Meghan Ashford

### Recommended Prior Learning

It is recommended that students have studied NCEA Level 2 Biology and have gained Achieved or higher in 91156, 91157 and 91159.

Level 3 Biology is a vocabulary heavy, content rich course which is assessed via written reports or essay-based examination questions. The examination questions introduce evidence from a range of biological contexts that may not have been covered in class, students will need to analyse and use the relevant information to support their answer. High literacy and comprehension skills along with critical thinking skills are a significant advantage. A personal device would support learning.

The Level 3 Biology course enables students to gain an understanding of fundamental living world concepts to prepare them for further biological study at university. Students will use scientific evidence and develop critical thinking skills to link these observations to theory. The course introduces the biological evidence and ideas that explain how an organism's responses provide a selective survival advantage in its niche, the evolutionary processes that lead to speciation, and trends in human evolution. Students will plan, conduct and report on a practical investigation, and through research, explain how and why a mammal maintains a stable internal environment despite fluctuating environmental conditions.

### **Course Overview**

Term 1

The year starts with the 4-credit practical investigation internal where students individually plan, carry out, process and discuss the effect of agricultural chemicals on the heart rate of invertebrates. This involves the use of microscopes and the statistical analysis of the results. Plant and Animal Responses is the first external standard taught, worth 5 credits. This looks at the different ways plants and animals respond to the living and non-living aspects of their environment

Plant and Animal Responses is the first external standard taught, worth 5 credits. This looks at the different ways plants and animals respond to the living and non-living aspects of their environm and the survival benefit each response produces. A field trip to the Miranda Shorebird centre allows students to experience first-hand the preparation and perils of migration.

### Term 2

The 3-credit homeostasis internal focuses on the human thermoregulatory system and how it responds to changing environmental conditions. This standard involves some research and the creation of a portfolio of information which students use during the completion of the written report. Evolutionary processes leading to speciation is a 4-credit external that builds on from the Level 2 evolution theory and introduces the different ways that new species can be formed, and the patterns seen in evolutionary processes.

### Term 3

Human evolution is the third external standard, worth 4 credits. It introduces the anatomical/skeletal differences between apes, human ancestors and modern humans in relation to diet, method of locomotion, tool making ability and speech. Students learn about trends in human biological and cultural evolution, as well as possible dispersal theories based on fossil and DNA evidence. A trip to Auckland Zoo provides students with the opportunity to put their knowledge into action. They attend two lectures, one on the speciation and evolution of New Zealand's' native birds with a tour of the aviaries; the other on human evolution with a tour of the different primates.

### Term 4

Revision for the end of year external examinations.

# Learning Areas:

<u>Science</u>

# Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91601 v2 Biology 3.1 - Carry out a practical investigation in a biological context, with guidance	3	I	4	Y	*	Y
A.S. 91603 v3 Biology 3.3 - Demonstrate understanding of the responses of plants and animals to their external environment	3	E	5	Y	5r,5w *	
A.S. 91604 v2 Biology 3.4 - Demonstrate understanding of how an animal maintains a stable internal environment	3	I	3	Υ	3r *	
A.S. 91605 v2 Biology 3.5 - Demonstrate understanding of evolutionary processes leading to speciation	3	E	4	Y	4r,4w *	
A.S. 91606 v2 Biology 3.6 - Demonstrate understanding of trends in human evolution	3	E	4	Y	4r,4w *	
		Total Credits	20	20	16	4

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 20

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits. Externally Assessed Credits: 13 credits. Internally Assessed Credits: 7 credits.



3SCHE

Head of Faculty - Kaihautu: Meghan Ashford

### Recommended Prior Learning

It is recommended that students have studied 2SCHE and have gained Achieved or higher in 91164, 91165 and 91166.

Through a range of practical chemistry investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

Students will gain an understanding of fundamental material world concepts to prepare them for further science study. Students will develop/modify a plan to carry out a quantitative investigation. They will form links between oxidation-reduction reaction, understand shapes and polarity and properties of molecules, carry out calculations involving thermochemistry, understand structure, properties and reactivity of organic molecules and determine structure of molecules using spectroscopy data. They will learn the application of the above in the real world by having hands on activities such as practicals, experiments and demonstrations.

The Chemistry 3.6 external is an optional course, which students can learn outside of class with teacher support.

### Course Overview Term 1

We start with the 3.1 internal standard which re-visits the skills of volumetric analysis from level 2. We will do a quantitative investigation looking at the trend in the concentration of Vitamin C. This standard is practical based including calculations and report writing.

# Term 2

We will be covering 3.4 particles and thermochemisty. This is a continuation of structure and bonding from level 2 but more in depth, looking at periodicity, covalent molecules with up to 6 electron density, their polarity and calculating enthalpy.

### Term 3

We will do 3.5 organic chemistry which is the continuation of the organic chemistry from level 2, including other homologous series. This will be followed by the 3.2 spectroscopy internal which looks at identifying molecules based on Infra Red, Mass Spectroscopy and C13 NMR spectra. We will start the 3.7 Redox chemistry focusing on electrochemistry and electrolysis which looks at extracting reactive metals from its compounds.

# Term 4

We will finish the Redox internal. Revision for the externals will be done.

### Learning Areas:

<u>Science</u>

## **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91387 v2 Chemistry 3.1 - Carry out an investigation in chemistry involving quantitative analysis	3	I	4	Y	4w *	Y
A.S. 91388 v2 Chemistry 3.2 - Demonstrate understanding of spectroscopic data in chemistry	3	I	3		*	
A.S. 91390 v2 Chemistry 3.4 - Demonstrate understanding of thermochemical principles and the properties of particles and substances	3	E	5	Y	*	
A.S. 91391 v2 Chemistry 3.5 - Demonstrate understanding of the properties of organic compounds	3	E	5	Υ	*	
A.S. 91392 v2 Chemistry 3.6 - Demonstrate understanding of equilibrium principles in aqueous systems	3	E	5	Υ	*	Y
A.S. 91393 v2 Chemistry 3.7 - Demonstrate understanding of oxidation-reduction processes	3	I	3	Y	*	
		Total Credits	25	22	4	9

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 25

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 25 credits. Externally Assessed Credits: 15 credits. Internally Assessed Credits: 10 credits.



Head of Faculty - Kaihautu: Meghan Ashford

# **Recommended Prior Learning**

2SSCE - Level 2 Earth and Space Science or 2SGEN - Level 2 General Science

Students will develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time. Through practical work students will analyse ocean acidification. Students will conduct research to critically analyse climate change. Students will explore recent astronomical events or discoveries, showing understanding of the concepts of distance and time, in particular the evolution of the Martian atmosphere.

Through a range of practical earth science investigations and research students will develop their self-management and ability to communicate with others. Students will also develop critical thinking skills as they link field work observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

Learning Areas: Science

# Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91410 v2 Earth and Space Science 3.1 - Carry out an independent practical Earth and Space Science investigation	3	I	4	Υ	4r,4w *	Y
A.S. 91411 v2 Earth and Space Science 3.2 - Investigate a socio-scientific issue in an Earth and Space Science context	3	I	4	Υ	4r,4w *	
A.S. 91412 v2 Earth and Space Science 3.3 - Investigate the evidence related to dating geological event(s)	3	I	4	Υ	*	
A.S. 91413 v2 Earth and Space Science 3.4 - Demonstrate understanding of processes in the ocean system	3	E	4	Υ	4r,4w *	
A.S. 91415 v2 Earth and Space Science 3.6 - Investigate an aspect of astronomy	3	I	4	Y	4r *	
		Total Credits	20	20	16	4

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 20

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 16 credits.





3SGEN

Head of Faculty - Kaihautu: Meghan Ashford

# Recommended Prior Learning

It is recommended that students have studied a science subject at NCEA Level 2.

Through a range of practical science investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

This course will allow students to learn aspects of Biology, Chemistry and Earth and Space Science.

Students will develop understanding of spectroscopy and use spectra to identify different organic compounds. Students will use microscopes to carry out a biology investigation. Students will learn about human evolution. Students will learn about changes in the ocean and carry out an investigation into these.

This course provides a pathway for students who wish to continue a broad science learning. This course is not suitable for students wishing to progress into an engineering or medical pathway.

# Learning Areas:

Science

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91388 v2 Chemistry 3.2 - Demonstrate understanding of spectroscopic data in chemistry	3	I	3		*	
<b>A.S. 91410 v2</b> Earth and Space Science 3.1 - Carry out an independent practical Earth and Space Science investigation	3	I	4	Y	4r,4w *	Y
<b>A.S. 91411 v2</b> Earth and Space Science 3.2 - Investigate a socio-scientific issue in an Earth and Space Science context	3	I	4	Y	4r,4w *	
A.S. 91601 v2 Biology 3.1 - Carry out a practical investigation in a biological context, with guidance	3	I	4	Y	*	Y
A.S. 91606 v2 Biology 3.6 - Demonstrate understanding of trends in human evolution	3	E	4	Y	4r,4w *	
		Total Credits	19	16	12	8

### Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 15 credits.

# NCEA Level 3 Physics

# 3SPHY



# **Course Description**

Head of Faculty - Kaihautu: Meghan Ashford

# **Recommended Prior Learning**

It is recommended that students have gained at least 16 credits at NCEA Level 2 Physics.

Students will develop their understanding of physical world concepts and laws to solve quantitative, real-world, problems. This will prepare them for further study in Physics as they build knowledge on how physics laws have evolved over the past. Students will develop their understanding of modern physics, mechanical systems, wave systems and electrical systems.

They will learn the application of the above in the real world via a range of practical activities, experiments and demonstrations.

This course is suitable for students who wish to pursue further study in Physics, such as through Engineering or Biomedical Science.

Physics 3.2 is run as an optional out of class internal.

### Learning Areas: Science

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91522 v2 Physics 3.2 - Demonstrate understanding of the application of physics to a selected context	3	I	3	Y	*	
A.S. 91523 v2 Physics 3.3 - Demonstrate understanding of wave systems	3	E	4	Υ	*	
A.S. 91524 v2 Physics 3.4 - Demonstrate understanding of mechanical systems	3	E	6	Y	*	
A.S. 91525 v2 Physics 3.5 - Demonstrate understanding of Modern Physics	3	I	3	Y	*	
A.S. 91526 v2 Physics 3.6 - Demonstrate understanding of electrical systems	3	E	6	Υ	*	
		Total Credits	22	22	0	0

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 22

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 22 credits. Externally Assessed Credits: 16 credits. Internally Assessed Credits: 6 credits.

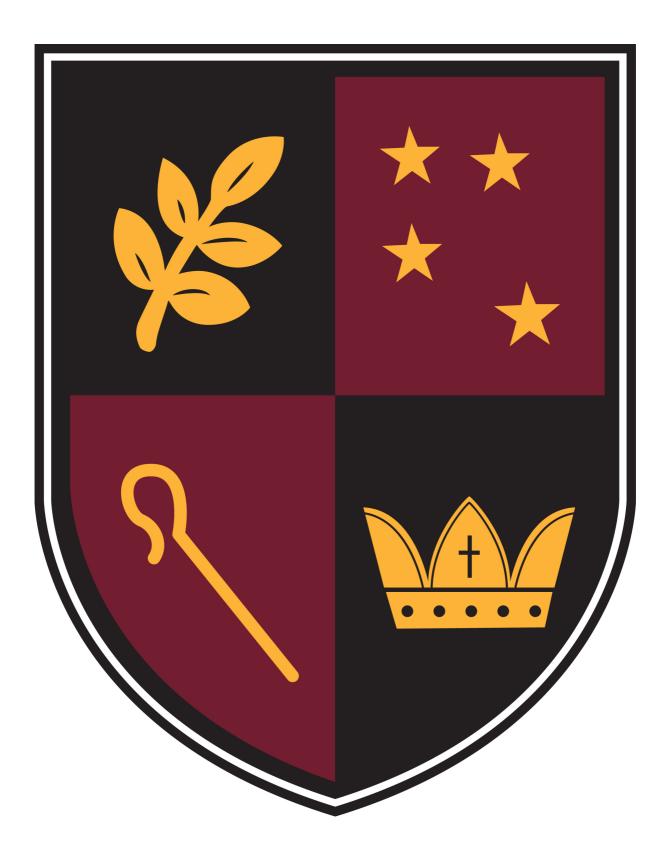
# **Related Videos**

https://www.youtube.com/watch?v=HuZZpJJF71U

**Social Sciences** 



Puutaiao Paapori - Social Sciences Learning Area



# NCEA Level 1 Geography

1ZGEO



# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass



# What capabilities will I develop?

You will develop your writing, oral and visual skills to communicate information to others. You will show your ability to apply Geographic concepts to explain issues and patterns backed by evidence and diagrams and produce texts of all kinds. You will be encouraged to develop a can-do attitude through self-motivation. You will interact with others effectively in groups, gathering data and showing understanding of viewpoints on issues. These strategies will allow you to be an active member of society showing an understanding of responsibilities in social, cultural and environmental situations. You will learn to read maps and diagrams as well as use data to construct and interpret various graphs, maps and images.

# What knowledge will I develop?

You explore current Geographic issues which affect our world that result from the interaction between Humans and the Environment with a focus on water. You will discover the Global pattern of water. You will be conducting research around our school to see how accurate Metservice data is for Pukekohe compared to our own measurements at school. You will be looking at the Contemporary Geographic issue of the use of vehicles on Karioitahi beach. Your external exam will cover the Extreme Natural Event of the 2009 Samoan Tsunami and you will also apply Geographic skills.

## Learning Areas: Social Sciences

# Pathway

NCEA Level 2 Geography, NCEA Level 3 Geography

Ability to also do Classical studies or History at Level 3 if you show the writing skills required.

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91007 v3 Geography 1.1 - Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)	1	E	4	Y		
A.S. 91010 v2 Geography 1.4 - Apply concepts and basic geographic skills to demonstrate understanding of a given environment	1	Е	4			Y
A.S. 91011 v3 Geography 1.5 - Conduct geographic research, with direction	1	I	4	Y		Y
A.S. 91012 v3 Geography 1.6 - Describe aspects of a contemporary New Zealand geographic issue	1	I	3	Y		
A.S. 91013 v2 Geography 1.7 - Describe aspects of a geographic topic at a global scale	1	I	3	Y		
		Total Credits	18	14	0	8

Total Credits Available: 18 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 10 credits.

# **NCEA Level 1 History**

### 1ZHIS

## **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

### **Recommended Prior Learning** Completion of Y10 Social Studies

### History fires students' curiosity and imagination

It invites students to ask, and helps them answer, today's questions by engaging with the past and imagining and speculating on possible futures.

### History presents students with the dilemmas, choices, and beliefs of people in the past.

It connects students with the wider world as they develop their own identities and sense of place. Students engage with history at personal, local, and international levels. They investigate the histories of their communities, New Zealand, and the wider world.

# History is a research-led discipline

Through this study students will develop skills in research, interpretation, evaluation, historical empathy and analysis. You will also be encouraged to examine each event/time period we study to evaluate its significance to New Zealand society today.

An awareness of history inspires students to become confident, questioning, and empathetic individuals.

# History is dynamic and exciting

This level one course is designed to give students a small insight into the world around them through the study of historical events, developments, themes and movements. They will specifically look at events that have shaped New Zealand's future such as The 1981 Springbok Tour Protests, the Polynesian Panthers and the fight for Black Civil Rights in America. The key theme for the year is around Race Relations and Protest

## **Course Overview**

### Term 1

The 1981 Springbok Rugby Tour of New Zealand. This unit will look at South Africa and the racial policy of Aparthied. You will learn about the various protests that occured throughout New Zealand during the Springbok Tour and the cause and consequence of these protest. You will develop and understanding of the different Perspectives of those involved in the protests and the organisers and supporters of the tour.

### Term 2

# Research into a New Zealand Protest.

This unit will develop your research skills and accessing the reliability and usefulness of various sources. There will be student choice over the protest movement they research within the New Zealand context.

Term 3

# Black Civil Rights Movement

This unit covers reasons for the Civil Rights Movement (slavery, segregation, KKK), forms the Civil RIghts Movement took (Montogery Bus Boycott, Freedom Rides, Martin Luther King, Black Power and the Black Panthers) and describe the success of the movement. Students will also evaluate the significance of the Black Civil Rights Movement on New Zealanders.

### Term 4

Focus on preparing for the external exams

# Learning Areas:

Social Sciences

## Pathway NCEA Level 2 Classical Studies, NCEA Level 2 History

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91001 v3 History 1.1 - Carry out an investigation of an historical event, or place, of significance to New Zealanders	1	I	4	Y		
A.S. 91002 v3 History 1.2 - Demonstrate understanding of an historical event, or place, of significance to New Zealanders	1	I	4	Υ		
A.S. 91003 v3 History 1.3 - Interpret sources of an historical event of significance to New Zealanders	1	E	4	Y		
A.S. 91004 v3 History 1.4 - Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	1	I	4	Υ		
A.S. 91005 v3 History 1.5 - Describe the causes and consequences of an historical event	1	E	4	Y		
		Total Credits	20	20	0	0

Total Credits Available: 20 credits Externally Assessed Credits: 8 credits. Internally Assessed Credits: 12 credits.



# NCEA Level 1 Social Science Studies

1ZSSS

# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

### Recommended Prior Learning Year 10 Social Studies

This subject consists of several subjects within the Social Sciences learning area including Senior Social Studies, Classical Studies, Media Studies and Geography.

The aim of this course is to give students a taste of the various areas for future selection and to have a varied and interesting course.

### Topics include:

- demonstrating links between the classical world and present day society through an inquiry into the Baths of Caracalla vs. Franklin Leisure centre.

- personally particapting in a social action relating to social justice and human rights by completing the 40hr famine.

- Investigating how people interact with the media.

- Develop an understanding of geography skills.

Most students will complete up to 17 internal credits and 4 external credits.

Learning Areas:

Social Sciences

# Pathway

NCEA Level 2 Classical Studies, NCEA Level 2 Geography, NCEA Level 2 History, NCEA Level 2 Social Studies

Completing and passing this course allows you to pick up other social science department subjects at level 2.

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 90989 v3 Media Studies 1.1 - Demonstrate understanding of how individuals interact with the media	1	I	3	Y		Y
A.S. 91010 v2 Geography 1.4 - Apply concepts and basic geographic skills to demonstrate understanding of a given environment	1	E	4			Υ
A.S. 91025 v2 Classical Studies 1.5 - Demonstrate understanding of links between aspects of the classical world and another culture	1	I	6	Y		
A.S. 91042 v3 Social Studies 1.4 - Report on personal involvement in a social justice and human rights action	1	I	4	Y		
A.S. 91043 v2 Social Studies 1.5 - Describe a social justice and human rights action	1	I	4	Y		
		Total Credits	21	17	0	7

Total Credits Available: 21 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 17 credits.





2ZCLS

Head of Faculty - Kaihautu: Sharon Grass

Classical Studies is our look into the ancient world. To understand ourselves, and our place in a bicultural society, we need to know about the societies that have laid the foundations for the world in which we live.

Classical studies is the study of the people, places, and events of the classical world and how they influence the modern world. Classical studies is an interdisciplinary subject: students engage with literature, languages, art, history, science, technology, religion, and philosophy.

Students explore community, cultural identity, values, and perspectives and think critically about human behaviour and relationships to appreciate the civilisations of ancient Greece and Rome, understand the past and the present, and to imagine possible futures.

Level 2 Classical Studies focuses mainly on the Ancient Greek world.

The Level 2 course covers:

- A basic introduction to the Ancient Greek world religion, society, culture, myth, gods/goddesses and beyond.
- Connections to the ancient world and Aotearoa
- A study on Pompeli a Roman context
   Heracles VS Hercules a comparison between the ancient Greek hero Heracles to the modern Hercules
- Greek Theatre
- Greek Art & Architecture

### **Course Overview**

# Term 1

Introduction to the Ancient Greek World

A unit on the Mt. Vesuvius eruption at Pompeii - 91202 v3 Classical Studies 2.3 - Demonstrate understanding of a significant event in the classical world

Term 2 Introduction to Heracles as a mythological character. Study Euripides' play, 'Herakles'. Comparison between the Ancient Greek Heracles to Disney's Hercules.

Term 3

Heracles internal - 91204 v2 Classical Studies 2.5 - Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures Introduction to Greek Art and Architecture

Term 4 Exam preparation

Learning Areas: Social Sciences

**Contributions and Equipment/Stationery** 

Personal Device (Laptop) or 2B5

# **Assessment Information**

Assessments will be completed as written reports.

### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91200 v2 Classical Studies 2.1 - Examine ideas and values of the classical world	2	E	4	Y	4r,4w	
A.S. 91201 v2 Classical Studies 2.2 - Examine the significance of features of work(s) of art in the classical world	2	E	4	Y	4r,4w	
A.S. 91202 v3 Classical Studies 2.3 - Demonstrate understanding of a significant event in the classical world	2	I	4	Υ	4r	
A.S. 91204 v2 Classical Studies 2.5 - Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures	2	I	6	Υ	6r	
		Total Credits	18	18	18	0

Total Credits Available: 18 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 10 credits.

**Related Videos** 

https://www.youtube.com/watch?v=6bDrYTXQLu8&t=1s

# 2ZGEO

### **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

### What capabilities will I develop?

You will develop your writing, oral and visual skills to communicate information to others. Your writing will display your ability to make statements that are well explained and backed by evidence and diagrams. You will show your ability to apply Geographic concepts to explain issues and patterns and produce texts of all kinds. You will be encouraged to develop a can-do attitude through self-motivation. Planning, and setting goals at a high standard, will enable you to meet any challenge. You will interact with others effectively in groups, gathering data and showing understanding of viewpoints on issues. Through this, together you will apply new ways of thinking, problem solving and making suggestions for future situations. These strategies will allow you to be an active member of society, showing an understanding of responsibilities in social, cultural and environmental situations. The subject will enable you to consider both the physical science and human environment to help apply geographic thinking skills and ensure a sustainable approach to global issues.

# What knowledge will I develop?

You will investigate current Geographic processes and issues using Geographic skills and concepts, to show your understanding of the interactions between cultural and human environments. During Term 1 you will visit Rotorua and study cultural Geography in Rotorua. You will conduct a research project in Rotorua to show your understanding of tourism development. For the contemporary issue we will discover how Sunset Beach-Port Waikato is disappearing and how it impacts the cultural sustainability of the community. You will study the global pattern of urban settlements and difference in development.

#### Course Overview Term 1

We will visit Rotorua for the research paper.

#### Term 2

Study the global pattern of urban settlements. We will describe the temporal and spatial pattern of urban settlements, the factors and processes that contributed to the global pattern and the significance of urban settlements on people.

#### Term 3

Study the differences in development. Development refers to the standard of living and quality of life of people. Living standards and quality of life vary spatially, and undergo change, at the individual, local, national, and global scales. The topic will lead to the external paper at the end of the year.

#### Term 4

You will explain how Sunset Beach-Port Waikato is disappearing and how it impacts the cultural sustainability of the community. You will provide a recommended course of action with reasons for the chosen action.

#### Learning Areas: Social Sciences

Social Sciences

### Pathway NCEA Level 3 Geography

## **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91426 v2 Geography 3.1 - Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment	3	E	4	Y	4r,4w *	
A.S. 91429 v2 Geography 3.4 - Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills	3	E	4	Y	4r,4w *	
A.S. 91430 v2 Geography 3.5 - Conduct geographic research with consultation	3	I	5	Y	*	Y
A.S. 91431 v2 Geography 3.6 - Analyse aspects of a contemporary geographic issue	3	I	3	Y	3r *	
A.S. 91432 v2 Geography 3.7 - Analyse aspects of a geographic topic at a global scale	3	I	3	Y	3r *	
		Total Credits	19	19	14	5

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 8 credits. Internally Assessed Credits: 11 credits.





2ZHIS

Head of Faculty - Kaihautu: Sharon Grass

# Recommended Prior Learning

Level One History and/or Level One Social Science Studies is preferred but can be picked up without.

Through the study of history students will develop skills in research, interpretation, evaluation, empathy and analysis; vital skills for your next stage in education. You will also be encouraged to examine each event/time period we study to evaluate its significance to New Zealand society today. In particular, you should consider how much these events have shaped your life and you may not have even realised it!

You will become an Historian not just a student of history, you will work on your own research topic looking at the causes and consequences of a revolution. This independent project will be built around three tasks - Planning, Conducting and Evaluating your own historical research.

This will be followed by a study on the **US involvement in the Vietnam War**. This study will be used for an internal assessment on the **perspectives** of two sides of a historical argument and the development, justification and actions of each. This topic will also be the main focus of the external exams in November.

#### Course Overview Term 1

Independant Research into a Revolution, this will focus on the causes and consequences of the revolution and how it is of significance to New Zealanders. You will develop your research skills, through the planning, conducting and evaluating your own research project.

#### Term 2

This term will be focused on the Vietnam War and the My Lai massacre.

Students will study the causes and consequence of the Vietnam War and the significance to New Zealanders. This will form the context for their external exam. They will also focus on the events of My Lai and the different perspectives of the massacre - who was to blame?

# Term 3

The in-depth Vietnam study continues.

#### Learning Areas: Social Sciences

SUCIAI SCIENCES

# Pathway

NCEA Level 3 Classical Studies, NCEA Level 3 History, NCEA Level 3 Social Studies

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91229 v2 History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders	2	I	4	Υ	4r	
A.S. 91230 v2 History 2.2 - Examine an historical event or place that is of significance to New Zealanders	2	I	5	Y	5r	
<b>A.S. 91231 v2</b> History 2.3 - Examine sources of an historical event that is of significance to New Zealanders	2	E	4	Y	4r,4w	
<b>A.S. 91232 v2</b> History 2.4 - Interpret different perspectives of people in an historical event that is of significance to New Zealanders	2	I	5	Y	5r	
A.S. 91233 v2 History 2.5 - Examine causes and consequences of a significant historical event	2	E	5	Y	5r,5w	
		Total Credits	23	23	23	0

Total Credits Available: 23 credits. Externally Assessed Credits: 9 credits. Internally Assessed Credits: 14 credits.

# NCEA Level 2 Social Studies

2ZSOC

# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

# Recommended Prior Learning

Level 1 Social Science Studies, History or Geography

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Throughout this course you will develop understanding on contemporary social issues, the actions that people take in response to issues, and participate in a social action.

If you are passionate about seeing a change in our community, society, country, and beyond, this is the course for you!

## Please note:

Junior Social Studies is NOT Senior Social Studies. Senior Social Studies is a mix of sociology, anthropology, philosophy, political studies, policy studies, environmental studies, etc.

This course we will be looking at...

- Why people do things, based of their personal belief systems
- The actions the people take, motivated by their belief system
- How actions had a wider impact of society

#### Course Overview Term 1

Introduction to Social Studies - understanding Social Studies Concepts and contemporary social issues. Class to decide first Social Issue to inquire into

Term 2

Students choose own Social Issue to inquire into

# Term 3

Students participate in a Social Action, based off their Social Inquiry Preparation for Externals

Term 4 Preparation for Externals

Learning Areas: Social Sciences

# Contributions and Equipment/Stationery Personal Device (Laptop) or 2B5

### Assessment Information

Assessments will be completed as written reports.

# **Related Videos**

https://www.youtube.com/watch?v=vGQQbulRUjY



# NCEA Level 2 Te Ara Taapoi

2ZTAT

# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

#### **Recommended Prior Learning** Non required. Open to anyone.

Through individual and group activities you will be involved in a supportive classroom community but at the same time be able to work at your own pace.

This subject covers career planning and tourism activities.

## What capabilities will you develop?

You do research to apply to decisions on future career options and construction of a family tree to show your lineage. You will apply mapping and statistical analysis to show understanding of tourist activities. You will come to understand the importance of being a part of a local, regional, national and international community.

### What knowledge will I develop?

You will start with a focus on your lineage/whakapapa and cultural identity learn how this is important to the way you do things and think about things. You will also explore how different jobs require different skills, so that you have an understanding to be able to write a CV for a specific job. There is also an opportunity to gain credits towards Hospitality and Tourism as a career pathway, with links to Aotearoa New Zealand and global destinations.

# **Course Overview**

# Term 1

Focuses on your cultural identity/heritage and how this is shown through your Whanau/family. You will also learn the requirements for writing a CV for a specific job.

# Term 2

You will be working on a Tourism standard that links to understanding tourism at the global level including researching tourist destinations ad activities across different continents.

# Term 3

Another Tourism standard is covered that is specific to tourist destinations in Aotearoa New Zealand.

#### Term 4

Completing standards as is necessary and a possible extra one can be provided for those that have completed all other ones.

### Learning Areas: Social Sciences

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Pathway NCEA Level 3 Te Ara Taapoi

# **Contributions and Equipment/Stationery**

1B5 exercise book

# Assessment Information

This is a unit standards course which is fully internally assessed.

# **Credit Information**

U.S. 4252 v8 Produce a personal targeted CV (curriculum vitae)	2	I	2			
U.S. 12352 v7 Describe aspects of one's own lineage/whakapapa, heritage, and cultural identity	2	I	3			
U.S. 24729 v3 Demonstrate knowledge of world tourist destinations	2	I	4			
U.S. 24731 v4 Demonstrate knowledge of destination New Zealand	2	I	4			
		Total Credits	13	0	0	0

Total Credits Available: 13 credits. Internally Assessed Credits: 13 credits





3ZCLS

Head of Faculty - Kaihautu: Sharon Grass

Classical Studies is our look into the ancient world. To understand ourselves, and our place in a bicultural society, we need to know about the societies that have laid the foundations for the world in which we live

Classical studies is the study of the people, places, and events of the classical world and how they influence the modern world.

Classical studies is an interdisciplinary subject: students engage with literature, languages, art, history, science, technology, religion, and philosophy.

Students explore community, cultural identity, values, and perspectives and think critically about human behaviour and relationships to appreciate the civilisations of ancient Greece and Rome, understand the past and the present, and to imagine possible futures

Level 3 Classical Studies focuses mainly on the Ancient Roman world.

The Level 3 course covers,

- A basic introduction to the Ancient Rome world religion, society, leadership, culture, myth, gods/goddesses and beyond.
- Connections to the ancient world and Aotearoa
- Alexander the Great- a Greek/Macedonian context
   Juvenal's XVI Satires ancient text
- Development of Satire over time
  Roman Art & Architecture

# **Course Overview**

Term 1

Develop a basic understanding of Ancient Rome - myth, society, culture, religion, etc. Unit of Alexander the Great

### Term 2

Assessment on Alexander the Great - Demonstrate understanding of significant ideology(ies) in the classical world Unit of Juvenal's Satires

#### Term 3

Assessment on Juvenal's Satires - Demonstrate understanding of the lasting influences of the classical world on other cultures across time Unit on Art & Architecture

Term 4

Prepare for externals

#### Learning Areas: Social Sciences

# **Contributions and Equipment/Stationery**

Personal Device (Laptop) or 2B5

### **Assessment Information**

Assessments can be completed in a variety of assessment formats - including, written report, podcast, script, and commentary video.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91394 v2 Classical Studies 3.1 - Analyse ideas and values of the classical world	3	E	4	Y	4r,4w *	
A.S. 91395 v2 Classical Studies 3.2 - Analyse the significance of a work(s) of art in the classical world	3	E	4	Y	4r,4w *	
A.S. 91396 v2 Classical Studies 3.3 - Analyse the impact of a significant historical figure on the classical world	3	E	6	Y	6r,6w *	
A.S. 91397 v2 Classical Studies 3.4 - Demonstrate understanding of significant ideology(ies) in the classical world	3	I	6	Υ	6r *	
A.S. 91398 v2 Classical Studies 3.5 - Demonstrate understanding of the lasting influences of the classical world on other cultures across time	3	I	6	Y	6r *	
Approved subject for University Entrance		Total Credits	26	26	26	0

Number of credits that can be used for overall endorsement: 26

Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects

Total Credits Available: 26 credits. Externally Assessed Credits: 14 credits. Internally Assessed Credits: 12 credits.

#### **Related Videos**

https://www.youtube.com/watch?v=GXoEpNjgKzg&t=1s

# NCEA Level 3 Geography

3ZGEO

# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

# What capabilities will I develop?

You will develop your writing, oral and visual skills to communicate information to others. You will develop your ability to apply Geographic concepts to explain issues and patterns and produce texts of all kinds. You will interact with others effectively in groups, gathering data and showing understanding of viewpoints on issues. Through this, together you will apply new ways of thinking, problem solving and making suggestions for future situations. These strategies will allow you to be an active member of society showing an understanding of responsibilities in social, cultural and environmental situations. You will learn to read maps and diagrams as well as use data to construct and interpret various graphs, maps and images.

## What knowledge will I develop?

In Term 1 you will visit Rotorua to gain knowledge of the cultural processes of Tourism and undertake geographic research of your choice in the area. You will use your geographic skills to explain the process of urban sprawl and loss of agricultural land in the Pukekohe area and the significance of this on people and the environment. You will study the global impact of climate change, the spatial and temporal patterns of the change and the significance to people and the environment. Throughout the year you will build your geographic skills and apply these throughout all units of study.

# **Course Overview**

# Term 1

We will visit Rotorua where you will choose your own topic of research and gather information on the development of tourism in Rotorua.

# Term 2

We will analyse urban sprawl and loss of agricultural land in Pukekohe as a contemporary and local issue, explaining peoples values and perceptions and propose a solution.

# Term 3

We will analyse the aspects of the global impact of climate change, factors and processes that contribute to the pattern and the significance on people.

#### Term 4

You will study the development and process involved in the tourism of Rotorua to prepare for the external exam.

Learning Areas: Social Sciences

## **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91240 v2 Geography 2.1 - Demonstrate geographic understanding of a large natural environment	2	E	4	Y	4r,4w	
A.S. 91243 v2 Geography 2.4 - Apply geography concepts and skills to demonstrate understanding of a given environment	2	E	4	Y		
A.S. 91244 v3 Geography 2.5 - Conduct geographic research with guidance	2	I	5	Y		Y
A.S. 91245 v3 Geography 2.6 - Explain aspects of a contemporary New Zealand geographic issue	2	I	3	Y		
A.S. 91246 v3 Geography 2.7 - Explain aspects of a geographic topic at a global scale	2	I	3	Y		
A.S. 91247 v2 Geography 2.8 - Apply spatial analysis, with guidance, to solve a geographic problem	2	I	3	Y		Y
		Total Credits	22	22	4	8

Total Credits Available: 22 credits. Externally Assessed Credits: 8 credits Internally Assessed Credits: 14 credits.



# NCEA Level 3 History

# 3ZHIS



# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

# **Recommended Prior Learning**

Level 2 History and/or Social Studies and/or Classical Studies

Through the study of history students will develop skills in **research**, **interpretation**, **evaluation**, **empathy and analysis**; Vital skills for your next stage in education. You will also be encouraged to examine each event/time period we study to evaluate its significance to New Zealand society today. In particular, you should consider how much these events have shaped your life and you may not have even realised it!

The course will start with an in-depth study into the Israel-Palestine conflict. This conflict continues to effect society today, more than 70 years after it began. The focus is around the creation of the State of Israel and the preceeding 1948 War. The more than 5 million refugees that still exist today are a result of this conflict. Students will analyis the historiography of this conflict and form conclusions about which history is the most valid.

In the second term students will become a Historian not just a student of history, they will work on their own research topic - an event of significance to New Zealand that sparks their interest. This independent project will be built around three tasks - Planning, conducting and evaluating your own historical research.

# **Course Overview**

Term 1

Introduction to history skills and concepts. In-depth study into the Israel-Palestine conflict and perspectives around the 1948 War

Were the refugees a result of the conflict or were they expelled?

Term 2 Continue Israel-Palestine topic

Term 3 Research into a historical event of students choice.

Term 4 Preparation for externals

# Learning Areas:

Social Sciences

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91434 v2 History 3.1 - Research an historical event or place of significance to New Zealanders, using primary and secondary sources	3	I	5	Y	5r *	
A.S. 91435 v2 History 3.2 - Analyse an historical event, or place, of significance to New Zealanders	3	I	5	Υ	5r *	
A.S. 91436 v2 History 3.3 - Analyse evidence relating to an historical event of significance to New Zealanders	3	E	4	Y	4r,4w *	
A.S. 91437 v2 History 3.4 - Analyse different perspectives of a contested event of significance to New Zealanders	3	I	5	Y	5r *	
		Total Credits	19	19	19	0

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 15 credits.

# NCEA Level 3 Social Studies

3ZSOC

# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

#### **Recommended Prior Learning** Level 2 Social Studies, Level 2 English

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Throughout this course you will develop understanding on contemporary social issues, the actions that people take in response to issues, and participate in a social action.

If you are passionate about seeing a change in our community, society, country, and beyond, this is the course for you!

# Please note:

Junior Social Studies is NOT Senior Social Studies. Senior Social Studies is a mix of sociology, anthropology, philosophy, political studies, policy studies, environmental studies, etc.

Basically, in this course we will be looking at ...

- Why people do things, based of their personal belief systems
  The actions the people take, motivated by their belief system
- The actions the people take, motivated by their be
   How actions had a wider impact of society

# **Course Overview**

Term 1 Introduction to Social Studies - understanding Social Studies Concepts and contemporary social issues. Class to decide first Social Issue to inquire into

Term 2 Students choose own Social Issue to inquire into

# Term 3

Students participate in a Social Action, based off their Social Inquiry - to create policy change. Preparation for Externals

Term 4 Preparation for Externals

Learning Areas: Social Sciences

Contributions and Equipment/Stationery Personal Device (Laptop) or 2B5

## **Assessment Information**

Assessments will be completed as written reports.

## **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91597 v2 Social Studies 3.2 - Conduct a critical social inquiry	3	I	6	Υ	6r *	
A.S. 91598 v2 Social Studies 3.3 - Demonstrate understanding of how ideologies shape society	3	E	4	Υ	4r,4w *	
A.S. 91599 v2 Social Studies 3.4 - Examine personal involvement in a social action(s) that aims to influence policy change(s)	3	l	6	Y	6r *	
A.S. 91600 v2 Social Studies 3.5 - Examine a campaign of social action(s) to influence policy change(s)	3	I	4	Υ	4r *	
		Total Credits	20	20	20	0

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 20

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 16 credits.

# **Related Videos**

https://www.youtube.com/watch?v=vGQQbulRUjY



# NCEA Level 3 Te Ara Taapoi

# 3ZTAT

## **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

#### **Recommended Prior Learning**

None required. You can pick this up even if you did not do 2TAT.

In this course you will look into possible career pathways for yourself and how you can plan to reach your ultimate job within that career.

You will also do several standards on Tourism which can contribute to a later tourism qualification. This will include learning codes for countries and gateway cities which are important in the tourism industry. You will also investigate tourist destinations in New Zealand and the Pacific and be able to design an itinerary for clients visiting these destinations

Through individual and group activities you will be involved in the a supportive classroom community but at the same time be able to work at your own pace. The class focuses on the importance of being a part of a local, regional, national and international community. Linking to this is support of our school at Polyfest.

There is also a focus on providing learning in financial literacy - showing understanding of ways of increasing personal income and how different ways can have different effects.

This is a fully internal Unit Standards course

# **Course Overview**

Term 1 You will start the course by looking into possible career pathways that you are interested in. Then choosing one possible career you will investigate:

- education requirements for the job
   matching your personal qualities to the job
- identifying current and future skills needed for the job
- identify strategies to support you to reach your ultimate job within the career
   identify what might hold you back from gaining the job
- setting a timeline of how you can get to the desired job from this point forward.

# Term 2

World Travel Tourism is the focus of this term. This includes understanding of the different travel zones of the world as well as country and gateway airport codes. You will also gain an understanding of time zones and seasons and how these affect travel throughout the year.

#### Term 3

Actearca New Zealand as a tourist destination. You will gain an understanding of what is on offer in a variety of tourist destinations in New Zealand and then plan a travel itinerary for a "client". This will ensure matching the place and activities proposed to the needs of the client.

You will also start a unit on financial literacy which helps you to understand how different decisions on increasing your income can have an effect on your life and financial situation.

#### Term 4

In the last few weeks of term all internals will be completed. There are no external exams in this subject.

An extra Tourism unit is available for those that work quickly during the year.

### Learning Areas:

Social Sciences

# Assessment Information

This course is a Unit standards fully internal course. 14-19 credits are available.

Two of the standards are directly linked to travel and tourism and can contribute to your completing a certificate course in Travel and Tourism in your future. There is a further Tourism standard available for those that complete all other assessments and time permits.

Credit Information					
U.S. 3727 v10 Demonstrate knowledge of Pacific Island countries as visitor destinations	3	I	5		
U.S. 4251 v8 Plan a career pathway	3	I	3		
U.S. 24733 v2 Describe and promote a New Zealand tourist destination	3	I	5		
U.S. 25508 v3 Demonstrate knowledge of world travel geography	3	I	3		
U.S. 28098 v3 Evaluate options to increase personal income	3	I	3		

Total Credits 19 0 0 0

Total Credits Available: 19 credits Internally Assessed Credits: 19 credits

# Social Sciences - Commerce



Social Sciences - Commerce Learning Area





1ZACC

Head of Faculty - Kaihautu: Sharon Grass

### **Recommended Prior Learning**

There are no pre-requisites. Athough 10BEA is a good background the course is based on no prior accounting knowledge. Both literacy and numeracy skills are required with three standards having report components. The course is very reliant on consistent effort and a willingness to seek support as required. This is because most topics build upon past learning. For that reason we have concerns for students who try and "transfer" to this course mid year.

What capabilities will I develop? Accounting is the processing and interpretation of financial information to allow the users to make good decisions at home, in the business place, within clubs and in our wider community. Accounting relies on integrity (honesty), accountability and an awareness of citizenship and sustainability. We encourage our students to be thinking and collaborative learners with a genuine desire to gain lifetime serving skills and knowledge

What knowledge will I develop? We introduce the necessary skills to manage the financial affairs of individuals, whānau, and local small entities, including community organisations. The subject can be used as a valuable one year of financial literacy or as a base for higher levels of learning in commerce. All students will gain skills to assist their whanau but the subject also empowers future managers, self-employed and community officers to understand key topics such as GST, budgeting, profit reporting and record keeping.

#### **Course Overview** Term 1

90982 involves researching two holiday options and justifying your choice of the two. It requires planning an itinerary, researching activities, preparing a budget and providing a report (with bibliography) The two weeks of class time allows for timetable changes and late enrolments.

90981 involves processing of accounting information including individual assessments for documents, cash journals, ledgers and bank reconciliations. All work from this point on is supported by the student workbook. This standard continues into term 2

#### Term 2

Completion of 90981 including re-assessment opportunities.

We then start the 5 credit external standard 90978 (income statements, balance sheets). Regular progress tests are held

#### Term 3

We complete 90978 by covering cash budgets. A thorough preparation is providing leading into the derived grade exams (week 5?) After exam review we have "differentiated learning" Students who need more support for 90978 continue with that standard. They may concurrently attempt the home finance research standard. This requires an interview with a whaanau member.

For those who pass 90978 in the exam week we will start 90979 which is the preparation of financial statements for a club.

#### Term 4

Only 4 weeks? This is a continuation of the progression outlined in term 3. Workshop opportunities will be offered once seniors clear.

# Learning Areas:

Social Sciences - Commerce

#### Pathway

NCEA Level 2 Accounting, NCEA Level 3 Accounting

Direct entry to level 3 (missing level 2) requires subject endorsement at level one or HOD approval.

#### **Contributions and Equipment/Stationery**

Students require a 2B5 or device for notes and a calculator. Digital devices are not permitted as calculators in assessments. A school provided student workbook is used for most tasks. There are no course costs

### Assessment Information

90982 and 90981 are research tasks that can be prepared at home and submitted digitally or as hard copy

90981, as an optional task, can be completed any time during the year. Resubmissions to gain Achieved are possible

90977 is assessed as closed book classroom tasks over 4 separate assessments. Re-sit opportunities are available. 90979 is assessed open book in class time. The processing component has a re-sit and the report a resubmission opportunity.

90978 is our one external NZQA examination with 3 hours of time allowed. If unable to sit the external examination the derived grade exam may generate a grade (if the absence is condoned).

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 90977 v3 Accounting 1.2 - Process financial transactions for a small entity	1	I	5			
A.S. 90978 v3 Accounting 1.3 - Prepare financial statements for sole proprietors	1	E	5			
A.S. 90979 v3 Accounting 1.4 - Prepare financial information for a community organisation's annual general meeting	1	I	4	Υ		
A.S. 90981 v3 Accounting 1.6 - Make a financial decision for an individual or group	1	I	3	Y		
A.S. 90982 v3 Accounting 1.7 - Demonstrate understanding of cash management for a small entity	1	I	4	Y		
		Total Credits	21	11	0	0

# **NCEA Level 1 Economics**

1ZECO

### ......

**Course Description** 

# Head of Faculty - Kaihautu: Sharon Grass

# **Recommended Prior Learning**

As per BEA note above. The assessments require good literacy skills.

Level 1 Economics

# What capabilities will I develop?

This is the introductory course in economics. It will develop student's ability to express the three key ideas of demand, supply, and markets, using both written and visual graphs. This will be ideal preparation for students who wish to take economics in the future at Level 2 or Level 3. This will form a solid base that will give more meaning to all other Commerce course such as Accounting, Legal Studies, and Business Studies

# What knowledge will I develop?

Economics aims to teach students to understand how consumers, producers and the government interact together. This will be ideal preparation for students who wish to take economics in the future at Level 2 or Level 3. The course starts to build up the new concepts of demand, supply, and how these two influences combine to create a market. Students will also participate in several team activities to explore how producers make decisions and how the different parts of the NZ economy interact together.

# **Course Overview**

### Term 1

Demand and Scarcity

We begin with this external standard which lays the foundation for all the standards that follow. Key ideas to learn are scarcity and how it impacts consumer choices, including price and non-factors affecting demand. Individual and collaborative activities are completed digitally and as well as in the workbook. Learning will be assessed during School's derived examination and NCEA Examination, including a practice exam at the end of the standard.

#### Start Production Decisions

This internal standard looks at various types of producers in context of New Zealand, the decisions producers make in terms of goals, resource use, productivity, production, business expansion, price, and non-price marketing. Individual and collaborative activities are completed digitally and as well as in the workbook.

### Term 2

Production Decisions continued

This internal standard looks at various types of producers in context of New Zealand, the decisions producers make in terms of goals, resource use, productivity, production, business expansion, price, and non-price marketing. Individual and collaborative activities are completed digitally and as well as in the workbook. It finishes with a group practical with individual close-book assessment.

Interdependence of Sectors

The standard looks at the idea of interdependence and how all the key sectors of New Zealand economy are related to one another. Individual and collaborative activities are completed digitally and as well as in the workbook. There is group research of drawing the model and collating relevant evidence, including a close-book assessment

#### Term 3 Supply

This standard looks at New Zealand producer choices based on price and non-factors and how it affects the supply of goods and services. Individual and collaborative activities are completed digitally and as well as in the workbook. Learning will be assessed during School's derived examination and NCEA Examination.

#### Market

We will be using models to look at consumer choices, producer choices and government choices together. The idea of market equilibrium will be looked at in-dept. This includes identifying market reaction to excess demand or excess supply resulting in equilibrium. Individual and collaborative activities are completed digitally and as well as in the workbook. Learning will be assessed during School's derived examination and NCEA Examination.

#### Term 4

Revision for External Exams - approx 4 weeks.

Learning Areas: Social Sciences - Commerce

#### Pathway

NCEA Level 2 Economics, NCEA Level 3 Economics

Direct entry from level 1 to level 3 requires HOD approval

## **Assessment Information**

As per table below

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.



A.S. 90983 v3 Economics 1.1 - Demonstrate understanding of consumer choices, using scarcity and/or demand	1	E	4	Υ		
A.S. 90984 v3 Economics 1.2 - Demonstrate understanding of decisions a producer makes about production	1	I	5	Y		
A.S. 90985 v3 Economics 1.3 - Demonstrate understanding of producer choices using supply	1	E	3	Y		
A.S. 90986 v3 Economics 1.4 - Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium	1	E	5	Y		
A.S. 90988 v3 Economics 1.6 - Demonstrate understanding of the interdependence of sectors of the New Zealand economy	1	I	3	Υ		
		Total Credits	20	20	0	0

Total Credits Available: 20 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 8 credits.



2ZACC

Head of Faculty - Kaihautu: Sharon Grass

#### **Recommended Prior Learning**

1ZACC is a prerequisite given this course's reliance on the level one processing skills. Yr 12 students wishing to study level 3 accounting, and without L1, are advised to do 1 Accounting and then advance direct to level 3.

This course assumes that students have satisfactorily completed the core papers of Level One Accounting. It is a course that rewards consistent effort and regular home study as most topics are interlinked (not "stand alone"). The course content headings are attached below.

Level two uses the processing skills from level one and applies it to inventory subsystems and cash flow statements. We extend the preparation of financial statements to incorporate entities that have a perpetual inventory system. The course requires both sound financial and literacy skills for the processing and reporting requirements.

Pukekohe High School has traditionally performed highly in this subject and no student should "lose hope" as the term four revision period is very beneficial to those who make the effort to overcome difficulties. The external course work closely parallels many stage one papers at tertiary level and thus a good work ethic can be rewarded twice over. High accounting grades are always recognised in C.V.'s as all places of employment require financial literacy.

### **Course Overview**

Term 1

Achievement Standard 2.7 Cash Flow Forecasting 4 credits

This requires an in-class assessment involving accounting entries and a report outlining a case study example. A re-sit opportunity exists for the practical task and, under certain conditions, a report resubmission opportunity exists if students can improve their grade. Reports must be entirely the own work of each student. NB Teachers cannot identify specific errors or text for the resubmission. The re-sit will be based on a new case study.

#### Achievement Standard 2.7 Inventory Management 3 credits

This requires an in-class assessment involving accounting entries and a report outlining a case study example. A re-sit opportunity exists for the practical task and, under certain conditions, a report resubmission opportunity exists if students can improve their grade. Reports must be entirely the own work of each student. NB Teachers cannot identify specific errors or text for the resubmission. The re-sit will be based on a new case study.

#### Term 2

Achievement Standard 2.5 A Topical Issue in Accounting 4 credits.

This is a group assessment where students will have the ability to choose their own "issue" and an entity that it affects and thus they can select a topic of personal interest. They will collaborate on the research, preparation and presentation of their report and will be required to keep an individual log of their contributing actions towards assessment for grading. A re-submission opportunity will be available.

#### Term 3

Achievement Standard 2.3 - Accounting Subsystems: 5 Credits

Students will be assessed on their ability to process financial information. This involves preparing accounting entries in the general journal, preparing general ledger for adjustments and closing entries and preparing complete financial statements for the owner of the entity.

The derived grade exam (week 5?) will only include this standard.

#### Term 4 4 weeks

This is a revision period for the external standard and a final opportunity for reassessments where allowable. Students should regularly look at www.nzqa.govt.nz and www.tki.org.nz so that they are familiar with course requirements, past assessments, examiners' reports etc. The school ultranet will list relevant resources, study notes and past assessments. External examinations begin on November 7

Learning Areas: Social Sciences - Commerce

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#### Pathway NCEA Level 3 Accounting

NCEA Level 3 Accounting

It is highly recommended that you have done 1ZACC before choosing this course. The course supports most Commerce pathways and self employment. Business Studies students will also benefit from the content.

#### **Contributions and Equipment/Stationery**

A school provided workbook provides both study and classroom task material. Students require either a device or a 2B5/1R8 combination for note taking and additional exercises. The first standard requires a device with Excel facilities.

There are no course costs with the possible exception of additional option practice exams

# Assessment Information

Internal Assessments: Achievement Standard 2.7 - Inventory Management (3 credits)

This requires an in-class assessment involving accounting entries and a report outlining a case study example. A re-sit opportunity exists for the practical task and, under certain conditions, a report resubmission opportunity exists if students can improve their grade. Reports must be entirely the work of each student. NB Teachers cannot identify specific errors or text for the resubmission. The re-sit will be based on a new case study.

Achievement Standard 2.10 - Cash Flow Forecasting (4 credits)

This requires an in-class assessment involving accounting entries and a report outlining a case study example. re-sit opportunity exists for the practical task and, under certain conditions, a report resubmission opportunity exists if students can improve their grade. Reports must be entirely the work of each student. NB:

#### Credit Information

#### This course is eligible for subject endorsement.

Assessment

Literacy Credits cy Nume ts Credi

A.S. 91176 v2 Accounting 2.3 - Prepare financial information for an entity that operates accounting subsystems	2	E	5			Y
A.S. 91386 v2 Accounting 2.7 - Demonstrate understanding of an inventory subsystem for an entity	2	I	3	Y		Y
A.S. 91481 v2 Accounting 2.5 - Demonstrate understanding of a contemporary accounting issue for decision-making	2	I	4	Y		
A.S. 91868 v1 Agribusiness 2.10 - Demonstrate understanding of cash flow forecasting for a business	2	I	4	Y		
		Total Credits	16	11	0	8

Total Credits Available: 16 credits. Externally Assessed Credits: 5 credits. Internally Assessed Credits: 11 credits.



2ZBST

Head of Faculty - Kaihautu: Sharon Grass

## Recommended Prior Learning

There are no prerequisites, however, a strong background of numeracy and literacy is recommended to develop, write and activate business plans.

The ability to work in a group situation sharing roles and responsibilities is also important.

Through a combination of practical experience and thinking critically, students will develop their own method of investigating, individually and as part of a group. This will involve creative thinking on their part to ensure they have gathered the necessary evidence to complete the investigation. They will learn to work with groups during class and business people from the community, having to actively listen and share ideas. Students will develop their skill base pertaining to the use of language symbols and text through the active use of text, and ICT recognising how choices of language and symbols affect people's understanding. Students will also develop self-motivation, goal setting, time management and appropriate behaviour towards stakeholders.

Students gain knowledge, skills and experience to explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors. Students will gain knowledge, skills, and experience to plan, take to market, review and then refine a business activity incorporating a community well-being focus, basing recommendations for the future on market feedback. Students come to appreciate Maaori business concepts such as puutake, tikanga, kaitiakitanga, and rangatiratanga.

# **Course Overview**

Term 1

The Motivation Theory within a Business Assessment (internal) sets the tone on what motivates staff and the benefits of motivated staff. This relates to setting up students own business for the year, ensuring they are selecting like minded people to collaborate with for the rest of the year. (6 weeks approx)

Market Research of a Product Assessment (internal) is undertaken within a group setting. This research gives the foundation for writing the business plan and carrying out the business activity with what is learnt from the research results. ( 4 weeks approx)

#### Term 2

The group Business plan (Carry out a Business Activity Assessment) is written with the first selling cycle towards the end of the term. Students then individually reflect on how the selling cycle was executed.

Planning begins for changes to the plan and preparation for the second selling cycle.

Work progresses through term 2 on the External (Internal controls of a large business). Derived NCEA examinations are midway through Term 2.

#### Term 3

The Business Activity Plan (version 2) is updated with second selling cycle carried out. Final individual reflection written for individual grade.

Continue learning for external examination, 2.1

#### Term 4

Examination Revision for the external will be held in the last few weeks - Exams begin 7 November 2022.

Learning Areas: Social Sciences - Commerce

#### Pathway NCEA Level 3 Business Studies

Level 2 Business Studies is an authentic learning subject where students learn about working in a team environment, preparing them for work and also university. It exposes students to aspects of the commerce and business world as well at preparation for further education eg apprenticeships.

# Contributions and Equipment/Stationery

It is expected that students do their work on a device for all group plans. Class notes can be written on their device or in a 2B5 book.

#### **Assessment Information**

AS90847 Motivation Theory in a Business - open book with a resit opportunity AS90846 Market Research - research a new or existing product - usually for their team business AS90848 Carry out a Business Activity - developing, writing a business plan, selling, reviewing and then updating business plan for second selling cycle, with final reflection

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 90843 v2 Business Studies 2.1 - Demonstrate understanding of the internal operations of a large business	2	E	4	Υ		
A.S. 90846 v2 Business Studies 2.4 - Conduct market research for a new or existing product	2	I	3	Y		Y
A.S. 90847 v2 Business Studies 2.5 - Investigate the application of motivation theory in a business	2	I	3	Y		
A.S. 90848 v2 Business Studies 2.6 - Carry out, review and refine a business activity within a community context with guidance	2	I	9	Y		
		Total Credits	19	19	0	3

2ZECO

# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass



# What capabilities will I develop?

Economics aims to teach students to understand how the NZ economy works together as a whole. This will be ideal preparation for students who wish to complete an economics degree, make decisions as to growth or expansion in their own business, or wish to find work in a variety of government or private businesses in NZ e.g. Treasury, Reserve Bank, Statistics NZ, Informetrics, or any of NZ's major banks. The course encourages students to think critically about models that show how NZ works economically. They then need to apply those models to real life situations involving the issues of inflation, international trade, and economic growth.

# What knowledge will I develop?

Students will learn the economic models used by government to deal with the possible effects of inflation, international trade, and economic growth. They will then discuss how the government could intervene in the NZ economy to minimise the negative effects of these issues. This will involve them putting together their own economic policies to deal with a real life situation in the NZ economy.

# **Course Overview**

Term 1

Revision of Demand, Supply and Market in class to get all students up to the point where they would be if they had studied 11ECO Inflation - a workbook based external assessment involving interactive teaching slots. Also collaborative student centered activities and viewing the real-life Statistics NZ data for this topic.

#### Term 2

International Trade- a workbook based external assessment involving interactive teaching slots. Also collaborative student centered activities and viewing the real-life Statistics NZ data for this topic. Term 3

Economic Growth- a workbook based external assessment involving interactive teaching slots. Also collaborative student centered activities and viewing the real-life Statistics NZ data for this topic.

Government Policies to deal with Inflation, Trade, and Economic Growth- This is an assignment-based internal involving research mixed with an economic commentary about how the NZ Government will solve the problems of inflation, trade and economic growth.

#### Term 4

Government Policies to deal with Inflation, Trade, and Economic Growth Revision for NCEA External Exam by collaboratively summarising topics and individually completing exam papers.

Learning Areas:

Social Sciences - Commerce

# Pathway

NCEA Level 3 Economics

# **Credit Information**

This course is eligible for subject endorsement.

A.S. 91222 v2 Economics 2.1 - Analyse inflation using economic concepts and models	2	E	4	Y	4w	
A.S. 91223 v2 Economics 2.2 - Analyse international trade using economic concepts and models	2	Е	4	Υ	4w	
A.S. 91224 v2 Economics 2.3 - Analyse economic growth using economic concepts and models	2	Е	4	Υ	4w	
A.S. 91227 v2 Economics 2.6 - Analyse how government policies and contemporary economic issues interact	2	I	6	Y	6r	
A.S. 91403 v2 Economics 3.5 - Demonstrate understanding of macro-economic influences on the New Zealand economy	3	E	6	Y	6r,6w *	
		Total Credits	24	24	24	0

#### Approved subject for University Entrance Number of credits that can be used for overall endorsement: 6

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 24 credits Externally Assessed Credits: 18 credits. Internally Assessed Credits: 6 credits.

# NCEA Level 2 Legal Studies



2ZLAW

# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

# **Recommended Prior Learning**

There are no formal pre-requisites for the course but, given the assessment formats, a sound level of literacy is required.

We strongly encourage positive participation in discussions and a focus on up to date, full course notes. Given all assessments are open book the up to date notes are a key requirement to succeed.

#### Level 2 Legal Studies

# What capabilities will I develop?

Legal studies explores the role of law in society and New Zealand's laws and legal system. To be informed citizens, young people need an understanding of the concepts, principles, and processes that provide the foundations for our legal system and of the issues that confront it. Legal studies offers students the opportunity to gain such understanding in a New Zealand and a global context. Students are encouraged to learn in a collaborative environment and to reflect on -and be considerate of- opinions of others that may well differ due to cultural, moral, ethical, environmental, political and social backgrounds.

### What knowledge will I develop?

The course aims to empower students with a wide knowledge base that assists them to be informed lifelong learners and contributors to society when dealing with a wide range of legal applications. We cover systems of government, reasons behind crimes and our delivery of justice, consumer law, rights and responsibilities of students.

# **Course Overview**

Term 1

Systems of Central Government Formation (govt structure, divisions of power, FPP vs MMP election processes, ...) Concepts of Justice ( restorative and retributive approaches to offending)

All standards combine course notes, you tube clips, research, work book tasks, debates and discussion. The assessments are open book with resubmissions for achieved where appropriate.

#### Term 2

Rights and Responsibilities of School Students Factors Contributing to Crime (types of crime, justice aims, consequences and causes of crime, ...)

All standards combine course notes, you tube clips, research, work book tasks, debates and discussion. The assessments are open book with resubmissions for achieved where appropriate.

#### Term 3

Concepts of Law (negligence, elements of a contract, Rights and Objectives of Consumer Law (including fair trading act and consumer guarantees act,

All standards combine course notes, you tube clips, research, work book tasks, debates and discussion. The assessments are open book with resubmissions for achieved where appropriate.

#### Term 4

Rights and Objectives of Consumer Law Re-sit opportunity for Systems of Central Government

### Learning Areas:

Social Sciences - Commerce

#### Pathway NCEA Level 3 Legal Studies

# **Contributions and Equipment/Stationery**

Students require an appropriate way to collect comprehensive notes. This can be a 2b5, ring binder or digital device. A school provided workbook will issued to students for class and home study tasks. There are no course costs in 2ZLaw.

#### **Assessment Information**

This is a Unit standards course.

There are no external assessments for this subject. All assessments are open book but without the use of digital communication devices

Credit Information					
U.S. 8545 v6 Describe factors contributing to, and consequences of, crime	2	I	3		
U.S. 8555 v6 Describe the objectives and evaluate the application of consumer law	2	I	3		
U.S. 10337 v6 Describe the legal rights and personal responsibilities of secondary school students	2	I	3		
U.S. 27839 v2 Explain concepts of justice	2	I	4		
U.S. 27842 v2 Explain concepts of law	2	I	4		
U.S. 27851 v2 Explain systems for the formation of central government, and their consequences in a New Zealand context	2	I	4		

# NCEA Level 3 Accounting



3ZACC

# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

# **Recommended Prior Learning**

Students must have completed level one and two accounting. However high achievers in level one, with HOD approval, may opt to miss level 2 accounting.

The course requires both literacy and numeracy skills given the level of processing and reporting.

The level three course assumes a good knowledge of accounting processing. It covers the application of skills to manufacturing and job costing enterprises where the entity must cost their service or product for clients. This involves a local visit and a report based on their cost system.

Level 3 does not cover sole traders- we introduce partnerships as a new type of business. Related topics include partnership agreements, formation of a partnership, profit distributions and theory.

The external standards extend financial statement preparation to a company with an introduction to taxation, dividends, share equity, cash flow statements and theory. This is both valuable general knowledge and an ideal base for tertiary accounting studies.

A management decision making standard provides tools for management to make informed financial decisions in the running of their entity.

The course has widespread applications and will greatly benefit self employed business owners, career accountants and managers to the highest levels of business administration.

# **Course Overview**

Term 1

We start with the 4 credit job costing standard. This identifies how a manufacturing or service entity calculates costs for their products and services. A case study is built around a visit to a local manufacturer. The assessment involves a closed book processing component and a digital report. All four standards use the student workbook to support classroom learning.

At the end of term one we begin the 4 credit partnership standard

#### Term 2

We continue with partnership accounting with a processing component (open book) and digital report as in term one.

We then work through the 5 credit financial reporting standard. This involves many sub topics leading to the preparation of an income statement, balance sheet and cash flow statement.

#### Term 3

We complete the 5 credit standard with the aim that students achieve highly in the school derived grade exams (week 5?) Two hours are allowed in closed book formal conditions.

After the exam we begin the 4 credit external management accounting topic. A very high achiever may opt to concurrently attempt the optional Reporting standard. This would aid students targeting Scholarship and/or endorsement.

#### Term 4

We complete management accounting with a derived grade exam under formal closed book conditions.

After clearance workshops can be arranged based on demand.

# Learning Areas:

Social Sciences - Commerce

# **Detailed Course Outline**

# Contributions and Equipment/Stationery

2B5, 1R8 - or digital device and calculator for all assessments.

A student workbook is supplied by PHS - there are no course costs

#### Assessment Information

91409 4 credit internal includes a closed book processing task and a digital report based on a local business visit. 91405 4 credit internal with open book processing component and digital report. For both of the above the processing has a re-sit opportunity and the report has a resubmission opportunity (limited to Achieved)

91406 5 credit external will be assessed in the derived grade exam week and 91409 4 credit external will be assessed for a derived grade in term 4. Both are in the NZQA exams with three hours allowed for the two..

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91405 v2 Accounting 3.2 - Demonstrate understanding of accounting for partnerships	3	I	4		*	Y
A.S. 91406 v2 Accounting 3.3 - Demonstrate understanding of company financial statement preparation	3	E	5		*	Y
<b>A.S. 91407 v2</b> Accounting 3.4 - Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	3	I	5	Υ	5r,5w *	Y
A.S. 91408 v2 Accounting 3.5 - Demonstrate understanding of management accounting to inform decision-making	3	E	4	Υ	*	Y
A.S. 91409 v2 Accounting 3.6 - Demonstrate understanding of a job cost subsystem for an entity	3	I	4	Y	*	Y
		Total Credits	22	13	5	22

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 22 credits. Externally Assessed Credits: 9 credits. Internally Assessed Credits: 13 credits.



3ZBST

Head of Faculty - Kaihautu: Sharon Grass

# Recommended Prior Learning

There are no prerequisites, however, a strong background of numeracy and literacy is recommended to develop, write and activate business plans.

The ability to work in a group situation sharing roles and responsibilities is also important. Having completed the level 2 Business Studies course is also of benefit.

Through a combination of practical experience and theoretical learning students will develop competency in communication, relating to others, and time management, individually and as part of a group. Students participate in the Lion Foundation Young Enterprise programme, working with mentors and external stakeholders such as suppliers and customers.

Students learn about the current practices of business operating in a global market and all aspects of business planning. Students find out how individuals and groups of people organise, plan and act to produce goods and services to satisfy customers. Students learn to appreciate the social, political, cultural, ethical, technical and economic issues that challenge businesses and stakeholders. Students come to understand the four central issues of business: sustainability, citizenship, enterprise and globalisation. Students come to appreciate Maaori business concepts such as puutake, tuuranga, tikanga, kaitiakitanga and rangatiratanga.

### **Course Overview**

Term 1

Develop a Marketing Plan for their business activity. Commence selling their product or service at the end of the term. Participate in the Young Enterprise Market Research Challenge.

#### Term 2

Completion of Marketing Plan for their business activity. Continue selling their product or service Start Business Plan for their business activity. Participate in the Young Enterprise Pitch and Promotion Challenges.

#### Term 3

Completion of Business Plan for Business Activity Completion of Annual Review and Reflection of Business Activity. Learning content of 3.1 External for Derived Grade exam mid term. Finalizing selling and wrapping up Business Activity.

# Term 4

Study and revision of 3.1 External on Demonstrating understanding of how Internal Factors Affect businesses. External exams start 7 November 2022.

Learning Areas: Social Sciences - Commerce

# **Contributions and Equipment/Stationery**

It is expected that students do their work on a device for all group plans. Class notes can be written on their device or in a 2B5 book.

#### **Assessment Information**

AS91382 Develop a Marketing Plan

AS91384 Carry out with Consultation a Business Activity AS91379 Demonstrate Understanding of how Internal Factors affect Businesses

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91379 v2 Business Studies 3.1 - Demonstrate understanding of how internal factors interact within a business that operates in a global context	3	E	4	Y	4r,4w *	
A.S. 91382 v2 Business Studies 3.4 - Develop a marketing plan for a new or existing product	3	I	6	Y	6r *	
S. 91384 v2 Business Studies 3.6 - Carry out, with consultation, an innovative and sustainable business tivity	3	I	9	Υ	9r *	
		Total Credits	19	19	19	0

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 15 credits.



3ZECO

Head of Faculty - Kaihautu: Sharon Grass

#### What capabilities will I develop?

Economics aims to teach students to understand the core economic concepts . This will be ideal preparation for students who wish to complete an economics degree, star tor run their own business, or wish to work in large government organisations. The course encourages students to discuss ideas collaboratively, and then think about how to apply these concepts to real-life NZ situations and products.

# What knowledge will I develop?

Students will learn how to assess whether markets for everyday goods and services in NZ are efficient and the effect of government intervention in these markets. They will investigate markets which are not providing the best for NZ producers and consumers. They will suggest possible steps the government could take to improve how those markets operate. They will evaluate the effect on the efficiency and fairness of those markets. They will study how markets respond to prices and how a demand curve is created. Finally, they will investigate and compare perfectly competitive firms to monopolies to see how they decide how much to produce.

# **Course Overview**

Term 1

Basic Revision of Demand and Supply models to get students who have not studied economics before up to speed with this course. Efficiency of Markets: Consumer Surplus, Producer Surplus, Deadweight Loss, Allocative Efficiency, Equity-a workbook based external assessment involving interactive teaching slots. Also collaborative student centered activities.

#### Term 2

Positive and Negative Externalities of Production/Consumption - This is an assignment-based internal involving research mixed with an economic commentary about how the NZ Government will solve the problems of goods with positive and negative benefits for society e.g. medicine or cigarettes. Public Goods - as above

Equity vs Efficiency Trade-off. Interactive teacher sessions and and workbook activities to recognise that efficiently allocating resources can disadvantage some lower-income households or the environment

Elasticity of Demand, and Supply - Interactive teacher sessions and and workbook activities to recognise that some goods are more important to consumers than others.

#### Term 3

Marginal Utility and Demand - as for elasticity Market Structures - Interactive teacher sessions and workbook activities to recognise that monopoly producers and firms facing competition will make pricing and production decisions using the same idea but with different outcomes.

#### Term 4

Revision for External NCEA Exams - redo past exam papers and discuss in class.

#### Learning Areas:

Social Sciences - Commerce

# **Credit Information**

This course is eligible for subject endorsement.

#### This course is approved for University Entrance

A.S. 91399 v2 Economics 3.1 - Demonstrate understanding of the efficiency of market equilibrium	3	E	4	Y	4r,4w *	
A.S. 91400 v2 Economics 3.2 - Demonstrate understanding of the efficiency of different market structures using marginal analysis	3	E	4	Y	4r,4w *	
A.S. 91401 v2 Economics 3.3 - Demonstrate understanding of micro-economic concepts	3	I	5	Y	5r *	
<b>A.S. 91402 v3</b> Economics 3.4 - Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes	3	I	5	Y	5r *	
		Total Credits	18	18	18	0

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 18

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 18 credits Externally Assessed Credits: 8 credits. Internally Assessed Credits: 10 credits

# NCEA Level 3 Legal Studies



# **Course Description**

Head of Faculty - Kaihautu: Sharon Grass

# What capabilities will I develop?

Legal Studies aims to teach students to read and understand legislation and case law in NZ and overseas. This will be ideal preparation for students who wish to complete a law degree, manage their own business, or understand the ways in which the law and government influence their everyday lives. The course encourages students to discuss ideas collaboratively, and then think about how to apply legal principles to a real life NZ situation.

# **Course Overview**

Term 1 All internals are assignment-based involving research mixed with an legal commentary about how the NZ law or case law will apply certain legal principles. Interactive teacher sessions, creative demonstrations e.g. a blind taste test, and and workbook activities are used to scaffold learning and make it interesting. This is the same for all standards listed below. Concepts of Justice: Noone is above the law Coercive Power

Concepts of Law: Crime Negligence

Term 2 Litigation and Dispute Resolution processes: Admin Review

Admin Review Judicial Review Ombudsman Independent Police Complaints Authority (IPCA)

Concepts of Democracy and Government (Human Rights)

Term 3

Concepts of Democracy and Government (Human Rights)

Significant Legal Issue - student choice

Term 4 Compare Government and Legal Systems

Learning Areas: Social Sciences - Commerce

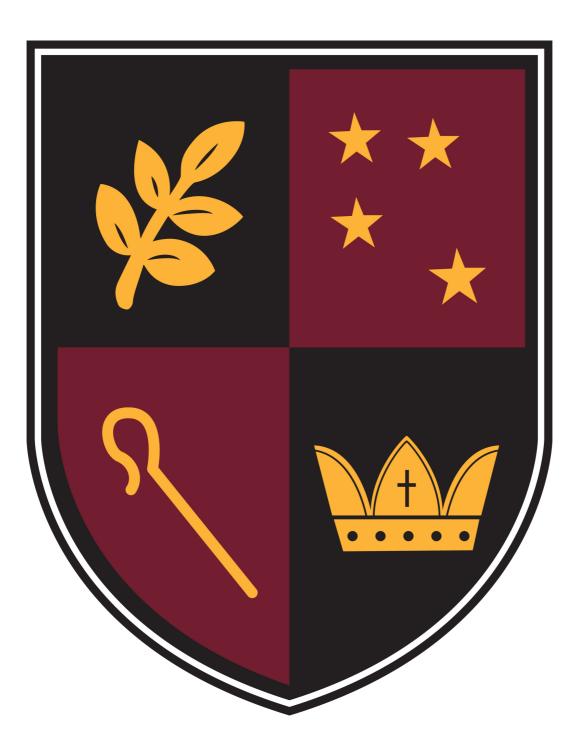
credit Information						
U.S. 27837 v2 Evaluate a concept of democracy and government in relation to restraint on state power	3	I	4			
U.S. 27840 v2 Evaluate a concept of justice in relation to a specific situation	3	I	4			
U.S. 27843 v2 Evaluate a concept of law in relation to a specific situation	3	I	4			
U.S. 27846 v2 Evaluate litigation and dispute resolution processes in relation to challenging state power	3	I	4			
U.S. 27849 v2 Evaluate a law making process in relation to a significant legal issue	3	I	4			
U.S. 27852 v2 Evaluate systems of government and their formation	3	I	4			
		Total Credits	24	0	0	0

Total Credits Available: 24 credits. Internally Assessed Credits: 24 credits.



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Te Wahanga Whakaako Learning Area





1WTAH

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

Te Ao Haka, Maaori performing arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. Performing arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, performing arts transform people's creative ideas into expressive works that communicate layered meanings.

Te Ao Haka, Maaori performing arts in Te Marautanga o Aotearoa celebrates and acknowledges the skills and knowledge of the past, and empowers and challenges the thinking of the now and the future. It contributes to our intellectual knowing, and to our social, cultural, and spiritual being.

Te Ao Haka utilises the new Te Ao Haka Achievements Standards.

Learning Areas: Te Wahanga Whakaako

Pathway NCEA Level 2 Te Ao Haka

# NCEA Level 1 Te Ara Kee



# **Course Description**

1WTAK

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

"By learning and familiarising ourselves with Tikanga Maaori students strengthen their identity and non Maaori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language, knowledge and symbols.

"Understanding Tikanga Maaori practices stretches learners cognitively, enabling them to think differently". This happens through the acqusition of karakia, kiiwaha, whakataukii, waiata, tikanga, kawa, maatauranga and puuraakau which increases ones awareness and builds identity in the uniqueness and diversity of tikanga in iwi, hapuu and whaanau environments.

### Learning Areas: Te Wahanga Whakaako

# Pathway

# NCEA Level 2 Te Ao Haka, NCEA Level 2 Te Ara Kee

# **Credit Information**

U.S. 6137 v9 Describe tapu, noa, and mana in relation to the way Maori interact with te taiao	1	I	3			
U.S. 16160 v7 Describe the characteristics and actions of a selected atua in accordance with nga korero tuku iho	1	I	3			
U.S. 23007 v3 Demonstrate knowledge of customary whakairo designs and their meaning	1	I	6			
U.S. 23008 v3 Describe customary whakairo and their function	1	I	6			
U.S. 27105 v3 Describe and explain the separation of Ranginui and Papatuanuku in accordance with nga korero tuku iho	1	I	2			
U.S. 27106 v4 Describe the terms associated with whakapapa and use them within a family structure	1	I	2			
		Total Credits	22	0	0	0

Total Credits Available: 22 credits. Internally Assessed Credits: 22 credits.



1WMAO

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

Recommended Prior Learning Year 9 Te Ao Maaori or Year 9 Te Reo Maaori, Year 10 Te Reo Maaori

"By learning Te Reo Maaori and becoming familiar with Tikanga Maaori students strengthen their identity and non-Maaori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language and symbols.

"Understanding Te Reo Maaori stretches learners cognitively, enabling them to think differently". This happens through the acquisition of words, phrases, idioms, proverbs, songs and stories in Te Reo Maaori which increases our awareness of both the uniqueness and diversity of language and culture at tribal, sub-tribal and extended family environments.

# Learning Areas: Te Wahanga Whakaako

# Pathway

# NCEA Level 2 Te Ara Kee, NCEA Level 2 Te Reo Maaori

**Credit Information** 

A.S. 91085 v3 Te Reo Maori 1.1 - Whakarongo kia mohio ki te reo o tona ao	1	I	6	Υ		
A.S. 91086 v3 Te Reo Maori 1.2 - Korero kia whakamahi i te reo o tona ao	1	I	6	Y		
A.S. 91087 v2 Te Reo Maori 1.3 - Panui kia mohio ki te reo o tona ao	1	E	6	Y		
A.S. 91088 v2 Te Reo Maori 1.4 - Tuhi i te reo o tona ao	1	E	6	Y		
<b>A.S. 91089 v3</b> Te Reo Maori 1.5 - Waihanga tuhinga i te reo o tona ao	1	I	6	Y		
		Total Credits	30	30	0	0

Total Credits Available: 30 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 18 credits.

# NCEA Level 2 Te Ao Haka

2WTAH

# **Course Description**

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

# Recommended Prior Learning

Year 10 Toi Whakaari, Year 11 Te Ao Haka

Te Ao Haka, Maaori performing arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

The learning area of Te Ao Haka, Maaori performing arts in Te Marautanga o Aotearoa celebrates and acknowledges the skills and knowledge of the past, and empowers and challenges the thinking of the now and the future. It contributes to our intellectual knowing, and to our social, cultural, and spiritual being. The Arts is forever changing, and therefore the achievement objectives in this learning area allow for, and support that changing notion.

Learning Areas: Te Wahanga Whakaako

Pathway NCEA Level 3 Te Ao Haka

# Assessment Information

Te Ao Haka utilises the new NCEA Achievement Standards, as a part of a pilot of schools.

Related Videos https://www.youtube.com/watch?v=hHulw\_1j-mY





Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

# Recommended Prior Learning Year 10 Te Ara Kee, Year 11 Te Ara Kee

"By learning and familiarising oneself with Tikanga Maaori students strengthen their identity and non Maaori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language, knowledge and symbols.

"Understanding Tikanga Maaori practices stretches learners cognitively, enabling them to think differently". This happens through the acqusition of karakia, kiiwaha, whakataukii, waiata, tikanga, kawa, maatauranga and puuraakau which increases ones awareness and builds identity in the uniqueness and diversity of tikanga at iwi, hapuu and whaanau environments.

# Learning Areas: Te Wahanga Whakaako

edit Information						
U.S. 25763 v4 Explain the life and deeds of a wahine rongonui	2	I	4			
U.S. 25764 v4 Demonstrate knowledge of preparing a marae for a powhiri	2	I	4			
J.S. 27563 v2 Describe teams and team leadership	3	I	4			
J.S. 31070 v3 Explain the importance of Maori place names, and use reo Maori greetings and farewells in ourism	3	I	4			
U.S. 31505 v1 Explain the use of karakia relevant to a kaupapa	2	I	3			
J.S. 31507 v1 Participate in the recitation of a karakia at a hui	2	I	3			
		Total Credits	22	0	0	0

Total Credits Available: 22 credits. Internally Assessed Credits: 22 credits.





2WMAO

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

Recommended Prior Learning Year 9 Te Ao Maaori or Year 9 Te Reo Maaori, Year 10 Te Reo Maaori, Year 11 Te Reo Maaori

"By learning Te Reo Maaori and becoming familiar with Tikanga Maaori students strengthen their identity and non Maaori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language and symbols.

"Understanding Te Reo Maaori stretches learners cognitively, enabling them to think differently". This happens through the acquisition of words, phrases, idioms, proverbs, songs and stories in the target language which increases ones awareness of both the uniqueness and diversity of language and culture at tribal, sub-tribal and extended family environments.

# Learning Areas: Te Wahanga Whakaako

redit Information						
A.S. 91284 v3 Te Reo Maori 2.1 - Whakarongo kia mohio ki te reo o te ao torotoro	2	I	4	Y		
A.S. 91285 v3 Te Reo Maori 2.2 - Korero kia whakamahi i te reo o te ao torotoro	2	I	6	Υ		
A.S. 91286 v2 Te Reo Maori 2.3 - Panui kia mohio ki te reo o te ao torotoro	2	E	6	Y	6r	
A.S. 91287 v2 Te Reo Maori 2.4 - Tuhi i te reo o te ao torotoro	2	E	6	Y	6w	
A.S. 91288 v3 Te Reo Maori 2.5 - Waihanga tuhinga auaha, i te reo o te ao torotoro	2	I	6	Υ	6w	
		Total Credits	28	28	18	0

Total Credits Available: 28 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 16 credits.

# NCEA Level 3 Te Ao Haka



# **Course Description**

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

# Recommended Prior Learning

Year 9 Te Ao Haka or Year 9 Te Reo Maaori, Year 10 Toi Whakaari, Year 11 Te Ao Haka, Year 12 Te Ao Haka

Te Ao Haka, Maaori performing arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies.

Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

The learning area of Te Ao Haka, Maaori performing arts in Te Marautanga o Aotearoa celebrates and acknowledges the skills and knowledge of the past, and empowers and challenges the thinking of the now and the future. It contributes to our intellectual knowing, and to our social, cultural, and spiritual being. The Arts is forever changing, and therefore the achievement objectives in this learning area allow for, and support that changing notion.

# Learning Areas:

Te Wahanga Whakaako

# **Assessment Information**

This course utilises the new Te Ao Haka NCEA Achievement Standards, as a part of the NZQA pilot of schools. There will be 20 credits offered as a part if this course as per the review of achievement standards and NCEA change package. Additional credits maybe available.

Related Videos https://www.youtube.com/watch?v=hHulw\_1j-mY



# NCEA Level 3 Te Ara Kee







# **Course Description**

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

Recommended Prior Learning Year 9 Te Ao Maaori or Year 9 Te Reo Maaori, Year 10 Te Reo Maaori, Year 10 Te Ara Kee, Year 11 Te Reo Maaori, Year 11 Te Ara Kee, Year 12 Te Reo Maaori, Year 12 Te Ara Kee.

"By learning and familiarising oneself with Tikanga Maaori students strengthen their identity and non-Maaori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language, knowledge and symbols.

"Understanding Tikanga Maaori practices stretches learners cognitively, enabling them to think differently". This happens through the acqusition of karakia, kiiwaha, whakataukii, waiata, tikanga, kawa, maatauranga and puuraakau which increases ones awareness and builds identity in the uniqueness and diversity of tikanga at iwi, hapuu and whaanau environments.

Learning Areas: Te Wahanga Whakaako



3WMAO

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

# **Recommended Prior Learning**

Year 9 Te Ao Maaori or Year 9 Te Reo Maaori, Year 10 Te Reo Maaori, Year 11 Te Reo Maaori, Year 12 Te Reo Maaori.

"By learning Te Reo Maaori and becoming familiar with Tikanga Maaori students strengthen their identity and non-Maaori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language and symbols.

"Understanding te reo Maaori stretches learners cognitively, enabling them to think differently". This happens through the acqusition of words, phrases, idioms, proverbs, songs and stories in the target language which increases ones awareness of both the uniqueness and diversity of language and culture at tribal, sub-tribal and extended family environments.

# Learning Areas: Te Wahanga Whakaako

# **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance

A.S. 91650 v2 Te Reo Maori 3.1 - Whakarongo kia mohio ki te reo Maori o te ao whanui	3	I	4	Y	*	
A.S. 91651 v2 Te Reo Maori 3.2 - Korero kia whakamahi i te reo Maori o te ao whanui	3	I	6	Y	*	
A.S. 91652 v2 Te Reo Maori 3.3 - Panui kia mohio ki te reo Maori o te ao whanui	3	E	6	Υ	6r *	
A.S. 91653 v2 Te Reo Maori 3.4 - Tuhi i te reo Maori o te ao whanui	3	E	6	Υ	6w *	
A.S. 91654 v2 Te Reo Maori 3.5 - Waihanga tuhinga whai take i te reo Maori o te ao whanui	3	I	6	Y	6w *	
		Total Credits	28	28	18	0

# Approved subject for University Entrance

Number of credits that can be used for overall endorsement: 28

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 28 credits. Externally Assessed Credits: 12 credits. Internally Assessed Credits: 16 credits.

# Technology





What is technology about?

#### Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.

Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities.

Design is characterised by innovation and adaptation and is at the heart of technological practice. It is informed by critical and creative thinking and specific design processes. Effective and ethical design respects the unique relationship that New Zealanders have with their physical environment and embraces the significance of Māori culture and world views in its practice and innovation.

Technology makes enterprising use of knowledge, skills and practices for exploration and communication, some specific to areas within technology and some from other disciplines. These include digitallyaided design, programming, software development, various forms of technological modelling, and visual literacy – the ability to make sense of images and the ability to make images that make sense.

### Why study technology?

With its focus on design thinking, technology education supports students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

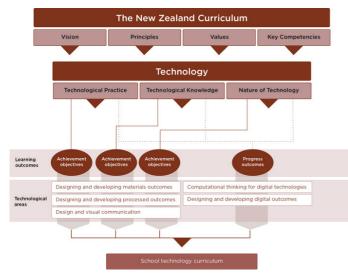
Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security systems, costumes and stage props, signage, and taonga.

## Technology Learning area structure

The technology learning area has three strands: Technological Practice, Technological Knowledge, and Nature of Technology. These three strands are embedded within each of five technological areas:

- computational thinking for digital technologies
- designing and developing digital outcomes
- designing and developing materials outcomes
- designing and developing processed outcomes
- design and visual communication.

# The following diagram illustrates the structure of the learning area.



In years 11–13, students work with fewer contexts in greater depth. This requires them to continue to draw fully on learning from other disciplines. For example, students working with materials and/or food technology will need to refer to chemistry, and students working on an architectural project will find that an understanding of art history is invaluable. Some schools may offer courses such as electronics and horticulture as technology specialisations.

Learning for senior students opens up pathways that can lead to technology-related careers. Students may access the workplace learning opportunities available in a range of industries or move on to further specialised tertiary study.



2TBLA

Head of Faculty - Kaihautu: Malcolm Ali

We recommend students interested in a possible career in the building industry or those looking for skills and knowledge that will be useful in later life take this course.

While constructing practical projects you will be taught safe workshop practice and the correct use of hand tools. The student will also be instructed in the correct use of a range of both power and machine tools. You will also become familiar with a number of joining and finishing methods and accepted construction techniques.

- WHAT WILL I LEARN? Safe workshop practice.
- The correct use of hand tools and some power tools.
   A range of joining and finishing methods.
   Correct construction techniques.



### **Course Overview**

Term 1 Safety and workshop process Basic workshop skills and project making

Term 2 Materials knowledge and cutting list Workshop processes and project making Trades

Term 3 Materials knowledge and cutting list Workshop processes and project making Trades

### Term 4

Completing projects and unit standards

Learning Areas: Technology

Pathway NCEA Level 2 Building

# **Credit Information**

U.S. 24352 v3 Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project	1	I	2			
U.S. 24355 v3 Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	1	I	4			
U.S. 24356 v3 Apply elementary procedures and processes for a BCATS project	1	I	8			
U.S. 31512 v1 Demonstrate knowledge of BCATS trades involved in the construction of a residential building	1	I	2			
		Total Credits	16	0	0	0

Total Credits Available: 16 credits. Internally Assessed Credits: 16 credits

# NCEA Level 1 Catering

**Course Description** Head of Faculty - Kaihautu: Malcolm Ali

Recommended Prior Learning Some basic knowledge of food safety and food preparation, covered in year 10 would be beneficial BUT not compulsory.



This course is recommend for students interested in developing their practical skills in food preparation and who want to learn more about the hospitality industry. You will become acquainted with working in the commercial kitchen. Food safety and personal hygiene are covered in depth throughout the year.

- Catering is all about preparing food safely and hygienically for commercial purposes. The course is delivered using SERVICE IQ units of work Each Unit is eternally assessed
- Units are completed once the workbooks, practical activities and test are achieved and completed.
- WHAT WILL I LEARN?

Practical skills related to each topic as well as the associated theory which includes Food safety, baking, fruit and vegetables, meat, hot finger foods, knife skills and cooking terminology.

**Course Overview** Term 1 Unit 1 - Food Safety Unit 2 - Knife Care

Term 2 Unit 3 - Knowledge of terminology used for food and recipes Unit 4 - Prepare and present Fruit & Veg

Term 3 Unit 5 - Prepare and present Meat Unit 6 - Prepare and cook cakes, sponges and a batch of scones

Term 4 Unit 7 - Prepare and present Hot Finger Foods

Learning Areas: Technology

### Pathway NCEA Level 2 Catering

The skills developed in Catering are important for students who wish to follow a career in the Hospitality and Catering area. This could be a broad range from being a barista to a pastry chef.

All assessment have a Theory (open book, test format) and Practical (execution of a variety of skills) component. All units are internally assessed. Practical skills are observed and assessed regularly. Workbooks, test and practicals must be completed for each unit to gain credits.

U.S. 167 v8 Practise food safety methods in a food business under supervision	2	I	4			
U.S. 15892 v5 Demonstrate knowledge of terminology used for food and recipes in commercial cookery	1	I	5			
U.S. 15900 v5 Prepare and present meat in the hospitality industry	1	I	4			
U.S. 15901 v5 Prepare and present fruit and vegetables in the hospitality industry	1	I	3			
U.S. 15919 v5 Prepare and present hot finger food in the hospitality industry	1	I	2			
U.S. 15921 v5 Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	1	I	3			
J.S. 21059 v4 Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry	1	I	2			
		Total Credits	23	0	0	0

Total Credits Available: 23 credits. Internally Assessed Credits: 23 credits.

# **NCEA Level 1 Computer Applications**



### **Course Description**

1TCOM

Head of Faculty - Kaihautu: Malcolm Ali

#### Recommended Prior Learning

Students will be keen computer users and want to learn skills in a range of applications to make them efficient users of various programs which can assist us in our everyday and employment lives.

Develop foundational skills in the following applications for school, further study, employment and leisure activities:

Microsoft Word (word processing) <u>typing.com</u> (keyboard skills) Microsoft Excel (spreadsheets) Microsoft Publisher (desktop publishing using templates) Microsoft PowerPoint (presentation software) draw.io (flowcharts and schematic diagrams)



Students work at their own pace and level of expertise through online workbooks and assessments. Students may go on to do some Level 2 standards also in Terms 3 and 4.

#### **Course Overview**

Term 1 Basic Microsoft Word, keyboard and ergonomic safety techniques Beginner Microsoft Excel spreadsheets

Term 2 Using Microsoft Publisher templates for a range of personal and business documents Using Microsoft PowerPoint for presentations and delivery

#### Term 3

Complete the above four standards if not already done so Begin NCEA Level 2 unit standards: Flow charts/schematic diagrams using www.draw.io Additional Microsoft Word skills at an intermediate level

#### Term 4

Completion of all incomplete work

Learning Areas:

Technology

#### Pathway

#### NCEA Level 2 Computer Applications, NCEA Level 3 Computer Applications

This leads to... employment in administrative areas across a range of job and industry settings.

#### **Assessment Information**

Skills are assessed through Unit Standards. Students should complete two (2) assessments per term if they are working to potential. This course does not lead to University Entrance, but does contribute towards NCEA certificates.

#### **Credit Information**

U.S. 2792 v8 Produce simple desktop published documents using templates	1	I	2			
U.S. 5946 v8 Use computer technology to create and deliver a presentation from given content	1	I	3			
U.S. 12883 v8 Enter and manage text for generic text and information management	1	I	4			
U.S. 12885 v8 Create and enhance electronic documents combining text and images for generic text and information management	2	I	4			
U.S. 18743 v5 Produce a spreadsheet from instructions using supplied data	1	I	2			
U.S. 29778 v1 Use the main features and functions of a schematic diagram application to create diagrams	2	I	2			
				_	_	_

Total Credits 17 0 0 0



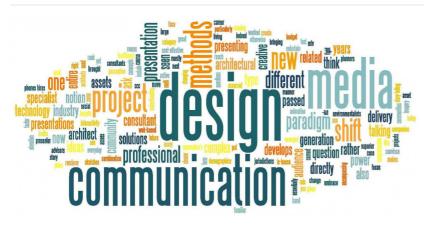
#### **Course Description**

1TDVC

Head of Faculty - Kaihautu: Malcolm Ali

#### **Recommended Prior Learning**

Some skills preferred in freehand drawings, rendering and instrumental drawings from year 9 and 10. Willingness to learn Design and Visual Communication is required at all times.



Design and Visual Communication (DVC) is about the interrelated strands of design thinking, visual communication, and design heritage.

Design encompasses the ideation, exploration, progression, and communication of design ideas into potential outcomes that serve a specific purpose, provide innovative possibilities, and can be informed by design heritage and a designer's perspective.

Within DVC, design consists of product design and spatial design

Product design focuses on the development of tangible items that have a specific function within people's everyday lives

Spatial design is about the designing of three-dimensional spaces in terms of how they are experienced, occupied, or used by people. These spaces can range from those defined by walls and physical elements to those more permeable and determined by ritual, activity, or occupancy. Spatial design incorporates concepts from such fields as architecture, interior design, landscape architecture, urban design etc

Visual communication addresses how design ideas and outcomes are appropriately presented to the viewer. Design ideas and outcomes are expressed in a manner that makes visible the learner's thoughts, allowing for engagement, feedback, and collaboration.

By developing the skills and techniques of Design and Visual Communication, learners will discover how to give form and expression to their ideas. In order to create purposeful and future-focused design ideas, learners must be willing to experiment, develop, respond to feedback, and reflect on their design thinking to improve and refine the product and spatial design ideas they propose. This helps to build confidence in their strengths, talents, and abilities, as well as resilience, resourcefulness, and a sense of ethical responsibility to the peoples and places they are designing for.

#### **Course Overview**

#### Term 1

Research phase to explore and investigate influential designers related to graphics, product and spatial design. Using the design features of the influential designer, students start creating their own graphics or product design ideas. The whole process takes at least 15 weeks. The emphasis is on how students can use the influential designers design features and produce freehand sketches to communicate their own design ideas

#### Term 2

First half of Term 2 is a focus on skill development around rendering techniques and graphic practice.

Second half of term 2, we start with a new project based on spatial design. Students research, investigate, and do critical analysis around the design brief they are given and further develop the design ideas through graphics practice. A more in depth development process, more freehand sketches and rendering techniques are explored during this time.

# Term 3

The focus in the first half of term 3 is to work on development and detailed drawings and on going research. Second half of term 3 is about learning skills and techniques on promoting an organised body of design work to an audience using visual communication techniques.

#### Term 4

The major focus in term 4 is to compile and complete the design portfolio and submit it for external assessment.

## Learning Areas:

Technology

#### Pathway NCEA Level 2 Design and Visual Communication

Possible Jobs using your Graphics Skills Illustrator, Graphic Designer, Model Maker, Interior Designer, Landscape, Sign Maker, Web Design, Architect, Animator, Advertising, Scenic Designer, Cartoonist, Product Design.

#### Assessment Information

Students will be doing 4 Internals and 1 External Achievement standards. The students will get total of 19 credits in Level 1 DVC. Evidence for assessment will be produced during the school year while you are studying this subject. This will include folio presentations and practical outcomes including observation of your practice in the classroom. Assessment will be in the form of Achievement Standards, both internal and external. Assessment in the Technology Department will be consistent with the school wide as policy including opportunities for further assessment.

Credit Information					
A.S. 91063 v5 Design and Visual Communication 1.30 - Produce freehand sketches that communicate design ideas	1	Е	3		

A.S. 91066 v4 Design and Visual Communication 1.33 - Use rendering techniques to communicate the form of design ideas	1	I	3		
A.S. 91067 v5 Design and Visual Communication 1.34 - Use the work of an influential designer to inform design ideas	1	I	3		
A.S. 91068 v5 Design and Visual Communication 1.35 - Undertake development of design ideas through graphics practice	1	I	6		
<b>A.S. 91069 v5</b> Design and Visual Communication 1.36 - Promote an organised body of design work to an audience using visual communication techniques	1	I	4	Y	

Total Credits 19 4 0 0

Total Credits Available: 19 credits. Externally Assessed Credits: 3 credits. Internally Assessed Credits: 16 credits.

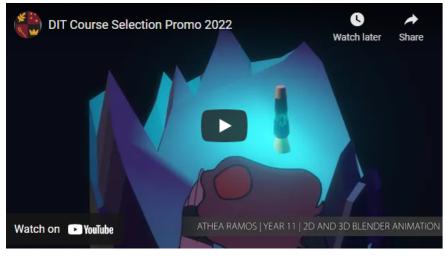
# NCEA Level 1 Digital Technologies

1TDIT

Course Description

# Head of Faculty - Kaihautu: Malcolm Ali

Recommended Prior Learning Recommended to have done 10DIT, but that is not compulsory.



Come and explore the creative digital technologies; 3D modelling, 3D and 2D animation, visual effects, create virtual environments and share with others to experience. Use programming to create solutions for everyday problems. Bring your animations to life through code and creative software eg Blender, Adobe, Unity.



#### Course Overview Term 1

2D and 3D design, modelling and animation - learn basic-advanced techniques

Term 2 2D and 3D design and animation internal assessment

## Term 3

C# programming and internal assessment - learn and apply basic-advanced techniques to create a 3D environment with a 2D character

#### Term 4

Human Computer Interaction - learning and preparation for external assessment

#### Learning Areas:

<u>Technology</u>

### Pathway

NCEA Level 2 Digital Technologies

Set the foundation for university study and a career in the digital creative industries - game design, graphic design, programming, web design.

#### Contributions and Equipment/Stationery

Plug in headphones

#### Assessment Information

Assessment is through NCEA Achievement Standards; three internal standards and one external report submitted during Term 4.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91880 v1 Digital Technologies 1.4 - Develop a digital media outcome	1	I	4	Y		
A.S. 91883 v1 Digital Technologies 1.7 - Develop a computer program	1	I	4			
A.S. 91884 v1 Digital Technologies 1.8 - Use basic iterative processes to develop a digital outcome	1	I	6	Y		
		Total Credita	17	10	0	0

 Total Credits
 17
 13
 0
 0

		Total Credits	17	13	0	0
A.S. 91886 v1 Digital Technologies 1.10 - Demonstrate understanding of human computer interaction	1	E	3	Υ		

Total Credits Available: 17 credits. Externally Assessed Credits: 3 credits. Internally Assessed Credits: 14 credits.

# NCEA Level 1 Engineering





#### **Course Description**

Head of Faculty - Kaihautu: Malcolm Ali

#### Recommended Prior Learning

Students should have an interest in working with their hands. Ideally, they would have someone in their family with engineering or mechanical experience.



This course is provided by Computenz. Within the course students will make a small engineering project that will build on the skills they have learned in year 10.

Students will be expected to use lathes and mills, as well as, handtools/power tools with confidence. They will complete three units of work involving safety, design and basic engineering skills.

This course is ideal for someone who is looking to enter the workplace as an apprentice engineer rather than continuing into year 13.

#### Course Overview Term 3

Students will complete three units of work 22926, 22924, 22923 units and associated practical work to be completed by the end of this term

Learning Areas: Technology

#### **Detailed Course Outline**

Pathway NCEA Level 2 Engineering

# Assessment Information

Students will complete three units of work 22926, 22924, 22923

### Credit Information

Credit Information						
U.S. 22923 v3 Demonstrate basic engineering workshop skills under close supervision	1	I	12			
U.S. 22924 v3 Develop a simple product using engineering materials	1	I	10			
U.S. 22926 v3 Demonstrate knowledge of safety procedures in a specific engineering workshop	1	I	2			
		Total Credits	24	0	0	0

Total Credits Available: 24 credits. Internally Assessed Credits: 24 credits.

# NCEA Level 1 Food and Nutrition



# 1TFNT

**Course Description** 

#### Head of Faculty - Kaihautu: Malcolm Ali

## **Recommended Prior Learning**

Basic knowledge of food preparation and food safety is beneficial but NOT essential

This course is recommend for students interested in the study of Nutrition and Food related issues. You will be introduced to the main topics that are studied in nutrition. Starting with basic nutrition, we then develop an understanding of safety and hygiene in the kitchen. As you become more familiar with these, we can then apply these to real life situations where you can develop your meal planning skills and justify food choices based on the Food and Nutrition Guidelines. Cooking practicals form a small component of the course.



- · Food and Nutrition is all about the foods we eat and the choices we make made about food.
- Food safety and hygiene is studied to give students a working knowledge of safe food practices. Choosing the right foods to suit different gender and lifestyle.

WHAT WILL I LEARN?

- · Basic nutrition and the promotion of healthier food choices
- · Food hygiene
- · Safe practices in the kitchen
- · Planning, preparing and serving of food
- · How food packaging influences the choices made when choosing foods.

#### **Course Overview** Term 1

Unit 1 - Demonstrate knowledge of practices and strategies to address food handling issues

Term 2 Unit 2 - Demonstrate knowledge of an individual's nutritional needs

# Term 3

Unit 3 - Implement basic procedures to process a specified product

Term 4

Unit 4 - Demonstrate understanding of how packaging information influences an individual's food choices and well-being

#### Learning Areas: **Technology**

#### Pathway

#### NCEA Level 2 Food and Nutrition

The skills developed in Food and Nutrition are important to all careers in nutrition, food science and technology, catering and hospitality, or for anyone who may be thinking about a career in any of the technological areas

#### Assessment Information

the course offers 3 internal Achievement Standards and 1 external Achievement Standard.

### **Credit Information**

This course is eligible for subject endorsement.

A.S. 90956 v3 Home Economics 1.1 - Demonstrate knowledge of an individual's nutritional needs	1	I	5			
A.S. 90959 v3 Home Economics 1.4 - Demonstrate knowledge of practices and strategies to address food handling issues	1	I	5	Y		
A.S. 90961 v3 Home Economics 1.6 - Demonstrate understanding of how packaging information influences an individual's food choices and well-being	1	E	4	Y		
A.S. 91082 v4 Processing Technologies 1.60 - Implement basic procedures to process a specified product	1	I	4			
		Total Credits	18	9	0	0

Total Credits Available: 18 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 14 credits.

# NCEA Level 1 Hard Materials Technology



# **Course Description**

1TTEC

Head of Faculty - Kaihautu: Malcolm Ali

#### Recommended Prior Learning

Ideally, students should have worked through the year technology 10 programmes and gained at least Achieved in most areas. They should be confident working in the workshop and be "out of the box" thinkers.

You will be introduced to the main topics that are used in Hard Materials technology. Starting with craft skills, we develop an understanding of how to programme an IC chip, 3d modelling and printing. As you become more familiar with these, we can then apply these to some technical problems where you can develop your own ideas and present your solutions.

Students will have to complete an essay-style record of their practical work involving design, development, brief and specification, stakeholder feedback and testing in order to meet the requirements of NCEA standards. Prospective students should have a good grasp of basic hand tool usage and be capable writers.

#### **Course Overview**

Term 1

Students start the research to find a problem, identify a client and stakeholders and draft a brief and specification.

#### Term 2

Students develop their solutions alongside stakeholder feedback and environmental considerations.

#### Term 3

Students refine their product and complete an external with the focus on the importance of product/prototype testing and the lessons it provides

#### Learning Areas:

Technology

#### Pathway

NCEA Level 2 Hard Materials Technology

#### **Contributions and Equipment/Stationery**

Students are required to have access to a good laptop with the ability to download fusion 360 (modelling software).

### **Credit Information**

redit Information						
A.S. 91044 v3 Generic Technology 1.1 - Undertake brief development to address a need or opportunity	1	I	4	Υ		
A.S. 91047 v4 Generic Technology 1.4 - Undertake development to make a prototype to address a brief	1	I	6			
A.S. 91048 v4 Generic Technology 1.5 - Demonstrate understanding of how technological modelling supports decision-making	1	E	4	Y		
		Total Credits	14	8	0	0

Total Credits Available: 14 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 10 credits.

# NCEA Level 2 Building



## **Course Description**

2TBLD

Head of Faculty - Kaihautu: Malcolm Ali

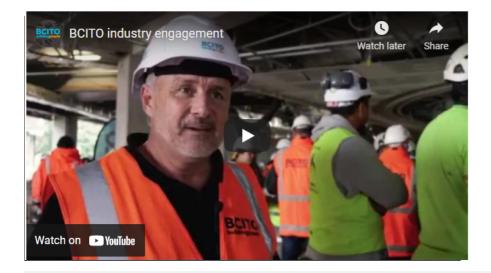
We recommend students interested in a possible career in the construction industry or those looking for skills and knowledge that will be useful in later life take this course.

Set up to give students interested in the construction industry a focussed, authentic learning environment. Students would be building garden furniture and other indoor projects. It continues the practical the theory skills learned in Year 11.

It is highly recommended that students have done Level 1 Building course in order to transfer the basic skills to Level 2 Building.

WHAT WILL I LEARN?

- · Safe workshop practice.
- · The correct use of hand tools and some power tools.
- · A range of joining and finishing methods.
- Correct construction techniques



# **Course Overview**

Term 1 Safe working practice Workshop processes Materials knowledge Testing and trialing materials and processes Project making

Term 2 Project making Safe working practice Garden furniture Planning and monitoring

Term 3 Project making Safe working practice Planning and monitoring

#### Term 4

Completing the course unit standards and practical.

Learning Areas: Technology

#### **Assessment Information**

The course has 3 Unit Standards to work on provided by BCITO our external ITO provider.

Credit Information						
U.S. 12932 v5 Construct timber garden furniture as BCATS projects	2	I	8			
U.S. 24354 v3 Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	2	I	4			
U.S. 24358 v3 Plan and monitor the construction of a BCATS project, and quality check the product	2	I	3			
Total Credits Available: 15 credits.		Total Credits	15	0	0	0

15 Total Credits 0 0



#### **Course Description**

2TCAT

Head of Faculty - Kaihautu: Malcolm Ali

## **Recommended Prior Learning**

Some basic knowledge of food safety and food preparation, covered in year 11 CAT and 11 FNT would be beneficial BUT not compulsory.

This course is recommend for students interested in developing their practical skills in food preparation and who want to learn more about the hospitality industry.



You will become acquainted with working in the commercial kitchen. Food safety and personal hygiene are covered in depth throughout the year.

The first unit covers food safety methods used in a food business, which is a prerequisite for achieving any of the food related topics. You then move onto developing skills in handling of knives, preparing fruit and vegetable cuts, grilling foods, making interesting salads and a range of different sandwiches.

Catering is all about preparing food safely and hygienically for commercial purposes

- The course is delivered using SERVICE IQ units of work Workbooks are provided and each unit is internally assessed
- Workbooks, theory tests and practical assessments.
  Practical skills related to each topic as well as the associated theory
- At the end of each unit you will be assessed to check your level of understanding Practical observations will be carried out as if you are in a commercial kitchen
- . Job opportunities for cafes, restaurants, tertiary studies at AUT and MIT

#### **Course Overview**

#### Term 1

Unit 1 - Food Safety Unit 2 - Handle and maintain knives in a commercial kitchen

#### Term 2

Unit 3 - Preparation of Fruit and Veg in a commercial kitchen Unit 4 - Prepare and present a variety of Hot and cold Salads

Unit 5 - Prepare and present a variety of Sandwiches

Term 3

Unit 6 - Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages Unit 7 - Cook food items by baking

# Learning Areas: Technology

# Pathway NCEA Level 3 Catering

The skills developed in Catering are important for students who wish to follow a career in the Hospitality and Catering area. This could be a broad range from being a barista to a pastry chef.

Assessment Information All assessment have a Theory (open book, test format) and Practical (execution of a variety of skills) component. All units are internally assessed. Workbooks and activities are completed. A test is written at the end of each unit and practical skills are observed and assessed regularly.

U.S. 167 v8 Practise food safety methods in a food business under supervision	2	I	4		
U.S. 13271 v5 Cook food items by frying	2	I	2		
U.S. 13272 v5 Cook food items by baking	2	I	2		
U.S. 13276 v5 Cook food items by grilling	2	I	2		
U.S. 13280 v6 Prepare fruit and vegetable cuts in a commercial kitchen	2	I	2		
U.S. 13281 v6 Prepare and present basic sandwiches for service	2	I	2		
U.S. 13283 v5 Prepare and present salads for service	2	I	2		
U.S. 13285 v5 Handle and maintain knives in a commercial kitchen	2	I	2		
U.S. 17285 v9 Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	2	I	4		

Total Credits 22 0 0 0

Total Credits Available: 22 credits. Internally Assessed Credits: 22 credits.

# **NCEA Level 2 Computer Applications**



# **Course Description**

2TCOM

Head of Faculty - Kaihautu: Malcolm Ali

#### **Recommended Prior Learning**

Students will be keen computer users and want to learn skills in a range of applications to make them efficient users of various programs which can assist us in our everyday and employment lives.

#### **Computer Applications**

Students will develop employment entry level computing skills in a range of applications. These skills will be valuable for school, further education, employment and leisure activities.

Microsoft Word (word processing) Microsoft Excel (spreadsheets) Microsoft Access (databases) draw.io (flow charts and schematic diagrams) Inkscape/GIMP (digital images)



Students work at their own pace and level of expertise through online workbooks and assessments.

#### **Course Overview**

Term 1 Learning and assessments in: Microsoft Word (word processing) File Management Schematic diagrams/Flow charts using draw.io /

#### Term 2

Learning and assessments in: Digital images using gimp / inkscape / photoshop Spreadsheets using Microsoft Excel (spreadsheets)

Term 3 Learning and assessment in: Databases using Microsoft Access (databases)

Term 4 Completion of all course assessments

Learning Areas: Technology

#### Pathway

#### NCEA Level 3 Computer Applications

This leads to... employment in administrative areas across a range of job and industry settings.

#### Assessment Information

Skills are assessed through Unit Standards. Students should complete two (2) assessments per term if they are working to potential. This course does not lead to University Entrance, but does contribute towards NCEA certificates.

Credit Information						
U.S. 12885 v8 Create and enhance electronic documents combining text and images for generic text and information management	2	I	4			
U.S. 29770 v1 Use the main features and functions of a spreadsheet application for a purpose	2	I	3			
U.S. 29772 v1 Manage files and folders using digital devices	2	I	2			
U.S. 29773 v1 Produce digital images for a range of digital media	2	I	3			
U.S. 29777 v1 Use the main features and functions of a database application to create and test a database	2	I	3			
U.S. 29778 v1 Use the main features and functions of a schematic diagram application to create diagrams	2	I	2			
		Total Credits	17	0	0	0

# NCEA Level 2 Design and Visual Communication



#### **Course Description**

2TDVC

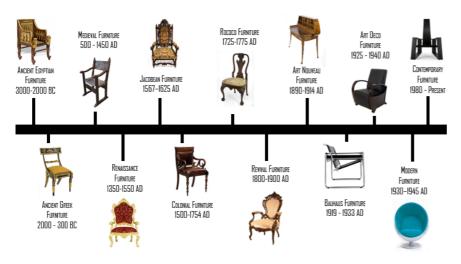
Head of Faculty - Kaihautu: Malcolm Ali

#### Recommended Prior Learning

Students need to have done Level 1 DVC in order to take this course. This will be an advanced level of product and spatial design.

Design and Visual Communication Level 2 focusses on utilizing the skills acquired in Level 1 DVC whilst developing your own drawing style.

This course focuses on Product design - lighting, and Spatial Design - Architecture which can include landscaping, gallery, common rooms, arena, stadium using the characteristics of a design movement or era to inform own design ideas.



#### Course Overview Term 1

Introduction to Design era and movements. Ideation and Product Design Project based on Lighting

Term 2 Product Design project due

Ideation and Spatial Design project begin

Term 3 Spatial Design Project due

Term 4 Compiling Project portfolio for external marking

Learning Areas: Technology

#### Pathway

NCEA Level 3 Design and Visual Communication

#### Assessment Information

Students are able to attain 19 credits total with 3 of these standards externally assessed. The assessment is portfolio based. Students are able to attain 15 internal credits and 3 external credits in this course.

A.S. 91337 v3 Design and Visual Communication 2.30 - Use visual communication techniques to generate design ideas	2	E	3		
A.S. 91340 v4 Design and Visual Communication 2.33 - Use the characteristics of a design movement or era to inform own design ideas	2	I	3	Y	
A.S. 91341 v4 Design and Visual Communication 2.34 - Develop a spatial design through graphics practice	2	I	6	Y	
A.S. 91342 v4 Design and Visual Communication 2.35 - Develop a product design through graphics ractice	2	I	6		
			10		

# NCEA Level 2 Digital Technologies



# 2TDIT

**Course Description** 

#### Head of Faculty - Kaihautu: Malcolm Ali

### **Recommended Prior Learning**

NCEA Level 1 Digital Technologies is highly recommended. Students who have not taken part in the Level 1 course must have an interview with DIT staff and will be expected to show evidence of digital outcomes they have created AND/OR complete a pre-entry course of learning and task completion before February in the following year, in order to have course selection approved with DIT staff.

Create and develop a functional, interactive app from initial planning, to developing a 3D world with 3D animated character/s, for end user entertainment. Bring your animations to life through code and creative software!



Students will apply advanced techniques from Blender, Adobe Creative Suite and Unity to produce their 3D design, animation and programming based on the latest industry practices and standards.

Their app will include optimised 3D models and character/s ready for animation and rigging – techniques to be used are retopology, sculpting, inverse kinematics... User Interface (UI) design will be added for interactivity for the user. Programming in Unity will ensure functionality meets design in a creative and efficient way.



#### Course Overview Term 1

2D and 3D character design and animation using advanced-complex techniques; eg animation conventions, texture mapping, rigging, sculpting, retopology, Adobe Creative Suite apps, Unity, UI design.

Term 2 2D and 3D interactive app internal assessment

#### Term 3

C# programming and internal assessment using advanced-complex techniques

#### Term 4

Reflect on project development practice undertaken as preparation for the external assessment report

Learning Areas: Technology

#### Pathway NCEA Level 3 Digital Technologies

Set the foundation for university study and a career in the digital creative industries - game design, graphic design, programming, web design.

### **Contributions and Equipment/Stationery**

Plug in headphones Laptop or PC capable of running the software required for the course is an advantage

#### **Assessment Information**

Assessments are Achievement Standards, of which there are three internal standards and one external report submission - all assessment work is based on one project being the development and creation of a digital outcome ie an interactive animation

#### **Credit Information**

This course is eligible for subject endorsement.

A.S. 91893 v1 Digital Technologies and Hangarau Matihiko 2.4 - Use advanced techniques to develop a digital media outcome	2	I	4		
A.S. 91896 v1 Digital Technologies and Hangarau Matihiko 2.7 - Use advanced programming techniques to develop a computer program	2	I	6		
A.S. 91897 v1 Digital Technologies and Hangarau Matihiko 2.8 - Use advanced processes to develop a digital technologies outcome	2	I	6		
A.S. 91899 v1 Digital Technologies and Hangarau Matihiko 2.10 - Present a summary of developing a digital outcome	2	E	3	Y	

Total Credits 19 3 0 0

Total Credits Available: 19 credits. Externally Assessed Credits: 3 credits. Internally Assessed Credits: 16 credits.



## **Course Description**

2TEGR

Head of Faculty - Kaihautu: Malcolm Ali

# **Recommended Prior Learning**

It is recommended that students have completed year 11 engineering before selecting this course. Priority will be given to those who have completed all of the required work from the previous year.



This course is provided by Computenz. Within the course students will make a small engineering project that will build on the skills they have learned in year 11.

Students will be expected to use lathes and mills, as well as, handtools/power tools with confidence. They will complete three units of work involving the understanding of mechanical engineering drawings, fabrication and use of machines.

This course is ideal for someone who is looking to enter the workplace as an apprentice engineer rather than continuing into year 13.

### **Course Overview**

Term 3 Unit standards 32051, 32053 and 32055 completed at the end of term

Learning Areas: Technology

## Detailed Course Outline

## Assessment Information

Unit standards 32051, 32053 and 32055

### **Credit Information**

U.S. 32051 v1 Demonstrate and apply knowledge of mechanical engineering drawings and geometric construction in MaPS environment	2	I	4			
U.S. 32053 v1 Demonstrate knowledge of and apply good work practices when performing machining operations in MaPS environment	2	I	7			
U.S. 32055 v1 Demonstrate knowledge of and apply good work practices when performing simple fabrication operations in MaPS environment	2	I	7			
		Total Credits	18	0	0	0

Total Credits Available: 18 credits. Internally Assessed Credits: 18 credits.

# NCEA Level 2 Food and Nutrition



2TFNT

**Course Description** Head of Faculty - Kaihautu: Malcolm Ali

## **Recommended Prior Learning**

Knowledge gained in Level 1 FNT is essential. You require 6 credits in Level 1 Food and Nutrition or 16 credits in Level 1 English

This course is recommend for students interested in the study of Nutrition and Food related issues.

You will be introduced to the main topics that are studied in nutrition which includes basic nutrition, we then develop an understanding of influences on food choices. As you become more familiar with these, we can then apply these to real life situations where you can develop your meal planning skills and justify food choices based on the Food and Nutrition Guidelines. Evaluating choices against individual needs.



- Food and Nutrition is all about the foods we eat and the choices made about food.
- Level 2 Food and Nutrition looks at issues related to food choices and society Choosing the right foods to suit different gender and lifestyle, medical issues and issues affecting New Zealand.

WHAT WILL LI FARN?

- Human nutrition
- The impact of a national food issue on New Zealand families
- How food related issues affect individual and their families.
- · The use of health promotional materials

#### **Course Overview** Term 1

Unit 1 - Analyse issues related to the provision of food for people with specific food needs

#### Term 2

Unit 2 - Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand

Term 3 Unit 3 - Analyse practices to enhance well-being used in care provision in the community

Term 4

Unit 4 - Evaluate health promoting strategies designed to address a nutritional need

Learning Areas: Technology

# Pathway

NCEA Level 3 Food and Nutrition

The skills developed in Food and Nutrition are important to all careers in nutrition, food science and technology, Nannying, catering and hospitality, or for anyone who may be thinking about a career in any of the technological areas.

#### Assessment Information

the course offers 3 internal Achievement Standards and 1 external Achievement Standard. Assessments requires Report writing and are essay based.

### Credit Information This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91299 v2 Home Economics 2.1 - Analyse issues related to the provision of food for people with specific food needs	2	I	5	Y		
<b>A.S. 91301 v2</b> Home Economics 2.3 - Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	2	I	5	Υ		
A.S. 91303 v2 Home Economics 2.5 - Analyse practices to enhance well-being used in care provision in the community	2	I	5	Υ		
A.S. 91304 v2 Home Economics 2.6 - Evaluate health promoting strategies designed to address a nutritional need	2	E	4	Y	4w	
		Total Credits	19	19	4	0

Total Credits Available: 19 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 15 credits.

# NCEA Level 2 Hard Materials Technology

### 2TTEC



#### **Course Description**

Head of Faculty - Kaihautu: Malcolm Ali

### **Recommended Prior Learning**

The student should have completed level 1 technology and preferably already have knowledge in the discipline that they wish to use to tackle the design challenge.



This course will develop the skills the student has learned in level 1 Technology Hard Materials.

Students will be able to choose from a range of disciplines, engineering, 3d modelling, 3d printing, woodwork, programming, laser cutting etc to solve a real-world issue or problem they have Identified in a design challenge.

They will tackle a brief and specification then move on to producing various prototypes, with the goal of refining and developing a good solution. They will work closely with a stakeholder to ensure their prototype meets the needs of their clients.

Their project will have a focus on the sustainability of their design/manufacture and material selection.

# **Course Overview**

Term 1 Students start the research to find a problem, identify a client and stakeholders and draft a brief and specification.

Term 2 Students develop their solutions alongside stakeholder feedback and environmental considerations.

Term 3 Students refine their product and complete an external with the focus of sustainability.

#### Learning Areas: Technology

#### **Credit Information**

A.S. 91354 v3 Generic Technology 2.1 - Undertake brief development to address an issue	2	I	4	Υ		
A.S. 91357 v3 Generic Technology 2.4 - Undertake effective development to make and trial a prototype	2	I	6			
A.S. 91363 v3 Generic Technology 2.10 - Demonstrate understanding of sustainability in design	2	Е	4	Y		
		Total Credits	14	8	0	0

Total Credits Available: 14 credits. Externally Assessed Credits: 4 credits Internally Assessed Credits: 10 credits.

# NCEA Level 3 Catering



#### **3TCAT**

#### **Course Description**

Head of Faculty - Kaihautu: Malcolm Ali

#### **Recommended Prior Learning**

Some basic knowledge of food safety and food preparation, covered in year 12 CAT and 12 FNT would be beneficial.

This course is recommend for students interested in developing their practical skills in food preparation and who want to learn more about the hospitality industry. You will become acquainted with working in the commercial kitchen. Food safety and personal hygiene are covered in depth throughout the year.

You will become acquainted with working in the commercial kitchen with time pressure and actual customers. Basic nutrition, complex sandwiches and some coffee units will be covered in the course content.



- Catering is all about preparing food safely and hygienically for commercial purposes.
- . The course is delivered using SERVICE IQ units of work Workbooks are provided and each unit is internally assessed
- Workbooks, theory tests and practical assessments. Participating in events out of school "hours" is compulsory. This could include a lunchtime café for staff, sports exchange lunches and other catering events

#### **Course Overview**

## Term 1

Unit 1 - Demonstrate knowledge of food contamination hazards, and control methods used in a food establishment

Unit 2 - Demonstrate knowledge of culinary products, terms, and food preparation methods

#### Term 2

Unit 3 - Demonstrate knowledge of coffee origin and production

#### Term 3

Unit 4 - Prepare, assemble, and present complex sandwiches for service in a commercial kitchen

# Term 4

Unit 5 - Demonstrate knowledge of nutrition in commercial catering

### Learning Areas:

Technology

#### **Assessment Information**

All assessment have a Theory (open book, test format) and Practical (execution of a variety of skills) component. All units are internally assessed.

Workbooks and activities	are completed and	i practical skills are	e observed and a	assessed regularly.

redit Information						
U.S. 168 v7 Demonstrate knowledge of food contamination hazards, and control methods used in a food establishment	3	I	4			
U.S. 13282 v5 Prepare, assemble, and present complex sandwiches for service in a commercial kitchen	3	I	2			
U.S. 13343 v6 Demonstrate knowledge of nutrition in commercial catering	3	I	5			
U.S. 17284 v6 Demonstrate knowledge of coffee origin and production	3	I	3			
U.S. 18497 v8 Demonstrate knowledge of culinary products, terms, and food preparation methods	3	I	8			
		Total Credits	22	0	0	0

# NCEA Level 3 Computer Applications





#### **Course Description**

Head of Faculty - Kaihautu: Malcolm Ali

#### **Recommended Prior Learning**

It would be an advantage to have done Computer Applications at Level 2 but it is not necessary.

#### **Computer Applications**

Students will develop advanced skills in a range of Microsoft applications which will be useful at school, for further education, employment and leisure activities:

Microsoft Word (word processing) Microsoft Excel (spreadsheets) Microsoft Access (databases



Students undertake a course of online learning and assessment, working on applications relevant for them, at their own pace.

# Course Overview

Term 1 Microsoft Word - word processing

Term 2 Select one area of learning and assessment from: Microsoft Word - word processing Microsoft Access - database Microsoft Excel - spreadsheet

Term 3

Select one area of learning and assessment from: Microsoft Word - word processing Microsoft Access - database Microsoft Excel - spreadsheet

Term 4 Complete all assessment work

#### Learning Areas:

Technology

#### **Assessment Information**

Skills are assessed through Unit Standards. Students should complete one assessment per term from the list of learning areas and assessments. This course does not lead to University Entrance, but does contribute towards NCEA certificate.

Credit	Information
Greuit	mormation

sedit mormation						
U.S. 112 v9 Produce business or organisational information using word processing functions	3	I	5			
U.S. 12886 v8 Customise software features and create document templates for generic text and information management	3	I	6			
U.S. 12887 v8 Integrate text and images and manage multiple files for generic text and information management	3	I	6			
U.S. 29786 v1 Produce a spreadsheet for organisational use	3	I	3			
U.S. 29787 v1 Produce and use a database to provide a solution for organisational use	3	I	3			
		Total Credite	23	0	0	0

 Total Credits
 23
 0
 0
 0

Total Credits Available: 23 credits. Internally Assessed Credits: 23 credits

# NCEA Level 3 Design and Visual Communication



### **Course Description**

3TDVC

Head of Faculty - Kaihautu: Malcolm Ali

Level 3 Design and Visual Communication course teaches students to use Graphics to solve design problems. The course is focused on the student taking control of the content within the topics taught. The emphasis is on design and designers; using the information gathered to influence the student's work. Topics covered are: "Develop and Resolve Spatial Design" and "Develop and Resolve Product design". Incorporated in this is Exhibiting a Visual Presentation of their own Design.



Design and Visual Communication (DVC) Level 3 provides a range of study options that align with Spatial Design and Product Design related tertiary study and professions, as well as emerging Creative Industries.

Students at Level 3 mostly specialize and complete either Product Design or Architectural/Spatial Design specific Achievement Standards but can do two smaller projects that combine both if they wish. Students choose from a range of Achievement Standards that aligns with their interests and likely future tertiary goals (between 16 and 24 credits).

Students explore and refine design ideas through divergent drawings, writing, freehand sketching, design notation, instrumental drawing, 3D printing, laser cutting and a range of CAD software.

#### **Course Overview**

#### Term 1 Introduction to design brief

Initiate design ideas through extensive exploration using visual communication strategies t challenge thinking and extend and transform ideas to form design ideas.

#### Term 2

Interrogation and re-generation of ideas including abstraction, re-combination, tessellation, exaggeration, rotation, inversion, translation, deconstruction. Resolve a spatial/product design through graphics practice

#### Term 3

Produce working drawings to communicate production details for a complex design.

#### Term 4

Compiling the design portfolio and develop a visual presentation that exhibits a design outcome to an audience

### Learning Areas:

Technology

#### **Assessment Information**

The assessments are spatial and or product based portfolio with 16 - 22 credits in total. There are optional 1 - 2 externals and 2 internals to complete throughout the year.

Credit Information						
A.S. 91627 v3 Design and Visual Communication 3.30 - Initiate design ideas through exploration	3	E	4		*	
A.S. 91628 v3 Design and Visual Communication 3.31 - Develop a visual presentation that exhibits a design outcome to an audience	3	I	6		*	
A.S. 91629 v3 Design and Visual Communication 3.32 - Resolve a spatial design through graphics practice	3	I	6		*	
A.S. 91630 v3 Design and Visual Communication 3.33 - Resolve a product design through graphics practice	3	I	6		*	
A.S. 91631 v3 Design and Visual Communication 3.34 - Produce working drawings to communicate production details for a complex design	3	E	6		*	
		Total Credits	28	0	0	0

Number of credits that can be used for overall endorsement:  ${\bf 28}$ 

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 28 credits. Externally Assessed Credits: 10 credits. Internally Assessed Credits: 18 credits.

# NCEA Level 3 Digital Technologies



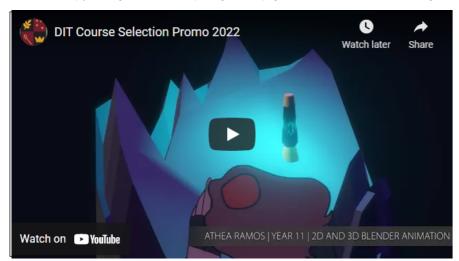
# 3TDIT

Course Description Head of Faculty - Kaihautu: Malcolm Ali

# **Recommended Prior Learning**

Students will have taken part in the Level 1 & Level 2 Digital Technologies courses. In extenuating circumstances students new to the subject at Level 3 will be expected to have an interview with DIT staff and show evidence of digital outcomes they have created AND/OR complete a pre-entry course of learning and task completion before February in the following year, in order to have course selection approved with DIT staff.

Create and develop your own game from the initial planning, to developing a 3D environment and characters for the game, to editing a promotional video of the interactive game...



Students will use Blender, Adobe Creative Suite, Unity and C# to present a functional digital outcome in line with today's apps. They will apply complex techniques in 3D character design, animation and programming based on the latest industry practices and standards.

Their game will include optimised 3D models ready for animation and rigging, applying visual effects, programming and User Interface (UI) design to bring their characters to life for both gaming and video.

Students may export their outcomes for the internet, apps or XR.

This course prepares students for industry or further study at university.



#### Course Overview Term 1

Learning of complex programming, modelling, animation skills in preparation for assessment project covering three internal achievement standards

Term 2 Assessment project: design and create a 3D interactive digital technologies outcome

#### Term 3 Completion of assessment project

Term 4

Preparation for external report submission

Learning Areas: Technology

## **Contributions and Equipment/Stationery**

Plug in headphones Laptop or PC capable of running the software required for the course is an advantage

### Assessment Information

Assessments are Achievement Standards which contribute to University Entrance - all assessment work is based on the one project which fulfils three internal standards due in Term 3, and one external report for submission in Term 4

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance



Nun Cre

<b>A.S. 91903 v1</b> Digital Technologies and Hangarau Matihiko 3.4 - Use complex techniques to develop a digital media outcome	3	I	4		
A.S. 91906 v1 Digital Technologies and Hangarau Matihiko 3.7 - Use complex programming techniques to develop a computer program	3	I	6		
<b>A.S. 91907 v1</b> Digital Technologies and Hangarau Matihiko 3.8 - Use complex processes to develop a digital technologies outcome	3	I	6		
<b>A.S. 91909 v1</b> Digital Technologies and Hangarau Matihiko 3.10 - Present a reflective analysis of developing a digital outcome	3	E	3	Y	

Total Credits 19 3 0 0

Total Credits Available: 19 credits. Externally Assessed Credits: 3 credits. Internally Assessed Credits: 16 credits.

# NCEA Level 3 Food and Nutrition



**3TFNT** 

#### **Course Description**

Head of Faculty - Kaihautu: Malcolm Ali

### **Recommended Prior Learning**

Some basic nutritional knowledge is beneficial. You require 16 credits in Level 2 Food and Nutrition or 16 credits in Level 2 English

This course is recommended for students interested in developing their creative ability and scientific inquiry when working with food, with a focus on the nutritional and developmental requirement of people with altered food needs.

You will be introduced to the main topics that are studied in nutrition. Starting with basic nutrition, we then develop an understanding of influences on food choices. As you become more familiar with these, we can then apply these to real life situations where you can develop your meal planning skills and justify food choices based on the Food and Nutrition Guidelines. Evaluating choices against individual needs



Food and Nutrition is all about investigating nutritional issues affecting the well-being of NZ society. Level 3 Food and Nutrition focusses on the implementation of an action plan to address a nutritional issues.

Analysing the influence of food advertising on the well-being of society.

#### WHAT WILL I LEARN?

- · Nutritional needs of people with altered food needs
- The impact of a national food issue on New Zealand families
- · How food related issues affect individual and their families.
- The use of health promotional materials.

#### **Course Overview** Term 1

Unit 1 - Investigate a nutritional issue affecting the well-being of New Zealand society

#### Term 2

Unit 2 - Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society

### Term 3

Unit 3 - Investigate the influence of multinational food corporations on eating patterns in New Zealand

#### Term 4

Unit 4 - Analyse the influences of food advertising on well-being

#### Learning Areas: Technology

#### Assessment Information

Course offers 3 internal Achievement Standards and 1 external Achievement Standard. Assessments requires Report writing and is essay based.

#### **Credit Information**

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91466 v2 Home Economics 3.1 - Investigate a nutritional issue affecting the well-being of New Zealand society	3	I	5	Y	5r *	
A.S. 91467 v2 Home Economics 3.2 - Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society	3	I	5	Y	*	
A.S. 91469 v2 Home Economics 3.4 - Investigate the influence of multinational food corporations on eating patterns in New Zealand	3	I	5	Y	5r *	
A.S. 91471 v2 Home Economics 3.6 - Analyse the influences of food advertising on well-being	3	E	4	Y	4w *	
		Total Credits	19	19	14	0

Approved subject for University Entrance Number of credits that can be used for overall endorsement: 19

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits. Externally Assessed Credits: 4 credits. Internally Assessed Credits: 15 credits.