



2022 COURSE HANDBOOK



Senior School

(Years 11, 12, 13)

From the Principal

Glendowie College Senior School has very strong academic, co-curricular and service programmes. We offer a diverse range of academic subjects to prepare our young men and women for tertiary education and life beyond.

The Senior School NCEA Course Handbook outlines the variety and nature of subjects available to study in 2022. The selection of an appropriate course of study is very important and should be made with open dialogue between students, parents, Form Teachers, Subject Teachers, Deans and the Careers Department.

Ultimately, your choice of options will determine next year's Senior School timetable and enable us to plan for staffing and resources.

College years are a time for exploring new avenues of interest. It is important to keep your courses varied for as long as possible. Work on your strengths and genuine interests – this will help you choose courses that you will both enjoy and know that you can properly manage. Your choice of options requires careful thought so they do not restrict your opportunities in later years of study. If you have a chosen career in mind, research which school subjects are pre-requisites or would support the career choice.

Whilst you may not have determined your career direction, it is essential to begin the process of considering future subjects and areas of interest. There are suggestions in this booklet about how best to begin this process and a section on tertiary education courses as well.

The Careers Department (led by Mr James) is able to help students seek information about the vast range of university courses and careers now available. In a rapidly changing world keeping up with such trends and opportunities is important.

A deadline will be set for selection of subjects. You should consider carefully your final course options, as alterations are more difficult to make at a later stage.

I hope that the information in this Handbook will help you in the on-going process of planning ahead for your future. If you need more information or help in making your decisions, be sure to talk to your Form Teacher, Dean, Subject Teachers and Mr James.



G Robertson
PRINCIPAL

YEAR 11

In consultation with the Board of Trustees, the college has decided to develop its own Year 11 curriculum and assessment to replace Level 1 NCEA from 2021. This curriculum will provide a rigorous course of study, designed by college staff, that will better prepare our students for Levels 2 and 3 NCEA and NZ Scholarship. Students will continue to be assessed in a variety of ways, including school designed internal assignments, portfolios, tests and exams and include the 10 numeracy credits required for future NCEA qualifications from their Mathematics course.

All Year 11 students take a course of study comprising:

ENGLISH	(either at Year 11, NCEA Level 2 or English as a Second Language)
MATHEMATICS	(either at Year 11 or NCEA Level 2)
* SCIENCE	(Year 11)
3 OTHER SUBJECTS	(either at Year 11 level or Year 12 level)

*** While Science is not compulsory, students are strongly advised to take this subject in Year 11.**

Note:

- Students should choose subjects they feel they would enjoy but they should also carefully consider what they might like to study later and their future education and employment aims. NCEA Level 2 subjects, for example, have minimum requirements/guidelines which need to be satisfied in the Year 11 year.
- A chart (The Flow of Subjects) has been provided as a quick guide to these subject relationships and minimum requirements/guidelines

YEAR 12

All Year 12 students take a course of study towards gaining NCEA Level 2, comprising:

ENGLISH	(either at Year 11, NCEA Level 2 English, NCEA Level 3 English, or English as a Second Language)
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All current year 12 students intending to gain University Entrance after Year 13 studies, must also achieve a minimum of 10 credits at Level 2 or higher in English (5 credits - reading; 5 credits – writing.)

There are a variety of subjects that contribute credits to the University Entrance Literacy requirements:

<http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements>

5 OTHER SUBJECTS (at either Year 11, 12 or 13)

Note:

- Most subjects have a minimum requirement. These are listed as guideline(s).
- Subjects with no such prerequisites require the approval of the relevant Faculty Leader for all students applying to do the course, and in general, students who achieve poor grades and as such, insufficient credits will not be permitted to start a new series of subjects such as these ones.
- In special circumstances the Faculty Leaders, may after discussion, allow a pupil to do a course without having the normal minimum requirements/guidelines.

YEAR 13

1. **No subject is compulsory.**
2. All Year 13 pupils are required to be actively involved in Community Service. Service opportunities will be selected at the start of the year.
3. Especially able students may select a sixth subject with the Dean's approval.
4. Students from overseas may be permitted to take ESOL as well as 5 NCEA subjects if timetabling permits.

UNDERSTANDING THE NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

Introduction

What is NCEA?

NCEA which stands for the National Certificate of Educational Achievement is the main qualification for secondary school students in New Zealand and can be gained in three levels (1, 2, 3). NCEA is the most common qualification you will be working towards in years 12 and 13.

Why should I work towards NCEA?

NCEA and other nationally recognised certificates are regarded by employers and used for selection into courses by universities and other tertiary institutions. NCEA is also accepted by employers and universities overseas. Independent research has shown that if you do well in NCEA, you are likely to do well in your first year at university.

How do I get NCEA?

NCEA is gained by building up credits. Credits are awarded for each standard you achieve in the courses you are studying.

- **Standards** are the skills or knowledge that you are expected to achieve or know in a course. For example, a Mathematics standard is: *Apply numeric reasoning in solving problems*.
- **Assessments** measure how well you meet these standards. Assessments can be internal (a test, activity, brief or assignment) or external (an end-of-year exam or portfolio).
- When you achieve a standard, you also achieve the number of **credits** for that standard.
- When you achieve a certain number of credits, you gain NCEA. At Glendowie College we offer two different levels of NCEA (Levels 2, 3), usually done at years 12 and 13.

The Details

How do I enter for NCEA?

Your school will enter you for NCEA.

NCEA is administered by the New Zealand Qualifications Authority (NZQA). You can use your unique National Student Number (NSN) to look up information NZQA holds about you sent in by your school, including your entries, results and *Record of Achievement*. For more information see www.nzqa.govt.nz/ncea or phone NZQA on 0800 697 296.

How should I choose my courses?

In year 11, you will probably take a broad range of courses that can lead on to more specialised subjects. In years 12 and 13, you will start thinking about what areas you need to focus on for your future study or career. If you have a particular career in mind, find out what courses you will need from your school (careers advisors, Deans or teachers) or the place where you intend to study.

How do I achieve a standard?

When you study a course, your work is measured against registered standards using **assessments**.

As you study a new topic your teachers will explain to you what is going to be assessed.

Teachers will tell you if you are on the right track and help you to improve your work.

An assessment programme for a Mathematics course at Level 2 may look like this:

Standards	Description	Credits	Assessment
91258 (2.3)	Apply sequences and series in solving problems	2	Internal
91259 (2.4)	Apply trigonometric relationships in solving problems	3	Internal
91264 (2.9)	Use statistical methods to make an inference	4	Internal
91267 (2.12)	Apply probability methods in solving problems	4	External
91581 (3.9)	Investigate bivariate measurement data	4	Internal
Total number of credits available towards the Level 2 NCEA		17	

Types of Standards

Schools assess two types of standards:

- Achievement standards can be assessed by internal assessment in schools, by external assessment through NZQA examinations at the end of the year, or by portfolios submitted for external assessment.
- Unit standards are usually assessed internally in school or the workplace.

Levels of Standards

The standards assessed in schools are usually at **Levels 1, 2 and 3**. At Glendowie College NCEA begins at Level 2, which is usually completed in Year 12.

A certificate is awarded according to the level of the standards you achieve. For example, if you achieve 80 Level 2 credits, will gain Level 2 NCEA (including 10 numeracy and literacy credits).

Multi-Level Study

Schools may allow you to study a mix of standards at different levels, depending on your ability. For example, in year 12 you may do most courses at Level 2 or study another course at Level 3 because you are good at it. In addition, students may study multi-level courses with standards assessed at more than one level, e.g. an English course at year 12 may contain both Level 2 and Level 3 standards.

How will my work be assessed?

Assessments measure your performance against the standards in your courses. If your work meets the requirements of the standard, then you achieve that standard and you gain **credits** towards your qualification.

Most **external** assessments are by exam at the end of the year, although for some subjects (e.g. Technology, Visual Arts) you will need to submit a portfolio of your work. Many standards are **internally** assessed by your teachers during the year. NZQA checks that there is consistency in assessment across all schools.

How will I be graded in each standard?

Your grade will depend on the type of standard being assessed.

- For **achievement standards** you can get: Achieved (A) for a satisfactory performance, Merit (M) for very good performance, Excellence (E) for excellent performance, or Not Achieved (N) if you don't meet the requirements of the standard.
- For **unit standards** all grades may be available, but mostly Achieved (A) or Not Achieved (N).

Recognising High Achievement

NCEA can be endorsed to reflect high achievement. It is worth trying to gain Merit and Excellence for standards you are good at, which may lead to endorsement. There are two types of endorsement: Certificate Endorsement and Course Endorsement.

Certificate Endorsement: If you gain 50 credits at Excellence at a particular level your NCEA will be endorsed with Excellence. If you gain 50 credits at Merit (or a mix of Merit and Excellence) your NCEA will be endorsed with Merit. Credits must be gained at the Level of certificate, or above.

Course Endorsement: If in a single year you gain 14 or more credits at Merit and/or Excellence for a course, you will gain endorsement in that course. Of these credits, at least 3 credits must be from externally assessed standards and 3 credits from internally assessed standards in that course. (Note: this condition does not apply to Physical Education or Level 3 Visual Arts).

What happens if I don't achieve a standard?

For internally assessed standards, your school may allow you (and others in your class) to be assessed one more time. For some standards your school may delay your reassessment until the final term, taking into account most of your year's work.

For externally assessed standards, there is only one opportunity to achieve the standard each year – the exam or other external assessment at the end of the year.

How many credits do I need for an NCEA Certificate?

Each standard is worth a set number of credits. When you achieve standards, these credits count towards NCEA. They may also contribute towards other nationally recognised certificates, such as a National Certificate in Business Administration.

Credits can be gained over more than one year. Credits gained at one level can count towards more than one certificate.

What you need for NCEA certificates:

Level 3	60 credits at Level 3 or above	plus 20 credits at Level 2 or above
Level 2	60 credits at Level 2 or above	plus 20 credits at any level

Level 3: 80 credits – a minimum of 60 credits at level 3 or above and 20 credits at level 2 or above.

Level 2: 80 credits – a minimum of 60 credits at level 2 or above and 20 credits at any level. including literacy and numeracy requirements. The requirement is 10 credits in literacy and 10 credits in numeracy. Your teacher will explain how these work.

Can I study at different levels?

You do not need to gain NCEA Level 1 to achieve NCEA Level 2. It is possible to study at Level 2 before achieving a Level 1 certificate. Any credits you earn at Level 2 will count towards Level 1; at the same time you can begin work towards Level 2. This means the credits you earn may contribute to more than one qualification at the same time. You may study some courses at a higher level than others. Your school can help you decide what courses to study.

What do I need to gain University Entrance?

University Entrance is the minimum requirement for entrance into university in New Zealand. Most universities and other tertiary institutions have additional requirements, particularly for entry into specific courses.

To gain University Entrance you will need to achieve NCEA Level 3 and three subjects of 14 credits each from the list of approved subjects. You will also need to meet the literacy and numeracy requirements. For more information about University Entrance visit <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance>

What other qualifications can I aim for at school?

Your school may offer other nationally recognised certificates as well as NCEA. Some of the most popular ones include: Business Administration, Computing, Hospitality (Food and Beverage Service), Mechanical Engineering Technology, Te Waharoa (Māori) and Tourism and Travel. Ask your school what nationally recognised certificates they offer in areas that interest you.

Credits from some work may count towards more than one qualification and all credits count towards NCEA. Some qualifications can be completed at school and others you may start at school and then finish in the workplace or at a tertiary institution.

NZQA Scholarship - an additional challenge

Scholarship is a national external assessment for top Senior School students. Scholarship examines course material related to, and in extension to NCEA Level 3.

Scholarship examinations are demanding and require students to demonstrate high-level critical thinking and analytical skills, a comprehensive understanding of key content as well as advanced written language skills. NZQA's intention is that 3% of the total number of Year 13 students in the country sitting Level 3 in each of the available subjects will be awarded a Scholarship, provided Scholarship standards are met. Of the top 3% nationwide who gain a Scholarship pass, a small number, equating to approximately 0.5% nationwide, will be accorded an Outstanding Scholarship. Each year between 5 to 10 students nationwide are selected for a Premier Scholars Award.

Successful Scholarship students gain substantial monetary awards. A Scholarship in just one subject receives \$500, as a single payment. Other Scholarship awards result in payments spanning three years of successful tertiary study. These awards are outlined in the table.

Glendowie College has, over the years, had great success preparing our students for these rigorous examinations.

Premier Award
For the very top 5 to 10 candidates in New Zealand. The minimum eligibility requirement to be considered for this award is at least 5 or more Scholarships with at least three at 'Outstanding' level. Award: \$10,000 each year for up to three years as long as candidates maintain at least a 'B' grade average in tertiary study.

Outstanding Scholar Award
<p>Either:</p> <p>At least two Scholarships at 'Outstanding' level plus at least one at 'Scholarship' level; or One Scholarship at 'Outstanding' level plus five or more at Scholarship level.</p> <p>Award: \$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary study.</p>
Scholarship Award
<p>For candidates who get Scholarship in three or more subjects.</p> <p>Award: \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study.</p>
Top Subject Scholar Award
<p>For the top candidate in each one of the Scholarship subjects.</p> <p>Award: \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study.</p>
Single Subject Awards
<p>For candidates who get Scholarship in one or two subjects.</p> <p>A 'one-off' award of \$500 per subject (maximum payment \$1000).</p>

Getting your NCEA Results

How will I get my results?

The New Zealand Qualifications Authority (NZQA) administers NCEA and holds a database of all results. To access your results, log in to your learner home page on the NZQA website, www.nzqa.govt.nz/learner-login using your unique National Student Number (NSN).

You will be able to see:

- Results of your internal assessments as they are completed, and reported to NZQA by your school.
- Results of your examinations, or other external assessment in January.
- Scholarship examination results in February.
- University Entrance, if awarded.

Creating a record of my results

Documents recording your results are:

- Certificates for NCEA and University Entrance. NCEA certificates include certificate endorsement (with Merit or Excellence).
- The *School Results Summary* (SRS). Your SRS lists all the standards for which you have been assessed with the results, including Not Achieved results, grouped by year, course and Level. It also contains a detailed summary of your credits by course and Level.
- The *Record of Achievement* (ROA) is an official transcript of standards and qualifications achieved and will grow as you gain new standards through tertiary study and industry training.

Certificates for NCEA and University Entrance will be printed on request (one copy free) and sent to you.

You can print your SRS or ROA (or a selection) directly from the website. An official copy can be requested (one copy free) and sent to you.

Can I appeal my results?

If you have a question about the marking of an internal assessment, you should discuss this with your teacher at the time your work is returned.

Your examination papers will be returned to you by mid February. If you believe there was an error in the way your paper was marked, you can ask NZQA to review or reconsider the results. For more information about how to do this visit www.nzqa.govt.nz

Tips for Parents/Whanau

- Ask your son/daughter how NCEA works – most students understand it well.
- Provide support (e.g. time, space, homework support) to help your son/daughter study remember they will be assessed throughout the year, not just in final examinations.
- When helping your son/daughter choose courses, encourage them to take a broad range at Year 11, but to start thinking about what areas they might focus on for future study or a career at Levels 2 and 3.
- Encourage your son/daughter to aim for higher grades – Merit and Excellence. These will improve their career prospects or improve their chances of gaining entry into their chosen tertiary course.
- If your son/daughter has a particular career or tertiary course in mind, check out what Level 2 or Level 3 standards they may require to enter the university or other tertiary institution where they intend to study.
- Ask your son/daughter's school or teachers for guidance on how they are progressing. Most schools also hold very helpful qualification information sessions for parents.
- See the NCEA information on the NZQA website www.nzqa.govt.nz/ncea

More information

NCEA	<p>Talk to your teachers or contact the New Zealand Qualifications Authority (NZQA): Phone 0800 697 296 www.nzqa.govt.nz/ncea Links for students: www.nzqa.govt.nz/students The exam timetable: www.nzqa.govt.nz/timetable Past exam papers and other subject resources: www.nzqa.govt.nz/ <subject> (e.g. English, Science, Mathematics) To view your Record of Achievement and get your results: www.nzqa.govt.nz/learner-login</p>
CAREERS ADVICE	<p>Talk to your school careers advisor or contact Careers New Zealand: Phone 0800 222 733 www.careers.govt.nz</p>
QUALIFICATIONS	<p>See what qualifications are available: New Zealand Qualifications Framework www.nzqa.govt.nz/nzqf</p>
STUDY SKILLS	<p>Find NCEA study tips and skills: www.studyit.org.nz</p>

New Zealand Qualifications Authority

P 0800 697 296

E helpdesk@nzqa.govt.nz | www.nzqa.govt.nz

PLANNING YOUR COURSE

Some Suggestions

Read every page in this booklet carefully.

You will pick up some very useful information.

As you plan your course, carefully assess your interests, skills and learning style and choose subjects that build on these.

We recommend that you do not 'specialise' too early and that you aim to maintain a broad range of subjects for as long as possible. This will help to prevent you limiting your future study prospects. Select your courses carefully as it will be more difficult to change them at a later date.

If you have a particular career in mind, you may need to study some specified subjects. There is a guide to tertiary study requirements and subject choices in this handbook but do be aware that university courses change frequently and you need to be proactive in seeking up to date information directly from the university or from the Careers Department at the College.

As you plan your course and choose your subject options think about these things:

- Your interests and abilities
- Which subjects you enjoy the most
- The skills you have and would like to develop
- Your preferred learning style
- Your possible future career interests
- Are there subject requirements (pre-requisites) at the next level?
- Any entry criteria for tertiary education?
- Is the subject on the University Approved list of subjects? (See List of Approved Subjects)
- Do I have sufficient flexibility to change my course if my career goals change?

If you are unsure of a subject, talk to someone.

- Ask students who are doing the subject this year what it is like.
- Ask the Teacher.
- Ask the Careers Advisor
- Ask your Dean.
- Ask everybody.
- Ask for help. It is an important decision.

Be informed.

When I leave college I hope to ...

NOTES:

For this plan I need to ...

... take these subjects in Year 11 (6 Year 11 subjects)	
NCEA Level 1	
1.	English (Compulsory)
2.	Mathematics (Compulsory)
3.	Science (Strongly Recommended)
4.	
5.	
6.	

... take these subjects in Year 12 (6 NCEA Level 2 subjects)	
NCEA Level 2	
1.	English (Compulsory)
2.	
3.	
4.	
5.	
6.	

... take these subjects in Year 13 (5 NCEA Level 3 subjects)	
NCEA Level 3	
1.	
2.	
3.	
4.	
5.	
6. *	

**Note: Some students may be allowed to take 6 subjects in Year 13.*

THE FLOW OF SUBJECTS – GLENDOWIE COLLEGE 2022						
	YEAR 9	YEAR 10	YEAR 11	NCEA LEVEL 2	NCEA LEVEL 3	
ENGLISH						
ENGLISH	English (9ENG)	English (10ENG)	English (11ENG)	English (12ENG)	English (13ENG)	UE app
					Scholarship English (13ENX)	UE app
	English Literacy (9ENL)	English Literacy (10ENL)		English Literacy (12ENL)		
MEDIA STUDIES		Media Studies (10MES)	Media Studies (11MES)	Media Studies (12MES)	Media Studies (13MES)	UE app
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	ESOL (9ESL)	ESOL (10ESL)	ESOL (11ESL)	ESOL (12ESL)	ESOL (13ESL)	
MATHEMATICS						
	Mathematics (9MAT)	Mathematics (10MAT)	Specialist Mathematics (11MAS)	Specialist Mathematics (12MAS)	Calculus (13MCA)	UE app
					Scholarship Calculus (13MCX)	UE app
			Mathematics (11MAT)	Mathematics (12MAT)	Statistics (13MST)	UE app
					Scholarship Statistics (13MSX)	UE app
	Enhanced Mathematics (9ENM)		Mathematics Applied (11MAA)	Mathematics Applied (12MAA)	Mathematics (13MAT)	UE app
ACCOUNTING			Accounting (11ACC)	Accounting (12ACC)	Accounting (13ACC)	UE app
SCIENCE						
	Science (9SCI)	Science (10SCI)	Science (11SCI)	Biology (12BIO)	Biology (13BIO)	UE app
					Scholarship Biology (13BIX)	UE app
			Science (11SCI)	Chemistry (12CHE)	Chemistry (13CHE)	UE app
					Scholarship Chemistry (13CHX)	UE app
			Science (11SCI)	Physics (12PHY)	Physics (13PHY)	UE app
					Scholarship Physics (13PHX)	UE app
			Science (11SCI)	Science (12SCI)	Science (13SCI)	UE app
SOCIAL SCIENCES						
	Social Studies (9SST)	Social Studies (10SST)	Geography (11GEO)	Geography (12GEO)	Geography (13GEO)	UE app
					Global Studies (13GBS)	UE app
			History (11HIS)	History (12HIS)	History (13HIS)	UE app
				Classical Studies (12CLA)	Classical Studies (13CLA)	UE app
		Enterprise Studies (10EST)	Economics (11ECO)	Economics (12ECO)	Economics (13ECO)	UE app
			Business Studies (11BUS)	Business Studies (12BUS)	Business Studies (13BUS)	UE app

UE App

University Entrance Approved

THE FLOW OF SUBJECTS – GLENDOWIE COLLEGE 2022						
	YEAR 9	YEAR 10	YEAR 11	NCEA LEVEL 2	NCEA LEVEL 3	
HEALTH & PHYSICAL EDUCATION	Health (9HEA)	Health (10HEA)	Health (11HEA)	Health (12HEA)	Health (13HEA)	UE app
	Physical Education (9PHE)	Physical Education (10PHE)	Physical Education (11PHE)	Physical Education (12PHE)	Physical Education (13PHE)	UE app
					Sport & Recreation Leadership (13SRL)	
			Outdoor Education (11OED)	Outdoor Education (12OED)	Outdoor Education (13OED)	
DESIGN & TECHNOLOGY						
Creative Technology	Design (9TEC)					
Fabric Technology		Fabric Technology (10FAB)				
Computing		Digital Technologies Computing and Programming (10DTC)	Digital Technologies Computing (11DTC)	Digital Technologies Computing (12DTC)	Digital Technologies Computing (13DTC)	UE app
Programming			Digital Technologies Programming (11PRG)	Digital Technologies Programming (12PRG)	Digital Technologies Programming (13PRG)	UE app
Electronics		Creative & Digital Technologies (Electronics) (10CDT)	Creative & Digital Technologies (Electronics) (11CDT)	Creative & Digital Technologies (Electronics) (12CDT)	Creative & Digital Technologies (Electronics) (13CDT)	UE app
Food Technology & Nutrition/ Hospitality		Food Technology & Nutrition (10FTN)	Food Technology & Nutrition (11FTN)	Food Technology & Nutrition (12FTN)	Food Technology & Nutrition (13FTN)	UE app
				Hospitality (12HOS)	Hospitality (13HOS)	
Design and Visual Communication (Graphics)		Design and Visual Communication (Graphics) (10DVC)	Design and Visual Communication (Graphics) (11DVC)	Design and Visual Communication (Graphics) (12DVC)	Design and Visual Communication (Graphics) (13DVC)	UE app
Building Construction & Allied Trade Skills		Workshop Technology (10TEC)	Building Construction & Allied Trade Skills (11BCT)	Building Construction & Allied Trade Skills (12BCT)	Building Construction & Allied Trade Skills (13BCT)	
THE ARTS						
DRAMA	Drama (9DRA)	Drama (10DRA)	Drama (11DRA)	Drama (12DRA)	Drama (13DRA)	UE app
MUSIC	Music (9MUS)	Music (10MUS)	Music (11MUS)	Music (12MUS)	Music Studies (13MUS)	UE app
					Music – Practical (13MSP)	UE app
DANCE	Dance (9DNC)	Dance (10DNC)	Dance (11DNC)	Dance (12DNC)	Dance (13DNC)	UE app
VISUAL ART	Art (9ART)	Art - Practical (10ART)	Art - Practical (11APA)	Art Painting (12PAI)	Art Painting (13PAI)	UE app
		Art – Digital Photography / Design (10APD)	Art – Digital Photography / Design (11APD)	Art Photography (12APH)	Art Photography (13APH)	UE app
				Art Design (12ARD)	Art Design (13ARD)	UE app
				Art History (12ARH)	Art History (13ARH)	UE app
LEARNING LANGUAGES						
GERMAN	German (9GER)	German (10GER)	German (11GER)	German (12GER)	German (13GER)	UE app
CHINESE	Chinese (9CHN)	Chinese (10CHN)	Chinese (11CHN)	Chinese (12CHN)	Chinese (13CHN)	UE app
SPANISH	Spanish (9SPA)	Spanish (10SPA)	Spanish (11SPA)	Spanish (12SPA)	Spanish (13SPA)	UE app
TE REO MĀORI	Te Reo Māori (9MAO)	Te Reo Māori (10MAO)	Te Reo Māori (11MAO)	Te Reo Māori (12MAO)	Te Reo Māori (13MAO)	UE app
DEVELOPMENT PROGRAMMES						
NEW ZEALAND TOURISM				New Zealand Tourism (12NZT)	New Zealand Tourism (13NZT)	

Guidelines for Entry into Tertiary Programmes

In general, **minimum** entry requirements are as follows:-

Certificate Courses: Open Entry or NCEA Level 1 or 2

Diploma Courses: Successful completion of a Certificate Course or NCEA Level 2

Degree Courses: **Common Entrance Standard for all NZ Universities**

For university entry, students will need to meet all of the following requirements:

- attain NCEA Level 3
- achieve 14 credits at Level 3 in each of three (3) subjects from the list of approved subjects
- achieve UE numeracy – 10 credits at Level 1 and above from specific achievement standards or 3 specific numeracy unit standards
- achieve UE literacy – 10 credits (5 in reading and 5 in writing) at Level 2 and above from specific standards

The University of Auckland will offer a student an unconditional place if the applicant gains a minimum of 17 credits in English at Level 2 or 3. This is in addition to the UE requirement and other entry and programme requirements. Students not meeting the 17 credit English requirement will be required to take (and pass) an academic English paper in their first year of university study.

Entrance to University Courses and Unit Standards Qualifications

Although Universities will recognise credits in subjects offering Level 3 Unit Standards, such recognition will be limited, and students intending to study for any Degree at University Level are **strongly recommended** to take 5 subjects in Achievement Standards at Level 3 in Year 13.

New Zealand Scholarship

An External Assessment at Level 4 worth 72 credits gained across at least 3 subjects. This will be based on content within the Level 3 Achievement Standards, but will be a broader and more substantial challenge for students.

LIST OF APPROVED SUBJECTS FOR UNIVERSITY ENTRANCE

List of approved subjects for the entrance to university as approved by NZQA.

(* Offered at Glendowie College)

<ul style="list-style-type: none">● Accounting *● Agriculture and Horticulture● Biology *● Business Studies*● Chemistry *● Chinese (Second Language) *● Classical Studies *● Construction & Mechanical Technologies● Cook Island/ Māori● Dance*● Design (Practical Art)*● Design & Visual Communication *● Digital Technologies *● Drama *● Earth & Space Sciences● Economics *● Education for Sustainability● English *● French (Second Language)● Geography *● German (Second Language) *● Health Education*● History *● History of Art *	<ul style="list-style-type: none">● Home Economics *● Indonesian● Japanese (Second Language)● Korean● Latin● Mathematics *● Calculus *● Statistics *● Media Studies *● Music Studies *● Painting (Practical Art) *● Photography (Practical Art) *● Physical Education *● Physics *● Printmaking (Practical Art)● Processing Technologies *● Religious Studies● Samoan● Science *● Sculpture (Practical Art)● Spanish (Second Language)● Social Studies *● Technology *● Te Reo Rangatira or Te Reo Māori *
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ADDITIONAL UNIVERSITY SCHOOL LEAVER ADMISSION REQUIREMENTS

To be admitted into an undergraduate Bachelor degree, you must gain the **University Entrance Standard** (as detailed earlier). Furthermore, universities may consider a **rank score** based on your 80 best credits at Level 3 or higher over a maximum of five approved subjects, weighted by the level of achievement attained in each set of credits. If you achieve fewer than 80 credits, the rank score will be based on those credits you have gained at Level 3 over a maximum of five approved subjects and weighted by the level of achievement. You are strongly encouraged to take achievement standards as preparation for University studies.

The rank score will be calculated by awarding four points for Excellence, three for Merit and two for Achieved for up to 24 credits in each approved subject taken at Level 3 in the last two years. The maximum available score is 320.

Some programmes offered by universities may request a **portfolio of work, interview, referees report and/or audition** as part of their admission process.

Example of how a rank score for NCEA Level 3 is calculated				
Subject	Standard type	Results	Calculate	Rank Score
Economics	Achievement	6 Achieved	No counted	Nil*
English	Achievement and Unit	6 Excellence 6 Merit 16 Achieved **	6 x 4 points 6 x 3 points 12 x 2 points	66**
History	Achievement	8 Excellence 10 Achieved	8 x 4 points 10 x 2 points	52
Mathematics with Calculus	Achievement	4 Excellence 3 Merit 8 Achieved ***	4 x 4 points 3 x 3 points	25
Physics	Achievement	24 Merit	24 x 3 points	72
Statistics and Modelling	Achievement	7 Merit 10 Achieved ***	7 x 3 points	21
Rank score				236
* Only five subjects are included in the calculation ** Maximum 24 credits per subject. Any points above this limit are excluded *** Not included as only best 80 credits used in calculation of rank score				

Auckland University requires an allocated rank score for guaranteed entry into their degree programmes.

2022 Undergraduate admission requirements for school leavers who are New Zealand and Australian citizens and permanent residents.

This table must be read in conjunction with the other information. This table indicates the rank score that will gain you admission to your programme. Refer to the above to see how rank scores are calculated.

Programme	NCEA (Level 3)	Other requirements
Bachelor of Architectural Studies (BAS)	230	Subject to the qualitative evaluation of a portfolio of creative work and written statement.
Bachelor of Arts (BA) ¹	150	Nil
Bachelor of Commerce (BCom) ²	180	Nil
Bachelor of Dance Studies (BDanceSt)	150	Subject to the qualitative evaluation of a CV, written statement and an audition/interview
Bachelor of Design (BDes)	180	Nil
Bachelor of Education (Teaching English to Speakers of Other Languages) (BEd (TESOL))	150	Subject to a satisfactory interview, police check and referees' reports.
Bachelor of Education (Teaching) (BEd(Tchg)) ³	150	Subject to a satisfactory interview, police check and referees' reports.
Bachelor of Engineering (Honours) (BE(Hons)) ⁴	260 with 17 external Level 3 credits in Calculus and 16 external Level 3 credits in Physics.	Nil
Bachelor of Fine Arts (BFA)	150	.
Bachelor of Global Studies (BGlobal St)	210 with a minimum of 16 credits in each of three subjects from the NCEA approved subject list. Study of an additional language is encouraged	Nil
Bachelor of Health Sciences (BHSc) <i>Pathway to Pharmacy and Medicine/Surgery</i>	250 with a minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art, Maori or Social Studies and a minimum 18 credits in one of Biology, Chemistry or Physics.	Nil
Bachelor of Laws (LLB (Part 1))	Students must be offered a place in another bachelor's degree. Entry will be based on the guaranteed scores for the other bachelor's degree	Nil
Bachelor of Music (BMus)	150	Subject to the qualitative evaluation of: An audition portfolio is required for applicants taking the major in Classical Performance, Jazz, Performance and Popular Music

Programme	NCEA (Level 3)	Other requirements
Bachelor of Nursing (BNurs)	230 with a minimum of 18 credits in one subject from English, Geography, History, Classical Studies, History of Art, Maori or Social Studies and minimum 18 credits from one of Biology, Chemistry, Physics from Table B	Nil
Bachelor of Property (BProp) ²	180	Nil
Bachelor of Science (BSc) ⁵ - Biomedical Science <i>Pathway to Optometry, Pharmacy, Medical Imaging and Medicine/Surgery</i> - Food Science and Nutrition -all other majors/specialisations	280 200 165	Nil
Bachelor of (Advanced) Science (Hons)	260	Nil
Bachelor of Social Work (BSW) ³	150	Subject to a satisfactory interview, police check and referees' reports.
Bach of Sport, Health and Physical Education (BSportHPE) ³	150	Nil
Bachelor of Urban Planning (BUrbPlan(Hons))	180	Subject to the qualitative evaluation of a written statement
Conjoint programmes Not all degree programmes have conjoint options. See www.auckland.ac.nz/conjoints for a list of options. Applicants must achieve the greater of the two rank scores for their selected programmes		
Bachelor of Arts conjoints	210	Nil
Bachelor of Commerce conjoints	210	Nil
Bachelor of Design conjoints	210	Nil
Bachelor of Engineering (Honours) conjoints	275 with 17 external Level 3 credits in Calculus and 16 external Level 3 credits in Physics.	Nil
Bachelor of Fine Arts conjoints	210	Subject to the qualitative evaluation of a portfolio of 12 colour reproductions and written statement.
Bachelor of Global Studies conjoints	210 with a minimum of 16 credits in three subjects from the NCEA approved subject list. Study of an additional language is encouraged	

Programme	NCEA (Level 3)	Other requirements
Bachelor of Health Sciences conjoins	250 with a minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art, Maori or Social Studies and a minimum 18 credits in one of Biology, Chemistry or Physics.	Nil
Bachelor of Laws (Part 1) conjoins	Admission will be based on the conjoint score for the other degree	Students will be selected into Part II on the basis of their results in Part I
Bachelor of Music conjoins	210	Subject to the qualitative evaluation of An audition portfolio is required for applicants taking the major in Classical Performance, Jazz, Performance and Popular Music
Bachelor of Nursing conjoins	230 with a minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art, Maori or Social Studies and a minimum 18 credits in one of Biology, Chemistry or Physics.	Nil
Bachelor of Property conjoins	210	Nil
Bachelor of Science conjoins	210	Nil
Bachelor of (Advanced) Science conjoins	275	Nil
<p>1. Māori school leaver applicants and applicants from Equity target groups (including Pacific applicants, those from refugee backgrounds etc) who achieve the University Entrance (UE) Standard and a rank score of 120-149 will be admitted to the Bachelor of Arts (BA) through the Targeted Admission Scheme</p> <p>2. Visit www.business.auckland.ac.nz/tas for Targeted Admission Scheme for BCom and BProp</p> <p>3. Māori and Pacific school leaver applicants who achieve the UE Standard and meet other requirements will be admitted to the programmes in the Faculty of Education and Social Work under the Targeted Admission Scheme</p> <p>4. The Faculty of Engineering will give consideration to students who have missed out on admission to BE (Hons) who are able to demonstrate sufficient ability in engineering-related and approved study in the BSc programme for admission in Semester 2.</p> <p>5. Māori and Pacific school leaver applicants who achieve the NCEA rank score greater than or equal to 140 and a minimum of 14 credits in at least two subjects from Table A or B will be admitted to the Bachelor of Science (BSc). Higher admission standards are required for the majors in Biomedical Science, Food Science and Nutrition and Sport and Exercise Science.</p>		
<p>Applicants for the Bachelor of Medicine and Bachelor of Surgery (MBChB) must first complete Year 1 of either the BHSc or the BSc in Biomedical Science, or have completed another degree approved by the Faculty of Medical and Health Sciences.</p> <p>Applicants for the Bachelor of Pharmacy (BPharm) must first complete Year 1 of either the BHSc or the BSc in Biomedical Science or have completed another degree approved by the Faculty of Medical and Health Sciences.</p> <p>Applicants for the Bachelor of Optometry (BOptom) must first complete the set courses from the common year of the BSc in Biomedical Science or have completed another degree approved by the Faculty of Medical and Health Sciences.</p> <p>International students will be required to achieve higher rank scores</p>		

All NZ Universities annually revise their entry requirements for their respective programmes/undergraduate degrees. **It is highly recommended that students visit the websites of each university to gain up-to-date details.**

It should be remembered that the common university entry standard will still be the minimum entry requirement for all undergraduate degrees at NZ universities. However, students will also need to meet the Guaranteed Entry Scores or Preferential Entry Requirements that each university is setting for their undergraduate degrees.

STUDY OVERSEAS

Study in Australia

Please check carefully the application requirements of your selected universities, particularly the requirements for completing an English course at an appropriate level. Some Australian universities require equivalent final secondary year study in English.

Study in Canada

<http://studyincanada.com>

Study in United Kingdom

www.ucas.com

Study in the United States

The process of applying to study in the United States takes far longer to organise than the application process for study in New Zealand. It is recommended that you start 12-18 months before you plan to begin study in the United States.

Standardised tests are a requirement for entry into most United States universities. SAT tests are widely recognised for undergraduate college admissions.

www.collegeboard.com

SAT's

www.ncaa.org

Sports Scholarships, Rankings

Students who intend applying to the United States for a **Sporting Scholarship** need to make sure that they study the required core subjects as requested by the NCAA, as only core courses are used in the calculation of the grade-point average.

PLEASE NOTE:

For specific details and minimum requirements/guidelines for each subject offered, you will need to visit our website at www.gdc.school.nz and go to Academic Guide. Select Senior Options. You can now scroll down to individual subject information.

We regret that while we offer a wide range of options, it is not possible to accommodate all option choices for some students. Where difficulties occur it is recommended that students consult the House Deans.

Please also note that some courses may not run if there are insufficient numbers.

COURSE COSTS

At Glendowie College, we endeavour to provide the best possible learning opportunities for our students. This involves some costs beyond the basic government funding to support your child's learning. These costs relate to specific items and educational opportunities outside of the classroom provided to your child.

We endeavour to keep these costs to a minimum and ensure that they directly relate to courses and students' learning. Course costs are shown as two components:

Course Costs	These are costs that support learning and involve a take-home component, e.g. write-on workbooks, individual software licences (e.g. Education Perfect).
Associated Costs	These are costs that will most likely occur in a course and students are strongly encouraged to take these up to enhance their learning and appreciation of that subject, e.g. field trips, specialist one-off tuition.

The college operates a small 'welfare' grant (funded from donations) to support families who may need financial assistance with school expenses such as course costs. Talk to your child's Dean or Assistant Dean if you would like to know more about this.

Please Note:

Students who do not pay the associated costs will still be able to participate in courses and assessments but may not be able to attend the related events such as field trips that incur extra costs for the college to provide. Please discuss this with the Teacher, Faculty Leader or Dean, if you have any questions or concerns.

Course Structure for Year 11 Students

At Glendowie College there is a school-based qualification at Year 11.

In Year 11 all students take 6 subjects, comprising the 3 core subjects (English, Mathematics, Science*) and 3 selected subjects.

When selecting courses for Year 11, students should look ahead to Year 12 and 13, also taking into account their long-term career aspirations.

Year 11 students will continue to be assessed in a range of ways, including internal assignments, portfolios, tests and exams.

* Not compulsory but strongly advised.

Year 11 Subjects

English (11ENG)
Media Studies (11MES)
ESOL (11ESL)
Specialist Mathematics (11MAS)
Mathematics (11MAT)
Mathematics Applied (11MAA)
Accounting (11ACC)
Science (11SCI)
Geography (11GEO)
History (11HIS)
Economics (11ECO)
Business Studies (11BUS)
Health (11HEA)
Physical Education (11PHE)
Outdoor Education (11OED)

Digital Technologies Computing (11DTC)
Digital Technologies Programming (11PRG)
Creative & Digital Technologies (Electronics) (11CDT)
Food Technology & Nutrition (11FTN)
Design & Visual Communication (Graphics) (11DVC)
Building Construction & Allied Trade Skills (11BCT)
Drama (11DRA)
Music (11MUS)
Dance (11DNC)
Art – Practical (11APA)
Art – Digital – Photography / Design (11APD)
German (11GER)
Chinese (11CHN)
Spanish (11SPA)
Te Reo Māori (11MAO)

ACCOUNTING COMMUNICATION (Year 11)

Guideline(s)/Minimum Entry

- None.

Course/Course Content

- Simple Financial Statements, Processing of Accounting data, Analysis of Accounting Data, Investment of money
- Accounting Activity of selling a product to emphasise the process of keeping financial statements.
- Cash Management - Interview of household for cash controls, writing up about financial information on documents.
- Investing virtual money
- Social Psychology of listening, leadership and attitudes, prejudices and discrimination
- Business Communication

Learning and Assessment	Description
Financial Statements	*Cash Budget, Income Statement, Statement of Financial Position *Small Accounting activity of selling a product while keeping the appropriate Accounting records. *Setting up portfolios for investment *Social Psychology of leadership, discrimination.
Managing Cash Controls Processing Accounting data	Interviewing a Household and explaining financial information on financial documents Writing up source documents, bank reconciliation, cash journals, ledgers and trial balance by hand or using technology Skills of listening.
Business Analysis	Analysing final accounts, looking at financial record keeping and reporting for community organisations. Interviewing Treasurers of non-profit organisations. Learning skills of business communication.
Decision Making	Individual or group reporting on decisions made on investment portfolio, giving financial and non-financial reasons for choices.

Year 12 Accounting Minimum Entry Guidelines:

12 ACC – Students will have covered the basic requirements of:

Processing Accounting Data, producing financial statements and analysing them.

Course Costs \$50 Workbooks

Associated Costs Nil

Contact Person

Ms Doherty

BUILDING, CONSTRUCTION AND ALLIED TRADES SKILLS (BCATS) (Year 11)

Guideline(s)/Minimum Entry

- None.

BConstructive is a hands-on subject. It is an innovative, practical and multi-disciplinary programme for students, providing them with the skills and knowledge to springboard into any career in the construction industry.

The BConstructive programme is primarily workshop based. It also develops literacy, numeracy and communication skills and has close links with the NCEA and Technology curriculums.

Course Content

- The safe and correct use of hand tools to produce a range of projects
- Reading and interpreting plans and working models for the construction of various projects
- The construction of garden furniture using a range of joining methods
- Workshop safety
- Timber, fastenings and adhesives.

Assessment and Learning Area	Description
Workshop Safety	Codes of practice information and workshop safety guidelines.
Marking out/hand tool skills	Students will practice marking out accurately and hand tool induction and safe use.
Wooden joints skills	Students will gain an understanding of wooden joints used for project work and how to use them for project work.
Project making	Students will draw on skills that have been undertaken and apply them to their project work.

Course Costs \$65.00 Materials for project work

Associated Costs Nil

Contact Person

Mr Pavarno

BUSINESS STUDIES (Year 11)

Guideline(s)/Minimum Entry

- None.

Course/Course Content

Objectives

- *What:* The course will encourage our young adults to become life-long learners and attain current and transferable workplace skills.
- *Why:* Being enterprising encourages learners to explore various opportunities and to be innovative and resilient. The current workplace is constantly changing with ever evolving key requirements. Globalisation and workplace diversity focus on emotional intelligence and culture responsiveness.
- *How:* Experiential Learning with varied assessment formats to build the relevant life skills that students can benefit from and transfer into other areas of learning as well as their future paths.

Content

- Business Formation
- Functions of a Business
- People in Business
- Business Management
- Business Environment
- Marketing
- Cultural Responsiveness

Assessment and Learning Area	Description
Kimi Kaimahi (Staff Recruitment)	Students will gain real life skills such as creating CV and how to prepare for interviews as they gain understanding of the recruitment process. Students will investigate a local business' human resources process through data collection, and then report on their findings by linking it to the theory of recruitment.
Effective Marketing	Students will explore marketing strategies and develop the 4P's Marketing Mix for a self-developed and/or existing product. Students will create a brochure detailing the Marketing Mix for chosen product.
Business Start-up (Market Day)	Students will investigate market demand of an innovative, culturally responsive and/or environmentally friendly product, harness the factors of production to set up a business venture to gain profit or make an impact in the community. Students will work in collaboration with their group members to set goals which they feel most passionate about, create a plan and carry out a "Market Day" within the school community. During this process student groups will present their business plan in the form of a Dragon's Den Business Pitch. Students will reflect on their Business Start-up experience through an individual video reflection.
Internal Influences of a business	Students will gain an understanding of how internal decisions such as types of business, sources of finance, aims and objectives, effective communication, financial requirements are considered by a local business. This will require the students to investigate a relevant small business and complete a written exam.

Associated Costs:

iQualify registration – online learning platform.	\$15.00	iQualify is an online learning platform providing students with the opportunity of self-paced learning and revision of our course content.
Auckland Zoo Trip – data gathering for Kimi Kaimahi (Staff Recruitment) unit.	\$25.00	Includes transport and entrance fee to Auckland Zoo. Students gather data on the Zoo's human resources process to assist them in completing the relevant assessment.
Market Day	\$25.00	Start-up costs/investment for business activity (market day)
Additional 11BUS Trip	\$15.00	Transport cost for Auckland based 11BUS trip exploring business diversity and entrepreneurship.

Year 12 Business Guidelines

Discretionary entry based on Year 11 Business achievement.

Contact Person(s)

Mr van Aswegen, Mrs Harduar

CHINESE (MANDARIN) (Year 11)

Guidelines/Minimum Entry

- Year 10 Mandarin
- In cases of proven language ability, a student may begin at Level One with Head of Faculty approval

Course/Course Content

Objectives

- To communicate effectively in Chinese by developing competence in the areas of listening, speaking, reading, writing in script
- To learn about the Chinese culture e.g. daily life, festivals, geographical regions
- To provide an extra dimension for career opportunities
- To enjoy using a second language in meaningful situations.

Content

Topics continue to develop communication and focus on both personal details and life in Chinese speaking regions.

They may include:

- Entertainment and Media
- Directions
- School and education
- Leisure Life
- Travel and Customs
- Lifestyle.

Learning and Assessment Area	Description
Listening Comprehension	Demonstrate understanding of a variety of spoken German texts relating to areas of most immediate relevance.
Reading Comprehension	Demonstrate an understanding of a variety of German texts on areas of most immediate relevance.
Conversation	Interact using spoken German to communicate personal information, ideas and opinions in different situations.
Writing Portfolio	Write a variety of text types in German on areas of most immediate relevance.

Course Costs \$20.00 Online vocabulary learning

Associated Costs Nil

Contact Person(s)

Ms T Xu/ Ms A Vincent

DANCE (Year 11)

Guideline(s)/Minimum Entry

It is advised, but not required, for students to have taken Junior Dance. An interest in Dance and full participation in course work is required.

Course/Course Content

Year 11 Dance is a largely practical course. Students develop skills in conceptualising, choreography, performance, and the understanding of dance history and purpose. They work individually and in groups to develop pieces for assessed performance and they critically evaluate the purpose and effectiveness of their own work, and the work of others. A highlight of the course is performance in the annual Dance Showcase production.

Objectives

Students will:

- Select and use appropriate elements, techniques and choreographic processes across different dance genres.
- Choreograph dance sequences using given briefs.
- Perform and respond to dance, making critical judgements about the use of elements, techniques, and choreographic processes to create form and meaning across genres.
- Investigate the genres and purposes of dance in different historical, cultural, and contemporary settings, both in New Zealand and internationally.
- Reflect upon the ways in which Dance can be used to communicate meaning, and apply this to their own practice.
- Develop communication skills, motor skills, and confidence.

Content

Students will:

- Use elements and techniques to choreograph and perform dance pieces.
- Demonstrate understanding of techniques and performance skills from a range of genres.
- Develop performance skills and the ability to communicate effectively and confidently with peers and audiences.
- Be offered the opportunity to perform in the GDC Dance Showcase.

Learning and Assessment Area	Description
Choreography	Compose dance sequences for given briefs.
Performance	Perform dance sequences (repertoire).
Performance: Dance Showcase	Demonstrate ensemble skills in a dance.
Interdisciplinary Unit	Inquiry project: cross-curricular opportunity with other Arts learning areas.

Year 12 Dance Guideline(s)

It is preferred that students have taken Year 11 Dance. An interest in Dance and a commitment to active participation is required.

Course Costs

Nil

Associated Costs

\$40.00

Students are invited to performances and workshops throughout the year

Contact Person

Ms C Jennings (Arts Faculty Leader)

DESIGN AND VISUAL COMMUNICATION (GRAPHICS) (Year 11)

Course/Course Content

Year 11 Design and Visual Communication will allow students to develop their Creative Thinking and give them the skills and understanding to back up their original thoughts in a practical and functional way. Students will learn a variety of visual communication skills which will allow them to successfully develop a workable outcome.

Objectives

- To develop and demonstrate a range of drawing skills and digital design techniques to express and communicate ideas which reflect a sound working knowledge of graphics media, equipment, software and materials.
- To interpret drawings and communicate information in appropriate graphic form, which displays a sound understanding of design
- To understand and apply the processes and elements of design in the solving of design problems
- To develop, through activities in design, an appreciation and aesthetic and functional awareness of a designs' impact on people and the environment.

Content

Each area is explored graphically, either by hand or digitally, solving of a design problem put to the students. There will be a homework expectation of 2 hours per week (minimum).

Assessment and Learning Area	Description
Initiation	Identify their own unique starting point for their project and with this initiate and inform their own design ideas.
Communication	Students will produce freehand/digital sketches, digital models, physical models and animations that communicate their own design ideas.
	Use digital and hand rendering techniques to communicate the form of their own design ideas.
	Promote design work to a real audience using visual communication techniques.
Technical Detail	Produce instrumental, multi-view orthographic drawings and paraline drawings that communicate technical features of their own design ideas.
The Process of Design	Demonstrate development of own design ideas communicated through graphics practice.

NB. Year 12 Design and Visual Communication (Graphics) Guideline(s)

A successful, dedicated and focused approach to their Year 11 Technology course and the Approval of the Head of Faculty.

Course Costs \$35.00 Graphics Pack

Associated Costs Nil

Contact Person(s)

Miss Lewis / Mr Kim

DIGITAL TECHNOLOGIES COMPUTING – DTC (Year 11)

NCEA Level 1

Guideline(s)/Minimum Entry

- None, although 10DTC would be beneficial.

Objectives

Students will

- Understand why considering different perspectives and recognizing relevant implications and needs of stakeholders and end users is important when developing and creating digital media outcomes.
- Use a combination of online and offline tools to plan projects effectively and efficiently
- Use a combination of online and offline tools to create conceptual designs and develop knowledge of the design elements
- Choose a context and design and create an outcome to manage data
- Use their creativity and initiative to develop and create individual outcomes which suit both their own needs and those of their stakeholders.

Content

- Designing a game/app, based on the needs of the stakeholders and end users. (conceptual designs and design elements)
- The planning and creation of a digital media outcome demonstrating the development and changes of a chosen digital technological outcome (use of research and technical skills to develop a digital media outcome for the needs of chosen stakeholders and end users. The focus of this will be on the history, development and characteristics of a chosen technological outcome)
- Collecting data leading to the design and creation of a simple relational database. Focus will be on the ways a database can be visually displayed and how to communicate it to the end user, before creating and entering data via the DBMS. **Students will also be required to create simple queries, forms and reports.**
- Understanding the importance of the design elements regarding games/apps and producing an external report (Demonstrate understanding of design elements).

Assessment

Assessment	Description
Website prototype	Students will be identifying a technological outcome which has had a significant impact on their lives. They will create a digital media outcome to communicate their understanding about the chosen item.
Database design and creation	Students will choose a topic from which they will gather relevant data. They will learn how to develop their design skills and communicate what their relational database will look like. This will include a range of tables, relationships, forms and report designs . Microsoft Access can be used by the students to create the database and enter relevant data. Students will be also expected to utilize the various functions of the DBMS (Database Management Software) in order to complete various tasks, including – queries, creating and editing tables, creating forms and reports .
Designing a digital outcome, focusing on the design elements	Students will be required to brainstorm ideas for a game or app for a group of potential stakeholders. They will research similar outcomes and design the interface and possible interactivity and functionality of the proposed game or app . They will justify the design decisions for their final outcome throughout their portfolio and complete a report detailing their design choices.
Website design and development	Students will be given a brief introduction to HTML and CSS, the building blocks of good website development . Students will be completing various skill-based exercises which will give them some confidence in basic website coding, before having to tackle Level 2 DTC the following year.

Associated Costs

Computer Lab printing costs

Contact Person

Mr So

DIGITAL TECHNOLOGIES ELECTRONICS (DTE) (Year 11)

OR CREATIVE DIGITAL TECHNOLOGIES (CDT) (Year 11)

NCEA Level 1

Guideline(s)/Minimum Entry

- None.

Please note that you have to option to choose between digital electronics and creative technology, the two subjects are taught within one class.

COURSE/COURSE CONTENT (DTE)

This course will be taught according to the New Zealand Technology Syllabus. Students will get opportunity to design and develop a community project using Creative and digital Electronics medium

NOTE: Digital Technologies standards are included on the "Table B" university entrance requirements.

The objectives of this course are to develop in students

- The ability to solve problems using a variety of digital and creative design skills
- The ability to design and control, communication and computing devices that contain different electronic components.
- The ability to efficiently use the programmable microcontrollers such as Picaxe, Microbits and Raspberry Pi
- The ability to use coding languages such as Python, Javascript and Scratch
- The development of design sketches and usage of 3D design software such as Fusion 360

Content

- Understand how electronic components work and develop the technological knowledge and processes and practice in building electronic circuits like simple line follower robots, greenhouse controller and basic integrated circuit programming skills in Arduino and Microbit using Python and Javascript
- Embedded 3D design skills using Fusion 360
- This course will carry on to Year 12 and 13 in preparation for Tertiary Education.

Assessment (DTE)

Assessment and Learning Area	Description
Develop an electronics outcome	Students will develop a Greenhouse controller using appropriate resources and techniques combining hardware and software that performs to specifications.
	Justifying the choice of components and systems used in the development of the electronics outcome.
Develop a proposal	Students will develop a proposal for a line follower robot.
Iterative development	Use basic iterative processes to develop an electronics outcome.
Subsystems	Demonstrate understanding of the role of subsystems in technological systems.

COURSE/COURSE CONTENT (CDT)

This course will be taught according to the New Zealand Technology Syllabus.

Objectives

The objectives of this course are to develop in students

- The ability to undertake design work
- The ability to inquire and problem solve
- The ability to collaborate and peer critique with other students
- The ability to use Microcontrollers and Coding them
- The ability to use CAD, 3D print and Laser Cut.

Content

Creative Technology is an integrated course that enables you to solve problems or issues that require a design solution. The design problem can be arrived at by the student or given by the teacher. You can utilise different areas of the Technology curriculum whether it is Computing, Coding, Electronics Fabric, Hard Materials, Food, Digital Visual Communication or a collaboration of two or more of these. Creative Technologies gives you the freedom to let your design ideas follow a unique journey. This course will carry on to Year 12 and 13 in preparation for Tertiary Education.

Assessment (CDT)

The Achievement Standards used for assessment will vary depending on the students' individual design processes. For example, the Assessment Standards may include but are not limited to:

Assessment and Learning Area	Description
Develop an electronics outcome	Students will develop a Greenhouse controller using appropriate resources and techniques combining hardware and software that performs to specifications.
	Justifying the choice of components and systems used in the development of the electronics outcome.
Develop a Design	Students will develop a conceptual design for a digital outcome.
Iterative development	Use basic iterative processes to develop an electronics outcome.
Technological modelling	Demonstrate understanding of how technological modelling supports decision making.

Course Costs

\$50.00

Materials for take home projects

Associated Costs

Nil

Contact Person

Mrs Christopher

DIGITAL TECHNOLOGIES PROGRAMMING (CODING) – PRG (Year 11)

Guideline(s)/Minimum Entry

- None.

Good keyboarding skills would be an advantage.

Course/Course Content

NOTE: Digital Technologies standards are included on the “Table B” university entrance requirements.

Objectives

- To develop the ability to analyse problems and design solutions using an algorithmic approach.
- To develop and enhance logical thinking, critical thinking and problem-solving skills.
- To learn how to utilise various programming related planning tools in order to develop a programming solution to a given brief.
- To learn structured programming skills using a high-level language.
- To gain an understanding of the concepts and skills related to program design, development, execution, testing and debugging and documentation of code.
- To demonstrate the ability to complete the Program Development Cycle proficiently.

Content

- Using computer program development planning tools and iterative processes to design, create, test, debug, document and evaluate computer programs to meet the specifications of a given brief.
- Problem solving, logical thinking and solution design utilising algorithmic techniques and test plans.
- Developing computer programs using a high-level programming language.

Assessment and Learning Area	Description
Skill Development	Develop the ability to produce an algorithm to successfully solve a given problem. Develop the ability to produce successful computer programs using the identified programming language.
Program Development Process	Develop an understanding of the stages of software development and planning tools used to complete the process successfully.
	MID YEAR PROJECT: Use planning tools to guide the development of an outcome (computer program).
	MID YEAR PROJECT: Undertake development to make a prototype (computer program) to address a brief.
	END OF YEAR PROJECT: Develop a computer program.
	END OF YEAR PROJECT: Use basic iterative processes to develop a digital outcome.

NOTE: All summative assessments are part of a project. Results are not available until the project has been submitted by the student, marked by the subject teacher and internally moderated. Therefore, the End of Year project results are not able to be published until the end of the year, after the “End of Year Reports” have been made available on the Portal.

Course Costs

Nil

Associated Costs

Printing Costs

Contact Person

Ms Mercer

DRAMA (Year 11)

Guideline(s)/Minimum Entry

It is advised, but not required, for students to have taken Junior Drama. An interest in Drama and full participation in course work is required.

Course/Course Content

Year 11 Drama is a largely practical course. Students develop knowledge of dramatic elements, conventions, techniques and technologies. They work individually and in groups to plan, structure and devise work for informal and assessed performances, and they critically evaluate the effectiveness of their own work and the work of others. Students develop confidence and the ability to present and share ideas. A highlight of the course is the annual class production in Dramafest.

Objectives

Students will:

- Select and integrate elements, techniques, conventions and technologies using specific texts.
- Initiate, develop and refine dramatic ideas individually and collectively in a range of dramatic forms.
- Rehearse and perform drama in a range of dramatic forms
- Respond to and make critical judgements about rehearsal processes and performances
- Research the production, performance and purpose of drama in a range of contexts.

Content

Students will:

- Devise and perform a drama based on ideas and themes developed through research.
- Demonstrate understanding of theatre forms in both practical and written contexts.
- Select, rehearse and perform a role in a major production.
- Discuss drama elements, technologies, techniques, and conventions within a live performance.
- Be offered the opportunity to perform in school and regional events (e.g. Dramafest).

<u>Assessment</u> Learning and Assessment Area	Description
Drama Techniques	Apply drama techniques in a dramatic context.
Devising	Devise and perform a drama.
Theatre Form	Demonstrate understanding of a drama/theatre form in a performance.
Production	Perform an acting role in a scripted production.
Interdisciplinary Unit	Inquiry project: cross-curricular opportunity with other Arts learning areas.

Year 12 Drama Guideline(s)

It is preferred that students have taken Year 11 Drama. An interest in Drama and a commitment to active participation is required.

Course Costs

\$5

Dramafest (Class Production) Script Charge

Associated Costs

\$40.00

Students are invited to attend performances and workshops throughout the year

Contact Person

Ms C Jennings
(Arts Faculty Leader)

ECONOMICS (Year 11)

Guideline(s)/Minimum Entry

- None.

It is recommended to have taken Enterprise in Year 10 however it is not a prerequisite.

Course/Course Content

Objectives

- To develop an understanding of consumer and producer decision making and behaviour
- To develop a broad understanding of market operations and the role of government
- Introduction to New Zealand Economic History

Content

- Consumers Decisions
- Producers Decision
- Market and Non-Market Allocation of Goods and Services
- Interdependence and the Circular Flow of Income
- New Zealand History from an Economic Perspective

Learning and Assessment Area	Description
Consumer Choices	Demonstrate understanding of consumer choices, using scarcity and/or demand.
Producers Decisions	Demonstrate understanding of decisions a producer makes about production.
Producer Choices	Demonstrate understanding of producer choices, using supply.
Market and Non-Market Allocation of Goods and Services	Demonstrate understanding of how consumer, producer and government choices affect society, using market equilibrium.
Interdependence and the Circular Flow of Income	Demonstrate understanding of the interdependence of sectors of the New Zealand economy.
New Zealand History from an Economic Perspective	Demonstrate understanding of a significant New Zealand historical period/event from an economic point of view.

<u>Course Costs</u>	\$50.00	Online learning programme (www.elearneconomics.com), Workbook (Understanding Economics - Dan Rennie or Economics -Philip Jellyman)
<u>Associated Costs</u>	\$50.00	Potential field trips

Contact Person(s)

Mrs Rothbart and Ms Sawyer

ENGLISH (Year 11)

Guideline(s)/Minimum Entry

- Year 10 course completion.

Objectives

- Develop writing skills
- Produce and craft a range of written/visual/oral text types for a purpose
- Develop an appreciation for how text creators craft their work
- Explore a variety of critical responses to texts
- Inquire into language use in our society

Content

Year 11 English uses a conceptual approach to the Making Meaning and Creating Meaning strands of the curriculum.

- Novels/Nonfiction extended texts
- Shakespeare
- Unfamiliar texts
- Visual text study with close viewing
- Writing portfolio
- Literary essay
- Language inquiry
- Critical responses to texts

Learning and Assessment	Description
Analysing written texts	Develop an appreciation for how text creators craft their work <ul style="list-style-type: none">• Novels/nonfiction extended texts• Short texts• Shakespeare• Unfamiliar texts Explore a variety of critical responses to texts.
Analysing visual texts	Develop an appreciation for how text creators craft their work <ul style="list-style-type: none">• Film study• Close viewing• Other visual text types.
Writing	Produce and craft a range of written text types for a purpose <ul style="list-style-type: none">• Literary essay• Writing for an authentic purpose• A range of text types.
Language Inquiry	Inquire into language use in our society.

Level 2 English Guideline(s)

Year 11 course completion.

Course Costs

\$18

Education Perfect

Associated Costs

\$15-20

Possible field trip/workshop – TBC in 2022

Contact Person

English Faculty Leader – Mrs van Ansem

ENGLISH SECOND LANGUAGE – ESL (Year 11)

The development of English language skills and preparation for 12ESL (Level 1 English) the following year.

Guideline(s)/Minimum Entry

- Diagnostic testing is carried out to determine the student's level and placement.

Course/Course Content

Objectives:

- To increase students' knowledge and understanding of the academic English required for secondary and tertiary study in NZ.
- To learn about New Zealand culture
- To develop confidence in taking part in New Zealand society.

Content

The course covers academic and communicative English on a variety of topics and text over the language skills of listening, speaking, reading, writing, *grammar, vocabulary and information literacy skills. A regular homework programme is followed.

*Grammar conventions are taught throughout the course and linked to assessment requirements.

Assessment Internal: 100%

Topic	Description
Writing	Learn writing skills and practise the art of creative, formal and informal writing.
Reading	Read a range of texts independently and write a response supported by evidence.
Information Literacy and Speaking	Research a chosen topic and present findings in a speech.
Listening	Listen to a range of spoken and/or visual texts and present responses.
Visual text	Learn film conventions, view a film and write a film review or character study.
Static Image	Create a visual text from a read text.

Course Costs Nil

Associated Costs Nil

Contact Person

Ms L Walker

FOOD TECHNOLOGY AND NUTRITION (Year 11)

Guidelines/Minimum Entry

None.

Course/Course Content

Objectives:

- Promote knowledge and understanding of the design process as it applies to new food products
- Maintain effective food safety practices while working with food
- Develop skill in technological enquiry and practice in the food related area
- Provide an understanding of the nutritional requirements of the individual
- Plan and evaluate the nutritional needs for sport during adolescence
- To enable students to apply nutritional knowledge and technological skills in the preparation of food
- To analyse nutritional information

Content:

- Time management, planning and decision making in a fast-paced kitchen environment
- Practical food preparation and presentation
- Recipe adaptation and preparation of new food products
- Nutritional needs for adolescence
- Application of the design process as it applies to new food products

Learning and Assessment Area	Description
Food Safety	How to prepare and cook food safely. What not to do in the kitchen.
Techniques, Tips, Tricks and Hacks	Knife skills. Using kitchen equipment efficiently. Cooking techniques and cookery terms.
Nutrition	What you should eat – food groups and nutrients. How much you should have – for every day and for sport. Why you need food – how it works in your body. How to read food labels.
Food from around the world	How the food of other cultures has influenced eating patterns in NZ.
Food Design	Creating a food product to meet design specifications.
Food Science	Experimenting with different ingredients to trial their functional properties.

Course Costs \$50.00

Associated Costs Nil

Contact Person

Mrs Henvest

GEOGRAPHY (Year 11)

Guideline(s)/Minimum Entry

- None.

Course/Course Content

Objectives

- Develop geographic understanding of the world by using local, national and global case studies to inquire into a range of topics based around geographic theory, concepts and skills
- Develop understanding of Geography as a bridge between the social sciences and physical sciences through investigating physical geography, human geography, environmental geography and geographic information science
- Develop geographic knowledge, concepts and skills

Content

- Extreme Natural Events
- Population
- Geographic Concepts, Skills and Information Science
- Geographic Research
- Global Geographic Issues

Learning and Assessment Area	Description
Extreme Natural Events	Understanding why extreme natural events occur, why they occur where they do, their effects on people and the environment, and how people respond.
Population	Understanding population distribution, diversity, migration, change over time and sustainability.
Geographic Concepts, Skills and Information Science	Apply geographic concepts and skills, and geographic information science.
Geographic Research	Conduct geographic research with direction.
Global Geographic Issue	Describe a global geographic issue and evaluate solutions.

Course Costs \$25.00 Geographic Skills workbook

Associated Costs \$40.00 Local field trips

Year 12 Geography Guidelines

Minimum of Achieved in Geographic Research, the end of the year exam and one other assessment.

Contact Person(s)

Ms Tomlinson, Mrs McKay

GERMAN (Year 11)

Guideline(s)/Minimum Entry

- Year 10 German
- In cases of proven language ability a student may begin at Year 11 with Head of Faculty approval

Course/Course Content

Objectives

- To communicate effectively in the German language by developing competence in the four language skills: listening, speaking, reading, writing
- To learn about the German culture e.g. daily life, festivals, geographical regions
- To provide an extra dimension for career opportunities
- To enjoy using a second language in meaningful situations.

Content

Topics continue to stress communication, and focus on both personal details, and life in German speaking countries. They include:

- Holidays and Travel
- Media Preferences
- School Life
- Health and Wellbeing
- Going Out

Learning and Assessment Area	Description
Listening Comprehension	Demonstrate understanding of a variety of spoken German texts relating to areas of most immediate relevance.
Reading Comprehension	Demonstrate an understanding of a variety of German texts on areas of most immediate relevance.
Conversation	Interact using spoken German to communicate personal information, ideas and opinions in different situations.
Writing Portfolio	Write a variety of text types in German on areas of most immediate relevance.

Course Costs

\$35.00

Write-on grammar workbook (includes all level one vocabulary and grammar), Online vocabulary learning (Language Perfect)

Associated Costs

Nil

Contact Person

Ms A Vincent

HEALTH (Year 11)

Guideline(s)/Minimum Entry

- None.

Course/Course Content

Objectives

- Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences
- Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth
- Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity
- Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.

Content

Learning and Assessment Area	Description
Personal well-being (Hauora)	Over time students will take action to enhance an area of their personal wellbeing. Set goals to enhance an aspect of personal well-being. Explore the four dimensions of well-being both personally and in groups. Learn to set SMART goals.
Changes to well-being (Hauora)	Students will explore changes that occur in life and how these changes can affect aspects of a person's well-being. Explore the feelings and emotions of self, others and society. Explore strategies (personal, inter-personal and societal) for managing changing states of health.
Promoting positive Sexuality	Explore sexuality as a concept (gender, orientation, identity, behaviour) and link to well-being. Explore factors that influence sexuality. Discuss strategies for maintaining and enhancing well-being in sexuality related situations (safer sex). Explore ways to prevent STI's. Explore support available for young people with sexuality issues.
Decision making around Drug related situation	Explore drugs and their effects on well-being. Explore legal issues related to drugs. Explore personal, interpersonal and societal influences on an individual's drug use. Explore the effect advertising has on drug use. Applying a decision-making model to drug related situations.
Personal Nutrition	Students will take action to improve their nutrition. Set SMART goals to enhance an aspect of their nutrition. Link improvements to personal nutrition to the four dimensions of well-being.

Year 12 Health Guideline(s)

Discretion of Teacher in charge.

Course Costs

\$25.00

Associated Costs

Nil

Contact Person

Mr R Thompson

HISTORY (Year 11)

Guideline(s)/Minimum Entry

- None.

Course/Course Content

Objectives

- Develop skills of enquiry, interpretation and communication
- Develop an understanding of other people, times and places
- Develop an awareness of ourselves as New Zealanders.

Content

- WWI Background and Outcomes
- Origins of WWII
- The Bombing of Pearl Harbour
- Debate: Can the bombing of Hiroshima be justified?
- Inquiry: New Zealand Event or Place or Person of Significance
- Local History Topic

Learning and Assessment Area	Description
Historical Research	Carry out an investigation into a significant event. WWI and Outcomes.
Historical Essay Writing	Describe the causes and consequences of an historical event – The Bombing of Pearl Harbour.
Historical Perspectives	Demonstrate understanding of different perspectives.

Year 12 History Guideline(s):

Students must pass 2 of the 4 assessments, 1 of which must be the end of year exam.

Course Costs Nil

Associated Costs Nil

Contact Persons

Ms Simpson, Mr Galt, Ms Gray

MATHEMATICS (Year 11)

Guideline(s)/Minimum Entry

- Year 9 and Year 10 course completion to MYP level 3/4 and above and/or teacher recommendation.

Course/Course Content – based on the New Zealand Curriculum learning areas

Number and algebra – Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

Geometry and measurement – Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating data-based arguments, and dealing with uncertainty and variation.

Learning and Assessment	Description
Number and Measurement	Ratio and proportion, factors, multiples, powers and roots, integer and fractional powers applied to numbers, fractions, decimals and percentages, rates, rounding and standard form. Apply the relationships between units in the metric system, calculate areas and volumes of various shapes.
Algebra	Using tables, equations and graphs to solve problems. Draw and find the equations of linear and quadratic graphs.
Statistics and Probability	Reading and interpreting statistical tables and graphs e.g. scatter, box and whisker, time series, pie chart etc... and probability concepts.
Geometry	Pythagoras' theorem, trigonometric relationships in right-angled triangles, similar triangles and angle properties of parallel lines, polygons and circles.

Year 12 Mathematics Minimum Entry Guidelines:

12 MAS (Mathematics Specialist) – Students must complete an 11MAS course if they wish to study 12MAS.

11Mathematics does not allow entry to the 12MAS course.

12 MAT/MAA (Mathematics/Mathematics Applied) – Achievement in most topics covered in 11MAT and/or teacher recommendation.

Course Costs

\$35.00

Write-on workbooks and online subscriptions

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

MATHEMATICS APPLIED (Year 11)

Guideline(s)/Minimum Entry

- Students who have not met the requirements for 11MAT but are continuing to study Mathematics will be considered for this course.

Course/Course Content – based on the New Zealand Curriculum learning areas

Number and algebra – Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

Geometry and measurement – Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating data-based arguments, and dealing with uncertainty and variation.

Learning and Assessment	Description
Number and Measurement	Ratio and proportion, factors, multiples, powers and roots, integer and fractional powers applied to numbers, fractions, decimals and percentages, rates, rounding and standard form. Apply the relationships between units in the metric system, calculate areas and volumes of various shapes.
Algebra	Using tables, equations and graphs to solve problems. Draw and find the equations of linear and quadratic graphs.
Statistics and Probability	Reading and interpreting statistical tables and graphs e.g. scatter, box and whisker, time series, pie chart etc... and probability concepts.
Geometry	Pythagoras' theorem, trigonometric relationships in right-angled triangles, similar triangles and angle properties of parallel lines, polygons and circles.

Year 12 Mathematics Minimum Entry Guidelines:

12 MAT/MAA (Mathematics/Mathematics Applied) – Achievement in most topics covered in 11MAT and/or teacher recommendation.

Course Costs

\$35.00

Write-on workbooks and online subscriptions

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

MATHEMATICS SPECIALIST (Year 11)

Guideline(s)/Minimum Entry

- Excellent achievement in the Year 9 and Year 10 course and/or teacher recommendation.

Course/Course Content – based on the New Zealand Curriculum learning areas

Number and algebra – Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

Geometry and measurement – Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating data-based arguments, and dealing with uncertainty and variation.

Learning and Assessment	Description
Number and Measurement	Ratio and proportion, factors, multiples, powers and roots, integer and fractional powers applied to numbers, fractions, decimals and percentages, rates, rounding and standard form. Apply the relationships between units in the metric system, calculate areas of various shapes and volumes, including prisms, pyramids, cones, and spheres, using formulae.
Algebra	Factorising and expanding, solving linear/quadratic equations and inequations, simultaneous equations, and substitution. Using tables, equations and graphs to solve problems. Draw and find the equations of linear, quadratic, exponential and trigonometric graphs.
Statistics and Probability	Reading and interpreting statistical tables and graphs e.g. box and whisker, scatter, time series, pie chart etc... and probability concepts.
Geometry	Pythagoras' theorem, trigonometric relationships in right-angled triangles, similar triangles and angle properties of parallel lines, polygons and circles.

Year 12 Mathematics Minimum Entry Guidelines:

12 MAS (Mathematics Specialist) – Merit or higher in 11MAS assessments and/or teacher recommendation.

12 MAT (Mathematics) – Achievement in most topics covered in 11MAS and/or teacher recommendation.

<u>Course Costs</u>	\$35.00	Write-on workbooks and online subscriptions
<u>Associated Costs</u>	Nil	

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

MEDIA STUDIES (Year 11)

Guideline(s)/Minimum Entry

- Year 10 Media Studies or English course completion.

Objectives

All media products are constructions. This is arguably the most important concept in Media Studies. The media do not simply reflect external reality. Rather, they present carefully crafted constructions that reflect many decisions and are the result of many determining factors. Media Literacy works towards deconstructing these constructions (i.e., to taking them apart to show how they are made).

Five Key Concepts In Media Studies

1. All media messages are “constructed”.
2. Media messages are constructed using its own language, style, techniques, codes, conventions, and aesthetics.
3. Each person interprets media messages differently.
4. The media contain ideological and value messages.
5. The media have commercial interests, and commercial social and political implications.

Content

- Feature Film Studies
- Film History
- Film Theory
- Writing for Visual texts
- Music Video Production
- VFX Production
- CGI Production
- Short Film Production

Learning and Assessment	Description
<ul style="list-style-type: none">• Film Essay• Music Video Clip	Director Study – Introduction of basic film elements used by a director to affect his/her audience Film Editing 101 – practicing basic film editing techniques concentrating on rhythmic and graphic matching (music video clip).
Interactive Presentation on Film History Zombie Fight Video Clip	Film History – A brief History of Motion Picture Comedy – introducing the students to the implications of the socio-political and cultural background when examining and analysing media texts Film Editing special effects – introducing both SFX and VFX and seeing them operating through a practical project (Zombie Fight Clip).
Case Study (representative for the chosen theory) Outer Space Travel Video Clip	Psycho-socio theory (Director – audience relationship) – Introduction of basic psychological and sociological concepts that can be used in film analysis Film Editing CGI – introducing basic mask editing and object creation (Outer Space Travel Clip).
Script Produce a short film based on the script	Screenplay writing Short Film Production – Demonstrate the link between script/cinematography/editing through a short film production.

Level 2 Media Studies Guideline(s)

Successfully passing at least 50% of the theoretical modules and 75% of the practical modules or discretionary entry based on Year 11 Media Studies or English achievement.

Course Costs

Nil

Associated Costs

Nil

Contact Person

Mihai Ifrim

MUSIC (Year 11)

Guideline(s)/Minimum Entry

- Completion of Year 9 and/or Year 10 Music or equivalent ability.
- Instrumental or vocal performance ability equivalent to having had two years of tuition in Glendowie College's Vocal and Instrumental Tuition Programme.

Course/Course Content

Objectives

A practically based course with an emphasis on Performance and Composition, but covering a broad range of musical knowledge and skills including Music Technology for Contemporary Music Students:

Specifically:

- Developing practical knowledge in music
- Composing music
- Solo and group performance
- Understanding music in context.

Content

- Performance – solo and ensemble on an instrument of student's choice including voice. Opportunities for instrument/voice lessons are offered
- Listening to music and learning to write it down
- Composition using music software
- Materials - reading and writing music and applying skills to music scores
- Studying music works of different musical periods
- Music Technology for students wishing to follow a Contemporary Music Course in Year 12.

Assessment and Learning Area	Description
Instrumental / Vocal performance	Perform two pieces of music as a featured soloist.
	Performance of a piece as a member of a group.
Composition / Song writing	Write two original pieces of music.
Music Works	Study set music works from different contexts, including jazz, classical and the students' own choice.
Materials of Music	Develop knowledge of the conventions and language of music by reading and listening to music.

Year 12 Music Guideline(s)

3 Achieved grades in Year 11 Music or HOD Music approval.

<u>Course Costs</u>	\$10.00	Resource materials
<u>Associated Costs</u>	\$95.00	Music tuition, APO concert

Contact Person

Mr A Lile

OUTDOOR EDUCATION (Year 11)

Guideline(s)/Minimum Entry

- None. Good overall performance in Year 10 Physical Education an advantage.

Course/Course Content

Objectives

- This course provides learning experiences associated with current issues that promote an understanding of the need for a physically active and healthy lifestyle
- Throughout the year students are required to participate in a wide range of sports and recreation activities where a high level of engagement is expected
- The course is designed to be of a practical nature with overall emphasis on participation, interpersonal skills, and self-management strategies.

Content

- Participate in a wide range of sports and outdoor recreation activities.
- Set goals relating to your own performance
- Develop and understand effective teamwork
- Improving performance in physical activities
- Experience tramping day trips
- Demonstrate interpersonal skills and describe their effects on the functioning of a group or team
- A balance of theory and practical lessons.

Assessment

Internal 100%

Assessment and Learning Area	Description
Outdoor Education experiences	Participate actively in a variety of physical activities and explain factors that influence participation. Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities. Experience outdoor activities such as Kayaking, Paddle boarding, Lawn Bowls, and Rock Climbing.
Adventure Based Learning	Introduction to ABL. Includes sequenced activities, trust activities and problem solving or team challenges, for educational or developmental outcomes.
Snorkelling	Demonstrate quality of movement in the performance of a physical activity.
Experience Tramping/Great Walks	Experiencing tramping encompasses risk management, bush craft, and the basics to camping, navigation, leadership, and preparation for tramping.
Working Together	Demonstrate interpersonal skills and describe their effects on the functioning of a group or team. Students learn to co-operate, communicate, and work effectively as a team.

Year 12 Outdoor Education – Level 2 Guidelines:

Full commitment towards the Year 11 Outdoor Education programme.

Teachers discretion.

Associated Costs

\$375.00

Activity fee for trips and excursions

Contact Person

Mr B Lewis

PHYSICAL EDUCATION (Year 11)

Guideline(s)/Minimum Entry

- None. Good overall performance in Year 10 Physical Education and Health an advantage.

Course/Course Content

Objectives

- To acquire knowledge and understanding about the contribution of physical activity to a healthy lifestyle
- To develop interpersonal skills in group and team situations
- To develop an understanding of the factors that contribute to and affect skilled physical performance
- To acquire knowledge and understanding of body structure and function
- To participate in a wide range of physical activities
- To demonstrate and understand responsible behaviour to manage safety.

Content

Assessment

Internal 100%

Assessment and Learning Area	Description
Outdoor Education experiences	Participate actively in a variety of physical activities and explain factors that influence participation. Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities. Experience outdoor activities whilst on camp.
Designing a training program	Demonstrate quality of movement in the performance of a physical activity. Students learn about the body and how it works. Physiology, Anatomy, Sports Psychology, Biomechanics, Methods and Principles of Training and Energy Systems. Students develop a training program to complete run assessment. Students learn the importance of nutrition and how it can benefit the body during exercising.
Sociology in Sport	Demonstrate understanding of societal influences on physical activity and the implications for self and others. Examine factors that affect participation in physical activities and their effects on health/well-being.
Sports tournament	Demonstrate interpersonal skills and describe their effects on the functioning of a group or team. Students learn to cooperate, communicate, and work effectively as a team. Students learn the fundamentals of coaching.

Year 12 Physical Education Guideline(s):

Teachers discretion.

Course Costs

Nil

Associated Costs

\$350.00

Activity fee for day trips, excursions and specialist instruction.

Contact Person

Mr R Thompson

SCIENCE (Year 11)

Guideline(s) / Minimum Entry

- Year 9 and Year 10 course completion to a satisfactory standard.

Course/Course Content

Objectives

The Year 11 Science course is designed to advance their understanding and skills related to Science. This includes helping students to:

- Observe and analyse their Living, Material and Physical Worlds in a logical and scientific manner.
- Develop scientific investigation and analytical skills.
- Appreciate that Science is an essential part of their lives.
- Use scientific concepts to explain and discuss both familiar and unfamiliar phenomena.
- Discuss scientific concepts and experimental findings and relate these to observed phenomena.
- Make decisions based on rational thinking and scientific evidence.
- Prepare and give them confidence in their selected pathways in Biology, Chemistry and/or Physics in Year 12.

Content and Assessment

General skills

Students will develop the following skills in Science:

- Process and interpret scientific information
- Communicate scientific information
- Develop scientific investigation methods
- Analyse and evaluate experimental finding

The course contains 3 main modules:

Learning and Assessment Area	Description
Genetics (Biology)	Students will learn about concepts related to genetic information, variation and inheritance. Concepts assessed: cell structure and function, DNA structure and function, cell division, mitosis and meiosis, genetic variation and inheritance.
Acids and Bases (Chemistry)	Students will learn about concepts related to chemical structures, reaction rates and acid-base reactions. Concepts assessed: atomic structure, periodic table, factors affecting reaction rate, acids and bases and their reactions.
Mechanics (Physics)	Students will learn about concepts related to motion, forces and energy. Concepts assessed: graphing, kinematic concepts of distance, speed, time and acceleration, forces and Newton's laws, pressure, conservation of energy.

Year 12 Biology Guideline(s)

Attain at least an achieved grade in the Year 11 Biology related topics. Approval may also be given by the Faculty Leader.

Year 12 Chemistry Guideline(s)

Attain at least an achieved grade in the Year 11 Chemistry related topics. Approval may also be given by the Faculty Leader.

Year 12 Physics Guideline(s)

Attain at least an achieved grade in the Year 11 Physics related topics. Approval may also be given by the Faculty Leader.

<u>Course Costs</u>	\$45.00	SciPAD workbook, login for Education Perfect online learning (covers all Sciences)
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<u>Associated Costs</u>	Nil
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Contact Person(s)

Ms Kockott or your Science Teacher

SPANISH (Year 11)

Guideline(s)/Minimum Entry

- Year 10 Spanish
- In cases of proven language ability, a student may begin at Level One with Head of Faculty approval.

Course/Course Content

This course focuses on developing communicative skills in the Spanish language with an emphasis on listening, speaking, reading and writing, in familiar contexts and will extend the student so that they can communicate beyond the immediate context, for example, past and future events. By the end of the course students will be able to understand and produce more complex language and a variety of text types, focusing on practical situations which they are likely to encounter in a Spanish-speaking country. Students will produce a digital portfolio for the Interact and Writing standards.

Content

Topics continue to stress communication, and focus on both personal details, and life in Spanish speaking countries, highlighting their various cultures. Topics may include:

- Holidays and travel
- Media preferences
- Staying healthy
- Going out

Learning and Assessment Area	Description
Listening Comprehension	Demonstrate understanding of a variety of spoken Spanish texts relating to areas of most immediate relevance.
Reading Comprehension	Demonstrate an understanding of a variety of Spanish texts on areas of most immediate relevance.
Conversation	Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations.
Writing Portfolio	Write a variety of text types in Spanish on areas of most immediate relevance.

Course Costs

\$46.00

Workbook (includes Level 1 targeted vocabulary), Language Perfect online vocabulary learning, grammar workbook

Associated Costs

Optional cultural events during the year

Contact Person

Miss A Law

TE REO MĀORI (Year 11)

Guidelines/Minimum Entry

- Year 10 Te Reo Māori
- In cases of proven language ability, a student may begin at Level One with Head of Faculty approval

Course Objectives

By the end of level 6, students are learning to be confident with the language through tuhi, pānuitia, whakarongo and kōrero. Students are collaborating through daily tasks and completing mahi on their own. They are developing ways to share their own ideas and opinions and may use te reo Māori, read a variety of te reo Māori materials and write expressively for a range of purposes. Students use a range of strategies to help learn te reo Māori effectively, and as a second language learner, they are gradually gaining understanding and fluency.

During the school terms we are learning;

- To communicate effectively in Te Reo Māori by developing competence in the four language skills: Whakarongo (listening) korero (speaking), pānui (reading), tuhituhi (writing)
- To learn about Tikanga Māori (Māori Culture) through learning karakia, mihimihi, pepeha, whakataukī, pakiwaitara, waiata, haka and whakawhanaungatanga
- To provide a window into Te Ao Māori (Māori Society) in both a historical and modern context.

Learning and Assessment Area	Description
Reading Comprehension	Pānui: Reading – Ability to read selected texts with understanding.
Speaking	Kōrero: Give a spoken presentation in Māori to persuade, entertain or inform the audience. Focus: My World.
Writing Portfolio	Tuhinga: Write a variety of text types in Māori on a variety of areas that are of interest to the student. Focus: My World.

Course Costs \$40.00 Workbook, Language Perfect online vocabulary learning

Associated Costs Nil

Year 12 Te Reo Māori Guidelines

An achieved grade at NCEA level 1 Māori in each assessed achievement standard OR Head of Department approval.

Contact Person(s)

Ms Melisa Chase / Ms Anna Vincent

VISUAL ART – Art Practical (Year 11)

In Visual Arts education, students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas to solve problems. They experiment with materials, using processes and conventions to develop their visual enquiries and create both static and time-based art works. An understanding of Māori visual culture is achieved through exploration of Māori contexts. The arts of European, Pasifika, Asian, and other cultures add significant dimensions to New Zealand visual culture.

Course/Course Content

This course focusses on further developing skills in painting, printmaking and mixed media practice. Students will learn different mark making applications and mixed media techniques to further their understanding of artists and art forms. They will develop observational and creative skills in a range of media to produce a series of work. Students will have the opportunity to take a field trip to collect photographic images for their project.

Objectives:

- Understanding the visual arts in context:
Share ideas about how and why their own and others' works are made and their purpose, value, and context.
- Developing practical knowledge:
Explore a variety of materials and tools and discover elements and selected principles.
- Developing ideas:
Investigate visual ideas in response to a variety of motivations, observation, and imagination.
- Communicating and interpreting:
Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Content:

Assessment and Learning	Description
Drawing and Conventions	Students will collect own source material during a trip into Auckland city which they will then use as the inspiration for their drawing and planning for new works in wet and dry media. Students will investigate artists and art history to build understanding of the conventions within art. They will continue to develop practical skills through an exploration of these artists.
Painting	Students will continue to use established painters to develop their own ideas which they will then use as a basis for a series of work.
Printmaking and Mixed Media	Students will explore printmaking practices and extend this with mixed media and collage to create a series of work. They will also plan and execute a piece of work for an exhibition.
Turangawaewae A Sense of Place Resolved Work	Students will work towards an independent project based on their own strengths and interests. This could be: Painting or Mixed Media Exhibition work, a Mural or Sculpture installation. This will cumulate in a collaborative end of year presentation with the Arts faculty.

Year 12 Painting Guideline(s)

Successful completion of yr11 Painting with a focussed individual practice, and approval of the Head of Dept.

Course Costs \$60.00 Materials fee (this includes art materials & visual diary starter pack).
A trip is included in the course fee

Associated Costs Nil

Contact Person

Ms A Whittaker (HOD)

VISUAL ART – Art Digital – Photography/Design (Year 11)

In Visual Arts education, students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas to solve problems. They experiment with materials, using processes and conventions to develop their visual enquiries and create both static and time-based art works. An understanding of Māori visual culture is achieved through exploration of Māori contexts. The arts of European, Pasifika, Asian, and other cultures add significant dimensions to New Zealand visual culture.

Course/Course Content

The course focusses on further developing skills in the digital art forms of photography and design. Students will learn practical camera, lighting and studio skills to further their understanding of photography. They will also learn more complex Photoshop and design skills to develop their creative expression. They will create series of works that explore both contemporary photography and design within an authentic setting.

Objectives:

- Understanding the visual arts in context:
Share ideas about how and why their own and others' works are made and their purpose, value, and context.
- Developing practical knowledge:
Explore a variety of materials and tools and discover elements and selected principles.
- Developing ideas:
Investigate visual ideas in response to a variety of motivations, observation, and imagination.
- Communicating and interpreting:
Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Content:

Assessment and Learning	Description
Planning and developing skills	Students will develop photography skills with the DSLR camera, studio lighting and darkroom manipulation, as well as design skills with photoshop and the design process. They will plan and create work using a range of media.
Photography	Students will investigate the conventions of photography further and look at established practice. They will use this to plan and take photographs towards a final series of work.
Design	Students will investigate the design process further by developing work towards an authentic situation. They will be given the opportunity to develop their design strengths in illustration or graphic design towards a series of work.
Turangawaewae A Sense of Place Resolved Work	Students will work towards an independent project based on their own strengths and interests. This could be: Animation, Mural, Exhibition, Illustration. This will cumulate in a collaborative end of year presentation with the Arts faculty.

**It is highly recommended that students taking Year 11APD have access to a camera at home although there are a small number of cameras which can be borrowed from the college.*

Year 12 Visual Art Photography/Design Guidelines

Successful completion of Year 11 Photography & Design with a focussed individual practice, and approval of the Head of Department.

<u>Course Costs</u>	\$50.00	Materials fee (includes a visual diary, equipment, printing costs)
<u>Associated Costs</u>	\$10.00	Adobe CC 1 year Licence (approx.)

Contact Person

Ms A Whittaker (HOD)

Course Structure for Year 12 Students - NCEA

The national qualification for students in Year 12 is Level 2 of the National Certificate of Educational Achievement (NCEA). In Year 12, students take 6 subjects, comprising English (or English as a Second Language) and 5 selected subjects. When selecting courses for Year 12, students should look ahead to Year 13 and beyond taking into account their long term career aspirations. Like Level 1 subjects, Level 2 subjects also have a combination of both internally and externally assessed Achievement Standards.

The following link shows other Level 2 standards across a variety of subjects that contribute credits to the University Entrance Literacy requirements: <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/>

Year 12 Subjects Qualification: Level 2 NCEA

English (12ENG)
English Literacy (12ENL)
Media Studies (12MES)
ESOL (12ESL)
Specialist Mathematics (12MAS)
Mathematics (12MAT)
Mathematics Applied (12MAA)
Accounting (12ACC)
Biology (12BIO)
Chemistry (12CHE)
Physics (12PHY)
Science (12SCI)
Geography (12GEO)
History (12HIS)
Classical Studies (12CLA)
Economics (12ECO)
Business Studies (12BUS)
Health (12HEA)
Physical Education (12PHE)
Outdoor Education (12OED)

Digital Technologies Computing (12DTC)
Digital Technologies Programming (12PRG)
Creative and Digital Technologies (Electronics) (12CDT)
Hospitality (12HOS)
Food Technology & Nutrition (12FTN)
Design & Visual Communication (Graphics) (12DVC)
Building Construction & Allied Trade Skills (12BCT)
Drama (12DRA)
Music (12MUS)
Dance (12DNC)
Art History (12ARH)
Visual Art – Design (12ARD)
Visual Art – Painting (12PAI)
Visual Art – Photography (12APH)
German (12GER)
Chinese (12CHN)
Spanish (12SPA)
Te Reo Māori (12MAO)
New Zealand Tourism (12NZT)

ACCOUNTING (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Satisfactory completion of Year 11 Accounting Communication Course.

Course/Course Content

Objectives

- Promote knowledge and understanding of Accounting as a financial language for trading and service businesses
- Apply financial knowledge and skills to practical situations.

Content

- The Conceptual Basis of Accounting
- Processing
- Accounting Systems
- Accounting Reports
- Decision Making.

Assessment

Internal: 53%

External: 47%

Achievement Standard	Description	Credits	Assessment	Counts for Level 1 Literacy (L), Numeracy (N)
91175 (2.2)	Demonstrate understanding of accounting processing using Accounting software	4	Internal	N
91176 (2.3)	Prepare financial information for an entity that operates Accounting subsystems	5	External	N
91177 (2.4)	Interpret accounting information for entities that operate Accounting subsystems	4	External	L
91179 (2.6)	Demonstrate understanding of an accounts receivable subsystem for an entity	3	Internal	L & N
91386 (2.7)	Demonstrate understanding of an inventory subsystem for an entity	3	Internal	L & N
Total number of credits available towards the Level 2 NCEA		19		

Year 13 Accounting Guideline(s)

A minimum of 14 credits out of the 19 credits available must include AS91176 (2.3).

Course Costs

\$50.00

Workbook, revision book, estudee revision program(s)

Associated Costs

Nil

Contact Person

Ms Doherty

ART HISTORY (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- 12 Credits in level 1 English

Objectives

- Develop an understanding of the styles of different artists and art movements.
- Develop an understanding of the contexts in which art is made and viewed and how the contexts influence the style and meaning of art from different time periods.

Course/Course Content

The course is entitled 'Towards Modernism' and involves the study of nineteenth and early twentieth century painting, sculpture and architecture (mainly French). The following art movements are studied:

- Neoclassicism
- Romanticism
- Realism
- Impressionism
- Post Impressionism

The course content is extensive and covers a lot of factual information. Students who have a love of art and history will enjoy this course. External examination questions require a long answer response not essays. However, it is necessary for students to have a competent level of English so that they can cope with the analytical aspect of the course.

Students will have the opportunity to visit a range of venues to look at art and architecture.

Assessment

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91180 (2.1)	Examine the effects of formal elements of art works	4	External	N	Y
91182 (2.3)	Examine the influence of context(s) on art works	4	External	N	Y
91183 (2.4)	Examine how media are used to create effects in art works	4	Internal	N	Y
91184 (2.5)	Communicate an understanding of an art history topic	4	Internal	Y	N
91185 (2.6)	Communicate a personal response to art works	4	Internal	Y	N
Total number of credits available towards the Level 2 NCEA		20			

Year 13 Art History Guideline(s)

It is advised that students achieve with Merit or Excellence in each of the achievement standards for NCEA Level 2 Art History in order that they may cope with the demands of Level 3.

Course Costs

\$80.00

Workbooks

Associated Costs

Nil

Contact Person

Ms A Whittaker (HOD), Mr P Carrigan

BIOLOGY (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- An average of Merit from all year 11 assessments related to Biology.

Course/Course Content

Biology is the study of living things. Gaining knowledge and skills in Biology is a useful and relevant preparation for many aspects of life, as well as being a subject that helps to explain many topical and interesting issues.

Objectives

- To develop a knowledge of basic facts, concepts and principles related to biology
- To foster an understanding of important biological concepts and principles by applying them to the ways in which biotechnology is helping to meet human needs or demands in different fields mainly molecular biology and genetics
- To foster an understanding of current issues in biology and molecular biology
- To develop scientific skills and attitudes
- To develop the ability to analyse data to draw a conclusion based on their observations and data collection (given or collected data)
- To improve and develop their skills in writing a comprehensive scientific report.

Content

- Ecology
- Biological Investigations.
- Cell Biology & life processes
- Genetics
- Gene Expression

Assessment

Achievement Standard	Description	Credits	Assessment
91153 (2.1)	Carry out a practical investigation in a biology context, with supervision	4	Internal
91154 (2.2)	Analyse the biological validity of information presented to public	3	Internal
91156 (2.4)	Demonstrate understanding of life processes at the cellular level	4	External
91157 (2.5)	Demonstrate understanding of genetic variation and change	4	External
91159 (2.7)	Demonstrate understanding of gene expression	4	External
Total number of credits available towards the Level 2 NCEA		19	

Year 13 Biology Guideline(s)

A minimum of 11 credits attained, including AS 91157 (2.3 – Describe genetic variation and change) and at least ONE of the Internals (2.1 or 2.2).

Course Costs

\$45.00 approx.

Course manual, Education Perfect subscription
(covers all Science subjects)

Contact Person(s)

Ms Jan, Dr Nafissi, Ms Kockott, Ms Barrack

BUILDING CONSTRUCTION AND ALLIED TRADE SKILLS (BCATS)

(Year 12)

NCEA Level 2

Course/Course Content

Objectives

Students who participate in the BConstructive programme can go on to consider apprenticeships in a variety of trades such as: carpentry, construction, plumbing, drain laying, roofing, gas fitting, painting and decorating, infrastructure, flooring, joinery and furniture making. The programme also provides a good base for students who would like to enter other related areas of the construction industry such as architecture, quantity surveying and estimating.

Content

BConstructive is a hands-on subject. It is an innovative, practical and multi-disciplinary programme for students, providing them with the skills and knowledge to springboard into any career in the construction industry.

- The safe and correct use of hand tools to produce a range of projects
- Reading and interpreting plans and working models for the construction of various projects
- The construction of garden furniture and basic construction equipment using a range of joining methods
- Workshop safety
- Timber, fastenings and adhesives.

Assessment

Internal 100%

Level	Unit Standard	Description	Credits	Assessment
2	17593	Apply safe work practices in the workplace	4	
3	22316	Demonstrate knowledge of the management of drug/and or alcohol related problems in the workplace	4	
2	12932	Construct timber garden furniture and items of basic construction equipment as a BCATS project	8	internal
3	6400	Manage First Aid in Emergency Situations	2	Internal
2	6401	Provide First Aid	1	Internal
2	6402	Provide Basic Life Support	1	Internal
Total number of credits available towards the Level 2 NCEA			22	

Course Costs

\$85.00

Materials for project work

Associated Costs

Nil

Contact Person

Mr Pavarno

BUSINESS STUDIES (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Achieved or higher in the Business Pitch, Business Activity and EOY Exam in Year 11 Business Studies or TIC/HOF approval

Course/Course Content

Objectives

- Demonstrate an understanding of the internal and external influences on a large business
- Investigate the application of motivation theory in a business
- Understanding the dynamics of a product-based business in a market day scenario
- Develop an understanding of the market research.

Content

- Internal features of a large business
- External influences on a large business
- Motivation Theory and Practise in a Business
- Market Research
- Market Day Activity.

Assessment

Internal: 80%

External: 20%

Achievement Standard	Description	Credits	Assessment	Counts for Level 1 Literacy (L), Numeracy (N)
90843 (2.1)	Demonstrate understanding of the internal operations of a large business	4	External	L
90844 (2.5)	Investigate motivation practice(s) in a workplace	3	Internal	L
90846 (2.4)	Conduct market research for a new or existing product	3	Internal	L
90848 (2.6)	Carry out, review and refine a business activity within a community context with guidance	9	Internal	L
Total number of credits available towards the Level 2 NCEA		19		

Course Costs

\$37.00

Revision workbook

\$15.00

iQualify

Associated Costs

\$75.00

Business investigation trip, Market Day start-up costs

Contact Person(s)

Mrs Harduar, Mr Van Aswegen

CHEMISTRY (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Must have an average of Merit for the Chemistry assessments in the Glendowie College Year 11 Science program.

Course/Course Content

Objectives

- To investigate and develop the ways materials and chemical processes interact with people and the environment
- To carry out a range of practical investigations and use this and other information to explore chemical behaviour
- To understand important concepts in chemistry and major patterns of chemical behaviour.

Content

- Quantitative chemistry
- Atomic structure, bonding and related properties
- Chemical reactivity
- Organic compounds
- Qualitative analysis

Assessment: Internal 35%, External 65%

Achievement Standard	Description	Credits	Assessment
C2.1 (AS 91910)	Carry out quantitative analysis	4	Internal
C2.4 (AS 91164)	Demonstrate understanding of bonding, structure, properties and energy changes	5	External
C2.5 (AS 91165)	Demonstrate understanding of the properties of selected organic compounds	4	External
C2.6 (AS 91166)	Demonstrate understanding of chemical reactivity	4	External
C2.2 (AS 91911)	Carry out qualitative analysis	3	Internal
Total number of credits available towards the Level 2 NCEA		20	

Year 13 Chemistry Guideline(s)

At least 15 credits in NCEA Level 2 Chemistry, with at least one externally assessed standard at Merit or higher.

Course Costs \$60.00 NCEA Level 2 Chemistry workbook (internal and external), Education Perfect subscription (covers all Sciences)

Associated Costs Nil

Contact Person(s)

Mr Comber

CHINESE (MANDARIN) (Year 12)

NCEA Level 2

Guidelines/Minimum Entry

- An achieved grade in Year 11 Chinese in each assessment OR Head of Department approval

Course/Course Content

Objectives

- To communicate effectively in Chinese by further developing competence in the four language skills: listening, speaking, reading, writing in script
- To learn about Chinese culture e.g. daily life, festivals, geographical regions
- To provide an extra dimension for career opportunities
- To enjoy using a second language in meaningful situations.

Content

This course consolidates learning to date and uses various themes of interest to pupils to reinforce and extend the basic skills of listening, speaking, reading and writing. Topics studied may include:

- Work environment and part time jobs
- School life and student behaviour
- Relationships
- Shopping and fashion
- Health and social issues.

Assessment

During the year the students have one exam as practice for the NCEA external standards. They also work towards the grades of the two internal assessments (with one optional internal assessment).

Assessment

Internal: 50%

External: 50%

Achievement Standard	Description	Credits	Assessment
AS91108 (2.1)	Demonstrate understanding of a variety of spoken Chinese texts relating to areas of most immediate relevance	5	External
AS 91109 (2.3)	Interact using spoken Chinese to share information and justify ideas and opinions in different situations	5	Internal
AS91111 (2.4)	Demonstrate understanding of a variety of Chinese texts relating to areas of most immediate relevance	5	External
AS91112 (2.5)	Write a variety of text types in Chinese on areas for genuine contexts	5	Internal
Total number of credits available towards the Level 2 NCEA		20	

Course Costs

\$20.00

Online vocabulary learning

Associated Costs

Nil

Contact Person(s)

Ms T Xu / Ms A Vincent

CLASSICAL STUDIES (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Year 12 English requirements. An interest in history, literature, politics, philosophy and classical civilisations an advantage.

Course/Course Content

Objectives

- To provide students with a knowledge and appreciation of selected areas of classical Greek civilisation
- To encourage students to make comparisons between classical civilisation and contemporary New Zealand
- To provide learning experiences in different types of subject information, evidence and argument.

Content

- Year 12 Classical Studies focuses on ancient Greece, specifically Athens in the 5th century BC.
- For the external standards, students will be studying The Tragedy of Antigone (ideas and values), and Athens in the Fifth Century BC (social and political history). These topics will also be useful for the internally assessed standards.
- Internal assessment topics will include the analysis of a significant event, e.g. the political reforms of Cleisthenes, and the influence of the classical world on other cultures, e.g. analysing the influence of Greek architecture on modern buildings. A special topic of study on Greek Architecture (the architecture of the Acropolis in Athens) will be taught before internal assessment is completed. *Internal assessment topics may change*
- Advanced reading skills and analysis are requirements of the course. Texts include history, philosophy and politics at an advanced level, including works by Aristotle and Sophocles.

Assessment* *Internal* 50% *External* 50%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91200	Examine ideas and values of the classical world	4	External	Y	Y
91202	Examine a significant event in the classical world	4	Internal	Y	N
91203	Demonstrate understanding of socio-political life in the classical world	6	External	Y	Y
91204	Demonstrate understanding of the influence of aspects of the classical world on other cultures	6	Internal	Y	N
Total number of credits available towards the Level 2 NCEA		20			

Year 13 Classical Studies Guideline(s)

At least 3 achievement standards in NCEA Level 2 English or History, or Head of Faculty permission.

At least 12 credits in Level 2 Classical Studies, or Head of Faculty permission.

Course Costs

Nil

Associated Costs

\$20.00

Auckland War Memorial Museum trip to study the museum's Greek architectural features

Contact Person(s)

Mrs Champness

CREATIVE AND DIGITAL TECHNOLOGY (ELECTRONICS) (Year 12)

OR CREATIVE DIGITAL TECHNOLOGIES (CDT) (Year 12)

National Certificate in Electronics Technology Level 2

NCEA Level 2

Guideline(s)/Minimum Entry

- 11CDT (or proven ability to Year 11 level).

Course/Course Content

This course will be taught according to the New Zealand Technology Syllabus. It will teach skills to be assessed against NCEA Achievement Standards at Level 2.

Objectives

The objectives of this course are to develop in students

- Advanced knowledge about digital Electronics and programming skills (Python and Javascript)
- The knowledge of the input, control, communication and output devices that contain different electronic components to make a USB powered desktop fan and a Sumobot (RF module and Autonomous)
- The ability to efficiently design the chassis and interface using 3D design software
- Design skills to construct the interface of the end product so that they can participate in a Robotics Competition

Content

- Integrated circuit programming skills using Arduino, Microbit and Raspberry Pi
- Understand how electronic components work and develop the technological knowledge and processes and practice in building electronic circuits for projects such as Sumobots (Servo motors, Rf module, Ultrasonic sensors and Joysticks).

Assessment

80% Internally Assessed.

Level	Achievement Standard	Description	Credits	Assessment
2	AS 91357(2.4)	Undertake effective development to make and trial a prototype	6	Internal
2	AS 91890(2.1)	Conduct an inquiry to propose a digital technologies outcome	6	Internal
2	AS 91894(2.5)	Use advanced techniques to develop an electronics outcome	6	Internal
2	AS 91360(2.7)	Demonstrate understanding of redundancy and reliability in technological systems	4	External
Total number of credits available towards the NCEA Level 2			22	

Standards made available to the students may depend on their personal Technology practice. A minimum of 15 credits will be available for every student.

Course Costs \$50.00 Components for projects

Associated Costs Nil

Contact Person

Mrs Christopher

Course/Course Content (CDT)

This course will be taught according to the New Zealand Technology Syllabus. It will teach skills to be assessed against NCEA Achievement Standards at Level 2.

Objectives

The objectives of this course are to develop in students

- The ability to undertake inquiry, problem solving, design and develop products using technological practice
- The ability to use Microcontrollers and Coding them
- The ability to use CAD, 3D print and Laser Cut.

Content

Creative Technology is an integrated course that enables you to solve problems or issues that require a design solution. The design problem can be arrived at by the student or given by the teacher. You can utilise different areas of the Technology curriculum whether it is Computing, Coding, Electronics Fabric, Hard Materials, Food, Digital Visual Communication or a collaboration of two or more of these. Creative Technologies gives you the freedom to let your design ideas follow a unique journey. This course will carry on to 13 in preparation for Tertiary Education.

Assessment (CDT)

The Achievement Standards used for assessment will vary depending on the students individual design processes. For example, the Assessment Standards may include but are not limited to:

Level	Achievement Standard	Description	Credits	Assessment	Counts for Level 1 Literacy (L), Numeracy (N)
1	AS 91354 (2.1)	Undertake brief development to address an issue	4	Internal	L
1	AS 91356 (2.3)	Develop a conceptual design for an outcome	6	Internal	
1	AS 91357 (2.4)	Undertake effective development to make and trial a prototype	6	Internal	L
1	AS 91358 (2.5)	Demonstrate understanding of how technological modelling supports risk management	4	External	
Total number of credits available towards the NCEA Level 1			20		

Course Costs \$30.00

Associated Costs Nil

Contact Person

Mrs Christopher

DANCE (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

It is preferred that students have taken Year 11 Dance. An interest in Dance and a commitment to active participation is required.

Course/Course Content

Year 12 Dance is a Level 2 NCEA subject and students study a full 22 credit course (18 internal credits and 4 external credits). Students develop skills in conceptualising, choreography, performance and the understanding of dance history and purpose. They work individually, and in groups, to develop pieces for assessed performance. They critically evaluate the purpose and effectiveness of their own work, and the work of others. Highlights of the course are performance in the annual Dance Showcase production and the YouDance Festival.

Objectives

Students will:

- Select and use appropriate elements, techniques and choreographic processes across different dance genres.
- Initiate and develop ideas that demonstrate an intention, individually and collectively, in selected dance genres.
- Perform and respond to dance, making critical judgements about the use of elements, techniques, and choreographic processes to create form and meaning across genres.
- Investigate the genres and purposes of dance in different historical, cultural, and contemporary settings, both in New Zealand and internationally.
- Reflect upon the ways in which Dance can be used to communicate meaning and apply this to their own practice.
- Develop communication skills, motor skills, and confidence.

Content

Students will:

- Use elements and techniques to choreograph and perform dance pieces.
- Research concepts and communicate ideas and understanding through movement.
- Demonstrate understanding of the unique features of ethnic and theatre dance styles.
- Develop performance skills and the ability to communicate effectively and confidently with peers and audiences.
- Be offered the opportunity to perform in school and regional events

Assessment

Internal: 80%

External: 20%

Achievement Standard	Description	Credits	Assessment	Counts for Level 1 Literacy (L), Numeracy (N)
91205	Choreograph a group dance to communicate an intention.	4	Internal	-
91207	Perform an ethnic dance to communicate understanding of the dance.	4	Internal	-
91208	Perform a theatre dance to communicate understanding of the dance.	4	Internal	-
91209	Perform a repertoire of dance	6	Internal	-
91211	Provide an interpretation of a dance performance with supporting evidence	4	External	L
Total number of credits available towards the Level 2 NCEA		22		

The Internal Standards may require more than one assessment task each.

Year 13 Dance Guideline(s):

14 Credits in Level 2 Dance or HOD approval

Course Costs

\$5

Examination workbook

Associated Costs

\$40.00

Students are invited to performances and workshops throughout the year

Contact Person

Ms C Jennings (Arts Faculty Leader)

DESIGN AND VISUAL COMMUNICATION (GRAPHICS) (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- A minimum of 12 credits at NCEA Level 1 Graphics.

Course/Course Content

Year 12 Design and Visual Communication will allow students to further develop their Creative and Critical Thinking. It will enable them with the skills and understanding to back up their original thoughts in a practical and functional way. Students will learn a variety of visual communication techniques, which will allow them to successfully develop a workable design outcome.

Students' will be assessed through the following projects:

- Spatial design brief – Of the students choosing to go in a given location.
- Product design brief – Clock Design based on a chosen design era.

Objectives

- To further develop and demonstrate a range of drawing skills and digital design techniques to express and communicate ideas which reflect a sound knowledge of design.
- To interpret drawings and communicate information in appropriate graphic form, which displays a sound understanding of a variety of graphic media.
- To understand and apply the processes and elements of design in the solving of design problems.
- To develop, through activities in design, an appreciation and aesthetic and functional awareness of a designs' impact on people and the environment.

Assessment

Internal 50%

External 50%

Achievement Standard	Description	Credits	Assessment
AS 91337 (2.30)	Communicate design ideas using visual communication techniques	3	External
AS 91338 (2.31) Optional	Use working drawings to communicate technical details of a design	3	External
AS 91340 (2.33)	Use the characteristics of a design movement or era to inform own design ideas	3	Internal
AS 91341 (2.34)	Develop a spatial design through graphics practice	6	Internal
AS 91342 (2.35)	Develop a product design through graphics practice	6	Internal
AS 91339 (2.36)	Use visual communication techniques to present own design	4	Internal
Total number of credits available towards the Level 2 NCEA		22	

Standards made available to the students may depend on their personal DVC practice. A minimum of 18 credits will be available for every student.

Level 3 (Year 13) Graphics Guideline(s)

A minimum of 12 credits from two internally assessed achievement standards and three externally assessed achievement standards. At least 6 credits must have been achieved at either merit or excellence standard. Students must also gain the approval of the Head of Faculty.

Course Costs

\$40.00

Graphics pack, model

Associated Costs

\$5.00

Spatial project site survey

Contact Person(s)

Miss Lewis / Mr Kim

DIGITAL TECHNOLOGIES COMPUTING – DTC (Year 12)

Introduction to Website Development

NCEA Level 2

Guideline(s)/Minimum Entry

- Basic keyboarding and the ability to use common software applications (e.g. word processing).
- Successful completion of Year 11 Programming or 11 Computing is **strongly advised**.

Course/Course Content

NOTE: As of 2018 Digital Technologies courses have been included on the “Table B” university entrance requirements.

Objectives

- To further develop skills related to digital technologies practice
- To gain new digital technologies knowledge
- To develop a deeper understanding of the nature of digital technologies
- To further develop the skills required for planning, designing, creating, developing, testing and evaluating a digital media outcome (website).

Content

- The Website Development Process
- Website Design Principles
- HTML and CSS coding (utilising a simple text editor (e.g. Notepad ++))
- Plan, design, create, develop, test and evaluate a website (technological process)
- Enhancing a website with multimedia content
- Development and evaluation of websites.

Assessment

Internal 100%

Level	Achievement Standard	Description	Credits	Assessment
2	DTHM 91890 (2.1)	Conduct an inquiry to propose a digital technologies outcome	6	Internal
2	DTHM 91893 (2.4)	Use advanced techniques to develop a digital media outcome	4	Internal
2	GT 913576 (2.3)	Develop a conceptual design for an outcome	6	Internal
2	GT 91899 (2.10)	Present a summary of developing a digital outcome	3	External
Total number of credits available towards Level 2 NCEA			19	

Achievement Standards made available to the students may depend on their personal Technology practice. A minimum of 14 credits will be available for every student.

**Literacy credits*

NOTE: All of the NCEA standards are assessed as part of a project. Results are not available until all elements of the project work have been submitted by the student, marked by the subject teacher and internally moderated. Therefore, most results are not reported until the end of the year.

Course Costs

Nil

Associated Costs

Computer Lab printing costs

Contact Person(s)

Ms Mercer or Mr So

DIGITAL TECHNOLOGIES PROGRAMMING – PRG (Year 12)

Guideline(s)/Minimum Entry

- Keyboarding skills.
- Successful completion of Year 11 Programming and the approval of V. Mercer.

Course/Course Content

NOTE: As of 2018 Digital Technologies courses have been included on the “Table B” university entrance requirements.

Objectives

- To further develop the ability to analyse problems and design solutions using an algorithmic approach
- To further develop and enhance logical thinking, critical thinking and problem solving skills
- To continue to utilise various programming related planning tools in order to develop a programming solution to given problems at Level 2
- To further develop structured programming skills using a high level language that incorporates a GUI
- To gain a further understanding of the concepts and skills related to program design, development, execution, testing and evaluation, debugging and documentation.

Content

- Using computer program development planning tools to design, create, test and evaluate computer programs to meet the specifications of a given brief
- Problem solving, logical thinking and solution design utilising algorithmic techniques and test plans
- Developing computer programs using a high level programming language
- Internal and external documentation of computer programs
- Further development of a comprehensive understanding of the concepts of algorithms, programming languages, user interfaces and usability.

Assessment

Level	Achievement Standard	Description	Credits	Assessment
2	GT 91355 (2.2)	Select and use planning tools to manage the development of an outcome	4	Internal
2	GT 91357 (2.4)	Undertake effective development to make and trial a prototype	6	Internal
2	DT 91896 (2.7)	Use advanced programming techniques to develop a computer program	6	Internal
2	DT 91897 (2.8)	Use advanced processes to develop a digital technologies outcome	6	Internal
2	DT 91898 (2.9)	*Demonstrate understanding of a computer science concept <i>Optional</i>	{*3}	External
Total possible number of credits available towards Level 2 NCEA			22 { *25 }	

*DT 91898, the external standard, is a **theory-based exam** and is therefore made optional for the purpose of independent, differentiated study based on student request and/or advised by instructor.

Achievement Standards made available to the students may depend on their personal Technology practice. A minimum of 16 credits will be available for every student.

NOTE: Most of the NCEA standards are assessed as part of a project. Results are not available until all elements of the project work have been submitted by the student, marked by the subject teacher and internally moderated. Therefore, some results are not reported until the end of the school year after reports have been published).

Course Costs

Nil

Associated Costs

Printing (approximately \$10)

Contact Person

Ms Mercer

DRAMA (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

It is preferred that students have taken Year 11 Drama. An interest in Drama and a commitment to active participation is required.

Course/Course Content

Year 12 Drama is a Level 2 NCEA subject and students study a full 22 credit course. Students use dramatic elements, techniques, conventions and technologies to develop, refine, rehearse and perform drama in a range of contexts. They research specific forms of theatre, cultures, and periods and critically evaluate the effectiveness of their work and the work of other students. They develop performance skills and the ability to communicate ideas, roles, and concepts to an audience. A highlight of the course is the annual class production in Dramafest.

Objectives

Students will:

- Select and integrate elements, techniques, conventions and technologies using specific texts.
- Initiate, develop and refine dramatic ideas individually and collectively in a range of dramatic forms.
- Rehearse and perform drama in a range of dramatic forms.
- Respond to and make critical judgements about rehearsal processes and performances.
- Research the production, performance and purpose of drama in a range of contexts.

Content

Students will:

- Devise and perform a drama based on ideas and themes developed through research.
- Demonstrate understanding of theatre forms in both practical and written contexts.
- Select, rehearse and perform a role in a major production.
- Discuss drama elements, technologies, techniques, and conventions within a live performance.
- Be offered the opportunity to perform in school and regional events (e.g. Dramafest).

Assessment

Internal 77%

External 23%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91214	Devise and perform a drama to realise an intention.	5	Internal		
91215	Discuss a drama or theatre form or period with reference to a text.	4	External	Y	Y
91216	Perform features of a complex drama or theatre form or period.	4	Internal	Y	N
91217	Examine the work of a playwright.	4	Internal	Y	N
91218	Perform a substantial acting role in a scripted production.	5	Internal	Y	N
Total number of credits available towards Level 2 NCEA		22			

Year 13 Drama Guideline(s)

14 credits at Level 2 in Drama or HOD permission

Course Costs

\$5

Dramafest (Class Production) Script Charge

Associated Costs

\$40.00

Students are invited to attend performances and workshops throughout the year

Contact Person

Ms C Jennings

ECONOMICS (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Minimum of 3 Assessments at Achieved (one being the End of Year Exam) and/or discretion of Faculty Leader.

Course/Course Content

Objectives

- To allow students to explore the major economic issues and to develop an awareness of policies that a government may implement to address these issues
- To define and measure these issues and to understand their causes and possible effects.

Content

Focus on four major economic issues:

- Growth
- Trade
- Inflation
- Employment

Assessment		Internal 45%	External 55%		
Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
2.1	Analyse inflation using economic concepts and models	4	External	N	Y
2.2	Analyse international trade using economic concepts and models	4	External	N	Y
2.3	Analyse economic growth using economic concepts and models	4	External	N	Y
2.4	Analyse unemployment using economic concepts and models	4	Internal	N	N
2.6	Analyse how government policy and contemporary economic issues interact	6	Internal	Y	N
Total number of credits available towards the Level 2 NCEA		22			

Year 13 Economics Guideline(s)

14 credits at NCEA Level 2 OR HOD approval.

<u>Course Costs</u>	\$43.00	Online learning programme (www.elearningeconomics.com), Workbook (Economics Learning Workbook Level 2 – Alastair Blyth)
<u>Associated Costs</u>	\$20.00	Subject based excursion

Contact Person(s)

Mrs Rothbart, Ms Sawyer

ENGLISH (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Course completion of Year 11 English.

Course/Course Content

Objectives

- Students will develop their writing skills and produce a range of written and visual/verbal text types
- Students will analyse a range of written texts and respond to these critically and creatively

Content

- Written text study
- NZ/Māori/Pasifika short texts
- Unfamiliar text skills
- Produce a writing portfolio
- Personal reading responses
- Produce a visual/verbal text

Assessment

Internal Approx. 50%

External 60%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
(2.1) 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	4	External	Y	Y
(2.3) 91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	4	External	Y	Y
(2.4) 91101	Produce a selection of crafted and controlled writing	6	Internal	N	Y
(2.6) 91103	Create a crafted and controlled visual and verbal text	3	Internal	N	N
(2.9) 91106	Form developed personal responses to independently read texts, supported by evidence	4	Internal	Y	N
Total number of credits available towards Level 2 NCEA		21			

Course Costs

\$20

Unfamiliar text skills workbook

Associated Costs

Nil

Year 13 English Guideline(s)

14 credits at Level 2, including at least ONE external standard.

Contact Person

English Faculty Leader – Mrs van Ansem

ENGLISH FOR LITERACY (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- At the discretion of HOF based on Year 11 teacher recommendation for academic record and positive work ethic.

Course/Course Content

Objectives

- Support students with the learning and assessment needs of Level 2 English
- Progress students' learning in English
- Gain University Entrance Literacy credits

Content

- Close viewing of a visual text
- Produce a writing portfolio
- Research
- Written text study

Assessment

Internal Approx. 80%

External 20%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
(2.1) 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	4	External	Y	Y
(2.2) 91099	OPTIONAL: Analyse specified aspect(s) of studied visual text(s), supported by evidence	(4) optional	External	N	Y
(2.4) 91101	Produce a selection of crafted and controlled writing	6	Internal	N	Y
(2.8) 91105	Use information literacy skills to form developed conclusion(s)	4	Internal	Y	N
(2.10) 91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	3	Internal	N	N
Total number of credits available towards Level 2 NCEA		17 (21)			

Course Costs

Nil

Associated Costs

Nil

Year 13 English Guideline(s)

14 credits at Level 2, including at least ONE external standard.

Contact Person

English Faculty Leader – Mrs van Ansem

ENGLISH SECOND LANGUAGE – ESL (Year 12)

NCEA Level 1

Guideline(s)/Minimum Entry

- Teacher recommendation or diagnostic assessment.

Course/Course Content

Objectives:

- To increase students' knowledge and understanding of the academic English required for secondary and tertiary study in NZ.
- Preparation for 13ESL Level 2 English, the requirement for New Zealand University Entrance
- To learn about New Zealand culture
- To develop confidence in taking part in New Zealand society.

Course Content

- The course covers academic and communicative English over the language skills of listening, speaking, reading, writing, grammar and vocabulary.

Assessment

Focussed on internal assessment with the opportunity to enter some external assessments.

Type	Level	Achievement Standard	Description	Credits	Assessment
*English	1	90849	Show understanding of specified aspect(s) of studied written text(s), using supportive evidence	4	External
*English	1	90850	Show understanding of specified aspect(s) of studied visual or oral text(s), using supportive evidence	4	External
*English	1	90851	Show understanding of significant aspect(s) of unfamiliar written text(s) through close reading, using supporting evidence.	4	External
English	1	90052	Produce creative writing	3	Internal
English	1	90853	Use information literacy skills to form conclusions	4	Internal
English	1	90856	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.	3	Internal
Total number of credits available towards the Level 2 NCEA				22	

** Students will sit only two of the three externals, selection at teacher's discretion.*

***Course subject to changes.*

Course Costs

Nil

Associated Costs

Nil

Contact Person

Ms Walker

FOOD TECHNOLOGY AND NUTRITION (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Year 11 Food Technology and Nutrition is an advantage, but Food Technology and Nutrition can be taken for the first time at Year 12.

Course/Course Content

This course offers an opportunity for students to develop their knowledge of Food Technology and Human Nutrition and to increase their practical skills in food preparation. The Standards offered are subject to the student's technology practice and are not limited to those listed in the table below.

Objectives

Students will:

- Develop their knowledge and understanding of the design process as it applies to food products
- Maintain effective food safety practices while working with food
- Develop skill in technological enquiry and practice in the food related area
- Gain a deeper understanding of human nutrition both for everyday life and in specialised areas such as sport and for those with specific dietary needs
- Investigate the increasing importance of producing and using food sustainably.

Content

- Develop skills in time management, planning and decision making in a fast-paced kitchen environment
- Demonstrate understanding of the nutritional needs of people with specific dietary needs
- Evaluate sustainable food-related practices
- Apply nutritional knowledge and technological skills in the preparation of food
- Maintain effective safety practices while working with food
- Develop advanced procedures to process a food product.

Assessment Internal 100%

Achievement Standard	Description	Credits	Assessment
91299 (Home Economics 2.1)	Analyse issues related to the provision of food for people with specific food needs	5	Internal
91301 (Home Economics 2.3)	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	5	Internal
91302 (Home Economics 2.4)	Evaluate sustainable food related practices	5	Internal
91351 (Tech 2.6)	Implement advanced procedures to process a specified product	4	Internal
Total number of credits available towards the Level 2 NCEA		19	

Course Costs

\$60.00

Consumable food fee

Associated Costs

Nil

Contact Person

Mrs Henvest

GEOGRAPHY (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Minimum of Achieved in Geographic Research, the end of the year exam and one other assessment in Year 11 Geography.
- Year 11 Geography is preferred although Geography can be taken for the first time in Year 12 if students meet the Year 12 English requirements.

Course/Course Content

Objectives

- Develop an understanding of natural, social and economic environments and their inter-relationship with people
- Investigate contemporary local and global geographic issues
- Develop geographic skills used for interpretation and decision-making
- Undertake research to understand geographic environments

Content

- Natural Environments - Tongariro Volcanic Centre
- Differences in Development - Tanzania and the United States of America
- Contemporary Geographic Issue – overuse of the Tongariro Crossing
- Geographic Research – an investigation of Auckland playgrounds or similar urban topic
- Global Geographic Pattern – global happiness
- Geographic Concepts and Skills.

Assessment

Achievement /Unit Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91240 (2.1)	Demonstrate geographic understanding of a large natural environment	4	External	Y	Y
91242 (2.3)	Demonstrate geographic understanding of differences in development	4	External	Y	Y
91243 (2.4)	Apply concepts and geographic skills to demonstrate understanding in a given environment	4	External		
91244 (2.5)	Conduct geographic research with guidance	5	Internal		
91245 (2.6)	Explain aspects of a contemporary geographic issue	3	Internal		
91246 (2.7)	Explain aspects of a geographic topic at a global scale	3	Internal		
Total number of credits available towards the Level 2 NCEA		23			

Year 13 Geography Guideline(s)

14 credits in NCEA Level 2 Geography with at least one internal standard and at least one external standard, or meeting the requirements for Year 13 English.

Course Costs

\$25.00

Geographic Skills workbook

Associated Costs

\$400.00 approx.

Tongariro Volcanic Centre field trip (3 days),
Auckland research field trip (1 day)

Contact Person(s)

Ms Tomlinson, Mrs McKay

GERMAN (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- An achieved grade in Year 11 German in each assessment OR Head of Department approval.

Course/Course Content

Objectives

- To communicate effectively in the German language by further developing competence in the four language skills: listening, speaking, reading, writing
- To effectively express and justify their own ideas and opinions and support or challenge those of others
- To use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts
- To learn about the German culture e.g. daily life, festivals, geographical regions
- To provide an extra dimension for career opportunities
- To enjoy using a second language in meaningful situations.

Content

This course consolidates learning to date and uses various themes of interest to pupils to reinforce and extend the basic skills of listening, speaking, reading and writing. Topics studied may include:

- Family and Relationships
- Health
- Travel and Holidays, including a German speaking country
- Future Plans
- Fairy stories as a genre
- German Reunification and Berlin.

Assessment		Internal: 50%	External: 50%
Achievement Standard	Description	Credits	Assessment
AS91123 (2.1)	Demonstrate understanding of a variety of spoken German texts on familiar matters	5	External
AS 91124 (2.3)	Interact using spoken German to share information and justify ideas and opinions in different situations	5	Internal
AS91126 (2.4)	Demonstrate understanding of a variety of written and/or visual German text(s) on familiar matters	5	External
AS91127 (2.5)	Write a variety of text types in German to convey information, ideas, and opinions in genuine contexts	5	Internal
Total number of credits available towards the Level 2 NCEA		20	

Course Costs \$45.00 Write-on grammar book (retained for Year 13),
Online vocabulary learning

Associated Costs Nil

Contact Person

Ms A Vincent

HEALTH (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- At the teacher's discretion.

Course/Course Content

Objectives

- Investigate adolescent issues that teenagers have in today's society
- Understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences
- Plan strategies to respond to challenging situations
- Analyse how society influences the choices we make
- To critically evaluate health issues
- To discuss with an open mind various health issues
- To become more aware of the health issues in society

Content

- Develop an understanding of resilience
- Explore risk and protective factors which operate at the personal, interpersonal and societal level
- Explore a variety of strategies that develop and maintain the protective factors and minimise the risk factors
- Promote awareness of issues relating to mental and emotional well-being
- Review or revise an aspect of school policy and practice related to student's well-being
- Developing understanding of gender identity and sexual identity
- Influences on gender identity and sexual identity (cultural, media, interrelationships with others)
- Social justice and strategies for addressing inequalities in gender and sexuality situations
- Analyse a variety of adolescent health issues including binge drinking in preparation for externals.

Assessment

Achievement Standard	Description	Credits	Assessment Mode
AS 91235 (2.1)	Analyse an adolescent health issue	5	External
AS 91236 (2.2)	Evaluate factors that influence people's ability to manage change	5	Internal
AS 91237 (2.3)	Take action to enhance an aspect of peoples well-being within the school or wider community	5	Internal
AS 91239 (2.5)	Analyse issues related to sexuality and gender to develop strategies for addressing the issue	5	Internal
Total number of credits available towards the Level 2 NCEA		20	

Year 13 Health Guideline(s)

An achieved grade or better in the external AS 91235 (2.1) and a merit grade in two of the other assessed Level 2 Health Achievement Standards.

Course Costs

\$26.00

Workbook

Associated Costs

Nil

Contact Person

Ms G Thomas

HISTORY (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Students must pass 2 out of the 4 assessments at year 11 History, one of which must be the End of Year exam.
- Year 11 History is preferred, although History can be taken for the first time at Year 12 providing the student has excellent English results.

Course/Course Content

Objectives

- Develop skills of inquiry, interpretation and communication
- Develop an understanding of other people, times and places
- Develop individual research skills
- Develop the ability to enter imaginatively into events of the past.

Content

This course concentrates on Nineteenth and Twentieth Century History

- The Vietnam War
- Weimar Germany and the rise of Hitler and the Nazi Party.

Assessment

Internal 60%

External 40%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91229 (2.1)	Carry out an inquiry of a historical event or place of significance to New Zealanders	4	Internal	Y	N
91230 (2.2)	Examine a historical event. or place, of significance to New Zealanders	5	Internal	Y	N
91231 (2.3)	Examine sources of a historical event of significance to New Zealanders	4	External	Y	Y
91232 (2.4)	Interpret different perspectives of people in a historical event of significance to New Zealanders	5	Internal	Y	N
91233 (2.5)	Examine causes and consequences of a significant historical event	5	External	Y	Y
MAXIMUM number of credits available towards Level 2 NCEA		23			

Year 13 History Guideline(s)

16 credits NCEA Level 2 or permission from Head of Faculty.

It is required that all students achieve at least 14 credits in NCEA level 1 English as well.

Course Costs

Nil

Associated Costs

Nil

Contact Person

Ms Simpson

HOSPITALITY (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- None.
- Open to ALL Year 12 and 13 students.

Objectives

- To introduce students to the needs and demands of working in the Hospitality Industry
- To equip students with knowledge, skills and confidence in the selection, preparation, and service of food to standards required by the Hospitality Industry
- To develop students' knowledge of food hygiene procedures and practices in a commercial kitchen.

Content

This is outlined in the description of the unit standards offered. It is a Hospitality Standards requirement that Unit 167 must be completed and passed before completing any other Cookery unit at Level 2.

Assessment

Internal 100%

Level	Industry Training Organisation (ITO) Unit Standard	Description	Credits
2	167	Practice food safety methods in a food business	4
2	13285	Handle and maintain knives in a commercial kitchen	2
2	13283	Prepare and present salads for service in a commercial kitchen	2
2	13276	Prepare and cook food by grilling in a commercial kitchen	2
2	13281	Prepare and present basic sandwiches for service in a commercial kitchen	2
2	13279	Cook food by microwave in a commercial kitchen	2
2	13273	Cook food by boiling in a commercial kitchen	2
2	13278	Cook food by roasting in a commercial kitchen	2
Total number of credits available towards the Level 2 NCEA			18

Course Costs

\$70.00

Consumable food fee

Associated Costs

Nil

Contact Person

Ms Gee

MATHEMATICS SPECIALIST (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

Merit or higher in 11MAS assessments and/or teacher recommendation

Course/Course Content

Objectives

Candidates will be expected to learn and apply skills in the following areas

- **Graphing** - use equations and transformations of graphs to solve problems. Draw and find the equations of quadratic, absolute, cubic, trigonometric, exponential and logarithmic graphs.
- **Trigonometry** - applications of sine rule, cosine rule and area of a non-right-angled triangles.
- **Algebra** - manipulating algebraic expressions, determining the nature of the roots of a quadratic equation and forming and solving linear, quadratic and exponential equations.
- **Calculus** - using derivatives and anti-derivatives of polynomials to solve problems.
- **Probability** - risk and relative risk, the normal distribution, experimental distributions, relative frequencies, two-way tables and probability trees.

Assessment	Internal 35%	External 65%	
Achievement Standard	Description	Credits	Assessment
91257 (2.2)	Apply graphical models in solving problems	4	Internal
91259 (2.4)	Apply trigonometric relationships in solving problems	3	Internal
91261 (2.6)	Apply algebraic methods in solving problems	4	External
91262 (2.7)	Apply calculus methods in solving problems	5	External
91267 (2.12)	Apply probability methods in solving problems	4	External
Total number of credits available towards the Level 2 NCEA		20	

Year 13 Mathematics Guideline(s)

- Mathematics with Calculus: At least 16 NCEA Level 2 Mathematics Achievement Standard credits AND Merit in 2.6 (Algebra), 2.2 (Graphs), and 2.7 (Calculus).
- Mathematics with Statistics: At least 13 NCEA Level 2/3 Mathematics Achievement Standard credits AND gained 2.12 (Probability).
- Mathematics: At least 10 NCEA Level 2/3 Mathematics Achievement Standard credits.

Course Costs

\$45.00

Write-on workbooks and revision materials

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

MATHEMATICS (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Achievement in most topics covered in 11MAT/11MAS and/or teacher recommendation.

Course/Course Content

Objectives

Candidates will be expected to learn and apply skills in the following areas

- **Sequences and Series** - using arithmetic and geometric sequences and series to solve problems
- **Trigonometry** - applications of sine rule, cosine rule and area of a non-right-angled triangles.
- **Statistics** - box and whisker graphs. Plan and conduct an investigation to make an inference about a population.
- **Probability** - risk and relative risk, the normal distribution, experimental distributions, relative frequencies, two-way tables and probability trees.
- **Bivariate Statistics** - scatter graphs. Plan and conduct an investigation using bivariate numerical data.

Assessment

Internal 79%

External 21%

Standards	Description	Credits	Assessment
91258 (2.3)	Apply sequences and series in solving problems	2	Internal
91259 (2.4)	Apply trigonometric relationships in solving problems	3	Internal
91264 (2.9)	Use statistical methods to make an inference	4	Internal
91267 (2.12)	Apply probability methods in solving problems	4	External
91581 (3.9)	Investigate bivariate measurement data	4	Internal
Total number of credits available towards the Level 2 NCEA		17	

Year 13 Mathematics Guidelines:

- Mathematics with Statistics: At least 13 NCEA Level 2/3 Mathematics Achievement Standard credits AND gained 2.12 (Probability).
- Mathematics: At least 10 NCEA Level 2/3 Mathematics Achievement Standard credits.
- This course **does not** lead to Maths with Calculus at Year 13. Students must take 12MAS if they wish to study Maths with Calculus at Year 13.

Course Costs

\$35.00

Write-on workbooks and revision material

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

MATHEMATICS APPLIED (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Students who have not met the requirements for 12MAT but wish to continue studying Mathematics will be considered for this course.

Course/Course Content

Objectives

Candidates will be expected to learn and apply skills in the following areas

- Sequences and Series** - using arithmetic and geometric sequences and series to solve problems
- Trigonometry** - applications of sine rule, cosine rule and area of a non-right-angled triangles.
- Statistics** - box and whisker graphs. Plan and conduct an investigation to make an inference about a population.
- Probability** - risk and relative risk, the normal distribution, experimental distributions, relative frequencies, two-way tables and probability trees.
- Bivariate Statistics** - scatter graphs. Plan and conduct an investigation using bivariate numerical data.

Assessment

Internal 76%

External 24%

Standards	Description	Credits	Assessment
91258 (2.3)	Apply sequences and series in solving problems	2	Internal
91259 (2.4)	Apply trigonometric relationships in solving problems	3	Internal
91264 (2.9)	Use statistical methods to make an inference	4	Internal
91267 (2.12)	Apply probability methods in solving problems	4	External
91581 (3.9)	Investigate bivariate measurement data	4	Internal
Total number of credits available towards the Level 2 NCEA		17	

Year 13 Mathematics Guidelines:

- Mathematics with Statistics: At least 13 NCEA Level 2/3 Mathematics Achievement Standard credits AND gained 2.12 (Probability).
- Mathematics: At least 10 NCEA Level 2/3 Mathematics Achievement Standard credits.
- This course **does not** lead to Maths with Calculus at Year 13. Students must take 12MAS if they wish to study Maths with Calculus at Year 13.

Course Costs

\$35.00

Write-on workbooks and revision material

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

MEDIA STUDIES (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

Successfully passing at least 50% of the theoretical modules and 75% of the practical modules in Year 11 Media Studies or discretionary entry based on Year 11 Media Studies or English achievement.

Course/Course Content

Objectives

- Students should become more visually literate and be able to write detailed and informed pieces on a wide range of Media
- Students should be able to analyse & interpret meanings in film and be proficient in basic video production knowledge and skills.

Content

- Close reading of film
- Study of messages & values in the media & the impact of the media on a social grouping
- Narrative conventions in film
- Genre studies
- Production of short film, music video, film trailer.

Assessment

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
90278 (2.3)	Demonstrate understanding of representation in the media	3	Internal		
90279 (2.4)	Demonstrate understanding of an aspect of a media genre	4	External		
90280 (2.5)	Demonstrate understanding of narrative conventions in media texts	4	Internal		
91252	Produce a design and plan for a developed media product using a range of conventions	4	Internal		
91253	Complete a developed media product from a design and plan using a range of conventions	6	Internal		
91255	Write developed media text for a specific target audience	3	Internal	N	Y
Total number of credits available towards the Level 2 NCEA		24			

Course Costs

Nil

Associated Costs

Nil

Contact Person

Mr M Ifrim

MUSIC (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- 3 Achieved grades in Year 11 Music or HOD Music approval.

Course/Course Content

Objectives

- A practically based course with an emphasis on composition and performance but covering a broad range of musical knowledge and skills.
- A Contemporary course is also offered for non-music readers with an interest in rock/pop genres. Relevant standards are marked C on the grid below.
- This course is designed to lead on to either level 3 Music Studies, Practical Music or Contemporary Music.

Content

- Performance – instrumental / voice – solo and ensemble
- Listening skills
- Composition and Instrumentation
- Materials of music, study of music works including research.

Assessment

Standards marked * may be selected by students in addition to compulsory standards.

Standards marked (C) are for Contemporary Music Course Students

Achievement Standard	Description	Credits	Assessment
AS91270 (C)	Perform two substantial pieces of music as a featured soloist.	6	Internal
AS91272 (C)	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group.	4	Internal
AS91272 (C)	Compose two substantial pieces of music	6	Internal
AS91273	*Create an instrumentation	4	Internal
AS91275	*Demonstrate aural skill through written representation	4	External
AS91274 (C)	*Perform two substantial pieces of music as a featured soloist on a second instrument	6	Internal
AS91276	Demonstrate knowledge of conventions in a range of music scores	4	External
AS91277	*Demonstrate understanding of two substantial contrasting music works	4	External
US27658 (C)	Demonstrate and apply knowledge of electronic music production and music notation application(s)	4	Internal
Total number of credits available towards the Level 2 NCEA		24 or more	

Year 13 Music Guideline(s)

- An achieved grade in 3 NCEA Level 2 Music standards or approval from HOD.

Course Costs

\$10.00

Resources

Associated Costs

\$95.00

Music tuition, APO concert

Contact Person

Mr A Lile

NEW ZEALAND TOURISM (Year 12)

NCEA Level 2

National Certificate in Tourism – Introductory Skills Level 2

Guideline(s) / Minimum Entry

- None.
- Year 12 students with a genuine interest in New Zealand Tourism, particularly those considering a career in this growing industry.

Course/Course Content

Objectives

- To provide students with knowledge of the New Zealand Travel and Tourism Industry
- To provide prior-learning opportunities for further education and training in the Travel/Tourism industry.

Content

Students will undertake travel and tourism modules which have been developed to meet standards established by the Aviation, Tourism and Travel Training Organisation (ATTTO)

- New Zealand as a Tourist Destination
- Customer Service Skills
- World Travel Geography outside New Zealand.

Assessment Internal 100%

Level	Unit Standard	Description	Credits
2	24726	Describe and compare social and cultural impacts of tourism	3
2	24728	Demonstrate knowledge of work roles in tourism	3
2	24729	Demonstrate knowledge of world tourist destinations	4
2	24730	Demonstrate knowledge of the business of tourism	4
2	24731	Demonstrate knowledge of destination New Zealand	4
2	24732	Demonstrate knowledge of tourist characteristics and needs	3
2	18237	Perform calculations for a tourist workplace	3
Total number of credits towards NCEA Levels 2 and National Certificate in Tourism – Introductory Skills Level 2			24

Course Costs Nil STAR funded programme
Associated Costs Nil

Contact Person(s)

Mr James - Development Programmes Leader

OUTDOOR EDUCATION – LEVEL 2 (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- Year 11 PHE or Year 11 OED.

Course/Course Content

Objectives

- To develop a sense of personal worth
- To develop the ability to work within a team, showing concern and respect for others, developing mutual trust, support, and confidence within the team
- To learn the importance of correct safety techniques in outdoor activities including an understanding of Risk Management
- To be introduced to different kinds of communication.

Content

- Term 1:** Adventure Based Learning, Kayaking, First Aid
- Term 2:** Bush craft, Adventure Ropes Course
- Term 3:** Scuba Diving, Tramping Trip
- Term 4:** Raft building

Assessment *

Internal 100%

Level	Unit Standard	Description	Credits	Assessment
2	91330 (AS 2.4)	Perform a physical activity in an applied setting	4	Internal
2	91333 (2.7)	Analyse the application of risk management strategies to a challenging outdoor activity	3	Internal
3	6400	Manage First Aid in Emergency Situations	2	Internal
2	6401	Provide First Aid	1	Internal
1	6402	Provide Resuscitation	1	Internal
2	426	Experience camping	3	Internal
2	470	Adventure Based learning (Low Ropes Course)	3	Internal
2	467	Adventure Based Learning	3	Internal
2	473	Adventure Based Learning (High Ropes Course)	3	Internal
Total number of credits available towards the Level 1 NCEA = 1 Total number of credits available towards the Level 2 NCEA = AS – 7, US 13 Total number of credits available towards the Level 3 NCEA = 2			23	

***Note: Course assessment/content may change slightly before the start of 2020.**

Year 13 Sport and Recreation Leadership Guideline(s)

An achieved grade in four of the assessed standards in 12 Physical Education or 12 Outdoor Education.

Course Costs

Nil

Associated Costs

\$775.00

Activity fee for all trips and EOTC activities

Contact Person

Mr Thompson

PHYSICAL EDUCATION (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- An average of Merit from all year 11 assessments related to Physical Education.

Course/Course Content

Objectives

- To develop a knowledge, understanding and appreciation of the human body as it relates to movement and performance
- To give an appreciation of the contribution that physical activity has to the development of a healthy life-style
- To develop interpersonal and social responsibility skills in group and team situations
- To develop management skills in implementing a physical activity or outdoor event.

Content

- Skill Learning
- Exercise Physiology
- Principles of Training
- Methods of Training
- Sports Psychology
- Outdoor Education day trips.
- Social Responsibility
- Sociocultural factors impacting activity involvement
- Practical Performance
 - Tough Guy / Gal event performance
 - Badminton performance
- Safety and Risk Management.

Assessment

Internal 100 %

Achievement or Unit Standard	Description	Credits	Assessment
91329 (2.3)	Demonstrate understanding of the application of biophysical principles to training for physical activity	4	Internal
91330 (2.4)	Perform a physical activity in an applied setting	4	Internal
91333 (2.7)	Analyse the application of risk management strategies to a challenging outdoor activity	3	Internal
91334 (2.8)	Consistently demonstrate social responsibility through application of a social responsibility model in physical activity contexts.	3	Internal
91331 (2.5)	Examine the significance for self, others and society of a physical activity	4	Internal
Total number of credits available towards the Level 2 NCEA		18	

Year 13 Physical Education Guideline(s)

A merit grade or higher in four of the assessed Level 2 Standards.

Students must also have attained an achieved grade or higher in Achievement Standard 91329 (2.3).

Discretion of Faculty Leader.

Course Costs

\$23.00

Workbook

Associated Costs

\$375.00

Activity fee, Tough Guy/Gal entry fee, transport costs, Badminton coaching, Outdoor Education day trips

Contact Person

Mr D Storrie

PHYSICS (Year 12)

NCEA Level 2

Guideline(s) / Minimum Entry

- Attain at least an achieved grade in the Level 1 Achievement Standards related to Physics.

Course/Course Content

Objectives

In their study of Physics, students will use their developing scientific knowledge, skills and attitudes to:

- Demonstrate an understanding of concepts, principles and models
- Apply concepts and principles to explain physical phenomena, systems and devices
- Describe how physical theories and models have been developed
- Explain how development in physics-based applications can lead to changes in society.

Content

The modules include:

- Mechanics
- Electricity
- Light and waves
- Nuclear Physics.

The use of electronic devices will be an integral part of the learning process and it will be a significant disadvantage if students do not have a personal device.

Assessment

Internal 16%

External 84%

Achievement Standard	Description	Credits	Assessment
91170 (P.2.3)	Demonstrate understanding of waves.	4	External
91171 (P.2.4)	Demonstrate understanding of mechanics.	6	External
91172 (P.2.5)	Demonstrate understanding of atomic and nuclear physics.	3	Internal
91173 (P.2.6)	Demonstrate understanding of electricity and electromagnetism.	6	External
91169 (P.2.2)	Demonstrate understanding of physics relevant to a selected context	3	Internal
Total number of credits available towards the Level 2 NCEA		19	

Year 13 Physics Guideline(s)

At least 13 credits in NCEA Level 2 Physics plus literacy & numeracy requirements.

Course Costs

\$45.00

SciPAD workbook, login for Education Perfect online learning (covers all Senior Sciences)

Associated Costs

Nil

Contact Person(s)

Mrs Kaur or Ms A Kockott

SCIENCE (Year 12)

NCEA Level 2

Guideline(s) / Minimum Entry

- Discretionary entry based on Year 11 Science achievement - students should have achieved some success in the Year 11 course.

Course/Course Content

Objectives

In this course students will:

- Develop their scientific practical skills and attitudes
- Be exposed to a range of scientific concepts from the main science strands: biology, chemistry and earth and space science.

Content

This course involves the evaluation an issue in Earth and Space Science and how information about the issue is presented to the public. Chemical analysis by using ion identification procedures is a practically assessed component . Field work in ecology during a trip to the rocky shore and an Earth and Space investigation is also carried out. If the students wish to carry on to 13BIO then they would focus on the study of genetic variation and change, whilst another student choice internal may be offered.

The content of this course remains flexible, as we progress through the year, we are able to change standards based on the interest of the class.

Assessment

Internal 79%

External 21%

Achievement Standard	Description	Credits	Assessment
91157 B2.5	Demonstrate understanding of genetic variation and change	4	External
91153 B2.1	Investigate a pattern in an ecological community, with supervision	4	Internal
91911 C2.2	Carry out procedures to identify ions present in solution	3	Internal
91187 E2.1	Carry out a practical Earth and Space investigation	4	Internal
91188 E2.2	Examine an Earth and Space Science issue and the validity of the information communicated to the public	4	Internal
Total number of credits available towards the Level 2 NCEA		19	

Year 13 Science Guideline(s):

At least 11 credits in NCEA level 2 Science, Biology, Chemistry or Physics plus literacy & numeracy requirements.(3 standards)

The expected pathway for students doing 12SCI will be for them to do 13SCI. However, with FL approval a student may be eligible to do 13BIO and the external B2.5 must be passed.

It is expected that a student will do either 12SCI or one or more of the specialised options (12BIO, 12CHE or 12PHY). However, with FL approval a student may be eligible to do 12SCI and a specialised option.

Course Costs

\$20.00

Login for Education Perfect online learning.

Associated Costs

Nil

Contact Person

Ms A Kockott

SPANISH (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- An achieved grade in Year 11 Spanish in each assessment OR Head of Department approval.

Course/Course Content

Objectives

- To communicate effectively in the Spanish language by further developing competence in the four language skills: listening, speaking, reading, writing
- To effectively express and justify their own ideas and opinions and support or challenge those of others
- To use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts
- To learn about Hispanic cultures e.g. daily life, festivals, geographical regions
- To provide an extra dimension for career opportunities
- To enjoy using a second language in meaningful situations.

Content

This course consolidates learning to date and uses various themes of interest to pupils to reinforce and extend the basic skills of listening, speaking, reading and writing. Topics studied may include:

- Giving Advice
- Media
- Festivals and Traditions
- Travel and Tourism
- Future Plans

Assessment

Internal: 50%

External: 50%

Achievement Standard	Description	Credits	Assessment
AS91148 (2.1)	Demonstrate understanding of a variety of spoken Spanish texts on familiar matters	5	External
AS 91149 (2.3)	Interact using spoken Spanish to share information and justify ideas and opinions in different situations	5	Internal
AS91151 (2.4)	Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters	5	External
AS91152 (2.5)	Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts	5	Internal
Total number of credits available towards the Level 2 NCEA		20	

Course Costs

\$20.00

Education Perfect online vocabulary learning

Associated Costs

Optional cultural events during the year

Contact Person

Miss A Law

TE REO MĀORI (Year 12)

NCEA Level 2

Guidelines/Minimum Entry

An achieved grade in Year 11 Māori in each assessment OR Head of Department approval.

Course Objectives

By the end of level 7, students are more confident with the language through tuhi, pānuitia, whakarongo and Kōrero. Students are collaborating through daily tasks and completing mahi on their own. They can explain and discuss many of their own ideas and opinions and may use te reo Māori creatively. They can read a variety of te reo Māori materials and write expressively for a range of purposes. Students use a range of strategies to help them learn te reo Māori effectively, and as a second language learner, they are developing more confidence in comprehension and fluency.

During the school terms we are learning:

- To communicate effectively in Te Reo Māori by developing competence in the four language skills: Whakarongo (listening) korero (speaking), pānui (reading), tuhituhi (writing)
- To learn about Tikanga Māori (Māori Culture) through learning karakia, mihimihi, pepeha, whakataukī, pakiwaitara, waiata, haka and whakawhanaungatanga.
- To provide a window into Te Ao Māori (Māori Society) in both a historical and modern context.

Assessment

Internal: 66%

External: 33%

Achievement Standard	Description	Credits	Assessment
AS91285 (2.2)	Kōrero kia whakamahi i te reo o tōna ao torotoro	6	Internal
AS 91286 (2.3)	Pānui kia mōhio i te ao o tōna ao torotoro	6	External
AS91288 (2.5)	Waihanga tuhinga whai take i te reo Māori o tea o whānui	6	Internal
Total number of credits available towards the Level 2 NCEA		18	

Course Costs

\$40.00

Workbook, Language Perfect online vocabulary learning

Associated Costs

Nil

Contact Person(s)

Ms Melisa Chase / Ms Anna Vincent

VISUAL ART – DESIGN (Year 12)

NCEA Level 2 Visual Arts

Guideline(s)/Minimum Entry

- 16 credits at Level 1 – Photography Design, Art Practical, DVC, Media Studies OR at discretion of HOD.

Course/Course Content

This course focusses on developing students' creative digital skills in either 2D graphic design or illustration. Students will learn both practical and digital applications to develop their skill set in design. They will learn the design iterative process to help develop and resolve ideas across different briefs. Students will develop skills and application of knowledge using graphic design programs and produce a series of resolved digital works. Students will also have the opportunity to develop practical skills with T-shirt design and screen-printing.

Objectives

- Develop critical, lateral & creative thinking skills in design
- Develop a range of design techniques appropriate to students' theme; either in 2D design or digital illustration
- Extend knowledge design practices and develop skills in Adobe Photoshop and Illustrator
- Use a digital workbook to document the design iterative process of idea development and resolution to generate, develop and clarify ideas.
- Develop understanding of the design conventions and process to form a systematic body of work.

Assessment

Achievement Standard	Description	Credits	Assessment
91315 (2.3)	Develop ideas in a related series of drawings appropriate to established design practice.	4	Internal
91320 (2.4)	Produce a systematic body of work that shows understanding of art making conventions and ideas within design.	12	External
91460 (3.5)	Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context.	4	Internal
Total number of credits available towards the Level 2 NCEA		20	

Year 13 Art Design Guideline(s)

It is advised that students achieve with Merit or Excellence at level 2 in order that they may cope with the demands of Level 3 Art Design.

<u>Course Costs</u>	\$60.00	Visual diary, printing costs and two folio boards
<u>Associated Costs</u>	\$10 approx.	1 year Adobe Creative Cloud Licence – optional but recommended

NOTE: It is highly recommended for students wishing to study Design at this level to have access to Adobe Creative Cloud

Contact Person

Ms A Whittaker (HOD)

VISUAL ART – PAINTING (Year 12)

NCEA Level 2 Visual Arts

Guideline(s)/Minimum Entry

- 16 credits at Level 1 Art Practical.

Course/Course Content

This course focusses on further developing skills in painting practice. Students will continue to develop their understanding of painting and drawing techniques and conventions. They will use established artist models to inform their own practice and develop work along a chosen personal theme. Students will produce a body of work over the course of the year that shows understanding of painting ideas and conventions.

Objectives:

- To develop critical, lateral & creative thinking skills in painting
- To develop a range of painting techniques appropriate to the theme studied
- To extend knowledge of historical and contemporary art practitioners
- To use the visual diary to establish a working process which includes research, drawing and mixed media to generate, develop, analyse and clarify ideas across a body of work.

Assessment

Achievement Standard	Description	Credits	Assessment
91311 (2.2)	Use drawing methods to apply knowledge of conventions appropriate to painting.	4	Internal
91316 (2.3)	Develop ideas in a related series of drawings appropriate to established painting practice.	4	Internal
91321 (2.4)	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting.	12	External
Total number of credits available towards the Level 2 NCEA		20	

Year 13 Art Painting Guideline(s)

It is advised that students achieve with Merit or Excellence at Level 2 in order that they may cope with the demands of level 3 Painting.

Course Costs

\$50.00

Art pack, carry folder, visual diary and two folio boards

Associated Costs

Nil

Contact Person

Ms A Whittaker (HOD)

VISUAL ART – PHOTOGRAPHY (Year 12)

NCEA Level 2

Guideline(s)/Minimum Entry

- 16 credits at Level 1 Photography Design, Art Practical OR at discretion of HOD.

Course/Course Content

This course focusses on further developing skills in photography practice. Students will continue to develop their practical knowledge with Photoshop, and the DSLR cameras; using the studio, lighting and editing to develop more comprehensive photography. They will use established artist models to inform their own practice and develop work along a theme. Students will produce a body of work over the course of the year that shows understanding of photography ideas and conventions.

Objectives

- To develop critical, lateral & creative thinking skills in photography.
- To extend knowledge of historical and contemporary photographers and styles.
- To further develop Photoshop and editing skills in image production and printing
- To use the visual diary to establish a working process which includes research, as well as drawing to generate, develop, analyse and clarify ideas across a body of work.

Assessment

Level	Standard	Description	Credits	Assessment
2	91317 (2.3)	Develop ideas in a related series of drawings appropriate to established photography practice.	4	Internal
3	91460 (3.5)	Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context.	4	Internal
2	91322 (2.4)	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.	12	External
Total number of credits available towards the Level 2 NCEA			20	

NOTE: It is highly recommended that students taking this course have access to a camera at home although there are a small number of cameras which can be borrowed from the college overnight or over a weekend.

Year 13 Photography Guideline(s)

It is advised that students achieve with Merit or Excellence in order that they may cope with the demands of Level 3 Photography.

<u>Course Costs</u>	\$50.00	Materials fee (Includes a visual diary, large format printing and folio boards)
<u>Associated Costs</u>	\$10 approx.	1 year Adobe Creative Cloud Licence – Optional but recommended

Contact Person(s)

Ms A Whittaker (HOD)

Course Structure for Year 13 Students - NCEA

The national qualification for students in Year 13 is Level 3 of the National Certificate of Educational Achievement (NCEA). In Year 13, all students take 5 subjects. Some students may be allowed to take 6 subjects. When selecting courses for Year 13, students should look ahead to the following year and beyond taking into account their long-term career aspirations. Like Level 2 subjects, Level 3 subjects also have a combination of both internally and externally assessed Achievement Standards.

Year 13 Subjects

Qualification: Level 3 NCEA

English (13ENG)	UE app
Scholarship English (13ENX)	UE app
Media Studies (13MES)	UE app
ESOL (13ESL)	
Calculus (13MCA)	UE app
Scholarship Calculus (13MCX)	UE app
Statistics (13MST)	UE app
Scholarship Statistics (13MSX)	UE app
Mathematics (13MAT)	UE app
Accounting (13ACC)	UE app
Biology (13BIO)	UE app
Scholarship Biology (13BIX)	UE app
Chemistry (13CHE)	UE app
Scholarship Chemistry (13CHX)	UE app
Physics (13PHY)	UE app
Scholarship Physics (13PHX)	UE app
Science (13SCI)	UE app
Geography (13GEO)	UE app
Global Studies (13GBS)	UE app
History (13HIS)	UE app
Classical Studies (13CLA)	UE app
Economics (13ECO)	UE app
Business Studies (13BUS)	UE app
Health (13HEA)	UE app
Physical Education (13PHE)	UE app
Outdoor Education (13OED)	
Sport & Recreational Leadership (13SRL)	

Digital Technologies Computing (13DTC)	UE app
Digital Technologies Programming (13PRG)	UE app
Creative & Digital Technologies (Electronics) (13CDT)	UE app
Food Technology & Nutrition (13FTN)	UE app
Hospitality (13HOS)	
Design & Visual Communication (Graphics) (13DVC)	UE app
Building Construction & Allied Trade Skills (13BCT)	
Drama (13DRA)	UE app
Music Studies (13MUS)	UE app
Music – Practical (13MSP)	UE app
Dance (13DNC)	UE app
Art History (13ARH)	UE app
Visual Art – Design (13ARD)	UE app
Visual Art – Painting (13PAI)	UE app
Visual Art – Photography (13APH)	UE app
German (13GER)	UE app
Chinese (13CHN)	UE app
Te Reo Māori (13MAO)	UE app
New Zealand Tourism (13NZT)	

ACCOUNTING (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- A minimum of 14 credits out of the 19 credits available from NCEA Level 2 Accounting including AS91176 (2.3).

Course/Course Content

Objectives

- To promote the knowledge and understanding of accounting as a financial language for individuals, Partnerships and Companies
- To develop key competencies in a range of financial contexts (Thinking; Using language, symbols, and texts; Managing self; Relating to others; Participating and contributing) and values (excellence; innovation; inquiry and curiosity; diversity; equity; community and participation; ecological sustainability; integrity)
- To apply financial knowledge and key competencies to practical situations.

Content

- Developing an understanding of the principles on which Accounting is based and how they are applied in a range of situations
- Recording and processing financial transactions
- Describing and evaluating a job cost system
- Reporting financial information to interested parties
- Analysing, interpreting and evaluating financial and non-financial information to make informed decisions.

Assessment

Internal 47%

External 53%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91405 (3.2)	Demonstrate understanding of Accounting for partnerships	4	Internal		
91406 (3.3)	Demonstrate understanding of company financial statement preparation	5	External		
91407 (3.4)	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity. *	5	Internal		
91408 (3.5)	Demonstrate understanding of management Accounting to inform decision making	4	External		
91409 (3.6)	Demonstrate understanding of a job cost subsystem for an entity	4	Internal		
Total number of credits available towards the Level 3 NCEA		22			

* For Scholarship students and students prepared to do extra sessions this 5 credit internal is available (AS 91407 (3.4)).

Course Costs

\$65.00

Workbook, revision book, estudee electronic revision program for AS 3.3.

Associated Costs

Nil

Contact Person

Ms Doherty

ART HISTORY (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 12 credits in Level 2 Art History, English, History, or Classics
- Excellence and Merit grades recommended for students wishing to do Scholarship

Course/Course Content

Italian Art (painting, sculpture and architecture): The late Renaissance and Mannerism in Florence, Venice and Rome.

Objectives

- To understand the contexts in which art is made
- To differentiate between artist's styles and understand the reasons for similarities and differences
- To understand the values placed upon art works from a variety of contexts (Renaissance and Modern Art).

Content

For the standards 3.1, 3.3, 3.5, 3.6, 3.7 students study art from mid-to-late fifteenth-century Italy through the works of Bellini and Mantegna in Venice and Botticelli, Verocchio and Leonardo da Vinci in Florence. This provides a background to the development of the High Renaissance in Rome, where aspects of Michelangelo's work and Titian's work are studied. Mannerism is studied in the work of Pontormo, Bronzino and the late works of Raphael and Michelangelo. For standard 3.6 students study the value placed upon selected Renaissance works alongside modern art works of their choice.

*External examination questions require a long answer response **NOT** an essay format. However, a competent level of English is required for students to cope with the analytical aspect of the course. This is a factually rich subject that requires students to have an interest in both Art and History.

Assessment

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91482 (3.1)	Demonstrate understanding of style in art works	4	External	Y	Y
91484 (3.3)	Examine the relationship(s) between art and context	4	External	Y	Y
91486 (3.5)	Construct an Argument based on interpretation of research in art history.	4	Internal	Y	N
91487 (3.6)	Examine the different values placed on art works.	4	Internal	Y	N
91488 (3.7)	Examine the relationships between a theory and art works	4	Internal	Y	N
Total number of credits available towards the Level 3 NCEA		20			

Course Costs \$80.00 Workbooks
Associated Costs Nil

Contact Person(s)

Ms A Whittaker (HOD), Mr P Carrigan

BIOLOGY (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- A minimum of 11 credits attained in Level 2 Biology, including AS 91157 (2.5 – Describe genetic variation and change)

Course/Course Content

Objectives

- To develop a knowledge of basic facts, concepts and principles related to Biology and Ecology
- To foster an understanding of current issues in Biology and Molecular Biology
- To develop the use of scientific method and carry out practical investigation in solving problems in Biology and analysing their own data
- To develop practical skills necessary for Biological investigations
- To foster an appreciation of the importance of Biological science to society and integrate biological knowledge to develop an informed response to a socio-scientific contemporary issue.

Content

- Animal and Plants responses to the environment
- Socio-scientific issues
- Evolution
- Human Biological and Cultural Evolution
- Practical investigation.

Assessment

Internal 35%

External 65%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91601 (3.1)	Carry out a practical investigation in a biological context, with guidance	4	Internal		
91602 (3.2)	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	Internal	Y	Y
91603 (3.3)	Demonstrate understanding of the responses of plants and animals to their external environment	5	External	Y	Y
91605 (3.5)	Demonstrate understanding of evolutionary processes leading to speciation	4	External	Y	Y
91606 (3.6)	Demonstrate understanding of trends in human evolution	4	External	Y	Y
91607 (3.7)	Demonstrate understanding of human manipulations of genetic transfer and its biological implications (Optional Internal).	3	Internal		
Total number of credits available towards the Level 3 NCEA		23			

Course Costs

\$32.00

Level 3 Biology Scipad + Education Perfect

Associated Costs

\$30.00

Field trips

Contact Person(s)

Ms Jan, Dr Nafissi, Ms Kockott

BIOLOGY SCHOLARSHIP (Year 13) (13 BIX)

NCEA Level 3

Biology for those students who want academic extension and/or to prepare for the Biology Scholarship exams.

Guideline(s)/Minimum Entry

Teacher recommendation based on a high number of Excellence grades in Level 2 Biology Externals & Internals and an excellent work ethic

Course/Course Content

Objectives

- To prepare students for biology at a tertiary level by developing key critical thinking skills and building on key biological concepts.
- To increase students' Merit and Excellence endorsement at Level 3 Biology.
- Through this class, students will gain the skills of abstraction and generalisation, and the ability to integrate, synthesize and apply knowledge
- Through this class, students will gain the skills of abstraction and generalisation, and the ability to integrate, synthesize and apply knowledge. By the end of the school year, students will be equipped with comprehensive content knowledge, effective communication skills, critical evaluation, and flexible thinking in unfamiliar contexts.

Content

The achievement standards for this class are similar to those in Year 13 Biology, however students are also encouraged to participate in the Scholarship Biology examination at the end of the year in addition to their other external examinations. Biology Scholarship workshops are also included in the Scholarship programme throughout the year.

Content:

- Animal and Plants responses to the environment
- Socio-scientific issues
- Evolution
- Human Biological and Cultural Evolution
- Practical investigation.

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91601 (3.1)	Carry out a practical investigation in a biological context, with guidance	4	Internal		
91602 (3.2)	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	Internal	Y	Y
91603 (3.3)	Demonstrate understanding of the responses of plants and animals to their external environment	5	External	Y	Y
91605 (3.5)	Demonstrate understanding of evolutionary processes leading to speciation	4	External	Y	Y
91606 (3.6)	Demonstrate understanding of trends in human evolution	4	External	Y	Y
91607 (3.7)	Demonstrate understanding of human manipulations of genetic transfer and its biological implications (Optional Internal)	3	Internal		
Total number of credits available towards the Level 3 NCEA		23			

<u>Course Costs</u>	\$32.00	Level 3 Biology Scipad + Education Perfect
<u>Associated Costs</u>	\$30.00	Field trips

Contact Person(s)

Dr Nafissi

BUSINESS STUDIES (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- A minimum of 14 credits achieved at Level 2 NCEA Business Studies OR
- 14 Merit or better credits achieved in Level 2 NCEA English and 14 credits achieved in Level 2 Mathematics.

Course/Course Content

Objectives

- Demonstrate an understanding of the internal and external influences on a business that operates in a global context.
- Demonstrating an understanding of a Marketing Plan, human resource issues and exporting potential of a NZ business
- Understanding the dynamics of a sustainable and innovative business in a market day scenario
- Understanding the importance of Cultural Intelligence for Multinational organisations especially when exporting to a new market.

Content

- Internal factors within a business that operates in a global context
- Investigate the export potential of a new/existing product into a new market
- Marketing Plan
- Carrying out an innovative and sustainable Business activity with consultation.

Assessment

Internal 80%

External 20%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS 91379 (3.1)	Demonstrate understanding of how internal factors interact within a business that operates in a global context.	4	External	Y	Y
AS 91382 (3.4)	Develop a marketing plan for a new or existing product	6	Internal	Y	N
AS91384 (3.6)	Carry out, with consultation, an innovative and sustainable business activity	9	Internal	Y	N
AS91385 (3.7)	Investigate the export potential of a new/existing product into a new market	3	Internal	Y	N
Total number of credits available towards the Level 3 NCEA		22			

Please note:

The course may have offer other standards such as export potential and investigating an HR issue.

The Young Enterprise Programme may be offered as an extra-curricular activity/in-class activity if there is sufficient interest. Costs are associated with the programme -

<http://www.youngenterprise.org.nz/enterprise-programmes/lion-foundation-young-enterprise-scheme-year-12-13/>

Course Costs

\$37.00

Workbook

Associated Costs

\$85 - \$100.00

Excursion, Young Enterprise Scheme programme related costs (start-up capital plus travel costs for the kick start and business pitch day)

Contact Person

Mrs Harduar

BUILDING CONSTRUCTION AND ALLIED TRADE SKILLS (BCATS)

(Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- Students must have passed the BCATS Year 2 course (minimum 18 credits). US17593, US22316, US12932

Course/Course Content

Objectives

Students who participate in the BCATS at Level 3 would be seriously considering an apprenticeship in a variety of trades such as: carpentry, construction, joinery, and furniture making.

Content

Students are to prepare for and undertake a Stage 3 BCATS project and compare the final outcome against project requirements.

Students will need to assess the plan/working drawings and job specifications to calculate a cutting list and determine the scope of work including processes, mathematic calculations, and material quantities (also hardware and fastenings). Students will need to keep a journal for documenting all this evidence (calculations, sketching details and photos of the process of making) throughout the Stage 3 project.

They will need to work independently with limited supervision and draw on their previous BCATS experience.

Assessment

Internal 100%

Level	Unit Standard	Description	Credits	Assessment
3	29684	Undertake a stage 3 BCATS project	12	Internal
3	17592	Identify the causes of back injury and methods to prevent back injuries in the workplace	4	
3	17594	Demonstrate knowledge of hearing conservation in the workplace	3	
Total number of credits available towards the Level 3 NCEA			19	

Course Costs

\$180

Materials for project work

Associated Costs

Nil

Contact Person

Mr Pavarno

CALCULUS (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 12MAS student.
- 16 NCEA Level 2 Achievement Standard credits with Merit in 2.2 (Graphing), 2.6 (Algebra) & 2.7 (Calculus).
- This course can be taken in conjunction with 13MST.
- Scholarship Calculus is available to students sitting this course.

Course/Course Content

Objectives

Candidates will be expected to learn and apply skills in the following areas

- **Trigonometry** - manipulating trigonometric identities and graphing and solving trigonometric equations.
- **Complex Numbers** - solving quadratic and cubic equations with complex roots, Argand diagrams, polar and rectangular forms, loci and De Moivre's theorem.
- **Differentiation** - derivatives of power, trigonometric, exponential, and logarithmic functions, optimisation, related rates of change, parametric functions and chain, product, and quotient rules.
- **Integration** - integrating power, polynomial, exponential (base e only), trigonometric, and rational functions, reverse chain rule, rates of change problems, areas under or between graphs of functions, finding areas using numerical methods and differential equations.

Assessment **Internal 19 %** **External 81 %**

Achievement Standard	Description	Credits	Assessment
AS91575 (3.3)	Apply trigonometric methods in solving problems	4	Internal
AS91577 (3.5)	Apply the algebra of complex numbers, in solving problems	5	External
AS91578 (3.6)	Apply differentiation methods in solving problems	6	External
AS91579 (3.7)	Apply integration methods in solving problems	6	External
Total number of credits available towards the Level 3 NCEA		21	

Course Costs

\$40.00

Write-on workbooks and revision materials

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

CALCULUS SCHOLARSHIP (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 12MAS student.
- 16 NCEA Level 2 Achievement Standard credits with Excellence in 2.2 (Graphing), 2.6 (Algebra) & 2.7 (Calculus).
- This course can be taken in conjunction with 13MST/13MSX.
- Scholarship Calculus is available to students sitting this course.
- Students will be invited to join this course.

Course/Course Content

Objectives

Candidates will be expected to learn and apply skills in the following areas

- **Trigonometry** - manipulating trigonometric identities and graphing and solving trigonometric equations.
- **Complex Numbers** - solving quadratic and cubic equations with complex roots, Argand diagrams, polar and rectangular forms, loci and De Moivre's theorem.
- **Differentiation** - derivatives of power, trigonometric, exponential, and logarithmic functions, optimisation, related rates of change, parametric functions and chain, product, and quotient rules.
- **Integration** - integrating power, polynomial, exponential (base e only), trigonometric, and rational functions, reverse chain rule, rates of change problems, areas under or between graphs of functions, finding areas using numerical methods and differential equations.

Assessment **Internal 19 %** **External 81 %**

Achievement Standard	Description	Credits	Assessment
AS91575 (3.3)	Apply trigonometric methods in solving problems	4	Internal
AS91577 (3.5)	Apply the algebra of complex numbers, in solving problems	5	External
AS91578 (3.6)	Apply differentiation methods in solving problems	6	External
AS91579 (3.7)	Apply integration methods in solving problems	6	External
Total number of credits available towards the Level 3 NCEA		21	

Course Costs

\$40.00

Write-on workbooks and revision materials

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

CHEMISTRY (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- At least 14 credits in NCEA level 2 Chemistry, with at least one externally assessed standard at Merit or higher.

Course/Course Content

Objectives

- To investigate and develop the ways materials and chemical processes interact with people and the environment
- To carry out a range of practical investigations and use this and other information to explore chemical behaviour
- To understand important concepts in Chemistry and major patterns of chemical behaviour.

Course content

- Structure of particles and thermochemistry
- Organic chemistry
- Acids, bases, and precipitates
- Oxidation and reduction reactions.

Assessment: *Internal 30%, External 70%*

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS 91390 (3.4)	Demonstrate understanding of thermochemical principles and the properties of particles and substances	5	External		
AS 91391 (3.5)	Demonstrate understanding of the properties of organic compounds	5	External		
AS 91392 (3.6)	Demonstrate understanding of equilibrium principles in aqueous systems	5	External		
AS 91393 (3.7)	Demonstrate understanding of oxidation-reduction processes	3	Internal		
AS 91389 (3.3)	Demonstrate understanding of chemical processes in the world around us	3	Internal	Yes	Yes
Total number of credits available towards the Level 3 NCEA		21			

<u>Course Costs</u>	\$60.00	Level 3 Chemistry workbooks (internal and external), Education Perfect subscription (this covers all Science subjects)
<u>Associated Costs</u>	\$20.00 (TBC)	Kelly Tarlton's Trip

Contact Person

Mr Comber

CHEMISTRY SCHOLARSHIP (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- At least 15 credits in NCEA level 2 Chemistry at Merit or higher, plus literacy and numeracy requirements.
- Scholarship Chemistry is available to students sitting this course.
- Students will be invited to join this course.

Course/Course Content

Objectives

- To investigate and develop the ways materials and chemical processes interact with people and the environment
- To carry out a range of practical investigations and use this and other information to explore chemical behaviour
- To understand important concepts in Chemistry and major patterns of chemical behaviour.

Course Content

- Structure of particles and thermochemistry
- Organic chemistry
- Acids, bases, and precipitates
- Oxidation and reduction reactions.
- Spectroscopy

Assessment: *Internal 40%, External 60%*

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS 91390 (3.4)	Demonstrate understanding of thermochemical principles and the properties of particles and substances	5	External		
AS 91391 (3.5)	Demonstrate understanding of the properties of organic compounds	5	External		
AS 91392 (3.6)	Demonstrate understanding of equilibrium principles in aqueous systems	5	External		
AS 91389 (3.3)	Demonstrate understanding of chemical processes in the world around us	3	Internal	Yes	Yes
AS 91388 (3.2)	Demonstrate understanding of spectroscopic data in chemistry	3	Internal		
AS 91393 (3.7)	Demonstrate understanding of oxidation-reduction processes	3	Internal		
Total number of credits available towards the Level 3 NCEA		24			

Course Costs

\$60.00

Level 3 Chemistry workbooks (internal and external), Education Perfect subscription (this covers all Science subjects)
If doing Scholarship, a charge of \$21 will apply for a Scholarship workbook.

Associated Costs

\$20.00

Kelly Tarlton's Trip

Contact Person

Dr Naisbitt

CHINESE (MANDARIN) (Year 13)

NCEA Level 3

Guidelines/Minimum Entry

- An achieved grade at NCEA Level 2 Chinese in each assessed achievement standard OR Head of Faculty approval.

Course/Course Content

Objectives

- To communicate effectively in Chinese by further developing competence in the four language skills: listening, speaking, reading, writing in script
- To link Chinese culture with language experiences
- To provide an extra dimension for career opportunities
- To enjoy using a second language in meaningful situations
- To enjoy and appreciate Chinese literature and film.

Content

This is a continuation and development of the Year 12 course and uses various themes of interest to students in order to reinforce language skills and aspects of Chinese life and culture. Literature is also studied at this level. Topics studied may include:

- Pressures at school and work
- Special skills, future career
- Aspiration for the future, hobbies
- Media and advertising
- Current events
- Chinese literature and film study.

Assessment

During the year the students have one exam as practice for the NCEA external standards. They also work towards the grades of the two internal assessments (with one optional internal assessment).

Assessment

Internal: 48%

External: 52%

Achievement Standard	Description	Credits	Assessment
AS91533 (3.1)	Demonstrate understanding of a variety of extended spoken Chinese texts	5	External
AS91535(3.3)	Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations	6	Internal
AS91536 (3.4)	Demonstrate understanding of a variety of extended written and/or visual Chinese texts	5	External
AS91537(3.5)	Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives	5	Internal
Total number of credits available towards the Level 2 NCEA		21	

Course Costs

\$20.00

Online vocabulary learning

Associated Costs

Nil

Contact Person(s)

Ms Xu / Ms Vincent

CLASSICAL STUDIES (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- Success in at least 3 achievement standards in NCEA Level 2 English or History, with at least 1 standard coming from the external exam
- OR at least 12 credits in Level 2 Classical Studies, with at least 4 credits coming from the external exam
- OR Head of Faculty approval

An interest in history, literature, politics, philosophy, and classical civilisations an advantage.

Course/Course Content

Objectives

- To provide students with a knowledge and appreciation of selected areas of classical Greek civilisation
- To encourage students to make comparisons between classical civilisation and contemporary New Zealand
- To provide learning experiences in different types of subject information, evidence, and argument.

Content

- For the external standards, at this stage students will be required to analyse ideas and values of the Greeks as presented in literature (e.g. political ideas in Aristophanes' Comedies) and the impact of a significant historical figure on the classical world (e.g. the impact of Alexander the Great).
- For the internally assessed standards, students will be required to discuss an ideology or ideologies (such as Alexander the Great's fusion policy) and to discuss the influence of the classical world over more than one time period (e.g. representations of the Trojan War in Greek art and in other time periods). Internal assessment topics may change.
- Advanced reading skills and analysis are requirements of the course as texts include literature, history, philosophy, and politics at an advanced level. Students will also be using translated primary source material, such as Aristophanes' plays, and histories written by Arrian and Plutarch.

Assessment

Internal 45%

External 55%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91394	Analyse ideas and values of the classical world.	4	External	Y	Y
93196	Analyse the impact of a significant historical figure in the classical world.	6	External	Y	Y
91397	Demonstrate an understanding of a significant ideology(ies) in the classical world.	6	Internal	Y	N
91398	Demonstrate understanding of the lasting influence of the classical world on other cultures across time.	6	Internal	Y	N
Total number of credits available towards the Level 3 NCEA		22			

Course Costs

Nil

Associated Costs

\$20.00

University of Auckland trip for the Classics Schools' Day

Contact Person

Mrs Champness

CREATIVE & DIGITAL TECHNOLOGIES (ELECTRONICS) (Year 13)

OR CREATIVE DIGITAL TECHNOLOGIES (CDT) (Year 13)

NCEA Level 3

CDT Guideline(s)/Minimum Entry

- Completion of Year 12 Electronics, CDT or equivalent.

Course/Course Content

This course will be taught according to the New Zealand Technology Syllabus. It will teach skills to be assessed against NCEA Achievement Standards at Level 3.

Objectives

The objectives of this course are to develop in students

- It is designed to enable students to provide a one-off solution using Electronics and Control technology for an authentic client
- Students demonstrate knowledge of factors affecting quality and reliability of electronic products and how to improve electronic product reliability
- Knowledge of the processes required to bring a new electronic product through all the stages from conception to market through functional modelling
- Incorporating Raspberry Pi in selected projects.

Assessment

Internal 72%

External 18 %

Level	Achievement Standard	Description	Credits	Assessment	UE Literacy	
					Reading	Writing
3	AS 91608(3.1)	Conduct a critical inquiry to propose a digital technologies outcome	6	Internal		
3	AS 91904(3.5)	Use complex techniques to develop an electronics outcome	6	Internal		
3	AS 91612(3.5)	Demonstrate understanding of how technological modelling supports technological development	4	External	N	Y
3	AS 91901(3.2)	Apply user experience methodologies to develop a design for a digital technologies outcome	3	Internal		
Total number of credits available towards the NCEA Level 3			19			

Standards made available to the students may depend on their personal Technology practice. A minimum of 14 credits will be available for every student.

Course Costs

\$60.00

Components, consumables and material costs for project work

Associated Costs

Nil

Contact Person

Mrs Christopher

Course/Course Content (CDT)

This course will be taught according to the New Zealand Technology Syllabus. It will teach skills to be assessed against NCEA Achievement Standards at Level 3.

Objectives

The objectives of this course are to develop in students

- The ability to undertake inquiry, problem solving, design and develop products using technological practice
- The ability to use Microcontrollers and Coding them
- The ability to use CAD, 3D print and Laser Cut.

Content

Creative Technology is an integrated course that enables you to solve problems or issues that require a design solution. The design problem can be arrived at by the student or given by the teacher. You can utilise different areas of the Technology curriculum whether it is Computing, Coding, Electronics Fabric, Hard Materials, Food, Digital Visual Communication, or a collaboration of two or more of these. Creative Technologies gives you the freedom to let your design ideas follow a unique journey. This course will carry on to 13 in preparation for Tertiary Education.

Assessment (CDT)

The Achievement Standards used for assessment will vary depending on the students individual design processes. For example, the Assessment Standards may include but are not limited to:

Level	Achievement Standard	Description	Credits	Assessment	Counts for Level 1 Literacy (L), Numeracy (N)
1	AS 91608 (3.1)	Undertake brief development to address an issue within a determined context.	4	Internal	L
1	AS 91609 (3.2)	Undertake project management to support technological practice.	4	Internal	
1	AS 91610 (3.3)	Develop a conceptual design considering fitness for purpose in the broadest sense.	6	Internal	L
1	AS 91612 (3.5)	Demonstrate understanding of how technological modelling supports technological development.	4	External	
Total number of credits available towards the NCEA Level 1			18		

Course Costs

\$30.00

Materials for take home projects

Associated Costs

Nil

Contact Person

Mrs Christopher

DANCE (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

14 credits in Level 2 Dance or approval from HOD.

Course/Course Content

Year 13 Dance is a Level 3 NCEA subject and students are offered a full 22 credit course (18 internal credits and 4 external credits). Additional credits in selected internals may be offered where appropriate. Students develop skills in conceptualising, choreography, performance and the understanding the varying intentions, avenues, applications and purposes for dance. They develop pieces for assessed performance and critically evaluate the purpose and effectiveness of both their own work, and the work of others. Highlights of the course are performances in annual school events (the Dance Showcase production and the Arts Awards) and in the YouDance Festival.

Scholarship Dance is also available to suitable candidates (HOD approval required).

Objectives

Students will:

- Select and use appropriate elements, techniques, and choreographic processes across a range of dance genres.
- Initiate and develop ideas that demonstrate understanding of concepts and the development of intention, individually and collectively, in selected dance genres.
- Perform and respond to dance, making critical judgements about the use of elements, techniques, and choreographic processes to create form and meaning across genres.
- Investigate the genres and purposes of dance in different historical, cultural, and contemporary settings (with a focus of New Zealand and Pasifika dance).
- Reflect upon the ways in which dance can be used to communicate meaning and apply it to their own practice.

Content

Students will:

- Use elements and techniques to choreograph and perform dance pieces.
- Research concepts and communicate ideas and understanding through movement.
- Demonstrate understanding of the unique features of ethnic and theatre dance styles.
- Develop performance skills and the ability to communicate effectively and confidently with peers and audiences.
- Be offered the opportunity to perform in school and regional events (e.g. the YouDance Festival and the GDC Dance Showcase).

Assessment

Internal: 80%

External: 20%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91592	Perform a repertoire of contrasting dances	6	Internal		
91589	Choreograph a dance to develop and resolve ideas	4	Internal		
91588	Produce a dance to realise a concept (optional – recommended for Scholarship students)	8	Internal		
91590	Perform a solo or duet dance	4	Internal		
91591	Perform a group dance	4	Internal		
91594	Analyse a dance performance	4	External	N	Y
Total number of credits available towards the Level 3 NCEA		22 - 28			

Course Costs

\$5

Examination workbook

Associated Costs

\$40.00

Students are invited to performances and workshops throughout the year

Contact Person

Ms C Jennings (Arts Faculty Leader)

DESIGN AND VISUAL COMMUNICATION (GRAPHICS) (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- A pass at level 2 consisting of a minimum of 15 credits from two internally assessed achievement standards and three externally assessed achievement standards is required. At least 6 credits must have been achieved at either merit or excellence standard.

Course/Course Content

Objectives

Design and Visual Communication focuses on where visual literacy and creative thinking is developed, using visual communication techniques.

Content

Students will cover the areas of Spatial and Product design in the year. This program requires students to apply graphics practice to produce a portfolio of design work that shows the effective exploration, refinement and communication of design. Student selection of Standards will depend upon their chosen graphics practise. Students are expected to complete a minimum of two design portfolios selected from a two of the following graphic areas of spatial design and / or Product design and / or Visual Presentation. Work from the two design folios will provide opportunity to present evidence for at least four Achievement Standards. Initiate designs (AS 91627) is an external standard designed to provide design material for University entrance portfolios in design and is recommended to be part of your graphics practise.

Assessment *Internal 50%* *External 50%*

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91627	Initiate design ideas through exploration	4	External		
91628	Develop a visual presentation that exhibits a design outcome to an audience	6	Internal		
91629	Resolve a spatial design through graphics practice	6	Internal		
91630	Resolve a product design through graphics practice	6	Internal		
91631	Produce working drawings to communicate production details for a complex design	6	External		
Total number of credits available towards the Level 3 NCEA		28			

Standards made available to the students may depend on their personal DVC practice. A minimum of 22 credits will be available for every student.

<u>Course Costs</u>	\$60.00	Graphics pack
<u>Associated Costs</u>	Nil	

Contact Person(s)

Miss Lewis / Mr Kim

DIGITAL TECHNOLOGIES COMPUTING – DTC (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- A pass in level 2 consisting of a minimum of 14 credits is required. At least 6 credits must have been achieved at either Merit or Excellence level. Entry to **Technology Scholarship** available via invitation only.

Course/Course Content

NOTE: As of 2018 Digital Technologies courses have been included on the “Table B” university entrance requirements. Students will be required to follow the technological process in order to complete a digital media outcome. The project requires acquiring and working with clients and stakeholders in order to create an outcome that is fit for purpose in the broadest sense. Freedom is provided to students to complete the task in a manner that fits them, and students will be using knowledge and skills built up from previous years to reach the desirable outcome. Students will be submitting work in a variety of mediums, which include, but are not limited to – portfolios, digital submissions, audio-visual and slideshow presentations. Students will be developing the skills to work independently and manage time efficiently and effectively in order to complete the project.

Objectives

The objectives of this course are to develop in students

- The ability to manage their project efficiently and effectively when creating the project
- The ability to create a successful digital media product for a specified primary stakeholder and various secondary and wider stakeholders, which meets fitness for purpose in the broadest sense
- The ability to show initiative and creativity when handling real-life problems
- Abilities to solve problems using ICT techniques
- The ability to understand how a technological outcome interacts with its surroundings.

****Standards made available to the students will depend on their personal Technology practice. A minimum of 16 credits will be available for every student. Please note that the list above is a non-exhaustive list of the possible standards that can be assessed.***

Assessment

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS91900 (3.1)	Conduct a critical inquiry to propose a digital technologies outcome	6	Internal		
AS91610 (3.3)	Develop a conceptual design considering fitness for purpose in the broadest sense	6	Internal		
AS91903 (3.4)	Use complex techniques to develop a digital media outcome	4	Internal		
AS91097 (3.8)	Use complex processes to develop a digital technologies outcome	6	Internal	Y	
AS91909 (3.10)	Present a reflective analysis of developing a digital outcome	3	External		
Total number of credits available towards the Level 3 NCEA		19-22*			

****Standards made available to the students will depend on their personal Technology practice. Alternative standards can be negotiated with the teacher. AS91611 is a possible alternative standard.***

NOTE: Most of the NCEA standards are assessed as part of a project. Results are not available until the project has been submitted by the student, marked by the subject teacher, and internally moderated. Therefore, some results are not reported until the end of the year.

Course Costs

Nil

Associated Costs

Printing costs

Contact Person

Mr So

DIGITAL TECHNOLOGIES PROGRAMMING – PRG (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

Successful completion of the Year 12 Programming course and the approval of V. Mercer.

Course/Course Content

Objectives

- To further develop the ability to analyse problems and design solutions using an algorithmic approach and an acceptable software development methodology, chosen by the student.
- To continue to advance logical thinking, critical thinking and problem-solving skills.
- To continue to utilise various software development planning tools to develop complex computer code and successfully solve given problems at Level 3.
- To gain a further understanding of the complex concepts and skills related to software development.

Content

- Using computer program development planning tools to design, create, test, evaluate and document a computer program to meet the specifications of a given brief.
- Problem solving, logical thinking and solution design utilising complex algorithmic techniques and test plans.
- Developing complex computer programs using a high-level programming language that incorporates a GUI.
- Further development of a comprehensive understanding of the concepts of complex algorithms, programming languages, user interface design and user experience methodologies.

Assessment

Level	Achievement Standard	Description	Credits	Assessment	UE Literacy	
					Reading	Writing
3	GT 91611 (3.4)	Develop a prototype considering fitness for purpose in the broadest sense	6	Internal		
3	DT 91906 (3.7)	Use complex programming techniques to develop a computer program	6	Internal		
3	DT 91907 (3.8)	Use complex processes to develop a digital technologies outcome	6	Internal		
3	DT 91908 (3.9)	Analyse and area of computer science {*Optional}	3	External		
Total possible number of credits available towards Level 3 NCEA			18 {*21}			

Achievement Standards made available to the students may depend on their personal Technology practice. A minimum of 16 credits will be available for every student.

**DT 91908, an external standard, is a theory based digital 3 hour exam. Therefore, this standard is made optional for the students who wish to undergo independent, differentiated study. Entry is based on student request and/or instructor decision.*

NOTE: All of the internal NCEA standards are assessed as part of a year long project. Results are not available until all elements of the project work have been submitted by the student at the end of their project completion, marked by the subject teacher and internally moderated. Therefore, results are not reported until the end of the year and may not be completed when the End of Year reports are published on the Portal.

Course Costs

Nil

Associated Costs

Printing costs (approximately \$10)

Contact Person

Ms Mercer

DRAMA (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

14 credits in Level 2 Drama or HOD approval

Course/Course Content

Year 13 Drama is a Level 3 NCEA subject and students are offered a full 18 credit course (14 internal credits and 4 external credits). Students extend their practical knowledge of drama. Students plan, devise, rehearse and perform original work and existing scripts and critically evaluate their own work and the performances of other companies. They also study a chosen theatre form and playwright. Students study and perform in the style of a selected theatre practitioner. A highlight of the course is the annual class production in Dramafest.

Scholarship Drama is also available to suitable candidates (in consultation with teacher of 13DRA).

Objectives

Students will:

- Select and adapt elements, techniques, conventions and technologies in various dramatic forms for a range of purposes.
- Initiate, develop and refine original drama or drama based on existing works.
- Rehearse and perform in a range of dramatic works assuming diverse artistic responsibilities.
- Reflect upon, and critically evaluate a range of works and performances.
- Research and analyse drama's function in recording social and cultural history.
- Investigate New Zealand Drama and ways in which it reflects our cultural diversity.

Content

Students will:

- Devise and perform a drama.
- Research and carry out a performance in a significant production.
- Demonstrate knowledge of theatre form or period by analysing and interpreting scripted texts.
- Demonstrate understanding of live drama performance.

Assessment

Internal 75 %

External 25 %

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91513	Devise and perform drama to realise a concept.	5	Internal	-	-
91518	Demonstrate understanding of live drama performance.	4	External	Y	Y
91515	Select and use complex performance skills associated with a drama form or period.	4	Internal	Y	N
91517	Perform a substantial acting role in a significant production.	5	Internal	Y	N
Total number of credits available towards the Level 3 NCEA		18			

Course Costs

\$5

Dramafest (Class Production) Script Charge

Associated Costs

\$40.00

Students are invited to attend performances and workshops throughout the year

Contact Person

Ms C Jennings (Arts Faculty Leader)

ECONOMICS (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 14 credits in NCEA Level 2 Economics.

Course/Course Content

Objectives

- To assist students to understand how individual groups and communities make decisions about the use of scarce resources.
- To enable students to develop a continuing informed interest in contemporary economic issues.

Content

- Operation of the Market System and Resource Allocation
- Perfect and Imperfect Competition
- Market Failure
- Distribution of Income
- Resource Allocation via the Public Sector
- Aggregate Economy.

Assessment *Internal 42 %* *External 58 %*

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS 91399	Demonstrate understanding of the efficiency of market equilibrium	4	External	Y	Y
AS 91400	Demonstrate understanding of the efficiency of different market structures using marginal analysis	4	External	Y	Y
AS 91401	Demonstrate understanding of micro-economic concepts	5	Internal	Y	N
AS 91402	Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes	5	Internal	Y	N
AS 91403	Demonstrate understanding of macro-economic influences on the New Zealand economy	6	External	Y	Y
Total number of credits available towards the Level 3 NCEA		24			

Course Costs

\$45.00

Economics workbook (by Dan Rennie, Stuart Douce or Phillip Jellyman),
Online learning programme (www.elearningeconomics.com)

Associated Costs

Nil

Contact Person

Mrs Rothbart

ENGLISH (Year 13)

NCEA Level 3

English for students who want to continue to develop their analysis, research and writing skills beyond Level 2 English.

Guideline(s)/Minimum Entry

14 L2 English credits, including at least ONE external.

Course/Course Content

Objectives

- To increase knowledge and interest in language choices
- To develop confidence and ability in thinking, reasoning, discriminating and evaluating
- To improve language skills for tertiary study and careers.

Content

- Study of written texts
- Study and close viewing of visual texts
- Oral presentation
- Research and application of literary theories

Assessment

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91472	Respond critically to specified aspect(s) of studied written text(s), supported by evidence	4	External	Y	Y
91473	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	4	External	N	Y
91476	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	3	Internal	N	N
91479	Develop an informed understanding of literature and/or language using critical texts	4	Internal	Y	N
91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3	Internal	N	N
Total number of credits available towards Level 3 NCEA		18			

Course Costs Nil

Associated Costs Nil

Contact Person

English Faculty Leader – Mrs van Ansem

NOTE: English is not compulsory at Year 13.

ENGLISH SCHOLARSHIP (Year 13)

NCEA Level 3

English for those students who want academic extension to prepare for the English Scholarship exams.

Guideline(s)/Minimum Entry

Teacher recommendation based on a high number of Excellence grades in Level 2 English and a positive work ethic.

Course/Course Content

Objectives

- To increase knowledge and interest in literature and language
- To develop confidence and ability in thinking, reasoning, discriminating and evaluating
- To prepare students for the English Scholarship exams.

Content

- Analysis and criticism of poetry and prose passages
- Study of issues in literature (extended and short texts)
- Research and application of literary theories
- Produce an oral text

Assessment

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91472	Respond critically to specified aspect(s) of studied written text(s), supported by evidence	4	External	Y	Y
91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	4	External	Y	Y
91476	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	3	Internal	N	N
91478	Respond critically to significant connections across texts, supported by evidence	4	Internal	N	N
91479	Develop an informed understanding of literature and/or language using critical texts	4	Internal	Y	N
Total number of credits available towards Level 3 NCEA		19			

Course Costs Nil

Associated Costs Nil

Contact Person

English Faculty Leader – Mrs van Ansem

NOTE: English is not compulsory at Year 13.

ENGLISH SECOND LANGUAGE - ESL (Year 13)

NCEA Level 2, Literacy for University Entrance

Guideline(s)/Minimum Entry

- Entry based on Level 1 English Credits gained.
- Teacher recommendation or diagnostic testing.

Course/Course Content

Objectives:

- To achieve Literacy for entrance to tertiary studies
- To increase students' knowledge and understanding of the academic English required for secondary and tertiary study in NZ
- To develop confidence in taking part in New Zealand society.

Content

- The course covers academic and communicative English over the language skills of listening, speaking, reading, writing, grammar, vocabulary, and information literacy. Students prepare for the English literacy required for entry into NZ Universities.

Assessment **Internal 100% (see note re 91100)**

Students are assessed internally in Level 2 English Achievement Standards.

Type	Level	Achievement Standard	Description	Credits	Assessment	UE Literacy	
						Reading	Writing
English	2	91101	Produce a selection of crafted and controlled writing	6	Internal	N	Y
*English	2	91102	Construct and deliver a crafted and controlled oral text	3	Internal	N	N
English	2	91105	Use Information literacy skills to form developed conclusion(s)	4	Internal	Y	N
English	2	91106	Form developed personal responses to independently read texts, supported by evidence	4	Internal	Y	N
English	2	91107	Analyse aspects of visual and/or oral texts through close viewing and/or listening, supported by evidence	3	Internal	N	Y
**English	2	91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence (optional)	4	External	Y	Y
Total number of credits available towards the Level 2 NCEA				24			

To gain the English 17 Literacy credits required to achieve entry to Auckland University students will need to achieve 91101, 91105, 91106 and 91107. *91102 or 91103 are available if time permits. **The external 91100 is optional and can be taken if required.

Course Costs

Nil

Associated Costs

Nil

Contact Person

Ms Walker

FOOD TECHNOLOGY AND NUTRITION (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- A minimum of 10 credits in Level 2 Food Technology and Nutrition or Technology.

Course/Course Content

This course offers an opportunity for students to build on knowledge of Food Technology and Human Nutrition gained at Level 2 and to increase their practical skills in food preparation. The Standards offered are subject to the student's technology practice.

Objectives

Students will:

- Develop their knowledge and understanding of the design process as it applies to food products
- Maintain effective food safety practices while working with food
- Choose and investigate a topical nutritional issue affecting New Zealanders
- Develop skill in technological enquiry and practice in the food related area
- Gain a deeper understanding of nutrition both for everyday life and in specialised areas
- Investigate the influence of multinational food corporations on food choices.

Content

- Develop skills in time management, planning and decision making in a fast-paced environment
- Demonstrate understanding of the nutritional needs of people with specific dietary needs
- Investigate the influence of multinational food corporations on eating patterns in NZ
- Apply nutritional knowledge and technological skills in the preparation of food
- Maintain effective safety practices while working with food
- Develop and implement complex procedures to process a food product.

Assessment Internal 100%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91466 (Home Economics 3.1)	Investigate a nutritional issue affecting the well-being of New Zealand society	5	Internal	Y	N
91467 (Home Economics 3.2)	Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society	5	Internal		
91469 (Home Economics 3.4)	Investigate the influence of multinational food corporations on eating patterns in New Zealand	5	Internal	Y	N
91468 (Home Economics 3.3)	Analyse a food related ethical dilemma for New Zealand Society	5	Internal	Y	N
91643 (Technology 3.6)	Implement complex procedures to process a specified product	6	Internal		
Total number of credits available towards the Level 3 NCEA		20/21			

Achievement Standards made available to the students may depend on their personal Technology practice. A minimum of 20 credits will be available for every student.

Course Costs

\$70.00

Consumable food fee

Associated Costs

Nil

Contact Person

Mrs Henvest

GERMAN (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- An Achieved grade in each achievement standard in NCEA Level 2 German

Course/Course Content

Objectives

- To communicate effectively in the German language by developing further competence in the four language skills: listening, speaking, reading, writing
- To link German culture with language experiences
- To provide an extra dimension for career opportunities
- To enjoy and appreciate German literature and film
- To enjoy using a second language in meaningful situations.

Content

This is a continuation and development of the Year 12 course and uses various themes of interest to students in order to reinforce language skills and aspects of German life and culture. Literature is also studied at this level. Topics studied may include:

- Film study
- The environment
- Social issues
- Short stories
- Multicultural Germany

Assessment

During the year students have one practice exam for the external NCEA standards, as well as two internal NCEA assessments.

Internal 53% External 47 %

Achievement Standard	Description	Credits	Assessment
AS 91548 3.1	Demonstrate understanding of a variety of extended spoken German texts	5	External
AS 91550 3.3	Interact clearly using spoken German to explore and justify varied ideas and perspectives in different situations	6	Internal
AS 91551 3.4	Demonstrate understanding of a variety of extended written and/or visual German texts	5	External
AS 91552 3.5	Write a variety of text types in clear German to explore and justify varied ideas and perspectives	5	Internal
Total number of credits available towards the Level 3 NCEA		21	

Course Costs \$20.00

Online vocabulary learning

Associated Costs \$5.00

Auckland Goethe Society Examination

Contact Person

Ms Vincent

GEOGRAPHY (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 14 credits in NCEA Level 2 Geography, including at least one internal standard and at least one external standard.
- Year 12 Geography is preferred although Geography can be taken for the first time in Year 13 if students meet the requirements for Year 13 English.

Course/Course Content

Objectives

- Develop an understanding of natural and cultural (human) processes and how they shape environments
- Develop geographic skills used for analysis, interpretation and decision-making
- Investigate contemporary local and global geographic issues
- Undertake research to understand the geographic environment

Content

- Natural processes - fluvial processes in the Piha River drainage basin
- Cultural processes - tourism development in Rotorua
- Global geographic topic –student choice from maritime piracy, global happiness, human trafficking
- Contemporary geographic issue – sustainability of the Hauraki Gulf
- Geographic research – tourism patterns and change in Rotorua
- Geographic concepts and skills

Assessment

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS91426 (3.1)	Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment.	4	External	Y	Y
AS91427 (3.2)	Demonstrate understanding of how a cultural process shapes geographic environment(s).	4	External	Y	Y
AS91429 (3.4)	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills.	4	External	Y	Y
AS91430 (3.5)	Conduct geographic research with consultation.	5	Internal		
AS91431 (3.6)	Analyse aspects of a contemporary geographic issue.	3	Internal	Y	N
AS91432 (3.7)	Analyse aspects of a geographic topic at a global scale.	3	Internal	Y	N
Total number of credits available towards the Level 3 NCEA		23			

Course Costs

\$25.00

Geographic Skills workbook

Associated Costs

\$400.00 approx.

One day Piha River Drainage Basin field trip and two or three day overnight Rotorua field trip

Contact Person(s)

Ms Tomlinson, Mrs McKay

GLOBAL STUDIES (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- At least 14 credits in Level 2 Classical Studies, Economics, Geography, History, Media Studies OR the student meets the requirements for entry to Level 3 English.

Course/Course Content

Objectives

- To explore contemporary national and global issues
- To develop collaborative, inquiry, critical and creative thinking skills
- To provide knowledge of how policies are made and changed, and the role individuals and groups play through their social actions in influencing change in society

Content

- Cannabis Law Reform** – examine how individuals/groups influence policy change
- Black Lives Matter** – conduct a critical social inquiry into the BLM movement
- Social Action** – plan and carry out a social action to influence a policy change (Group Task – Own Choice of Policy)
- Current Issue** – examine how different ideologies respond to a current issue

Assessment

Achievement Standard	Description	Credits	Assessment	UE Literacy
SST 91600	Examine a campaign of social action(s) to influence policy change	4	Internal	Y
SST 91597	Conduct a critical social inquiry	6	Internal	Y
SST 91599	Examine personal involvement in a social action(s) that aims to influence policy change	6	Internal	Y
SST 91596	Demonstrate understanding of ideological responses to an issue	4	External	Y
Total number of credits available towards the Level 3 NCEA		20		

Course Costs

Nil

Associated Costs

\$100 approx (excluding flights)

Wellington overnight trip including visit to Parliament, Te Papa and Zealandia

Contact Person

Mrs Jones

HEALTH (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- A Merit grade or higher in 2 of the Level 2 Health achievement standards, and an achieved level or higher in the level 2 Health External AS 91235 (2.1).

Course Content

Objectives

- Investigate adolescent issues that teenagers have in today's society
- Understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences
- To critically evaluate health issues
- To discuss with an open mind various health issues
- To become more aware of the health issues in society
- Explore personal, inter-personal and societal influences on these issues
- Listening skills and assertiveness skills through role plays
- Develop debating skills around health issues.

Content

- Drug use by young New Zealanders - marijuana/alcohol
- Health promotion
- Abortion and other ethical issues
- Traditional, western scientific, and complementary forms of medicine.

Assessment

Achievement Standard	Description	Credits	Assessment Mode	UE Literacy	
				Reading	Writing
AS 91461 (3.1)	Analyse a New Zealand health issue	5	Internal	Y	N
AS 91463 (3.3B)	Health practices used in New Zealand	5	Internal	Y	N
AS 91465 (3.5)	Evaluate models for Health Promotion	5	External	Y	Y
AS 91464 (3.4)	Analyse a contemporary ethical issue in relation to well-being	4	Internal	Y	N
Total number of credits available towards the Level 3 NCEA		19			

<u>Course Costs</u>	\$32.00	Workbooks
<u>Associated Costs</u>	\$25.00	Speaker

Contact Person

Ms G Thomas

HISTORY (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 14 credits in NCEA Level 2 History. Students will need the same literacy requirements as for Year 13 English. NCEA Level 2 History is preferred and recommended although History can be taken for the first time at Year 13 level.

Course/Course Content

Objectives

- Develop an awareness of ourselves as New Zealanders
- Develop skills of inquiry, interpretation and communication
- Develop an understanding of other people, times and places
- Further understanding of trends and developments of society in New Zealand and abroad
- Develop an understanding of differing perspectives and historiography.

Content

- The Development of Māori/Pakeha Relations 1769 – 1840
- The Holocaust – an in-depth study.

Assessment *Internal* 60% *External* 40%

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS91434 (3.1)	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	5	Internal	Y	N
AS91435 (3.2)	Analyse an historical event, or place, of significance to New Zealanders	5	Internal	Y	N
AS91436 (3.3)	Analyse evidence relating to an historical event of significance to New Zealanders	4	External	Y	Y
AS91437 (3.4)	Analyse different perspectives of a contested event of significance to New Zealanders	5	Internal	Y	N
AS91438 (3.5)	Analyse the causes and consequences of a significant historical event	6	External	Y	Y
Total number of credits available towards the Level 3 NCEA		25			

Course Costs

Nil

Associated Costs

\$350.00

Bay of Islands overnight trip for the Māori/Pakeha race relations research assessment

Contact Person

Ms Simpson

HOSPITALITY (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- Year 12 Hospitality.
- Year 13 students may take Year 12 Hospitality if they have not taken Hospitality in Year 12.

Course/Course Content

Objectives

- To further students understanding of the needs, demands, knowledge and skills required when working in the hospitality industry
- To continue developing and extending students ability in the practical skills of food preparation and presentation including commercial cookery methods and their application
- To develop students' knowledge of food hygiene procedures and practices in a commercial kitchen
- To further students understanding and knowledge of culinary products and terms
- To develop students' knowledge of basic nutrition in commercial catering.

Content

- This is outlined in the description of unit standards offered
- This course will provide students with Level 3 unit standards in Hospitality.

Assessment

Internal 100%

Level	Unit Standard	Description	Credits
3	18497	Demonstrate knowledge of culinary products and terms	8
3	13343	Demonstrate knowledge of basic nutrition in commercial catering	5
3	168	Demonstrate knowledge of food contamination hazards and control methods used in a food business	4
3	17284	Demonstrate knowledge coffee origin and production	3
Total number of credits available towards the Level 3 NCEA			20

Course Costs

\$80.00

Consumable food fee

Associated Costs

Nil

Contact Person

Ms Gee

MATHEMATICS (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 12MAS, 12MAT or 12MAA students with an Achieved grade or higher in 2.12 Apply Probability Methods.
- 10 credits at NCEA Level 2/3 Mathematics Achievement Standards.
- This course cannot be taken in conjunction with 13MCA and/or 13MST

Course/Course Content

Objectives

Candidates will be expected to learn and apply skills in the following areas

- **Linear programming** - optimisation through the forming and drawing of linear inequalities.
- **Time Series** - using the statistical enquiry cycle to investigate time series data and produce a report.
- **Statistical inference** - using the statistical enquiry cycle to make a formal inference given a multivariate data set.
- **Probability concepts** – theoretical and experimental probabilities, conditional probabilities, probability distribution tables and graphs, two-way tables, probability trees and Venn diagrams.
- **Simultaneous Equations** - forming and solving systems of simultaneous equations and interpreting the nature of solutions.

Assessment **Internal 78 %** **External 22 %**

Achievement Standard	Description	Credits	Assessment
91574 (3.2)	Apply linear programming in solving problems	3	Internal
91580 (3.8)	Investigate time series data	4	Internal
91582 (3.10)	Use statistical methods to make a formal inference	4	Internal
91585 (3.13)	Apply probability concepts in solving problems	4	External
91587 (3.15)	Apply systems of simultaneous equations in solving problems	3	Internal
Total number of credits available towards the Level 3 NCEA		18	

Course Costs

\$45.00

Write-on workbooks, revision material and online subscriptions

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person

Faculty Leader – Mr Eley

MEDIA STUDIES (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- At least 12 credits in Level 2 Media Studies OR at least an Achieved grade in 5 out of 8 Level 2 English standards.

Course/Course Content

Objectives

- Students should become more visually literate and sophisticated to be able to write detailed and credible responses to a wide range of media
- Students should be proficient in video production and editing knowledge & skills
- Students should be familiar with the works of a director
- Students should have an understanding of a NZ media industry
- Students should be able to understand the link between media and society
- Students should be able to understand a media issue in NZ and its significance to the media audience.

Content

- Design a concept, treatment for a short film individually and work in a group to produce a script and storyboard for this design.
- Develop, shoot and edit the production
- Analyse the interrelationship between media products and the society in which they are developed
- Close read a range of media products and explore the language used.

Assessment

Achievement Standards	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
90600 (3.2)	Explain how meaning is created in media texts	3	Internal		
90602 (3.4)	Explain the relationship between a media genre and society	4	External		
3.5	Produce a design for a media product that meets the requirements of a brief	4	Internal		
3.6	Produce a media product to meet the requirements of a brief	6	Internal		
3.8	Write a media text to meet the requirements of a brief	3	Internal	N	Y
Total number of credits available towards Level 3 NCEA		20			

Please note:

The standard numbers and the standard descriptors may or may not change slightly as they have been reviewed and aligned with the new New Zealand Curriculum but still in their draft form as they haven't been formally registered yet.

Course Costs

Nil

Associated Costs

Nil

Contact Person

Mr M Ifrim

NOTE: It is possible to select a course which combines Achievement Standards from both Music Studies and Practical Music. In doing this, you can select a course which reflects your strengths.

MUSIC (Practical) (Year 13)

(NCEA Level 3)

Guideline(s)/Minimum Entry

- An achieved grade in 3 NCEA Level 2 Music standards or approval from HOD.

Course/Course Content

Objectives

A practically based course with an emphasis on composition and performance

This course is designed to allow students to develop their musical strengths and interests

A Contemporary Music course can be taken using the performance and composition standards in conjunction with a research standard.

Content

- Performing as a soloist
- Performing in an ensemble
- Listening skills
- Materials of music and analysis
- Composing music.

Assessment

Internal 83 %

External 17 %

Achievement Standard	Description	Credits	Assessment
91416	Perform two programmes of music as a feature soloist	8	Internal
91417	Perform a programme of music as a feature soloist on a second instrument (optional)	(4)	Internal
91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	4	Internal
91419	Communicate musical intention by composing three original pieces of music	8	Internal
91420	Integrate aural skills into written representation	4	External
Total number of credits available towards the Level 3 NCEA		24	

Please note:

- **Students may mix Achievement Standards of both Making Music and Music Studies (Practical Music). Students with an interest in Contemporary Music Technology may also be able to complete Unit Standards. This will be done in consultation with the HOD.**

Course Costs

\$10.00

Resources

Associated Costs

\$95.00

Music tuition, APO concert

Contact Person

Mr A Lile

MUSIC STUDIES (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- None.

Course/Course Content

Objectives

This course is designed for students who are not performers or composers but who have an interest in music history, music in the community, and/or the contemporary music scene. It is not necessary to be a musician to succeed in this course.

This course is a suitable choice for students who have a desire to learn more about music in a contemporary context and who enjoy listening to music and researching topics.

Some Music Technology standards may be available.

Content

- Understanding the elements of a musical work and its performance
- Comparing music works
- Researching a music topic
- Understanding music in a social/historical context
- Music Technology
- Understanding Music Materials.

Assessment

Internal 64 %

External 36 %

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91422	Analyse a substantial music work	4	Internal		
91423	Examine the influence of context on a substantial music work (optional)	4	External		
91425	Research a music topic	6	Internal	Y	N
91424	Create two arrangements for an ensemble	4	Internal		
91421	Demonstrate an understanding of harmonic and tonal conventions in a range of music scores (optional)	4	External		
Total number of credits available towards the Level 3 NCEA		22			

Please note:

- **A total of 20 credits is advised.**
- **Students may mix Achievement Standards of both Making Music and Music Studies (Practical Music).**
- **Students with an interest in Contemporary Music Technology may also be able to complete Unit Standards. This will be done in consultation with the HOD.**

Course Costs

\$20.00

Resources

Associated Costs

\$95.00

Music tuition, APO concert

Contact Person

Mr A Lile

NEW ZEALAND TOURISM (Year 13)

NCEA Level 2 / 3

National Certificate in Tourism- Introductory Skills Level 2

Guideline(s) / Minimum Entry

- An achieved grade in least 4 Unit Standards assessed in 12 NZT
- Year 13 students with a genuine interest in New Zealand Tourism, particularly those considering a career in this growing industry.

Course/Course Content

Objectives

- To provide students with knowledge of the New Zealand Travel and Tourism Industry.
- To provide prior-learning opportunities for further education and training in the Travel/Tourism industry.

Content

Students will undertake travel and tourism modules which have been developed to meet standards established by the Aviation, Tourism and Travel Training Organisation (ATTTO).

- New Zealand tourist destinations
- Pacific Island countries and Australia as tourist destinations
- The economic significance of tourism to the NZ economy
- Tourism Māori.

Assessment

Internal 100%

Level	Unit Standard	Description	Credits
3	24725	Describe and analyse the economic significance of tourism	4
3	24733	Describe and promote a NZ tourist destination	4
3	3727	Demonstrate knowledge of Pacific Island countries as tourist destinations	5
3	17788	Identify and explain the history of, natural attractions and significant sites in tourism Māori	5
3	18211	Demonstrate knowledge of Australia as a tourist destination	5
Total number of credits towards NCEA Levels 2 & 3 and National Certificate in Tourism - Introductory Skills Level 2			23

Course Costs

Nil

STAR funded programme

Associated Costs

Nil

Contact Person(s)

Mr James - Development Programmes Leader

OUTDOOR EDUCATION (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- Year 13 student.
- A willingness and commitment to be involved in outdoor practical activities.
- Students must have displayed a positive attitude to Outdoor Education and/or Physical Education during Year 12.
- Parental/Faculty Manager's consent.

Course/Course Content

Objectives

- To develop a sense of personal worth.
- To develop the ability to work within a team, showing concern and respect for others, developing mutual trust, support and confidence within the team.
- To learn the importance of correct safety techniques in outdoor activities applying Risk Management.
- To be introduced to different kinds of communication.
- To develop leadership skills

Content

Term 1: Outdoor First Aid, Adventure Based Learning, Kayaking.

Term 2: Bushcraft/Tramping.

Term 3: Mountain Trip, Environment Project.

Term 4: Rock Climbing.

Assessment *

Internal 100%

Level	Achievement or Unit Standard	Description	Credits	Assessment
3	28516	Prepare for, participate in, and evaluate an outdoor experience as a member of a group	15	Internal
3	24663	Demonstrate leadership while participating in an adventure based learning programme	3	Internal
3	424	Assess and manage an emergency care situation during an outdoor recreation activity	5	Internal
Total number of credits available towards the Level 3 NCEA			23	

***Note: Course assessment/content may change slightly before the start of 2022.**

Year 13 Outdoor Education Guideline(s):

At least 3 achieved grades in four of the assessed standards in 12 Physical Education or 12 Outdoor Education, a commitment applying the PE department PRIDE values, and teacher approval.

Course Cost

\$795

This includes transport, accommodation, some gear hire, instruction, food for multiple overnight trips. Please note that on some occasions you will be required to provide your own food. Students will also need to borrow/hire/buy the following items: Sleeping bag, Tramping Boots, Thermal Top and Bottom, Fleece Jumper, Waterproof Raincoat. This fee **MUST** be paid in the following instalments: \$375 week two, term one. \$295 week two, term two; \$125 week two, term three. Late payment of these fees may jeopardise your child's involvement in the activity. Certain costs must be met regardless of injury or withdrawal from the course.

Contact Person

Mr R Thompson

Students who pick Year 13 Outdoor Education as one of their subjects for 2022 are unable to pick Year 13 Sport and Recreation Leadership. Year 13 students can do one of these subjects but not both.

PHYSICAL EDUCATION (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- A merit grade or higher in four of the Level 2 achievement standards in Year 12 Physical Education.
- Students must have attained an achieved grade or higher in achievement standard 91329 (2.3).

Course/Course Content

Objectives:

- Develop skills in acquiring, applying and evaluating in-depth knowledge in relation to Physical Education
- Develop critical thinking/ critical analysis and evaluative skills
- Develop organisational and leadership qualities in various settings
- Develop a variety of physical skills in a range of contexts
- Develop research and inquiry techniques and skills
- Apply biophysical principles to train for and complete an Aquathon event (400 metre swim and a 5km run)
- Apply biophysical principles to train for and complete a tennis training programme.

Content:

- Analyse the Aquathon using biophysical principals and sociocultural factors
- Application of Safety and Risk Management principles in relation to a class camp
- All students are expected to participation in the organised camp and associated activities
- Promote physical activity within the local community
- Trial and evaluate physical activity experiences
- Analyse the impact of physical activity events/trends or issues on New Zealand society
- Practical performance in the Aquathon, a 400-metre swim followed immediately by a 5 km run.

Assessment *Internal* **100%**

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91501 (3.4)	Demonstrate quality performance of a physical activity in an applied setting	4	Internal		
91502 (3.5)	Examine a current physical activity event, trend, or issue and its impact on New Zealand society	4	Internal	Y	N
91503 (3.6)	Evaluate the use of health promotion to influence participation in physical activity	5	Internal		
91504 (3.7)	Analyse issues in safety management for outdoor activity to devise safety management strategies	3	Internal		
91789 (3.9)	Devise strategies for a physical activity outcome	4	Internal		
Total number of credits available towards the Level 3 NCEA		20			

Course Costs

\$23

Workbook

Associated Costs

\$660.00 (approx.)

Activity fee, camp fee

Contact Person

Ms Smith

PHYSICS (Year 13)

NCEA Level 3

Guideline(s) / Minimum Entry

- At least 9 credits in NCEA level 2 Physics plus literacy and numeracy requirements.

Course/Course Content

Objectives

In their study of Physics, students will use their developing scientific knowledge, skills, and attitudes to:

- Demonstrate an understanding of concepts, principles and models
- Apply concepts and principles to explain physical phenomena, systems and devices
- Appreciate the power and limitations of theories and models in Physics
- Analyse developments in Physics and physics-based applications and the influence of society on them.

Content

- Mechanics
- Electricity
- Waves
- Modern Physics.

Assessment *Internal 27%* *External 73%*

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS 91522 (P3.2)	Demonstrate understanding of the application of physics relevant to a selected context	3	Internal		
AS 91523 (P.3.3)	Demonstrate understanding of wave systems	4	External		
AS 91524 (P.3.4)	Demonstrate understanding of mechanical systems	6	External		
AS 91525 (P.3.5)	Demonstrate understanding of Modern Physics	3	Internal		
AS 91526 (P.3.6)	Demonstrate understanding of electrical systems	6	External		
Total number of credits available towards the Level 3 NCEA		22			

Course Costs

\$50.00

SciPad Level 3 Physics Externals, login for Education Perfect online learning (covers all Sciences at Level 3)

Associated Costs

Nil

Contact Person(s)

Mr Wallace or Ms A Kockott

PHYSICS SCHOLARSHIP (Year 13)

NCEA Level 3

Guideline(s) / Minimum Entry

- At least 9 credits in NCEA level 2 Physics plus literacy and numeracy requirements.

Course/Course Content

Objectives

In their study of Physics, students will use their developing scientific knowledge, skills, and attitudes to:

- Demonstrate an understanding of concepts, principles and models
- Apply concepts and principles to explain physical phenomena, systems and devices
- Appreciate the power and limitations of theories and models in Physics
- Analyse developments in Physics and physics-based applications and the influence of society on them.

Content

- Mechanics
- Electricity
- Waves
- Modern Physics.

Assessment **Internal** **27%** **External** **73%**

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
AS 91522 (P3.2)	Demonstrate understanding of the application of physics relevant to a selected context	3	Internal		
AS 91523 (P.3.3)	Demonstrate understanding of wave systems	4	External		
AS 91524 (P.3.4)	Demonstrate understanding of mechanical systems	6	External		
AS 91525 (P.3.5)	Demonstrate understanding of Modern Physics	3	Internal		
AS 91526 (P.3.6)	Demonstrate understanding of electrical systems	6	External		
Total number of credits available towards the Level 3 NCEA		19			

Course Costs

\$50.00

NCEA Level 3 Revision Guide, login for Education Perfect online learning (covers all Sciences at Level 3)

Associated Costs

Nil

Contact Person

Mr F Khan

SCIENCE (Year 13)

NCEA Level 3

Guideline(s) / Minimum Entry

At least 12 credits in NCEA level 2 Science, Biology, Chemistry or Physics plus literacy & numeracy requirements.

Course/Course Content

Objectives

In this course students will:

- Develop their scientific practical skills and attitudes
- Be exposed to a range of scientific concepts from the main science strands: biology, physics, chemistry and earth and space science.

Content

This course has a large focus on practical standards and ensures students gain sound skills in the scientific process using an Earth and Space science. It includes the study of human evolution and how animals maintain a stable internal environment, the evaluation of a physics issue in society and an understanding of modern physics.

Please note that the achievement standards listed below are just a possible indication of content covered – the nature of this course allows there to be some changes based on student interest and need.

Assessment	Internal 100%	External 0%	
Achievement Standard	Description	Credits	Assessment
91389 C3.3	Demonstrate understanding of chemical processes in the world around us	3	Internal
91411 E3.2	Investigate a socio-scientific issue in an Earth and Space Science context	4	Internal
91521 P3.1	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	4	Internal
91527 P3.7	Use physics knowledge to develop an informed response to a socio-scientific issue	3	Internal
91601 B3.1	Carry out a practical investigation in a biological context, with guidance	4	Internal
Total number of credits available towards the Level 3 NCEA		18	

Guidelines

It is expected that a student will do either 13SCI or one or more of the specialised options (13BIO, 13CHE or 13PHY). However, with Faculty Leader approval a student may be eligible to do 13SCI and a specialised option.

Course Costs

\$20.00

Login for Education Perfect online learning (covers all Senior Sciences)

Associated Costs

Nil

Contact Person

Ms A Kockott

SPORT AND RECREATION LEADERSHIP (Year 13)

NCEA Level 3

The focus of this course is developing the leadership and communication skills of students through leading, teaching and coaching their peers and junior students during sports activities and outdoor and recreation activities. Within this course there is a strong focus on the development of intrinsic motivation and self-management skills. Through participating in different physical activities and recreational pursuits, students will develop essential life skills, such as social and cooperative skills, goal setting, tolerance of others, problem solving, leadership and communication skills.

Guideline(s)/Minimum Entry

- An achieved grade in at least 4 Unit or Achievement standards in 12OED or 12PHE.

Course/Course Content

Objectives

- To understand the principles of Leadership and to develop the confidence to Lead
- To develop the ability to work within a team, showing concern and respect for others
- To foster personal and social development through experiences involving co-operation, trust, problem solving, decision making, goal setting, communication, leadership, responsibility, and reflection.

Content

- Leadership Foundations
- Adventure Based Learning, teaching peers and other students
- Coaching and teaching other students in a sports activity
- Event Management
- A range of recreation and fitness activities will be used to focus on leadership and personal development, Examples of activities that may be included are: Adventure Based Learning, Mountain Biking on Cycle trails, Indoor Rock Climbing, AFL and Badminton.

Assessment *

Internal 100%

Level	Achievement or Unit Standard	Description	Credits	Assessment
3	U.S 24663	Demonstrate Leadership while participating in an Adventure Based Learning Programme	3	Internal
3	US 9681	Contribute within a team or group that has an objective	3	Internal
3	U.S 22771	Plan a beginner level coaching session for sports participants	6	Internal
3	U.S 22768	Conduct and review a beginner level coaching session	6	Internal
Total number of credits available towards the Level 3 NCEA			18	

***Note: Course assessment/content may change slightly before the start of 2022.**

Associated Costs

\$550.00 (approx.)

Day trips, instruction and transport costs

Contact Person

Mr D Storrie

Students who pick Year 13 Sport and Recreation Leadership as one of their subjects for 2022 are unable to pick Year 13 Outdoor Education. Year 13 students can do one of these subjects but not both.

STATISTICS (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 12MAS, 12MAT or 12MAA students with an Achieved grade or higher in 2.12 Apply Probability Methods.
- 13 credits at NCEA Level 2 Achievement Standards.
- This course can be taken in conjunction with 13MCA.
- Scholarship Statistics is available to students sitting this course.

Course/Course Content

Objectives

Candidates will be expected to learn and apply skills in the following areas

- **Time Series** - using the statistical enquiry cycle to investigate time series data and produce a report.
- **Statistical reports** - the statistical enquiry cycle, experimental design, surveys and polls, interpreting and analysing statistical inferences, tables and graphs, critiquing causal-relationship claims and interpreting margins of error.
- **Probability concepts** - comparison of true and experimental probabilities, conditional probabilities, probability distribution tables and graphs, two-way tables, probability trees and Venn diagrams.
- **Probability Distributions** - applying Poisson, binomial, triangular, rectangular and normal distributions, comparison of true probabilities versus distribution of model estimates.
- **Simultaneous Equations** - forming and solving systems of simultaneous equations and interpreting the nature of solutions.

Assessment *Internal 37 %* *External 63 %*

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91580 (3.8)	Investigate time series data	4	Internal		
91584 (3.12)	Evaluate statistically based reports	4	External	N	Y
91585 (3.13)	Apply probability concepts in solving problems	4	External		
91586 (3.14)	Apply probability distribution in solving problems	4	External		
91587 (3.15)	Apply systems of simultaneous equations in solving problems	3	Internal		
Total number of credits available towards the Level 3 NCEA		19			

(some students may have 4 additional credits from completing AS91581 last year)

Course Costs

\$45.00

Write-on workbooks, revision material and online subscriptions

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person(s)

Faculty Leader – Mr Eley or Mr West

STATISTICS SCHOLARSHIP (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 12MAS, 12MAT or 12MAA students with an Excellence grade in 2.12 Apply Probability Methods.
- 13 credits at NCEA Level 2 Achievement Standards.
- This course can be taken in conjunction with 13MCA.
- Scholarship Statistics is available to students sitting this course.
- Students will be invited to join this course.

Course/Course Content

Objectives

Candidates will be expected to learn and apply skills in the following areas

- **Time Series** - using the statistical enquiry cycle to investigate time series data and produce a report.
- **Statistical reports** - the statistical enquiry cycle, experimental design, surveys and polls, interpreting and analysing statistical inferences, tables and graphs, critiquing causal-relationship claims and interpreting margins of error.
- **Probability concepts** - comparison of true and experimental probabilities, conditional probabilities, probability distribution tables and graphs, two-way tables, probability trees and Venn diagrams.
- **Probability Distributions** - applying Poisson, binomial, triangular, rectangular and normal distributions, comparison of true probabilities versus distribution of model estimates.
- **Simultaneous Equations** - forming and solving systems of simultaneous equations and interpreting the nature of solutions.

Assessment *Internal 37 %* *External 63 %*

Achievement Standard	Description	Credits	Assessment	UE Literacy	
				Reading	Writing
91580 (3.8)	Investigate time series data	4	Internal		
91584 (3.12)	Evaluate statistically based reports	4	External	N	Y
91585 (3.13)	Apply probability concepts in solving problems	4	External		
91586 (3.14)	Apply probability distribution in solving problems	4	External		
91587 (3.15)	Apply systems of simultaneous equations in solving problems	3	Internal		
Total number of credits available towards the Level 3 NCEA		19			

Course Costs

\$45.00

Write-on workbooks, revision material and online subscriptions

Equipment Required

Casio Graphics Calculator fx-9750-II or fx-9860-GIII

Contact Person(s)

Faculty Leader – Mr Eley or Miss Cook

TE REO MĀORI (Year 13)

NCEA Level 3

Guidelines/Minimum Entry

An achieved grade at NCEA Level 2 Māori in each assessed achievement standard OR Head of Department approval

Course Objectives

By the end of level 8, students are more confident with the language through tuhi, pānuitia, whakarongo and kōrero. Students are collaborating through daily tasks and completing mahi on their own. They can explain and discuss many of their own ideas and opinions and may use te reo Māori creatively. They can read a variety of te reo Māori materials and write expressively for a range of purposes. Students use a range of strategies to help learn te reo Māori effectively, and as a second language learner, are gaining more confidence in language comprehension and fluency.

During the school terms we are learning:

- To communicate effectively in Te Reo Māori by developing competence in the four language skills: Whakarongo (listening) korero (speaking), pānui (reading), tuhituhi (writing)
- To learn about Tikanga Māori (Māori Culture) through learning karakia, mihimihi, pepeha, whakataukī, pakiwaitara, waiata, haka and whakawhanaungatanga
- To provide a window into Te Ao Māori (Māori Society) in both a historical and modern context.

Assessment

Internal: 66%

External: 33%

Achievement Standard	Description	Credits	Assessment
AS9651 (3.2)	Kōrero kia whakamahi i te reo o tōna ao torotoro Speech focus: Aotearoa and Global Interaction	6	Internal
AS91652 (3.3)	Pānui kia mōhio i te ao o tōna ao torotoro Reading focus: Aotearoa and Global Interaction	6	External
AS91654 (3.5)	Waihanga tuhinga whai take i te reo Māori o te ao whānui Writing Portfolio Focus: Aotearoa and the wider world	6	Internal
Total number of credits available towards the Level 3 NCEA		18	

Course Costs

\$40.00

Workbook, Language Perfect online vocabulary learning

Associated Costs

Nil

Contact Person(s)

Ms Melisa Chase / Ms Anna Vincent

VISUAL ART – DESIGN (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 16 credits at level 2 Art Design or approval of HOD
- Merit or Excellence credits recommended for students wishing to do Scholarship.

Course/Course Content

This course will be designed to build upon and develop the student's knowledge from level 2 design. Students will be allowed to develop their own theme/brief to form the basis of their design work for the year. This will be broken down into sub-briefs which could include:

- Logo and branding design
- Promotional Work (poster/flyers etc)
- Illustration or character design
- UX design (website/app etc)
- Animation
- Product – book, business, merchandise.

Objectives:

- Develop critical, lateral & creative thinking skills in design
- Extend knowledge of design conventions and contemporary design practitioners
- Use a digital workbook to document design processes and idea development and resolution
- Develop a body of work within chosen field of design practice.

Assessment

Achievement Standard	Description	Credits	Assessment
91445 (3.2)	Use drawing to demonstrate understanding of conventions appropriate to design.	4	Internal
91450 (3.3)	Systematically clarify ideas using drawing informed by established design practice.	4	Internal
91455 (3.4)	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice.	14	External
Total number of credits available towards the Level 3 NCEA		22	

Course Costs

\$60.00

Materials fee

(includes visual diary, Art materials, large format printing and folio boards)

Associated Costs

\$10 approx.

1 year Adobe Creative Cloud Licence – optional but recommended

NOTE: It is highly recommended for students wishing to study Design at this level to have access to Adobe Creative Cloud

Contact Person

Ms A Whittaker (HOD)

VISUAL ART - PAINTING (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 16 credits in Level 2 Painting or approval of HOD
- Merit or Excellence credits recommended for students wishing to do Scholarship.

Course/Course Content

This course will be designed to build upon and develop the student's knowledge of established painting practice, context, procedures, materials and techniques from level 2 painting.

Students will be allowed to develop their own theme to form the basis of their painting work for the year. The internal assessments (3.2, 3.3) are integrated to create a body of work from which students can develop their own ideas and interests to produce the externally assessed part of the course (3.4/folio boards).

Objectives

- To develop student's knowledge and understanding of and extend this knowledge through individual practice.
- To further expand students' knowledge of art practitioners and painting practices.
- To continue to use the visual diary to show working progress including research, idea generation and experiments to enable students to analyse and clarify ideas.
- To manage self and time within a student centric course.

Assessment

Achievement Standard	Description	Credits	Assessment
91446 (3.2)	Use drawing to demonstrate understanding of conventions appropriate to painting.	4	Internal
91451 (3.3)	Systematically clarify ideas using drawing informed by established painting practice	4	Internal
91456 (3.4)	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	14	External
Total number of credits available towards the Level 3 NCEA		22	

Course Costs

\$60.00

Materials fee (includes Art materials, visual diary and three folio boards)

Associated Costs

Nil

Contact Person

Ms A Whittaker (HOD)

VISUAL ART – PHOTOGRAPHY (Year 13)

NCEA Level 3

Guideline(s)/Minimum Entry

- 16 credits in Level 2 Photography
- Merit or Excellence credits recommended for students wishing to do Scholarship.

Course/Course Content

This course will be designed to build upon and develop the student's knowledge of established photography practice, context, procedures, materials and techniques from Level 2 Photography.

Students will be allowed to develop their own theme to form the basis of their photography for the year. The internal assessments (3.2, 3.3) are integrated to create a body of work from which students can develop their own ideas and interests to produce the externally assessed part of the course (3.4/folio boards).

Objectives

- To develop student's knowledge and understanding of and extend this knowledge through individual practice.
- To further expand students' knowledge of art practitioners and photography practices.
- To continue to use the visual diary to show working progress including research, idea generation and experiments to enable students to analyse and clarify ideas.
- To manage self and time within a student centric course

Assessment

Standard	Description	Credits	Assessment
91447 (3.2)	Use drawing to demonstrate understanding of conventions appropriate to photography	4	Internal
91452 (3.3)	Systematically clarify ideas using drawing informed by established photography practice	4	Internal
91457 (3.4)	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	14	External
Total number of credits available towards the Level 3 NCEA		22	

<u>Course Costs</u>	\$60.00	Materials fee (includes visual diary, folio boards, large format printing)
<u>Associated Costs</u>	\$10 approx.	1 year Adobe Creative Cloud Licence – optional but recommended

NOTE: It is highly recommended for students wishing to study Photography at this level to have access to Adobe Creative Cloud as well as a DSLR camera and tripod of their own.

Contact Person

Ms A Whittaker (HOD)