

**Oxford Area School**

**COURSES  
HANDBOOK  
2012**

Information available at the Oxford Area School Office:  
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Website: [www.oxford.school.nz](http://www.oxford.school.nz)

# ***Quality Education in a Rural Setting***

## **Using this Book**

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***Choosing your subjects for next year is important.  
It needs to be done carefully.***

We suggest that you work through these steps:

- **Step One**            Read the course selection section for your year level.
- **Step Two**            Consider your abilities, interests as well as the occupations which interest you to help you make your subject choice.
- **Step Three**          With these ideas in mind read the subject descriptions.
- **Step Four**            Seek advice if necessary from the Careers Adviser, Dean, other staff and attend the Course Selection evening.
- **Step Five**            Discuss possible choices with your parents/caregivers, all the way through these steps.
- **Step Six**              After careful thought and discussion, fill in your course selection forms.

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## Important Questions to Ask

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- What subjects interest me?
- What subjects do I get my best marks in?
- What subjects can I go on to study later, if I choose this course?
- What subjects will I not be able to study later, if I choose this course?
- What careers or training courses interest me?
- What are the entry requirements for those careers or courses?
- Do the subjects I have chosen meet those entry requirements?
- Do I need help?

*If you do not have any clear idea where your studies may lead you it is important to discuss your future plans with the Careers Adviser, or your Dean, or your Subject Teachers, as well as your parents/caregivers.*

## Who can help me make a Course Decision?

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Careers:	Mr King
Agriculture:	Mr Malcolm
Art/Photography:	Mr Firkin
Computing/Economics:	Mr Scott
Textiles:	Mrs Beer
Hospitality and Food:	Mrs Beer
Sciences:	Mr Malcolm
English:	Mrs Whyte
Graphics and Technology:	Mr Scott
History/Classics:	Mrs Bermingham
Japanese:	Mr Schumacher
Geography/Environmental Studies/Tourism:	Mr Roberts
Mathematics:	Ms Taylor
Outdoor Education/Physical Education:	Mr Cooper
Performing Arts (Dance, Drama, Music):	Mrs Peck & Mr Schumacher
Distance Learning:	Mr Scott
NZQA Liaison Teacher:	Mr Cooper

**REMEMBER:** *We can provide a wider range of subjects using CantaNet and other providers. Please ask.*

# Course Chart

Year 7/8	Year 9	Year 10																																																														
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**Subjects not listed may be available through Correspondence or Distance Education**

# Years 1 to 6

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The Year 1 to 6 [Primary] section of the school welcomes the opportunity to work with families in the Oxford Community.

We aim to develop a climate where students will develop the following Key Competencies through the implementation of well balanced programmes in a caring environment.

## Thinking

- develop sound work habits
- work effectively, both independently and in groups
- take increasing responsibility for their own learning and work
- developing critical and creative thinking
- developing intellectual curiosity

## Relating to Others

- acknowledge and respect individual differences
- being able to compete and co-operate effectively when required

## Self Management

- take responsibility for their own actions and decisions
- show initiative and perseverance
- manage time effectively
- encouraging, enterprising, resourceful, reliable and reliant action

## Participating and Contributing

- being actively involved in our community

## Using Long Symbols and Text

- written, oral, visual, mathematical, scientific and technological

Programmes are based on the 8 essential learning areas of the New Zealand Curriculum Framework area:

- English
- Mathematics
- Science
- Technology
- Social Studies
- Health and Physical Education
- The Arts [art, Music, Drama & Dance]
- Languages [Re Reo]

Student progress is assessed regularly and programmes devised to enhance abilities, or to give extra assistance where it is required.

We identify gifted and talented students and plan appropriately for them. We have programmes which run to meet the needs of our students including both inside school and outside agency opportunities.

Remedial assistance is available for students to develop skills in Reading, Numeracy, Speech, Oral Language and Motor Skills if appropriate. We also run a Reading Recovery programme.

Parental involvement is appreciated and encouraged – e.g. helping in a classroom, helping with sports, accompanying a class trip and assisting with special events at school.

Our New Entrant programme encourages pre-schoolers to visit on Thursday mornings from 9.00 to 10.30am leading up to their enrolment date. We also hold a parents evening on the Thursday night of the seventh week each term for parents of students turning five within the next term. These run from 7.30pm in Rata and Ngaio.

Parents/Caregivers are actively encouraged to keep in contact with the Class Teacher. A “Meet-the-teacher” evening is held at the beginning of each year. New Entrant interviews and reports are held after 6-8 weeks of school attendance. Parent/teacher conferences are held for all other students near the end of Term 1, with additional requested conferences in Term 3. Formal written reports are issued at mid-year and end-of-year.

Appointments can be made to discuss any concerns during the year.

It is our hope that home and school will work together for the total development of each of our students.

*Any enquiries re Year 1 to 6 programmes – contact Jen Rodgers, Deputy Principal.*

# Year 7 and 8

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Home rooms are provided for Years 7 and 8 students and they are taught English, Mathematics, Health, Outdoor Education, Social Studies and a second language by their home room teachers.

Students move from their home rooms to be taught Physical Education, and Science and they are mixed into smaller groups for experiences in semestered subjects: Visual Art, Performing Arts [Music & Drama] and various themes in Technology.

The students are encouraged to develop self motivation, independent work habits, respect for themselves, for property and for others, reliability and responsibility. Year 7/8 students are also encouraged to develop organisational skills and study skills along with completing regular homework.

## HOME ROOM SUBJECTS:

### English

Using “English in the New Zealand Curriculum”, all students are involved in a variety of programmes covering Listening, Speaking, Reading, Writing, Viewing and Presenting. Students are encouraged to understand written, oral & visual strands, to respond to, and to use language effectively in a range of contexts.

During our English/Literacy programmes your child will be learning to:

- Read for pleasure, and read for learning.
- Read a range of texts to respond to and critically think about in a variety of ways.
- Develop life-long reading strategies, i.e. questioning, predicting, making connections, inferring, summarizing, synthesizing, skimming, scanning and building vocabulary.
- Write confidently to recount, to narrate, to persuade, to explain, to instruct, to describe and to analyse for an audience and purpose.
- Use grammar, punctuation and spelling accurately when writing.
- Contribute to discussions and listen to others viewpoints or ideas.
- Participate in a speech competition or debating team.
- Present quality work with pride using various formats, e.g. poster, ICT, role plays, pamphlet, booklet, profile and bookwork.

- Work with others in small groups and independently.

### Mathematics/Numeracy

Mathematics covers Numeracy, which is our major strand, with students being exposed to units of work involving Measurement, Geometry, Algebra and Statistics. Basic facts are still stressed at this level through regular maintenance activities and are required revision for those pupils lacking an adequate knowledge.

Problem solving, logic, reasoning and communicating are strongly emphasised in all modules. These skills are necessary for everyday use of Mathematic concepts.

We are striving to improve the quality of maths teaching and raise the level of student achievement. Numeracy programmes are based on careful research about how children learn. This means that your child will be learning to:

- Enjoy working with numbers
- Make sense of numbers – how big they are, how they relate to other numbers, and how they behave
- Solve mathematical problems, whether real life or imaginary
- Calculate in their head whenever possible, rather than using a calculator or pen or paper
- Show that they understand maths, using equipment, diagrams and pictures
- Explain and record the methods they use to work out problems
- Accept challenges and work at levels that stretch them
- Work with others and by themselves
- Discuss how they tackle mathematical problems with other students, their teacher, and you.

### Health

A 2-year programme with one module usually covered each term. There are integrated units making links to other curriculum units covered which are identified as a major focus whilst a child is at Yr 7/8 level.

Topics that may be covered are:

- Safety in the Outdoors and Managing Risk situations [General, Sunsmart, Cycling, Bush, Water] linked to camp.
- Friendships and Relating to Others.
- Changes in Puberty.
- Caring for the Body and Looking Good
- D.A.R.E. Programme
- Safer Schools – Mediation/Kia Kaha

## Outdoor Education

Annual camps are held usually in February/March or Nov/Dec with an aquatic experience and a bushcraft based camp planned for alternate years.

## Social Studies

Over a 2 year programme developed from Social Studies in the NZ curriculum, students develop an understanding about people and the world which will enable them to participate in a changing society. Knowledge, ideas, skills, values and social awareness are incorporated into each module and the Key Competencies taught from the NZ Curriculum.

## Sport

Involves one hour per week. Sporting exchanges and tournaments are arranged throughout the year. Students have the opportunity to take part in the annual swimming sports, cross country/endurance championships and athletics sports.

### SPECIALIST TEACHER COURSES:

## Physical Education

The Year 7 and 8 Physical Education programme develops knowledge and attitudes towards healthy and sustainable lifestyles.

Modules covered during the year include aquatics, personal fitness, profiles, gymnastics, ball handling, dance, athletics and game skills.

Through these topics students extend their development of balance, co-ordination, reaction, agility, flexibility and endurance.

Participation, enjoyment and positive people skills are high priorities.

## Science

All science subjects are taught in two specialised laboratory facilities if timetable allows.

Science is taught by specialist science teachers and is a practical course designed to develop skills, interest, and to answer questions pupils have about science. Student input into what they wish to learn is encouraged.

Topics will cover all strands in the national curriculum and include topics such as:

- Astronomy and space exploration
- Geology and Earth Science
- Animals and Plants
- Chemistry
- The Environment
- Electronics
- Physics – energy forces
- Weather

All year 7 and 8 students are expected to present an entry in the school's Science Fair held early in Term 2 in the Oxford Town Hall every second year.

## Drama

This course aims to develop students' confidence and team skills. The course is based on Level 3 Drama in the New Zealand Curriculum. Students will explore improvisation techniques, space, voice and body through 'theatre sports', creating playlets and adapted plays.

## Food and Textiles

This involves two main areas of the curriculum – "Textile Technology" and "Health/Food & Nutrition". Each year students progress to a more advanced level.

Practical work is required for both food and textiles. Some materials and ingredients may be required to be brought from home.

## Music

This course is a continuation of the middle school programme. Course elements comprise study in musical knowledge, creative composition, performance and theory of music. Instruction in recorder, flute, clarinet, saxophone, drums and guitar, piano and singing are available through the school's Itinerant programme.

## Computing - IT

Computing will be taught through Home Room subjects and students will develop important skills and knowledge in a number of areas including typing, research and presentation.

## Technology

During the course of study students will be undertaking studies based on the New Zealand Curriculum document.

This subject comprises a range of technology areas including such topics as Biotechnology, Control Technology, Structural Technology, and Information & Communications Technology.

Each course of study is for a two year period where students will undertake a range of the technology areas identified in the document. This will mean that students will not necessarily be constructing products but may be developing prototypes, testing, evaluating and recording findings. Students will be developing skills in understanding technologies, using technologies and exploring the impacts technology has on societies.

All studies put before the students will be by way of a design brief approach thus allowing for individual and/or group solutions.

## Visual Art

The course develops practical working in Drawing, Painting, Design, Printmaking and Form and Structure.

Students are encouraged to explore the use of a wide range of media and techniques within a structured course, designed to cater for individual creativity and imagination.

## Extra Activities Include

- Science Projects and Competitions
- Australian Science and English Competitions
- Australian Maths Assessment
- Technology Challenge
- Cantamaths Competition
- Debating/Speech Competitions
- Reading and Writing Competitions
- Opportunities to learn an instrument

## Homework

PRIDE Homework is continued in Yr 7 & 8. Students are given multiple options to complete for their homework and they design and set themselves challenges throughout the year. See our website under the "Primary" button for further information.

In 2011 the weekly homework sheet was re-introduced to meet needs in spelling, daily reading, literacy focus and maths.

## General

Parents and caregivers are encouraged to maintain regular contact with their child's teachers, especially the homeroom teacher. It is important for all to work together to enable each student to achieve his/her potential. The Year 7/8 Dean is responsible for the pastoral care of all students in our department and may be contacted any time.

# Years 9 and 10

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## Art

The visual arts course develops, through practical work and a study of established art practice, a students ability to draw, paint, design, investigate print making and sculpture.

Students are encouraged to explore the use of a wide range of media and techniques within a structured course, designed to cater for individual creativity and imagination, while preparing those who wish to proceed to NCEA.

The Year 10 Art option should be seen as a pre-requisite year for students wishing to undertake NCEA. (Enthusiasm is essential, and the ability to complete work to a sound level is important for Year 10 and above.)

## Computing

### Information and Communication Technology – Year 9 & 10

This course covers systems that enable the collection, structuring and manipulation of information in various forms. Students will come up with solutions for given problems. We look at Spread Sheets, Database, Desktop Publishing, Web Page Design and Animation. This course covers the above area from the Technology Curriculum.

## Drama

### Year 9

An introductory course aimed at building self-esteem, imagination and group skills. This course is based on level 4 of Drama in the New Zealand Curriculum. The course concentrates on helping students to become literate in the vocabulary of Drama. The students learn the Drama Techniques of voice, body, movement and space. The students participate in drama games, the devising of a fairytale, and improvising a story using props.

## Economics

### Year 10

This course looks at how individuals participate in the market place through economic decision making, economic management and participation. Students will learn how small businesses start up and we look in depth at how successful businesses survive in today's market. A small amount of budgeting and accounting is also covered.

## English

The Year 9 and 10 programmes explore all the strands, written, oral and visual language, and the connections between them. Skills practiced will be centered around Listening, Reading and Viewing as well as Speaking, Writing and Presenting.

In class, students have the opportunity to read together for meaning and pleasure a variety of genre including fiction, non-fiction, poetry, short stories and plays. Students also are encouraged to develop personal reading for pleasure and learn research and information literacy skills.

Debating, speech-making, role playing and designing static images are encouraged and students also enjoy all kinds of writing – formal, creative and assignments on literature studied in class. Basic language skills, including vocabulary acquisition, are consolidated and developed.

The purpose is to encourage students who are keen, confident, original and fluent language users, continuing to develop their imaginative and cultural horizons and their self-confidence as communicators.

### Next Step

NCEA English – Level 1

## Environmental Studies

### Year 10

Environmental Studies is a Year 10 course that looks at what is happening to our environment and what students can do to make a difference. The course has 3 Key Dimensions. These are:

1. Action in the Environment, i.e field trips
2. Action for the environment, i.e. practical environmental improvement work
3. Action about the environment, i.e. classroom based study.

Rather than being purely teacher led, students are given the opportunity to discover what is important to them as individuals on local, national and global scales. They then discover how they can make a difference. Aspects can include.

- Water quality for fishing etc.
- Alternative fuels to put in cars.
- Endangered species.
- Planting native species.
- Global Studies (a topical environmental issue)
- Antarctica
- World Heritage Park or Frozen Resource

## Food and Textiles

Involves two main areas of the curriculum – “Textile Technology” and “Health / Food & Nutrition.”

Each year students progress to a more advanced level. These subjects are compulsory for all students at this level.

Topics with both a technological & health focus will be the major part of these studies at each level.

Practical work is required for both food and textiles. Students will be expected to bring some ingredients for food lessons. Textiles study involves garment making so students will need to have appropriate materials.

Courses lead to NCEA Level 1 Design Technology/Textiles and/or Level 1 Food & Nutrition and Hospitality.

This subject is a core subject.

## Graphics

Students will be undertaking a range of study involving the following Graphics areas: Problem Solving, Environmental and Architectural Design, Engineering and Technological Design, Media and Illustrative Design. The method of teaching is by way of a design brief thus creating the environment for individual problem solving.

Students will be given the opportunity to develop skills in computer graphics, instrumental drawing, freehand sketching and the use of a wide range of media to produce their solutions.

Students will be given the opportunity to opt into this subject at year 10. It is recommended that students do so if they wish to study this subject at Year 11 NCEA.

## Health

### Year 9 and 10

A 2-year programme covering topics from the Key Areas of Learning: Mental Health, Body Care and Physical Safety and Sexuality Education.

Topics that may be covered are:

### Year 9

- “*Me and My World*” creating a positive environment for themselves & others.
- “*Tobacco Awareness*” Effects and reasons people continue to smoke.
- “*Kia Kaha*” Identifying bullying and self management strategies.
- Baby Sitting Certificate

### Year 10

- “*Alcohol and Drugs*” Effects of wellbeing, assertiveness and risk management.
- “*Sexuality*” Positive attitudes towards sex and sexuality.
- “*Health & Wellness*” Including self esteem.
- Positive friendships and relationships.

## Japanese

### Year 9

This course is an introduction to Japanese. Students will be introduced to the hiragana and katakana alphabets, with some kanji. They will learn how to ask for information from others, and how to describe things. Grammatical structure is considered and cultural aspects will also be covered.

[Levels 1/3 of Japanese in the New Zealand Curriculum].

### Year 10

A function-based approach to the Japanese language in the areas of listening, speaking, reading

and writing set against the background of Japanese culture.

Students will become familiar with reading and writing the hiragana and katakana script and more kanji characters.

[Level 2/4 of Japanese in the New Zealand Curriculum].

## Mathematics

Each school year the students will study each of the strands – Statistics, Number and Algebra, Geometry and Measurement. In a range of meaningful contexts, they will be engaged in thinking mathematically and statistically. They will learn to solve problems and model situations, developing understanding, knowledge and skills at their own level.

A scientific calculator is a requirement for mathematics in Year 9 and above.

### Next Step

Year 11 Mathematics.

## Outdoor Experiences

Outdoor experiences are available as part of the STARS Programme in Year 9 and include a one week adventure camp and an exploration of a nearby community. Year 10 students experience a camp at Waipara at the end of the year.

The STARS Programme is an ongoing programme throughout the year involving senior students peer mentoring our Year 9 students and develops life skills and goal setting for the Year 9 students.

## Physical Education

Year 9 and 10 Physical Education programmes develop knowledge and attitudes towards a healthy lifestyle using a variety of topics.

The modules covered include aquatics, personal fitness profiles, gymnastics, ball handling, dance, athletics and game skills.

Through these topics students extend their development of balance, co-ordination, reaction, agility, flexibility and endurance.

Participation, enjoyment and positive people skills are high priorities.

## Music

### Year 9

This course is a continuation of the Year 7 & 8 programme. Course elements comprise study in musical knowledge, creative composition, performance and theory of music. Instruction in flute, clarinet, saxophone, recorder, drums, guitar, piano and singing are available through the school's itinerant programme.

## Performing Arts

### Year 10

This is a course combining all aspects of Performing Arts. Students will begin preparing for Performing Arts at NCEA Level 1. It is recommended that students who intend to pursue music through this course have learnt an instrument through private tuition for at least 1 year as well as in the classroom. Two strands of Performing Arts (Music & Drama) will combine to develop the skills necessary for NCEA Level 1

### Associated Costs

Course Cost –

Manuscript Book           \$3.25

Sheet music and performance makeup   \$5.00

## Science

Learning about science is fundamental to understanding the world in which we live and work. Science helps us to clarify ideas, to ask questions, to test explanations through measurement and observation.

Topics will cover all strands of the national curriculum and will include the following topics:

### **Year 9 -**

- Forensic Science – skills
- Electricity
- Accident and emergency – human biology
- Cook – chemistry
- Extinction – ecology
- Alien - astronomy

### **Year 10 –**

- Pyrotechnics – chemistry
- Species at war – microbes
- Studio magic – physics
- Catastrophe – geology
- Live and kicking - biology

## **Social Studies**

Social Studies is the study of society and the interactions that take place within it. In Year 9 & 10, Social Studies aims to develop understandings of people, their actions, attitudes and beliefs, and for students to become responsible participants in a changing society.

The students will be provided with many different opportunities to develop their skills relevant to Social Studies. As learning outside the classroom is important in developing a knowledge of society there may be some associated costs with organised field trips.

## **Technology**

Over the two year period students will be undertaking studies based on the New Zealand Curriculum document.

This subject comprises a range of technology areas including such topics as Biotechnology, Control Technology, Structural Technology and Information & Communication Technology. Each course of study is for a two year period where students will undertake a range of the technology areas identified in the document. This will mean that students will not necessarily be constructing products but may be developing prototypes, testing, evaluating and recording findings. Students will be developing skills in understanding technologies, using technologies and exploring the impacts technology has on societies. All studies put before the students will be by way of a design brief approach thus allowing for individual and/or group solutions. This subject is a core subject.

# INFORMATION FOR YEAR 11 STUDENTS

## NCEA Level 1

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**NCEA:** *National Certificate of Educational Achievement*

### How do Students gain NCEA?

The NCEA is awarded at Levels 1, 2 & 3. Each standard is worth a number of credits. To gain an NCEA Level 1, Year 11 students will need to earn at least 80 credits. These can come from:

- External Assessment (Examinations in November)
- Internal Assessment against achievement standards or unit standards

An NCEA Level 1 Certificate will be issued to learners who have achieved 80 credits at Level 1 or higher. These must include:

- 10 credits from approved standards for literacy skills
- 10 credits from approved standards for numeracy skills

The results for achievement standards are given as:

- Excellence
- Merit
- Achieved
- Not Achieved

The number of credits available for any standard is fixed. Excellence and Merit results do not alter this.

The results for unit standards are given as:

- Achieved
- Not Achieved

### Rewarding Achievement:

This assessment system encourages all students to achieve to their potential.

NCEA certificates are awarded with Merit or Excellence -

- If you get 50 or more of the required 80 credits at Excellence level, you will earn an NCEA with Excellence.
- If you get 50 or more credits at Merit level (or a mix of Merit and Excellence) you will earn an NCEA with Merit.

Excellence criteria are demanding and students who achieve with Excellence for all or most of their standards will demonstrate higher-level thinking skills.

### Subjects:

Check the entry requirements in this booklet to make sure your course –

- is a broad one allowing future flexibility,
- suits your possible career needs,
- will interest you, and therefore help you to succeed.

## Number of Subjects:

- All students will take English, Mathematics and Science, plus 3 other subjects in Year 11.
- To qualify for NCEA Level 1, ten credits from approved standards for literacy skills and ten credits from approved standards for numeracy skills are required.
- In addition Core Physical Education and Sport are compulsory at Year 11.

## Assessment Policies & Procedures:

The school has developed clear policies and procedures relating to assessment for the NCEA. These are made available to all students at the start of the year. Policies and procedures will be fairly applied across all subjects. Internally assessed standards will be spread throughout the year. A clear statement about the assessment programme in each subject will be issued to students at the start of the year.

## Entry to Courses:

Entry to courses at both Years 12 & 13 is by negotiation with Head of Departments/Teachers in Charge. Our aim is to ensure that all students are studying at an appropriate level. There is opportunity to study across levels if this best meets the students needs.

## Fees for 2011 -

- New Zealand Students** - \$75
- International Students** - \$375

## Important Points to be Considered:

- English is a compulsory subject. It is necessary to satisfy the requirements for achieving NCEA Level 1.
- Mathematics is a compulsory subject It is necessary to satisfy the requirements for achieving NCEA Level 1.
- Science is a compulsory subject. Science covers Biology, Physics and Chemistry.
- Most careers which require Physics or Biology also require Chemistry. Examples are careers in medicine, agriculture, horticulture, consumer and applied science, physiotherapy, pharmacy, marine biology, and environmental science.
- For engineering, electrical and electronics careers, and many apprenticeships, Science and Mathematics are considered essential.
- Students who are intending to follow careers in Commerce, Music, Art, Physical Education, Outdoor Leadership, Languages or the Social Sciences should check their requirements for future training or education with their Guidance Counselor or the Careers Coordinator
- Core Physical Education and Sport are incorporated into each Year 11 student's programme.
- Careful choice of subjects is important. It is difficult to make course changes in the NCEA system. All changes will need the approval of the Year 11-13 Dean.

# INFORMATION FOR YEAR 12 STUDENTS

## NCEA Level 2

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Five is the usual number of NCEA subjects for a full course in Year 12. You need now to choose four subjects from the Year 11-13 Section as you must do a course in English. Remember your course in Year 12 can be a combination of Year 11 and Year 12 (Level 1 and Level 2 NCEA) subjects. Students choosing five NCEA subjects will also follow the Modular Programme which includes Study modules (see page 40).

Some students may wish to attempt six NCEA subjects. This is a demanding course and recommended as suitable for those students who have shown strong organizational skills and academic ability. This requires approval.

### Courses at Year 12:

As well as the subjects you choose, the following are components of your Year 12 course:

- English is compulsory
- Sport is compulsory.

### Qualifications:

All Year 12 students study English and four other subjects, which can be multi level. Most subjects have an **External** assessment at the end of the year as well as **Internal** assessments during the year. To gain NCEA Level 2, 80 credits are required. At least 60 of these must be from Level 2 or higher.

Students who are entering Year 12 but have yet to meet the minimum Literacy and Numeracy requirements of 10 credits at level 1 NCEA in each of Literacy and Numeracy should ensure they select subjects which will fulfill these requirements. Ask the Year 11-13 Dean if you need help in this regard.

### Rewarding Achievement:

This assessment system encourages all students to achieve to their potential.

NCEA certificates are awarded with Merit or Excellence:

- If you get 50 or more of the required 80 credits at Excellence level, you will earn an NCEA with Excellence.
- If you get 50 or more credits at Merit level (or a mix of Merit and Excellence) you will earn an NCEA with Merit.

Excellence criteria are demanding and students who achieve with Excellence for all or most of their standards will demonstrate higher-level thinking skills.

### Assessment Policies & Procedures:

The school has developed clear policies and procedures relating to assessment for the NCEA. These are made available to all students at the start of the year. Policies and procedures will be fairly applied across all subjects. Internally assessed standards will be spread throughout the year. A clear statement about the assessment programme in each subject will be issued to students at the start of the year.

### Entry to Courses:

Entry to courses at both Year 12 & 13 is by negotiation with Head of Departments/Teachers in Charge. Our aim is to ensure that all students are studying at an appropriate level. There is opportunity to study across levels if this best meets the student's needs.

### Fees for 2011 -

<b>New Zealand Students</b>	-	\$75
<b>International Students</b>	-	\$375

# INFORMATION FOR YEAR 13 STUDENTS

## NCEA Level 3

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The following information offers guidelines for course selection for Year 13 subjects. Senior students are advised to contact HOD's directly if they have queries regarding specific programmes.

Most students at Year 13 will be studying for the NCEA Level 3 qualification. Year 13 students may study subjects at a variety of levels, according to:

- Their results in 2011
- The approval of the Senior Dean
- The career needs of each student
- The limitations of the timetable

### Points to Consider:

- Year 13 students are required to undertake a full course of study which involves 5 subjects
- To gain NCEA Level 3, 80 credits are required. At least 60 of these must be from Level 3 or higher.
- Entry requirements are outlined in this booklet. Note that selection for individual subjects may require HOD approval.
- Because tertiary institutions apply different criteria to New Zealand Citizens, Permanent Residents and International Students, all students are responsible for checking out entry details with the tertiary institution they wish to attend.
- Students intending university study should choose combinations of Level 3 subjects as outlined on the next page.
- Students should aim for the highest achievement possible in each standard. This is advised because tertiary institutions will rank students on the basis of their best Level 3 credits.
- English Language Requirements: All students must meet the literacy requirements as set out by NZQA and all International Students whose first language is not English must also provide satisfactory evidence of their proficiency in English.
- Students should consult tertiary institutions to ensure they choose any required subjects for the courses they are interested in studying. Students are advised to access websites and published material available through the Careers Department.
- Careful choice of subjects is important. It is difficult to make course changes in the NCEA system. All changes will need the approval of the Year 11-13 Dean and may require approval by the Deputy Principal.

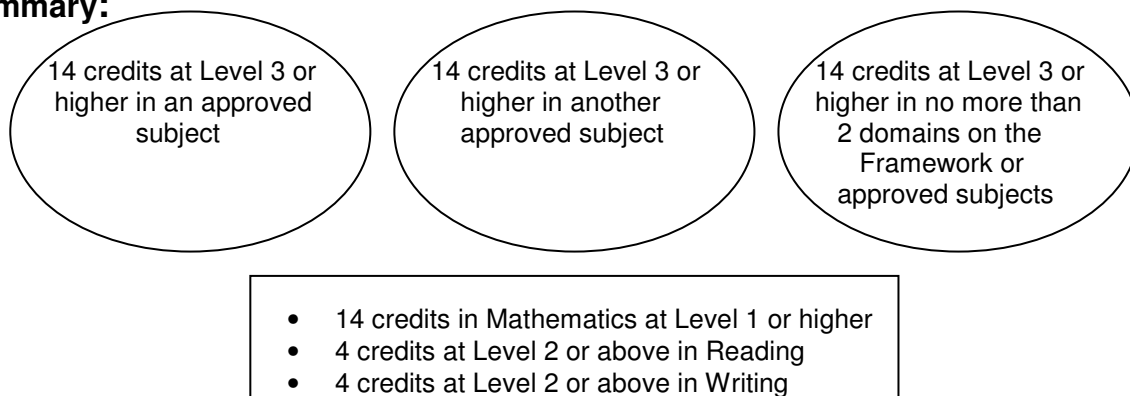
### University Entrance Standards:

A person shall be qualified for entrance to a university in New Zealand if he/she has obtained:

1. A minimum of 42 credits at Level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at Level 3 or higher in each of two subjects from the approved subject list, with a further 14 credits at Level 3 or higher taken from no more than two additional domains on the National Qualifications Framework, or approved subjects.
2. A minimum of 14 credits at Level 1 or higher in Mathematics on the National Qualifications Framework.
3. A minimum of 10 credits at Level 2 or higher in English or Te Reo Māori, 4 credits must be in Reading and 4 credits must be in Writing. The literacy credits will be selected from a schedule of approved achievement standards and unit standards.

**Note:** Different universities and courses have their own entry criteria. While a student has achieved the minimum standard for entry to a New Zealand university (UE) this does not guarantee entry to course/institutions. Students are encouraged to check the entry criteria to intended tertiary study.

## Summary:



## Approved subjects:

Accounting	Japanese (Second Language)
Agriculture & Horticulture	Korean
Biology	Latin
Chemistry	Mathematics with Calculus
Chinese (Second Language)	Statistics and Modeling
Classical Studies	Media Studies
Computing	Music Studies
Cook Islands Māori	Painting (Practical Art)
Dance	Photography (Practical Art)
Design (Practical Art)	Physical Education
Drama	Physics
Economics	Printmaking (Practical Art)
English	Samoan
French (Second Language)	Science
Geography	Sculpture (Practical Art)
German (Second Language)	Spanish (Second Language)
Graphics	Social Studies
Health Education	Technology
History	Te Reo Rangatira or Te Reo Māori
History of Art	
Indonesian	

## Students Planning to Enter the NZ Scholarship Examinations:

Scholarship is **not** part of NCEA. It is a stand-alone qualification designed to extend very high level achieving Level 3 students. The examinations will cover similar content as NCEA Level 3, but at higher level thinking skills. Students need to discuss their possible entry with their teachers and NZQA Liaison teacher **early** in the year.

## Rewarding Achievement:

This assessment system encourages all students to achieve to their potential.

NCEA certificates are awarded with Merit or Excellence:

- If you get 50 or more of the required 80 credits at Excellence level, you will earn an NCEA with Excellence.
- If you get 50 or more credits at Merit level (or a mix of Merit and Excellence) you will earn an NCEA with Merit.

Excellence criteria are demanding and students who achieve with Excellence for all or most of their standards will demonstrate higher-level thinking skills.

## Assessment Policies & Procedures:

The school has developed clear policies and procedures relating to assessment for the NCEA. These will be made available to all students at the start of the year. Policies and procedures will be fairly applied across all subjects. Internally assessed standards will be spread throughout the year. A clear statement about the assessment programme in each subject will be issued to students at the start of the year.

## Entry to Courses:

Entry to courses at both Years 12 & 13 is by negotiation with Head of Departments/Teachers in Charge. Our aim is to ensure that all students are studying at an appropriate level. There is opportunity to study across levels if this best meets the student's needs.

## Fees for 2011:

<b>New Zealand Students</b> -	\$75	includes up to 3 Scholarship papers
<b>International Students</b> -	\$375	
		Plus \$100 for each Scholarship paper

## COURSE GUIDANCE FOR 2012

### What is CantaNet?

CantaNet is a cluster of nineteen secondary and area schools in the greater Canterbury region that engages in eLearning to better meet the needs of students and teachers. CantaNet is a member of the Virtual Learning Network (VLN) which connects the eLearning clusters and enables the delivery of range of online courses using a range of technologies.

### How does it work?

Each of our schools offers a course, a teacher and an eDean that then allows them to enrol students in courses offered by schools across the Virtual Learning Network (NZ).

Generally a course consists of 8-12 students who are taught by an **eTeacher** (who will be from a participating school) using an approach that blends face to face style video conference tutorials with a mix of online and paper based learning. You would typically find a course consists of students from 5-7 different schools throughout the country. Much of the learning will be accessed through an online space where students can receive work, download assignments, and interact with the teacher and other students.

The role of the **eDean** in a school is to support the students and provide an important line of communication between teacher and students. This means students are not just left on their own to cope if they are having difficulties

### The CantaNet commitment

- All courses will be aligned with the New Zealand curriculum and NZQA requirements
- All schools will provide an onsite support person (eDean) for students
- All courses will be taught by a qualified and registered teacher from a school in NZ
- All courses will provide engaging, flexible and personalised learning suited to a range of learning styles, using digital tools and resources blended with video conference tutorials

### Why take an online course?

- If the course / subject you want to take is not available in your own school
- If the subject you want to take clashes with another timetabled class

### What students need to consider

Learning online often requires a change in thinking from students who are used to a structured lesson by lesson day. You will need to be willing to learn how to manage your own time effectively and to direct your learning more than in a traditional classroom. With this comes a lot more flexibility, especially if you are taking more than one online course (some students have up to three), but also more responsibility for your learning. Students need to be able to take the initiative and ask the teacher, the eDean and other students for help when they need it. Learning online does not mean the absence of the teacher. In fact, because of the small number of students in a course, eTeachers can often provide more feedback than in a traditional classroom, but this feedback is usually not instant.

## Courses in 2012

About 90% of courses offered this year will be offered next year. There will some minor changes, but often a course we can't offer can be found through the Virtual Learning Network.

CantaNet Courses offered 2011	Teacher	School
L3 Classical Studies	Darren Sudlow	Darfield High School
L1 History	Garry Brittenden	Akaroa Area School
L3 Chemistry	Christian Alino	Amuri Area School
L2 Media Studies	Andrea McErlane	Ashburton College
L1 Spanish	Rhonda Knight	Cheviot Area School
L1 French	Marjorie Juhel	Darfield High School
L3 Physics	Peter Catell	Darfield High School
L3 French	Jane Donald	Geraldine High School
L3 Biology	Denise Arkless	Twizel Area School
L2 Biology	Allan Easte	Hurunui College
L3 Art History	Maryann Darmody	Mackenzie College
L3 Accounting	Mike Prouting	Darfield High School
L1 Te Reo Maori	Kim Clarkson	Opihi College
L2 Graphics	Trevor Scott	Oxford Area School
L2 History	Adrian Bell	Rangiora New Life School
L2 Chemistry	Conrad O'Connor	Roncalli Diocesan School
L3 German	Val Cameron	Timaru Girls' High School
L3 Geography	Kris Martin	Timaru Boys' High School
L2 Physics	Trish Dollan	Waimate High School
L3 Physical Education	Paul Selbie	Waitaki Girls' High School

## Courses through the Virtual Learning Network

Social Sciences			
Course	Level 1	Level 2	Level 3
Geography	√	√	√
History (England or NZ)	√	√	√
Classical Studies		√	√
Social Studies			
Tourism			
Economics	√	√	√
Psychology		√	√
Business Enterprise			

Mathematics and Statistics			
Course	Level 1	Level 2	Level 3
Maths (Generic)	√	√	√
Maths with Statistics			√
Maths with Calculus			√
Accounting	√	√	√

Health and Physical Education			
Course	Level 1	Level 2	Level 3
Health			
Physical Education		√	√

The Arts			
Course	Level 1	Level 2	Level 3
Visual Art	√	√	√
Media Studies		√	√
Art History		√	√
Photography			√
Dance	√		
Drama			
Music	√	√	√

Technology			
Course	Level 1	Level 2	Level 3
Graphics	√	√	√
Computing		√	√
Digital eTrades: 3D Animation & Gaming (NZ Virtual School Trades Academy)		√	√
Digital Technology		√	√
Food & Nutrition			
Food & Hospitality			
Electronics		√	√

Science			
Course	Level 1	Level 2	Level 3
Science (Generic)			
Physics		√	√
Biology		√	√
Agriculture (Telford)		√	√
Horticulture & Agricultural Science			√
Chemistry		√	√

Languages				
Course	Introductory	Level 1	Level 2	Level 3
Te Reo Maori	√	√	√	√
Spanish	√	√		√
German	√	√	√	√
Japanese	√	√	√	
French	√	√	√	√

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# Correspondence

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Senior students wishing to do correspondence lessons will be approved on an individual basis depending on the availability of the subject at school and their previous academic achievement.

The Correspondence School can now provide a few short term courses (10 to 20 weeks in length) and details of these can be obtained from the school.

# Years 11 – 13

## Agriculture

### General Statement

This is a course being offered to Year 11 & 12 students through the National Trade Academy and taught by qualified staff at school. This course is based on Unit Standards.

The class has 10 days training in particular skills on farms in the area.

All practical components are taught and assessed by trained tutors from the National Trade Academy and theory components are assessed internally. The course works towards a National Certificate in Agriculture Level 2 after two years of study and is divided in the following way.

### Year 1 – First Year Compulsory Subjects

#### Theory

	<i>Internally Assessed Standards</i>	<i>Credit</i>
24557	Demonstrate knowledge of the safe operation of an ATV	3
20797	Demonstrate knowledge of farm practices and farm animal behaviour	3
18192	Demonstrate knowledge of how cows milk	2
18193	Demonstrate knowledge of dairy shed design and hazards	2
24641	Demonstrate knowledge of features, attributes, identification and records of sheet	2
24542	Demonstrate knowledge of the impact of agriculture on soil	3
16	Describe pasture plants and production, and ways to optimize pasture growth and utilization	5

#### Practical

	<i>Internally Assessed Standards</i>	<i>Credit</i>
24554	Ride an ATV on flat terrain	4
561	Install and dismantle temporary electric fences	2
24832	Open out a coil of wire, tie knots and join wire	5
24833	Identify fencing tools. Identify fencing construction materials and wire type	3
24835	Identify the location of a fault in electric fences and replace electric fence components	3

### Year 2 – Second Year Compulsory Subjects

#### Theory

	<i>Internally Assessed Standards</i>	<i>Credit</i>
19103	Demonstrate knowledge of livestock health	8
10082	Demonstrate knowledge of rearing weaner or replacement cattle.	4
24623	Demonstrate knowledge of cattle breeds	2
24641	Demonstrate knowledge of features, attributes, identification and records of sheep	2
21555	Demonstrate knowledge of weeds and their control	4
24620	Describe the safe handling of cattle in yards	5

#### Practical

<i>Unit No.</i>	<i>Internally Assessed Standards</i>	<i>Credit</i>
19106	Assist with handling livestock when droving and drafting	4
19053	Ride a motorcycle on flat terrain	3
24552	Check and drive a basic wheel tractor with an attached implement on flat terrain	5
24561	Ride an SPV/ATV with a trailer	2
10088	Identify electric fencing components and tie a range of knots	2
21556	Control weeds under supervision	2

#### Next Step

- Completion of National Certificate in Agriculture.
- Farm Apprenticeship.
- Employment on farms.

## Art

### NCEA Level 1 – Year 11

#### General Statement

This course aims to build upon the skills and knowledge learned in previous years, with an emphasis on providing students with the

opportunities to develop individual responses to the syllabus.

### Course Outline and Assessment

	<i>Internally Assessed Standards</i>	<i>Credit</i>
1.1	Research art and artworks from Maori & European traditions and their contexts	3
1.2	Use drawing processes and procedures	5
1.3	Generate and develop ideas in making artworks	12

### Associated Costs

Materials \$30.00

### Previous Study

Year 10 Art

### Next Step

NCEA Level 2 – Year 12

Entry will be dependent on HOD and Dean approval.

## NCEA Level 2 – Year 12

### General Statement

Students at this level are expected to develop more independence in initiating, developing and resolving their year's work.

### Course Outline and Assessment

	<i>Internally Assessed Standard</i>	<i>Credit</i>
2.2	Research information and ideas in the context of a drawing study in painting	6

	<i>Externally Assessed Standard</i>	<i>Credit</i>
2.3	Generate and develop ideas in making artworks	12

### Associated Costs

Vary according to materials used, approx \$30.00

### Previous Study

NCEA Level 1

### Next Step

Bursary Art or Photography

## NCEA Level 3 – Year 13

### General Statement

Students at this level are required to build knowledge and understanding of art and established practice within an informed framework

of study. A knowledge of New Zealand and International contemporary art will form a basis for direction into original and relevant outcomes.

Students may enroll in one or two of the following courses.

Painting, Photography, Design, Printmaking, Sculpture.

These courses consist of two internally assessed achievement standards and one externally assessed standard.

Students will show their ability to generate work and ideas, clarify and analyse these ideas through appropriate medium and then show regeneration into resolved art works. Students who wish to go on to specialist Art courses at a tertiary level must complete two courses.

### Course Outline and Assessment

	<i>Internally Assessed Standards</i>	<i>Credit</i>
3.1	Research an art making tradition and discuss it's links to relevant recent Design, Painting, Photography, Printmaking, Sculpture practice	4
3.2	Investigate and use ideas and methods in the context of a drawing study in Design, Painting, Photography, Printmaking, Sculpture.	6

	<i>Externally Assessed Standard</i>	<i>Credit</i>
3.3	Produce original work within Design, Painting, Photography, Printmaking Sculpture to show extensive knowledge of art-making methods and ideas.	14

### Associated Costs

Vary according to materials used within chosen art discipline.

### Previous Study

Preferably NCEA Level 2.

### Next Step

Tertiary Study

## Classical Studies

## NCEA Level 2 – Year 12

### General Statement

The classical studies course covers Greek topics including:

- Homer's Odyssey
- Athenian Art and Architecture.
- Athenian Social life

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.4	Complete an independent examination of an area of classical studies <i>Athenian Art and Architecture</i>	5
2.5	Communicate knowledge of an aspect of the classical world <i>The Odyssey</i>	4

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.1	Examine a passage from work of classical literature in translation <i>The Odyssey</i>	5
2.2	Examine a work of classical art and/or architecture <i>Athenian Art &amp; architecture</i>	5
2.3	Examine in essay format an aspect of the classical world <i>Athenian social life</i>	5

Skills include interpretation, analysis, exploring and devising arguments, literary skills and appreciation.

#### Associated Costs

Field trip re 2.4  
Field trip to Canterbury University  
Booklets \$10

#### Previous Study

Year 11 English and/or Year 11 History

#### Next Step

Year 13 Classics, History or English.

### NCEA Level 3 – Year 13

#### General Statement

This classical studies course covers Roman and Greek history topics including:

- Virgil's *Aeneid* with particular reference to Books 1, 2, 4 & 6, including the plot and characters of the poem, the function of the gods, and the theme of Rome's world mission.
- Alexander the Great
- Greek Vase Painting

#### Course Outline and Assessment

	<b>Internally Assessed Standard</b>	<b>Credit</b>
3.4	Complete independent research on an area of the classical world <i>Alexander the Great</i>	6

	<b>Externally Assessed Standards</b>	<b>Credit</b>
3.1	Explain a passage from a work of classical literature in	6

	translation <i>Aeneid</i>	
3.2	Explain a work or works of classical art <i>Greek Vase Paintings</i>	6
3.3	Explain in essay format an aspect of the classical world <i>Alexander the Great</i>	6

Skills include interpretation, analysis, exploring and devising arguments, literary skills and appreciation.

#### Associated Costs

Field trip to University of Canterbury  
Booklets \$10

#### Previous Study

Year 12 English, Year 12 History and/or Classics are helpful

#### Next Step

University / Tertiary

## Computing

### National Certificate Level 1 - Year 11

#### General Statement

Computing is Unit Standards based. All credits gained will count towards NCEA. The course is designed to give students a thorough knowledge of basic computer concepts. 40 credits are required for a National Certificate and will be gained over approximately 2 years. If completed earlier students will immediately move to Level 3 in Year 12.

#### Course Outline and Assessment

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2780 v.6	Level 1 - Demonstrate and apply knowledge of a personal computer system.	3
2784 v.6	Level 2 - Create and use a computer spreadsheet to solve a problem	3
2786 v.6	Level 2 - Create and use a computer database to solve a problem	3
2788 v.6	Level 2 – Produce desktop published documents to meet a set brief.	5
5946 v.6	Level 1 – Use computer technology to create and deliver a presentation from given content.	3
5947 v.6	Level 2 – Produce schematic diagrams using a computer	2
6743 v.6	Level 2 – Demonstrate an understanding of ergonomic principles for computer workstations	2

**Associated Costs**

\$5.00

**Previous Study**

Nil

**Next Step**

Year 12 Computing

**National Certificate Level 2 and 3  
Year 12****Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
2780 v.6	Level 1 – Demonstrate and apply knowledge of a personal computer system [only for those who require it to complete a national certificate]	3
2781 v.6	Level 2 - Manage and protect data in a personal computer system.	3
5940 v.7	Level 2 - Produce a presentation using a desktop presentation computer application	3
2791 v.6	Level 2 - Integrate spreadsheet and database data into a word processed document to meet a set brief.	3
25655 v.1	Level 2 - Create a website using a dedicated web-authoring tool to meet a set brief.	3
25656 v.1	Level 2 - Create a website using a mark-up language to meet a set brief.	3
25662 v.1	Level 2 - Use digital communications technologies	3
2783 v.6	Level 2 - Demonstrate knowledge of the components of a personal computer	3

**National Certificate Level 2 & 3 – Year 13**

This course is designed to allow students to either complete a National Certificate or accumulate credits. Level 2 will be completed and Level 3 credits gained.

**Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
2787 v.6	Level 3 - Create and use a computer data base to provide a solution for organization use	6
2785 v.6	Create a computer spreadsheet to provide a solution for organization use	5
24872 v.1	Produce documents for a workplace using a computer	3
25658 v.1	Create a website for a stakeholder using a dedicated web-authoring	5

	tool.	
25661 v.1	Design and assemble an interactive media product without scripting.	3

**Design Technology –  
Hard Materials****NCEA Level 1 – Year 11****General Statement**

Students studying this subject will be working towards gaining a 'National Certificate in Building, Construction and Allied Trades Skills Level 1' (BCATS). During the course of study students will be required to gain competency in the following Unit Standards and Achievement Standards. There will be practice tasks that students will be working on during the year.

**Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
AS91044 v.1	Level 1 - Undertake brief development to address a need or opportunity	4
AS91047 v.1	Level 1 – Undertake development to make a prototype	6
US25920 v.1	Level 1 - Use joints for a BCATS projects	3
US25919 v.1	Level 1 - Use hardware and fastenings for a BCATS project	2
US24352 v.1	Level 1 - Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project	2
US24355 v.1	Level 1 - -Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	4

**Associated Costs**

Vary according to materials used

**Previous Study**

Year 10 Technology

**Next Step**

Level 2 NCEA

Polytechnic courses

Entry will be dependent on HOD and Dean approval

**NCEA Level 2 – Year 12****General Statement**

Students studying this subject will be working towards gaining a 'National Certificate in Building, Construction and Allied Trades Skills Level 2'

(BCATS). This course is completed over a 2 year period during which time they will be completing the following Unit Standards. There will be practical projects undertaken in this programme.

### Course outline and Assessment

	<b>Internally Assessed Unit Standards</b>	<b>Credit</b>
US24927 v.3	Level 2 – Identify, select, maintain and use hand tools for BCATS projects	6
US12932 v.3	Level 2 – Construct timber garden furniture and items of basic construction equipment as a BCATS project.	8
US24350 v.1	Identify, select, maintain and use portable power tools for BCATS projects	6
US24354 v.1	Level 2 – Demonstrate knowledge of and apply safe practices in a BCATS workplace	4
US25921 v.1	Level 2 – Make a cupboard as a BCATS project	6

### Associated Costs

Vary according to materials used

### Previous Study

NCEA Level 1 Design Technology preferred

### Next Step

Year 13 Design Technology  
Polytechnic Courses

## NCEA Level 3 – Year 13

### General Statement

Students studying this subject will be working towards gaining a 'National Certificate in Building, Construction and Allied Trades Skills Level 2' (BCATS). This course is the final years study towards the Level 2 qualification, during which time they will be completing the following Unit Standards. There will be practical projects undertaken in this programme. A total of 16 credits are being offered.

### Course outline and Assessment

	<b>Internally Assessed Unit Standards</b>	<b>Credit</b>
US20047 v.2	Level 2 – Hand turn wood to produce furniture articles	4
US24353 v.1	Level 2 – Demonstrate knowledge of and create sketches and drawings for BCATS projects	6
US25536 v.1	Level 2 – Operate a band saw to produce furniture components	3

US25330 v.1	Level 2 – Demonstrate knowledge of the joinery industry with a BCATS environment	2
US25360 v.1	Level 2 – Demonstrate knowledge of timber and other construction materials used in BCATS projects	5

### Associated Costs

Nil

### Previous Study

Year 12 Design Technology – Hard Materials

### Next step

Polytechnics  
Direct entry to the work force

## Economics

### NCEA Level 1 –Year 11

### General Statement

The course is designed to stand alone – no prior knowledge is required. The emphasis is on developing an understanding of why and how groups and individuals choose to satisfy their wants by allocating and managing scarce resources in the context of the New Zealand economy

### Course Outline and Assessment

	<b>Internally Assessed Standard</b>	<b>Credit</b>
1.6	The Consumer Decision Making Model	2

	<b>Externally Assessed Standards</b>	<b>Credit</b>
1.1	Consumer Choice and Demand	5
1.2	Producers, Production and Resources	5
1.3	Supply	2
1.4	The Market	5
1.5	Sectors of the Economy	2

### Associated Costs

Nil

### Previous Study

None Required

### Next Step

Year 12 Economics  
NCEA Level 2  
Entry will be dependent on HOD and Dean approval

## NCEA Level 2 – Year 12

### General Statement

The course is designed to stand alone – no prior knowledge is required. The emphasis is on exploring and examining issues using trade, employment, growth, price stability and equality. Owing to small numbers opting for Level 2 Economics this is generally taught on Cantatech.

### Course Outline and Assessment

	<b>Internally Assessed Standard</b>	<b>Credit</b>
2.4	Carry out an investigation of a current economic issue using primary data	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.1	Explore issues using economic concepts and statistical data	6
2.2	Examine issues using economic models	6
2.3	Demonstrate an awareness of Government policies related to economic issues	6

### Associated Costs

Nil

### Previous Study

Prefer Year 11 Level 1

### Next Step

Level 3

## NCEA Level 3 – Year 13

### General Statement

Students study the role of the market in the economy and how the public sector and government are able to modify that role.

Skills of reasoning, interpretation of data and analysis will be developed throughout the course. Owing to small numbers opting for Level 3 Economics this is generally taught on Cantatech.

### Associated Costs

Nil

### Previous Study

Year 12 Level 2

### Next Step

University

## English

## NCEA Level 1 – Year 11

### General Statement

The course builds on the skills covered in the Year 9 and 10 courses and encourages practical experience in areas such as research, creative writing, static images, drama, and speech-making. A range of literature is studied. Reading skills and writing in different styles are practiced.

Students need to practice making meaning and creating meaning at each level of the curriculum. As they progress, students use their skills to engage with tasks and texts in greater depth, as they become increasingly sophisticated and challenging.

Using a set of underpinning processes and strategies, students develop knowledge, skills and understandings related to:

- Text purposes and audiences
- Ideas within different language contexts
- Language features that enhance texts
- Structure and organisation of texts

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
1.4	Produce creative writing	3
1.5	Produce formal writing	3
1.6	Construct and deliver an oral text	3
1.7	Research and present information	3
1.10	Form personal response to independently read texts, supported by evidence	4

	<b>Externally Assessed Standards</b>	<b>Credit</b>
1.1	Show understanding of specified aspect(s) of studied written text(s), with supporting evidence	4
1.2	Show understanding of specified aspect(s) of studied visual or oral text(s), with supporting evidence	4
1.3	Show understanding of significant aspects of unfamiliar written texts through close reading, using supporting evidence	4

### Associated Costs

- Cost of any class trips to view drama productions/films. \$15 transport plus seat price.
- Cost of admittance to productions performed at school. Usually \$2 - \$10.
- ICAS - \$7.50 (English Competition)
- Ugly Shakespeare performance. \$5

### Previous Study

Year 10 English

### Next Step

NCEA Level 2

Entry will be dependent on HOD and Dean approval. Students should have passed as many of the external achievement standards as possible, and aim for 18 credits or more at Level 1

## Practical English – Year 11 – 13

### Level 1 & 2

#### General Statement

This is a practical course offering Achievement and Unit Standards. It shows a clear profile of achievement in communication and literacy English skills.

- Students will be offered standards which are internally assessed.
- Practical English is offered to suitable pupils. Students who take Practical English may also sit NCEA Achievement Standards at a suitable level.

#### Level 1 Course Outline and Assessment

A selection will be made from the following standards

	<b>Internally Assessed Standards</b>	<b>Credit</b>
US2624 v.1	<b>Term 1:</b> Read texts with understanding	3
US1293 v.5	Participate in an informal one to one face to face interview	2
US26622 v.1	<b>Term 2:</b> Write to communicate ideas for a purpose and audience	4
US3483 v.5	Fill in a form	4
US26625 v.1	<b>Term 3:</b> Actively participate in spoken interactions	3
	Complete US26624 v.1	
	<b>Term 4:</b> Opportunity for extension or re-assessment	

#### Level 2 Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
AS 2.4	Produce a selection of crafted and controlled writing	6
US1294	Formal Interview	2
AS 2.6	Crease a crafted and controlled visual and verbal text	3
AS 2.9	Form developed personal responses to independently read texts supported by evidence	4

### Associated Costs

- Ugly Shakespeare performance. \$5

### Previous Study

Year 10 English / CPE Level 1.

### Next Step

NCEA Level 1 or 2 English or Practical English  
Entry dependent on HOD approval

## NCEA Level 2 – Year 12

#### General Statement

Students study an enjoyable variety of literary genre over the year including a range from the novel, poetry, drama and film. They will continue to develop their skills in thinking, analysing and evaluating. The craft of writing is practiced encompassing a variety of styles. Students also carry out a research investigation into a language or literature topic.

Class and group discussion of literature and language topics is encouraged.

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.4	Produce a selection of crafted and controlled writing.	6
2.7	Analyse significant connections across texts with supporting evidence.	4
2.8	Use information literacy skills to form developed conclusions	4
2.9	Form developed personal response to independently read texts, supported by evidence.	4

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.1	Analyse specified aspects of studied written texts with supporting evidence.	4
2.2	Analyse specified aspect s of studied visual or oral texts with supporting evidence.	4
2.3	Analyse significant aspects of unfamiliar texts through close reading with supporting evidence.	4

### Associated Costs

- Costs of class trips to view drama productions/films:
- Transport \$15 plus seat price
- ICAS - \$7.50
- Ugly Shakespeare performance - \$5

### Previous Study

NCEA English Level 1. Students should have passed as many external achievement standards as possible.

### Next Step

NCEA Level 3 English  
Entry will be dependent on HOD and Dean approval. Students should have passed as many NCEA Level 2 external standards as possible and gained 18 or more Level 2 credits.

## NCEA Level 3 – Year 13

### General Statement

This academic course is based on the study of language and literature including:

- The appreciation and analysis of the language of poetry and prose
- A language or literature topic which involves individual research on an aspect of the topic chosen by the student.
- Two out of a contemporary novel, a study of the New Zealand writer Katherine Mansfield's short stories, the works of a major poet such as Seamus Heaney or a film study such as *Moulin Rouge*.

Students concentrate on developing their literary skills of discrimination, analysis and appreciation.

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
3.1	Produce and extended piece of writing in a selected style	4
3.6	Construct and deliver an oral presentation	4
3.7	Complete independent research on a language or literature topic and present findings in written form	4
U/S 12431	Read and evaluate the effectiveness of moving images	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
3.2	Respond critically to written text(s) studied	3
3.4	Respond critically to oral or visual text studied	3
3.5	Respond critically to unfamiliar prose and poetry texts	3

### Associated Costs

- Cost of class trips to view drama productions/films:
- \$15 transport plus seat price.
- ICAS - \$7.50
- Ugly Shakespeare Performance - \$5

### Previous Study

NCEA Level 2 English  
Individual cases considered on merit. Students should have passed as many external NCEA Level 2 achievement standards as possible.

### Next Step

University Course/Tertiary Study

## **Geography**

### NCEA Level 1 – Year 11

### General Statement

Geography is a dynamic subject that moves with times. It looks at today's key social, political and moral questions on a local, national and global scale. Students explore the relationship between people and the environment around us and make their own informed decisions.

- What can we do about global warming?
- Should native forests be logged?
- Is the population growing too fast?
- Should groundwater use be limited for dairy farming?

Students also develop many skills essential for adult life and the workplace.

- Analysis of the range of values that people hold.
- Decision making.
- Management of resources.
- Planning for the future.
- Report preparation and presentation.

As the best way to learn is to experience things at first hand, the courses also involve participation in field trips.

Studies include:

- Extreme natural events of the Pacific Region including Tropical Cyclones and Flooding
- Population Studies of New Zealand and Monsoon Asia
- Resource Use in a renewable (wine making) and non-renewable (gold mining) context.
- Geographic Issues – globally, regionally and locally
- Global Studies – economic development, globalization and deforestation.

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
AS91009 1.3	Demonstrate geographic understanding of the sustainable use of an environment.	3
AS91011 1.5	Conduct geographic research, with direction.	4

AS91012 1.6	Describe aspects of a contemporary New Zealand geographic issue.	3
AS91013 1.7	Describe aspects of a geographic topic at a global scale.	3
AS91014 1.8	Apply spatial analysis, with direction, to solve a geographic problem.	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
AS91007 1.1	Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s).	4
AS91008 1.2	Demonstrate geographic understanding of population concepts.	4
AS91010 1.4	Apply concepts and basic geographic skills to demonstrate understanding of a given environment.	4

### **Associated Costs**

Transport for field trips

### **Previous Study**

None required

### **Next step**

NCEA Level 2

## **NCEA Level 2 – Year 12**

### **General Statement**

Geography is a dynamic subject that moves with times. It looks at today's key social, political and moral questions on a local, national and global scale. Students explore the relationship between people and the environment around us and make their own informed decisions.

- What can we do about global warming?
- Should native forests be logged?
- Is the population growing too fast?
- Should groundwater use be limited for dairy farming?

Students also develop many skills essential for adult life and the workplace.

- Analysis of the range of values that people hold.
- Decision making.
- Management of resources.
- Planning for the future.
- Report preparation and presentation.

As the best way to learn is to experience things at first hand, the courses also involve participation in field trips.

Studies may include:

- Explain natural landscapes both in New Zealand and on a global scale.
- Explain urban settlements locally, regionally and globally.
- Explain disparities in development between countries and within countries.
- Geographic issues - globally, regionally and locally.
- Global Studies – climate change and endangered species.

### **Course Outline and Assessment**

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.5	Carry out directed geographic research	5
2.6	Describe a contemporary geographic issue	3
2.7	Explain a global study	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.1	<i>Explain natural landscapes</i>	3
2.2	<i>Explain urban settlements</i>	3
2.3	Explain disparities in development	3
2.4	<i>Apply skills and ideas in a geographic context, with guidance</i>	4

### **Associated Costs**

Transport for field trips

### **Previous Study**

NCEA Level 1 an advantage

### **Next Step**

NCEA Level 3

## **NCEA Level 3 – Year 13**

### **General Statement**

Geography is a dynamic subject that moves with times. It looks at today's key social, political and moral questions on a local, national and global scale. Students explore the relationship between people and the environment around us and make their own informed decisions.

- What can we do about global warming?
- Should native forests be logged?
- Is the population growing too fast?
- Should groundwater use be limited for dairy farming?

Students also develop many skills essential for adult life and the workplace.

- Analysis of the range of values that people hold.
- Decision making.
- Management of resources.

- Planning for the future.
- Report preparation and presentation.

As the best way to learn is to experience things at first hand, the courses also involve participation in field trips.

Studies may include:

- Natural Processes focusing on the coastal environments of Canterbury.
- Cultural Processes focusing on tourism development in New Zealand and the gold coast of Australia.
- The geographic importance of planning and decision making based on local, regional, national and global planning issues.
- Geographic Issues.

### Course Outline & Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
3.3	Analyse the role of Geography in planning and decision making	3
3.5	Carry out geographic research with consultation	3
3.6	Analyse a contemporary issue and evaluate course of action	3
3.7	Analyse a global geographic study	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
3.1	Analyse a geographic environment, focusing on the interacting natural processes	3
3.2	Analyse a cultural process	3
3.4	Select and apply skills and ideas in a geographic context	6

### Associated Costs

Cost of Field Trips

### Previous Study

NCEA Level 1 & 2 an advantage. NCEA Level 2 English an advantage.

### Next Step

Tertiary Course/Career  
 Tourism, Agriculture, Landscape Design, Geology, Resource Management, Education, Environment, Decision Making and/or Planning, Catchment Authorities, Local Government, Weather Presenter on TV.

## Graphics

### NCEA Level 1 - Year 11

#### General Statement

This course of study builds on the knowledge and experience gained in the previous years. The emphasis is on providing students with a wide range of experiences in the Graphics fields through problem solving, from a range of design briefs.

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
AS91066 v.1	Use rendering techniques to communicate the form or own design ideas.	3
AS91068 v.1	Demonstrate the development of a design idea communicated through graphics practice.	6
AS91069 v.1	Promote design work to an audience using visual communication techniques	4

	<b>Externally Assessed Standards</b>	<b>Credit</b>
AS91063 v.1	Produce freehand sketches to communicate own design	3
AS91064 v.1	Produce instrumental, multi-view orthographic drawings that communicate technical features of own design.	3
AS91065 v.1	Produce instrumental paraline drawings to communicate own design.	3

### Associated Costs

Nil

### Previous Study

Open Entry

### Next Step

Level 2 NCEA

Polytechnic Courses

Entry will be dependent on the HOD and Dean approval

### NCEA Level 2 – Year 12

#### General Statement

This course of study builds on the knowledge and skills acquired in the previous year. The emphasis is on providing students with a wide range of experiences in the graphics fields through solving problems, expressing individual ideas from a range of design briefs.

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.34 v.1	Develop a spatial design through graphics practice.	6
2.35 v.1	Develop a product design through graphic practice.	6
2.36 v.1	Use visual communication techniques to present own design.	4

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.3 v.1	Communicate design ideas using visual communication techniques.	3
2.31 v.1	Use working drawings to communicate technical details of a design.	4
2.32 v.1	Produce instrumental perspective projection drawings to communicate design ideas.	3

#### Associated Costs

Nil

#### Previous Study

Open Entry

#### Next Step

NCEA Level 3 / Scholarship

Polytechnic Courses

Entry will be dependent on HOD and Dean approval.

### NCEA Level 3 – Year 13

#### General Statement

This subject is a University Entrance approved subject. The course of study builds on the skills and knowledge gained in previous years. The emphasis is on providing students with a wide range of real life experiences in the graphics world. Students are encouraged to develop individualized design briefs that meet their needs based on the achievement standards provided.

Students will be required to work towards gaining credits in the external achievement standards and two of the internal achievement standards provided, thus gaining 19 credits in this subject area.

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
AS90736 v.2	Develop and communicate a solution to an architectural or environmental design brief.	5
AS90737 v.2	Develop and communicate a solution to an engineering or technological design brief.	5
AS90738 v.2	Develop and communicate a solution to a media or technical illustration design brief.	5

	<b>Externally Assessed Standards</b>	<b>Credit</b>
AS90734 v.2	Negotiate a brief and a solution by applying a design process.	5
AS90735 v.2	Plan and produce a presentation to communicate design ideas.	4

#### Associated Costs

Nil

#### Previous Study

Open Entry

#### Next Step

Polytechnic Courses

University Studies

## History

### NCEA Level 1 – Year 11

#### General Statement

The colourful pageant of History is the story of people! It tells of the conflicts and achievements of the human race, of bloody wars and significant events. Studded with the names of statesmen and conquerors, explorers, inventors and artists, it also records the way ordinary people lived in times past.

This course studies some of the major events throughout the world during the 20<sup>th</sup> century may include:

- Black civil rights in the USA
- Conflict in Ireland 1902 to 1922
- Origins of World War II
- New Zealand search for security

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
AS91001 1.1	Carry out an investigation of an historical event or place of significance to New Zealanders	4
AS91002 1.2	Demonstrate understanding of an historical event or place of significance to New Zealanders.	4
AS91004 1.4	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	4

	<b>Externally Assessed Standards</b>	<b>Credit</b>
AS91003 1.3	Interpret sources of an historical event of significance to New Zealanders.	4
AS91005 1.5	Describe the causes and consequences of an historical event.	4
AS91006 1.6	Describe how a significant historical event affected New Zealand society.	4

### **Associated Costs**

#### **Previous Study:**

Year 10 Social Studies

#### **Next Step:**

NCEA Level 2 History

### **NCEA Level 2 – Year 12**

#### **General Statement**

It aims at developing skills of inquiry, analysis, presentation and critical thinking. Students will study:

- Revolution in Russia
- The conflict in Vietnam and Indo-China 1945 to 1975
- Origins of World War 1

#### **Course Outline and Assessment**

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.1	Plan and carry out an historical inquiry	4
2.2	Communicate historical ideas to demonstrate understanding of an historical context	4
2.4	Examine perspectives and responses of, and demonstrate empathy for people in an historical setting	4

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.3	Examine evidence in historical sources	4
2.5	Examine how a force or movement in an historical setting influenced people's lives in an essay	4
2.6	Examine individual or group identity in an historical setting, in an essay	4

### **Associated Costs**

#### **Previous Study**

Level 1 History or English

#### **Next Step**

NCEA Level 3 History

### **NCEA Level 3 – Year 13**

#### **General Statement**

This course covers:

- A broad survey of Tudor-Stuart England 1558-1668. This study includes Elizabeth I, James I, and Charles I. It deals with religion, government, trade, everyday society.

#### **Course Outline and Assessment**

	<b>Internally Assessed Standards</b>	<b>Credit</b>
3.1	Plan and carry out independent historical research <i>Tudor Stuart England 1558 - 1668</i>	4
3.2	Communicate and present historical ideas clearly to show understanding of an historical context.	5

	<b>Externally Assessed Standards</b>	<b>Credit</b>
3.3	Analyse and evaluate evidence in historical sources	5
3.4	Examine a significant decision made by people in history, in an essay.	5
3.5	Examine a significant historical issue in the context of change, in an essay.	5

### **Associated Costs**

#### **Previous Study**

English, Geography or History at Year 12

#### **Next Step**

University study in History, English, Political Studies, Classical or American Studies, Sociology, Law or Journalism.

## **Hospitality and Foods**

This subject area provides students with comprehensive learning experiences about the Hospitality industry and is ideal for those who wish to enhance their career options in any field of the Hospitality and Food industry. Much of the course is practical and this may include the opportunity of working with local businesses. Food studies involves developing an understanding of nutritional needs and the impact of media on food selection.

### **Level 1 – Year 11**

#### **General Statement**

This foundation course in Hospitality is designed as an introduction to working in commercial environments and students will learn essentials of food hygiene, preparing and presenting meat, fruits and vegetables, eggs and cheese in the hospitality industry.

Upon successful completion of the entire course a Certificate of Achievement – Cookery level 1 will be gained from the Hospitality Standards Institute. The rest of the year's study will build on these skills along with the food studies.

## Certificate of Achievement – Cookery 1 Level 1

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
US15620	Apply knowledge of hygiene and safety in the preparation, serving and storage of food	6
US15900	Prepare and present meat in the hospitality industry	3
US15901	Prepare and present fruit and vegetables in the hospitality industry	2
US19770	Prepare and present egg and cheese dishes in the hospitality industry	2
<b>Achievement Standards</b>		
AS90956	Demonstrate knowledge of an individual's nutritional needs	5
AS90959	Demonstrate knowledge of practices and strategies to address food handling issues.	5
AS90961	Demonstrate understanding of how packaging information influences an individual's food choices.	4

### **Associated Costs**

Course costs will cover the provision of most pantry supplies. Other supplies will need to be provided from home. There will be opportunity for students to purchase high quality equipment which they will use during the year. Workbooks are purchased from the school office

### **Previous Study**

Year 7 – 10 Foods

### **Next Step**

Year 12 Hospitality or Polytechnic in the fields of catering, baking, butchery and hospitality or direct entry into modern apprenticeships or cadetships.

## Level 2 – Year 12

### **General Statement**

This course aims to provide students with skills in food and beverage service and customer care, working in a commercial environment and working with food safely. It is designed as a foundation course for any person who may be considering a career in the hospitality industry. Some of the year includes food studies.

### Course Outline and Assessment

	<b>Internally Assessed Standard</b>	<b>Credit</b>
*167	Practice food safety methods in a food business	4

This standard is a prerequisite for Level 2 Unit Stds

## Certificate of Achievement – Food & Beverage Level 2

### Course Outline and Assessment may include

	<b>Internally Assessed Standards</b>	<b>Credit</b>
14425	Prepare and serve hot and cold non-alcoholic drinks in a commercial environment	2
14434	Prepare and clear areas for table service in a commercial environment	3
14436	Provide basic food table service in a commercial environment	4
14462	Provide customer care in the hospitality industry	2
<b>Achievement Standards</b>		
2.1	Analyse issues related to the provision of food for people with specific food needs	5
2.4	Evaluate sustainable food related practices	5
2.6	Evaluate health promoting strategies designed to address a nutritional need	4

### **Associated Costs**

Course costs will cover the provision of most pantry supplies. There will be opportunity for students to purchase high quality equipment which they will use during the year. Workbooks are purchased from the school office.

### **Previous Study**

No previous study is necessary but a genuine interest in the hospitality industry and food is recommended.

### **Next Step**

Year 13 Hospitality and Foods, Polytechnic or University in the fields of catering, food and nutrition and hospitality or direct entry into modern apprenticeships.

## Year 13 – Level 2 & 3

### **General Statement**

This course provides students with skills for the hospitality industry as well as many useful practical skills for life along with food and nutrition studies in a practical situation.

## Certificate of Achievement – Cookery 4 (Level 2)

Students who have not achieved Unit Standard 167 must complete this before Certificate of Achievement Cookery 4 can be awarded.

### Course Outline and Assessment may include

	<b>Internally Assessed Standards</b>	<b>Credit</b>
13271	Cook food by frying in a commercial kitchen	2
13278	Cook food by roasting in a commercial kitchen	2
13280	Prepare fruit and vegetables in a commercial kitchen	2
13281	Prepare and present sandwiches in a commercial kitchen	2

### Level 3 (may include Unit Standards and Achievement Standards)

#### Course Outline and Assessment may include

	<b>Internally Assessed Unit Standards</b>	<b>Credit</b>
6648	Prepare, plan and serve food for a special occasion	4
15627	Demonstrate creativity in meal preparation and presentation	6

#### Course Outline and Assessment may include

	<b>Internally Assessed Achievement Standard</b>	<b>Credit</b>
90531 AS 3.1	Explore a current nutritional issue affecting New Zealand society	6

	<b>Externally Assessed Achievement Standard</b>	<b>Credit</b>
90533 AS 3.3	Discuss the influences of media messages on food choices	4

#### **Associated Costs**

Course costs will cover the provision of most pantry supplies. There will be opportunity for students to purchase high quality equipment which they will use during the year. Workbooks are purchased from the school office.

#### **Previous Study**

No previous study is necessary but a genuine interest in the hospitality industry is recommended

#### **Next Step**

Polytechnic or University in the fields of catering, food, nutrition and hospitality.

## Japanese

### NCEA Level 1 – Year 11

#### **General Statement**

Students continue to develop their speaking listening, reading and writing skills against the background of the Japanese culture and way of life.

[Level 4-6 of Japanese in the New Zealand Curriculum].

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
1.2	Speaking – prepared talk	4
1.3	Speaking – conversation	5
1.6	Writing with resources	5

The following standards may also be offered to students making particularly good progress.

	<b>Externally Assessed Standards</b>	<b>Credit</b>
1.1	Listening	5
1.4	Reading	5

#### **Associated Costs**

Vocabulary and grammar lists and topic booklets \$6.00  
Katakana booklet \$4.00  
[if not purchased previous year]

#### **Previous Study**

Year 10 Japanese or equivalent

#### **Next step**

NCEA – Level 2

### NCEA Level 2 – Year 12

#### **General Statement:**

Students work towards the “Survival Skills” and “Social Competence” levels of the language. They continue to develop their speaking, listening, reading and writing skills and their understanding of contemporary Japanese life and values. [Level 7 of Japanese in the New Zealand Curriculum].

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.2	Speaking – prepared talk	3
2.3	Speaking – conversation	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.1	Listening	6
2.4	Reading	6
2.5	Writing	3

#### **Associated Costs:**

Vocabulary and grammar lists and topic and Kanji booklets \$6.00

#### **Previous Study**

12 credits at NCEA Level or otherwise by consultation with Teacher in Charge.

#### **Next Step**

NCEA Level 3

## Mathematics

### NCEA Level 1 Achievement Standards Class – Year 11

#### General Statement

This course continues to build on the skills and knowledge developed in previous years to enable students to think mathematically and statistically, to solve problems and model situations. Success at this level will ensure that students can continue with their studies in Mathematics and Science subjects at NCEA Level 2 and above.

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
1.1	Apply numeric reasoning	4
1.5	Solve measurement problems	3
1.10	Investigate a given multivariate data set	4
1.13	Elements of chance	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
1.2	Apply algebraic methods	4
1.3	Investigate relationships between tables, equations and graphs	4
1.6	Apply geometric reasoning	4

All the above standards give opportunities to gain credits towards the 10 credit Numeracy requirement for Level 1 and the 14 credit University Entrance requirement..

#### Associated Costs

All students will need a scientific calculator and a Write-on Homework/Revision Book. Students intending to study Mathematics and Science subjects in Years 12 & 13 may wish to purchase an approved graphics calculator. These are allowed in Achievement Standard internal and external assessments at Levels 1, 2 & 3. (Ask Ms Taylor for advice first.)

#### Previous Study

Year 10 Mathematics

#### Next Step

NCEA Level 2 Mathematics  
Entry will be dependent on HOD and Dean approval and will normally depend on satisfactory external exam results as the Level 2 course assumes that students have Level 1 algebra and graphing skills.

### NCEA Level 1 Unit Standards Class– Year 11

#### General Statement

This course consolidates the skills and knowledge covered in previous years and provides an opportunity to fulfill the Numeracy requirement for Level 1 NCEA. The emphasis is on enabling students to develop the skills and strategies needed to solve practical everyday problems.

#### Course Outline and Assessment

	<b>Unit Standards (Internal)</b>	<b>Credit</b>
26623	Use number to solve problems	4
26626	Interpret statistics for a purpose	3
26627	Use measurement to solve problems	3
5227	Time and money	3
5229	Transformation Geometry	2
5232	Probability	2

#### Associated Costs

A scientific calculator and a Write-on workbook.

#### Previous Study

Year 10 Mathematics

#### Next Step

NCEA Level 1 Achievement Standards Class (with Year 11 class).

### NCEA Level 2 - Year 12

#### General Statement

This course continues to build on the skills and knowledge developed in previous years to enable students to think mathematically and statistically, to solve problems and model situations. It also introduces some new areas of study, such as Calculus.

Success at this level requires a good working knowledge of Level 1 Algebra and Graphing. The course is designed to be flexible so that it caters for students with different goals. Variations from the standard course will require approval from the HOD and Dean.

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.1	Functions	3
2.4	Trigonometry	2
2.9	Sampling	2
2.14	Simultaneous Equations	2

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.6	Algebra	4
2.9	Calculus	4
2.7	Sequences and Series	2

### **Associated Costs**

All students will need a scientific calculator and a Write-on Homework/Revision Book.

Students are strongly recommended to purchase an approved graphics calculator. These are allowed in Achievement Standard internal and external assessments at Levels 1, 2 & 3. (A CASIO 9750 or 9850 is recommended)

### **Previous Study**

At least 18 credits in Level 1 Mathematics, including 1.4 Algebra and 1.3 Graphing are desirable if a student is to achieve at Level 2. The Dean and HOD will take into account each student's goals and academic history.

### **Next Step**

NCEA Level 3 Calculus and/or Statistics and Modeling. Entry will be dependent on HOD and Dean approval

## **NCEA Level 3 Mathematics – Year 13**

At NCEA Level 3 there are two separate courses. Adequate results in Level 2 Mathematics are a prerequisite for either course. If you are undecided as to which course you should take please talk to Mrs Taylor before you decide.

## **Calculus**

### **General Statement**

This course is a further development of Year 12 Mathematics but without Statistics and Probability. It is meant for students who enjoy Mathematics in its own right or who need a continued Maths course to advance in subjects such as engineering, computer science, the exact sciences and economics.

Half of the course content is Calculus. It also includes Trigonometry, Algebra and an introduction to the complex number system. It is recommended that students taking Level 3 Physics also take the Calculus course.

### **Course Outline and Assessment**

	<b>Internally Assessed Standards</b>	<b>Credit</b>
C3.3	Differential Equations	2
C3.6	Trigonometry	4

	<b>Externally Assessed Standards</b>	<b>Credit</b>
C3.1	Differentiation	6
C3.2	Integration	5
C3.4	Solving Equations	4

Where appropriate, equivalent Unit Standards will be offered during the course, giving alternative opportunities to gain credits.

### **Associated Costs**

All students will need a scientific calculator and a Write-on Homework/Revision Book.

They are also strongly recommended to purchase an approved graphics calculator. These are allowed in Achievement Standard internal and external assessments at Levels 1, 2 & 3. (A CASIO 9750 or 9850 is recommended.)

### **Previous Study**

At least 8 credits in NCEA Level 2 Mathematics, including 2.1 Algebra and 2.2 Graphing are very desirable if a student is to achieve at Level 3. The Dean and HOD will take into account each student's goals and academic history.

### **Next Step**

Tertiary Study

## **Statistics and Modeling**

### **General Statement**

This course is a further development of Year 12 Mathematics which focuses on Statistics, Probability and the solution of equations. It supports courses in commerce, the biological and social sciences and a variety of professions.

The emphasis is on practical applications, numerical work and simple modeling.

### **Course Outline and Assessment**

	<b>Internally Assessed Standards</b>	<b>Credit</b>
S3.1	Time Series	3
S3.7	Modeling	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
S3.2	Confidence Intervals	3
S3.3	Probability	4
S3.4	Equations	4
S3.6	Distributions	4

Where appropriate, equivalent Unit Standards will be offered during the course, giving an alternative opportunity to gain credits.

### **Associated Costs**

All students will need a scientific calculator and a Write-on Homework/Revision Book.

Students are recommended to purchase an approved graphics calculator. These are allowed in Achievement Standard internal and external assessments at Levels 1, 2 & 3. (A CASIO 9750 or 9850 is recommended.)

### **Previous Study**

At least 8 credits in NCEA Level 2 Mathematics are very desirable if a student is to achieve at Level 3. The Dean and HOD will take into account each student's goals and academic history.

### **Next Step**

Tertiary Study

## **Modules/Programmes Designed to Suit Individual Needs**

### **General Statement**

This is being developed to be offered at Year 12 in 2012. Modules may be offered in:

- Careers
- Car Maintenance
- Driving
- Financial Literacy
- First Aid
- Gardening
- Gateway
- Health
- Recreational Fitness
- Study
- Transition
- Work Experience

These programmes will be modular and will endeavour to meet the needs of individuals and groups throughout the year.

NZQA Standards may be offered in some of these modules. All assessment would be internal.

## **Outdoor Education**

### **NCEA Level 2 – Year 12**

### **Outdoor Pursuits and Leadership**

#### **General Statement**

This course is a participation and experiential programme in which students learn about and participate in a variety of outdoor skills. Teaching is provided to develop skills and risk management of the skills/activities being studied.

Some skills of the programme will then be taught to others in a controlled environment for the Year 12 students to demonstrate their skill, achievement and understanding along with the necessary leadership skills.

The course will have an afternoon session during which most of the practicals will occur and another separate period during which much of the theory aspect will be covered. It will also be necessary to participate in an overnight trip[s] during the year and extended afternoon activities are common through to 4.30pm. Time in lieu may be granted in some cases.

The Outdoor Pursuits and Leadership course will provide students opportunities to achieve Unit Standard credits for NCEA Level 2.

The course will incur costs to students for a number of the practicals. These practicals are subsidised. This course runs in addition to NCEA Level 2 Physical Education and it is appropriate for a student to take both courses as they have differing components.

The course content will be selected from:

- Kayaking Skills – including a river trip and sea kayaking.
- Tramping Skills – including an overnight/multi day journey
- Rope Skills – Knots, belay systems, basic rescue, equipment used – practicals will be held on outdoor rock and at climbing walls
- Equipment knowledge – covering a range of equipment, its advantages, uses, care and function. This will include knowledge of ropes, clothing, footwear, kayaks, packs.
- Initiative activities and facilitation skills – a variety of initiative and Challenge by Choice activities will be taught and practically explored with students then using their leadership skills to teach these to others – both peers and younger children.
- Map skills and orienteering programmes.
- Rafting skills – equipment required, skills involved.
- Mountain Biking

Adult students welcomed.

#### **Associated Costs**

Vary depending on the number of practicals undertaken

#### **Previous Study**

Nil

#### **Next Step**

Physical Education level 3

Outdoor Management Level 3

Various employment training opportunities

## NCEA Level 3 – Year 13

### Outdoor Management:

#### **General Statement**

This course offers Unit Standard credits which can be used toward the achievement of University Entrance.

The course has open entry – though the HOD will advise if it is felt enrolment is inappropriate. This course has Internal Assessment.

The course will explore more detailed management skills of outdoor pursuits and will have a significant practical component for which there will be associated trip costs. Subsidies will be available for a number of the practicals and some equipment will be provided.

Students undertaking this course need to be prepared to contribute some hours of their 'own time' – practicals may continue after school and occur during weekends – detailed advice will be provided well in advance of any such proposals.

This is a separate course from Level 3 Physical Education and it would be appropriate (if desired) for a student to undertake both courses as they have differing contents.

The focus of the Outdoor Management course will be on Tramping and Mountaineering Skills.

In addition to these Level 3 units the course aims to offer, where applicable, supporting Level 1 & 2 unit standards which students can add to their records of learning. These could include studies/learning experiences related to kayaking, climbing and rafting.

#### **Proposed Course Outline - Tramping**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
428	Demonstrate on-track tramping skills for multi-night tramping	14
427	Cross rivers	2

#### **Proposed Course Outline - Mountaineering**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
18132	Demonstrate basic movement skills and the use of ice axe and scamp-ons	3
438	Participate in building, and camping overnight, in a show shelter	2

Adult students welcome.

#### **Next Steps:**

University, College of Education, Polytech, Parks & Recreation, Medicine, Coaching, Youth Work, Outdoor Instructions, Tourism, Personal Health, Fitness & Recreation Pursuits.

## **Painting**

### NCEA Level 3 – Year 13

#### **General Statement**

This course of study requires students to have a high level of initiative in the developing and resolving of pictorial ideas in the discipline of painting. Students are required to use research and investigation within established art making traditions and be able to convey their ideas in the context of painting practice.

Level 3 NCEA Standards are assessed internally and externally with the completion of a 3 panel folio submission.

#### **Course Outline and Assessment**

	<b><i>Internally Assessed Standard</i></b>	<b><i>Credit</i></b>
3.1	Research an art making tradition within painting and discuss its links to relevant painting practice	4

#### **Course Outline and Assessment**

	<b><i>Externally Assessed Standard</i></b>	<b><i>Credit</i></b>
3.3	Involves producing original work within painting to show extensive knowledge of art making methods and ideas	14

#### **Next Step**

Tertiary Study

## **Performing Arts**

### NCEA Level 1 - Year 11

#### **General Statement**

Performing arts is a course which combines music and drama with a focus on public performances. Students taking this course will develop not only performance skills but an understanding of the inner workings of theatre and live shows. Students will participate in public performances through the duration of the year.

Students must be prepared to plan and rehearse performances in their own time and to attend rehearsals outside school time.

#### **Drama:**

#### **Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
AS 1.1 90006 v.4	Apply drama techniques in a dramatic context.	4
AS 1.2 90997 v.1	Devise and perform a drama.	5

AS 1.4 90999 v.1	Select and use features of a drama/theatre form in a performance	4
AS 1.6 90009 V.4	Perform an acting role in a scripted production	5

### Course Outline and Assessment

	<i>Externally Assessed Standards</i>	<i>Credit</i>
AS 1.7 90011 v.5	Demonstrate understanding of the use of drama aspects within live performance	4

### Music:

#### Course Outline and Assessment

	<i>Internally Assessed Standards</i>	<i>Credit</i>
AS 1.1 91090	Perform two pieces of music as a featured soloist.	6
AS 1.2 91091	Demonstrate ensemble skills through performing a piece of music as a member of a group.	4
AS 1.3 91092	Compose two original pieces of music.	6
AS 1.6 91095	Demonstrate knowledge of two music works from contrasting contexts	6

#### Course Outline and Assessment

	<i>Externally Assessed Standards</i>	<i>Credit</i>
AS 1.4 91093	Demonstrate aural and theoretical skills through transcription	4
AS 1.5 91094	Demonstrate knowledge of conventions used in music scores.	4

#### **Associated Costs**

Field trips  
CDs for backing tracks

#### **Previous Study**

Performing Arts at Year 10 or private tuition at Grade 4 for musical instruments

#### **Next Step**

Year 12 Level 2

### NCEA Level 2 - Year 12

#### **General Statement**

Performing Arts at Year 12 will extend and build on the basics developed in NCEA Level 1. There will be an increased emphasis on composition and devised drama. Students will develop a working knowledge and apply this to all facets of the theatre.

### Drama:

#### Course Outline and Assessment

	<i>Internally Assessed Standards</i>	<i>Credit</i>
AS 2.1 90299	Apply drama techniques in an improvised group context	2
AS 2.2 90300	Apply drama techniques in a group within a scripted context	3
AS 2.4 90302	Apply knowledge of drama/theatre form or period through performing a role within a presentation	5
AS 2.5 90303	Perform a substantial acting, technical or production role	5

#### Course Outline and Assessment

	<i>Externally Assessed Standards</i>	<i>Credit</i>
AS 2.6 90304	Apply knowledge of and make judgments about drama processes and performance in a new context.	5

### Music:

#### Course Outline and Assessment

	<i>Internally Assessed Standards</i>	<i>Credit</i>
As 2.1 90264	Present contrasting performances as a featured soloist	5
As 2.2 90265	Present a music performance as a member of a group	2
As 2.3 90266	Compose a selection of music pieces	5
As 2.4 90267	Create an instrumentation	2

#### Course Outline and Assessment

	<i>Externally Assessed Standard</i>	<i>Credit</i>
AS 2.5 90268	Identify, describe and transcribe elements of music through listening to a range of music	3

#### **Associated Costs**

Field trips  
CDs for backing tracks

#### **Previous Study**

Performing Arts at Year 11 or private tuition at Grade 5/6 for musical instruments

#### **Next Step**

Year 13 Level 3

## **NCEA Level 3 - Year 13**

### **General Statement**

Performing Arts at Year 13 aims to prepare students for tertiary level study in their selected aspect of the Performing Arts. Students will undertake leadership roles in all aspects of the Performing Arts whilst developing and perfecting their own chosen genre. Drama and Music will be offered by Correspondence at Level 3

### **Drama:**

#### **Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
AS 3.2 90608	Integrate drama techniques to communicate meaning in individual performance of scripted drama	5
AS 3.3 90609	Devise, script and perform drama for solo, duo or trio performance.	5
AS 3.5 90611	Research, prepare and perform a performance or technical/production role in a significant production	6

#### **Course Outline and Assessment**

	<b><i>Externally Assessed Standards</i></b>	<b><i>Credit</i></b>
AS 3.4 90610	Demonstrate knowledge of theatre form or period by analyzing and interpreting two scripted texts.	4
AS 3.6 90612	Analyse drama processes in a new context and reflect critically on drama performance	4

### **Music:**

#### **Level 3 Practical Music**

#### **Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
AS 3.1 90526	Present a performance of a programme of music as a member of a group	4
AS 3.6 90775	Present a portfolio of musical composition	8
AS 3.7 90776	Prepare and present performances of music as a featured soloist	8

#### **Course Outline and Assessment**

	<b><i>Externally Assessed Standards</i></b>	<b><i>Credit</i></b>
AS 3.8 90777	Demonstrate aural skill across a range of musical styles and genres	4

## **Level 3 Music Studies**

### **Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
AS 3.2 90497	Examine the contexts that influence the expressive qualities of music	3
AS 3.4 90499	Research and present a music topic	6
AS 3.6 90527	Arrange music	4

### **Course Outline and Assessment**

	<b><i>Externally Assessed Standards</i></b>	<b><i>Credit</i></b>
AS 3.3 90498	Compare and contrast music works	8
AS 3.5 90530	Demonstrate an understanding of harmonic and tonal procedures in a range of music	3

### ***Associated Costs***

Field trips  
CDs for back tracks

### ***Previous Study***

Performing Arts at Year 12 or private tuition at Grade 6/7 for musical instruments

### ***Next Step***

Performing Arts Colleges, Diploma and Degrees.  
Teaching  
Private Tuition

## **Photography**

## **NCEA Level 2 - Year 12**

### **General Statement**

This course of study aims to develop an understanding of photographic procedures and practices which underlie the photographic discipline. Students undertaking this course will use research and investigative procedures based on established photography practice. Level 2 NCEA standards are assessed internally and externally with the completion of a 2 panel folio submission.

### **Course Outline and Assessment**

	<b><i>Internally assessed Standards</i></b>	<b><i>Credit</i></b>
US9050 2.1	Demonstrate basic film exposure, composition and processing skills within black and white photography	6

### Course Outline

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.3	Produce a body of work within photography to show understanding of art making methods and ideas. Assessment is by way of a 2 panel folio submission.	12

### Associated Costs

Course Fee: \$150

Extra costs may be incurred according to materials used

### Previous Study

Nil

### Next Step

NCEA Level 3 Photography

### NCEA Level 3 – Year 13

#### General Statement

This course aims to develop an understanding of photographic procedures and practices which underlie the photographic discipline. Students undertaking this course of study are required to demonstrate a high level of initiative using research and investigative procedures based on established photography practice.

Level 3 NCEA standards are assessed internally and externally with the completion of a 3 panel folio submission.

#### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
3.1	Research an art making tradition within photography and discuss its influence on recent photography practice	4

	<b>Externally Assessed Standard</b>	<b>Credit</b>
3.3	Involves using drawing as the central means to generate, analyse, clarify and regenerate ideas. Show a knowledge of established photography practice in procedures, materials and techniques and develop a systematic approach to ideas and methods in recent and established photography practice. Produce an original body of work in the form of a 3 panel folio submission	14

### Associated costs

Basic Course Fee: \$150

### Previous Study

Preferably NCEA Level 2

### Next Step

Tertiary Study

## Physical Education

### NCEA Level 1 – Year 11

Open entry to all students.

#### General Statement

Students electing NCEA Physical Education will have 5 teacher contact classes weekly. The course is both practical and classroom based. Students should wear school physical education uniforms for practicals.

In addition to NCEA Physical Education students would also complete the Core Physical Education Programme of two periods per week. This is essentially a practical course which aims to expand students' experiences and create a positive attitude and understanding of the value of physical activity in life.

#### Course Outline and Assessment may include

	<b>Internally Assessed Standards</b>	<b>Credit</b>
1.1	Involves participating in a variety of physical activities and studying the exercise options available in the local community – usually a trip to the Rangiora Recreation Centre is involved – and relating these to personal Hauora	5
1.2	Involves learning anatomy, physiology and biochemanics and applying these to a selected physical activity – usually skiing or snowboarding (a day at Porter Heights Area is usually part of this module).	5
1.3	Involves participating in athletic activities using the Five Star Athletics Award scheme and then evaluation self-performance <ul style="list-style-type: none"><li>• Demonstrate quality movement in the performance of a physical activity</li></ul>	3
1.5	Involves the creation of a club – usually Table Tennis – and a study of how clubs function and the interpersonal life skills required to be members and organisers of clubs.	4
1.6	Demonstrate and describe the factors/strategies that influence performance of a physical activity	3

1.7	Demonstrate and describe responsible behaviour for safety during outdoor education activities	3
1.8	Take purposeful action to assist others to participate in physical activity	2

### **Associated Costs**

Possible costs of the course would include stationery, some travel to centres and the ski/snowboard practical associated with module 1.2: Estimate \$50 - \$60.

### **Next Steps**

NCEA Level 2  
OPL Level 2  
Entry will be dependent on HOD approval.

### **NCEA Level 2 - Year 12**

Open entry to all students.

### **General Statement**

This course will have 5 periods of weekly teacher contact time with additional study time required. The course is a mixture of practical and classroom based activities.

### **Course Outline and Assessment may include**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
2.1	Demonstrate understanding of the role and significance of physical activity in the lives of young people in New Zealand	3
2.2	Demonstrate understanding of how biophysical principles relate to the learning of physical skills	5
2.3	Demonstrate understanding of the application of biophysical principles to training for physical activity.	4
2.4	Perform a physical activity in an applied setting	4
2.5	Demonstrate understanding of the significance for self, others and society of a sporting event, physical activity or festival.	4
2.6	Demonstrate understanding of leadership strategies that contribute to the effective functioning of a group.	4
2.7	Demonstrate understanding of the application of risk management strategies to a challenging outdoor activity.	3
2.8	Consistently demonstrate social responsibility through application of a social responsibility model in physical activity contexts	3
2.9	Demonstrate understanding of the implementation and	3

	outcome(s) of a physical activity event or opportunity	
2.10	Demonstrate understanding of group processes in physical activity	3

### **Associated Costs**

In addition to stationery, two trips to Christchurch and an outdoor practical – estimate \$120.

### **Previous Study**

Students do not have to have completed NCEA Level 1 to be eligible to enrol for this course. Adult students welcome

### **Next Steps**

Physical Education Level 3, Outdoor Management Level 3, Tertiary studies and qualifications at Polytechnics, University Studies, Parks and Recreation Courses, Medicine, Physiotherapy. Employment potential in areas such as medicine, tourism, parks and recreation, teaching, lecturing, sports coaching, fitness industry, and by employers looking for people with confidence of presentation and group management skills.

### **NCEA Level 3 - Year 13**

Open entry to all students.

### **General Statement**

This course will have 5 periods of teacher contact weekly and has internal assessment. The level 3 course has open entry – it is not necessary to have completed level 1 or 2 Physical Education although the HOD will advise if it is felt enrolment is inappropriate.

Physical Education is an approved subject for University Entrance credits. The course will offer up to 21 Achievement Standard credits with an additional 3 credit research topic available to any student enrolled for Scholarship examinations.

### **Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
3.1	Plan a physical activity programme or experience based on a personal definition of Hauora	3
3.2	Review a physical activity programme based on a personal definition of Hauora These two modules will center on the skills of kayaking and involve pool sessions, river practicals, skill development, trip planning and a practical kayaking multi day trip. Teaching and instruction will be provided in preparation for	3

	module assessment. Costs will be incurred for the practicals e.g. travel, food, accommodation, support instruction.	
3.3	Appraise performance, plan and evaluate a programme for performance improvement for self or others. This module will involve planning and participation in a personal programme, selected from a personal exercise or golf programme	5
3.4	Demonstrate performance in a chosen physical activity against National Standards Students will have the opportunity to be assessed in both golf and kayaking skills and then elect their best performance for credits. Instruction, equipment and practice opportunities will be provided for students.	4
3.6	Critically examine physical activity and take action to influence the participation of others This module will see students study exercise participation factors in our local community (Oxford & North Canterbury) and then organize an event for the community to be involved in to promote physical activity participation in the local community	5
3.5	Examine a current physical activity event or rent or issue, impacting on New Zealand society This would be a research topic for students intending to complete the Scholarship examination	4

#### **Next Steps:**

University, college of Education, Polytechnic, Parks and Recreation, Medicine, Coaching, Youth Work, Outdoor Instruction, Tourism, Personal Health, Fitness & Recreation Pursuits

## **Science**

### **NCEA Level 1 – Year 11R Science**

#### **General Statement**

This course consists of 4 achievement standards each worth 4 credits giving a total of 16 credits. All achievement standards are internally

assessed. This a more achievable option than the Year 11M Science course. Students who take this course usually do not continue taking science at Year 12 & 13.

#### **Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
Chem. 1.1	Carry out a practical chemistry demonstration with direction.	4
Sci 1.12	Investigate the biological impact of an event on a New Zealand ecosystem.	4
Sci 1.4	Investigate the implication of heat in every day life.	4
Sci 1.16	Investigate an astronomical or earth science event.	4

#### **Associated Costs:**

Field trip to Ashley Gorge - \$10

#### **Previous Study**

Year 10 Science

#### **Next Step**

NCEA Level 2 in Biology, Physics or Chemistry.  
A related Science course at Polytechnic.

### **NCEA Level 1 – Year 11M Achievement Standards Class**

#### **General Statement**

This course continues to build on the skills and knowledge covered in previous years. The emphasis is on helping students to understand the world around them. Topics within Biology, Chemistry & Physics will provide the basis of the content but students are encouraged to complete additional units of work within areas of interest.

#### **Course Outline and Assessment**

	<b><i>Internally Assessed Standards</i></b>	<b><i>Credit</i></b>
S1.12	Investigate the biological impact of an event on a NZ ecosystem	4
S1.8	Investigate chemical reactions	4

	<b><i>Externally Assessed Standards</i></b>	<b><i>Credit</i></b>
S1.9	Demonstrate understanding of genetic variation	4
P1.3	Demonstrate understanding of aspects of electricity and magnetism	4
S1.1	Demonstrate understanding of aspects of mechanics	4
S1.5	Demonstrate understanding of chemical ideas relating to acids and bases	4

**Associated Costs**

Field Trip to Ashley Gorge - \$10

**Previous Study**

Year 10 Science

**Next Step**

NCEA Level 2

Year 12 Biology, Chemistry and Physics

Entry will be dependent on achieving 14 credits in Year 11 Science.

## Biology

**NCEA Level 2 – Year 12****General Statement**

Biology is the study of living organisms, including cells, plants and animals. This course includes ecology, conservation, cell biology, genetics, evolution and animal form and function. Assessment will be by internal achievement standards, unit standards and external achievement standards.

**Course Outline and Assessment**

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.1	Carry out a practical biological investigation	3
2.2	Describe the impact of human activities on an ecosystem	2
2.4	Investigate an inter-relationship or pattern in a community	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.3	Describe genetic variation and change	3
2.5	Describe concepts and processes relating to ecology	3
2.6	Describe diversity in structure and function in animals	3
2.8	Describe cell structure and function	3

**Associated Costs**

Day trips and a 3 day field trip to Kaikoura (\$150.00)

**Previous Study**

14 credits at Level 1 Science

Course entry will be dependent on HOD approval

**Next Step**

NCEA Level 3 Year 13 Biology

Course at Polytech or private training provider

**NCEA Level 3 Year 13****General Statement**

This course studies Biology at a senior level. The topics studied include Molecular and Mendelian Genetics the relationships between organisms and their environment, human biological and cultural evolution and contemporary techniques used in molecular biology and biotechnology.

**Course Outline and Assessment**

	<b>Internally Assessed Standards</b>	<b>Credit</b>
3.1	Carry out an investigation into the ecological niche of an organism	4
3.2	Research a contemporary biological issue	3
3.6	Describe the application of biotechnology to meet human needs	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
3.3	Describe the role of DNA in relation to gene expression	4
3.4	Describe animal behaviour and plant responses to environmental factors	4
3.5	Describe patterns of evolution	3
3.7	Describe trends in human biological & cultural evolution	3

**Associated Costs**

Day trips to Orana Park and Lincoln University.

A 3 day field trip to Kaikoura (\$150.00)

Two 1 day trips - one to Orana Park and the other to Lincoln University \$30

**Previous Study**

14 credits at NCEA Level 2 Biology is considered desirable for study at this level.

**Next Step**

Degree and Diploma courses in Medicine, Veterinary, Dentistry, Nursing, Agriculture at University and Polytechnic.

## Chemistry

**NCEA Level 2 Year 12****General Statement**

Chemistry is the study of the composition of matter, and the changes it undergoes. A basic

knowledge of chemistry is essential in order to appreciate and understand the world in which we live

This course aims to develop an understanding of basic chemical concepts and skills. There is a considerable emphasis on practical work. Assessment will be both internal work and external exams.

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.1	Carry out qualitative analysis	2
2.2	Perform an acid-base volumetric analysis	3
2.3	Solve simple quantitative chemical problems	2

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.4	Describe the nature of structure and bonding in different substances	4
2.5	Describe the structural formulae and reactions of compounds containing selected organic functional groups	4
2.6	Describe principles of chemical reactivity	4
2.7	Describe oxidation reduction reactions	4

### Associated Costs

A field trip may be possible to Lincoln University

### Previous Study

14 credits of Level 1 Science

Course entry will be dependent on HOD approval.

### Next Step

NCEA Level 3 Year 13

### NCEA Level 3 Year 13

### General Statement

This course studies chemistry at a senior level. It extends and expands on the ideas and material covered in Year 12 Chemistry.

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
3.1	Carry out an extended practical investigation involving quantitative analysis	4
3.2	Determine the concentration of an oxidant or reductant by titration	2

	<b>Externally Assessed Standards</b>	<b>Credit</b>
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3.3	Describe oxidation-reduction processes	3
3.5	Describe aspects of organic chemistry	5
3.6	Describe properties of particles and thermochemical principles	5
3.7	Describe properties of aqueous solutions	5

### Associated Costs

A field trip may be possible to Lincoln University

### Previous Study

A minimum of 14 credits in Level 2 Chemistry or at the discretion of HOD Science.

### Next Step

Degree & Diploma courses in chemistry, Pharmacy, Engineering, Agriculture etc at University or Polytechnic.

## Physics

### NCEA Level 2 Year 12

#### General Statement

Physics aims to understand the behaviour of matter from the scale of subatomic particles to that of the Universe. In this course students investigate the "how" and "why" of the world around them. Topics covered include motion, forces, electricity, waves, light, sound, astronomy and nuclear physics. Practical work is an important part of the course.

The study of Physics is required for degrees in Engineering and all of the exact Sciences because Physics is the framework on which all the other sciences are built. Since Mathematics is the "language of Physics" it is recommended students taking Physics do take Mathematics at their year level as well.

### Course Outline and Assessment

	<b>Internally Assessed Standards</b>	<b>Credit</b>
2.1	Take measurements of physical quantities and analyse data graphically to determine a relationship	3

	<b>Externally Assessed Standards</b>	<b>Credit</b>
2.3	Demonstrate understanding of wave phenomena	4
2.4	Demonstrate understanding of mechanics	6
2.5	Demonstrate understanding of atoms and radioactivity	2
2.6	Demonstrate understanding of electricity and electro-magnetism	5

### Associated Costs

Nil

### Previous Study

14 credits in Level 1 Science which must include S1.6. Course entry will be dependent on HOD and Dean approval

### Next Step

Year 13 Physics

## NCEA Level 3 Year 13

### General Statement

This course studies Physics at a senior level. It extends and expands on the concepts and material covered in Year 12 Physics.

### Course Outline and Assessment

	<b>Internally Assessed Standard</b>	<b>Credit</b>
3.1	Practical Investigation	5

	<b>Externally Assessed Standards</b>	<b>Credit</b>
3.3	Wave systems	4
3.4	Mechanics	6
3.5	Atomic & nuclear Physics	3
3.6	Electricity & electro-magnetism	5

### Associated Costs

Nil

### Previous Study

14 credits in Level 2 Physics  
14 credits in level 2 Mathematics

### Next Step

Degree & Diploma courses in Physics, Engineering, Electronics etc at University or Polytech.

## Textiles

## NCEA Level 1 – Year 11

### General Statement

This course involves designing and making of practical projects from various materials. Students are encouraged to develop their own solutions to given technological problems. Each project is supported with written studies relating to materials, processes and equipment used in the production of the project.

### Course Outline and Assessment may include

	<b>Internally Assessed Standards</b>	<b>Credit</b>
AS91058 1.21	Implement basic procedures using textile materials to make a specified product [working with denim].	6
AS91060 1.23	Demonstrate understanding of basic concepts used to make products from textile materials [working with knitted fabrics].	4
AS91096 1.26	Make basic pattern adaptation to a pattern to enable a design to fit a person or item.	4

	<b>Externally Assessed Standard</b>	<b>Credit</b>
AS91049 1.6	Demonstrate understanding of how materials enable technological products to function. [Fibre to fabric study]	4

### Associated Costs and Requirements

All materials and notions need to be provided by the family/caregiver.

### Previous Study

A genuine interest in garment making is essential, along with the ability to purchase all practical requirements, e.g. fabric & patterns on time.

### Next Step

Year 12 Achievement Standards Textiles

## NCEA Level 2 – Year 12

### General Statement

In Year 12 Textiles, Students gain experience in construction and design making a variety of practical projects and written studies.

### Course Outline and Assessment may include

	<b>Internally Assessed Standards</b>	<b>Credit</b>
AS 2.21	Implement advanced procedures using textile material to make a specified product with special features. [Making a shirt]	6
AS 2.23	Demonstrate understanding of advanced concepts used to make a product with textile materials. [Resourcefulness using textiles.]	4
AS 2.6	Make advanced adaptation to a pattern to change the structural and/or style feature of the design.	4

	<b>Externally Assessed Standard</b>	<b>Credit</b>
AS 2.6	Demonstrate understanding of the role of material evaluation in product development.	4

#### **Associated Costs**

All materials need to be supplied from home within the given time frame.

#### **Previous Study**

Experience in garment construction is an advantage but not essential for a motivated student.

Entry will be dependent on Teacher in Charge.

#### **Next Step**

Year 13 Textiles

Tertiary Education – Polytechnics, Trade Training.

### **NCEA Level 3 – Year 13**

#### **General Statement**

In Year 13 Textiles Students gain experience in construction, making a variety of advanced practical projects and written studies.

#### **Course Outline and Assessment may include**

	<b>Internally Assessed Standards</b>	<b>Credit</b>
6699	Prepare for and construct a garment for a formal occasion	6
6701	Prepare for and construct a garment using special fabric	6
6700	Prepare for and construct a textile item for specified purpose	6
6677	Analyse the functions and influence of clothing on social interaction	4

#### **Associated Costs**

All materials need to be supplied from home within the given time frame.

#### **Previous Study**

Level 1 & 2 Textiles would be advisable

Entry will be dependent on Teacher in Charge.

#### **Next Step**

Tertiary Education – Design & Fashion at Polytechnics, University, Trade Training.

## **Tourism**

### **Level 2/3 Two Year Course in Year 12 & 13**

#### **General Statement**

Tourism is a fast growing industry in New Zealand and around the world. There are many varied and

exciting employment prospects open for those that enter the area. This qualification recognizes the knowledge and skills required by the tourism and travel industry as the basis for further training for the tourism and travel industry.

Operating as a 2 year course, it offers 43 Unit Standard credits and successful candidates will be awarded the National Certificate in Tourism and Travel (Introductory Skills) (Level 2). This is not a distance learning course and is taught by qualified staff within the school.

People awarded with this qualification are able to demonstrate communication skills, written and verbal, mathematics, and information technology in the context of the tourism and travel industry. This includes knowledge of world geography and tourism destinations within New Zealand, as well as tourism as a world wide industry.

#### **Course Outline**

<b>Unit Standard</b>	<b>Module</b>	<b>Level</b>	<b>Credit</b>
9717	Demonstrate knowledge of the history of tourism	2	4
18211	Demonstrate knowledge of Australia as a tourist destination	3	10
18212	Demonstrate knowledge of New Zealand as a tourist destination	3	8
18236	Demonstrate knowledge of New Zealand tourist locations	2	2
18234	Demonstrate knowledge of world travel geography outside New Zealand	2	4
18230	Demonstrate knowledge of computer applications and produce text on a computer for tourism and travel	2	3
18231	Identify work roles in tourism and travel and their personal and professional requirements	2	3
18232	Read and write in English for the tourism and travel industry	2	3
18233	Communicate with one person in English for the tourism and travel industry	2	2
18237	Perform numeric calculations for the tourism and travel industry	2	2