

## A collection of colorful circular icons hanging from strings, representing various subjects: Science (microscope, atom, DNA), Math (globe, calculator, 2x2=), Art (palette), Music (bell), Language (ABC, B), and General Education (pencil, magnifying glass, ruler, scissors).

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## Staff who can assist in Course selection

Deputy Principal (Curriculum).....Mr Philip Jellyman

### *Subject Areas*

|   |                           |
|---|---------------------------|
| Accounting.....                             | Mrs Shaiyad               |
| Art History.....                            | Mrs Schischka             |
| Biology.....                                | Mrs G Taylor              |
| Chemistry.....                              | Mr Shiu/Mrs Bandi         |
| Classical Studies.....                      | Mr Marais                 |
| Dance.....                                  | Mrs Lambert               |
| Digital Technology.....                     | Mrs Hahn                  |
| Drama.....                                  | Mrs Lambert               |
| Economics/Business.....                     | Mr Jellyman/Mr Choi       |
| Employment Skills/Gateway/Pathways.....     | Mrs O'Carroll/Mrs Dunn    |
| English.....                                | Mrs Fernandez             |
| English Language (ESOL).....                | Ms Dykgraaf               |
| Food & Nutrition.....                       | Ms Barnett                |
| French.....                                 | Ms D Taylor               |
| Geography.....                              | Mrs Davidson              |
| Global Studies.....                         | Mrs Schischka             |
| History.....                                | Mrs Ellerbeck             |
| Japanese.....                               | Ms Ito                    |
| Mathematics.....                            | Ms Rutherford/Ms Marshall |
| Media Studies.....                          | Mrs Jones                 |
| Music.....                                  | Miss Kim                  |
| Outdoor Education.....                      | Miss Townsley             |
| Physical Education/Health.....              | Miss Townsley             |
| Physics.....                                | Mrs Corray                |
| Religious Education.....                    | Mrs Cala                  |
| Science.....                                | Mrs G Taylor /Mr Ahn      |
| Textiles.....                               | Mrs Hahn                  |
| Te Reo Māori.....                           | Ms D Taylor/Ms Jacobs     |
| Tourism.....                                | Mrs Schischka             |
| Visual Art/Design/Painting/Photography..... | Ms Mawston                |

### **Deans - 2021**

|                         |               |
|-------------------------|---------------|
| Year 10.....            | Mrs Schischka |
| Year 11.....            | Mr Ahn        |
| Year 12.....            | Mrs Ah Ken    |
| International Dean..... | Mrs Foley     |

### **Specialist Advisors**

|                               |               |
|-------------------------------|---------------|
| Careers Advisor.....          | Mrs O'Carroll |
| NCEA / NZQA Co-ordinator..... | Ms Rutherford |

# WELCOME TO YOUR SUBJECT CHOICES FOR 2022

Subject choice is an important process in your school year. You need to consider a number of factors when choosing your subjects for next year. Think carefully about your learning and talk with as many people as you can about the variety of subjects available to you.

This book has a lot of information to help you make informed choices. You will find:

- General points about course selection and career planning.
- Detail about each subject from Year 10 through to Year 13.
- Our curriculum chart so you can plan your subject choice and progression throughout your years at school.

Subject details include:

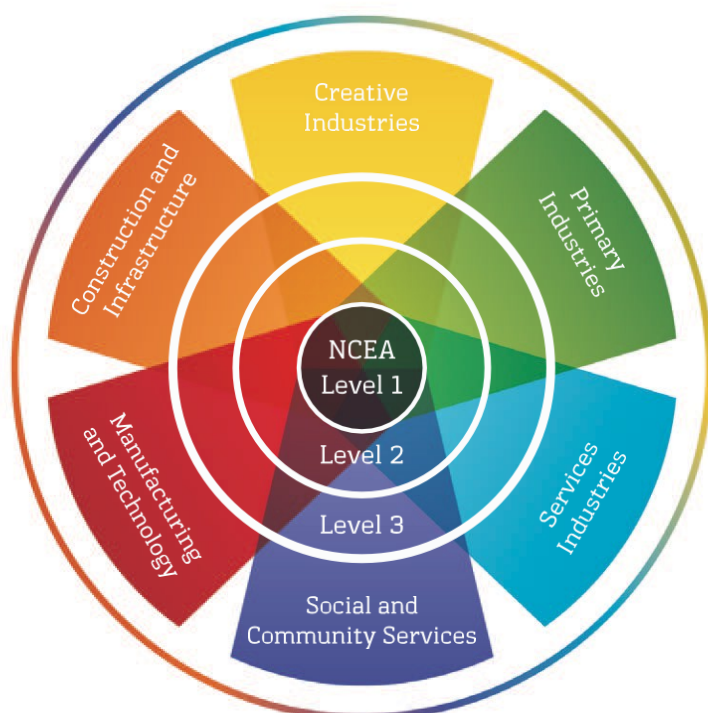
- Entry requirements, which indicate the prior learning or achievement you need to be able to study the subject.
- A contact person who is able to answer your questions about the subject.

## CHOOSING A COURSE

Choose subjects or a course that:

- you are good at.
- will allow you to get the qualifications you need.
- will lead you to the career you have in mind.
- you enjoy and are likely to do well in.
- provide a pathway through to Year 13 and further
- will be broad enough to allow flexibility if you change your mind in the future.
- provide multi-level study to complete the qualifications you need.

## VOCATIONAL PATHWAYS - WHAT SUBJECTS LEAD TO WHAT CAREERS?



To get started visit [Careercentral.school.nz](http://Careercentral.school.nz) or [careers.govt.nz](http://careers.govt.nz) or [occupationoutlook.mbie.govt.nz](http://occupationoutlook.mbie.govt.nz). They all have information on study and career options with extensive information on labour supply and demand in New Zealand.

Achieving success in a Vocational Pathway means that as a student you have developed skills and knowledge in areas that employers value and are relevant to their industries.

If you are aiming for a career in a particular sector, the Vocational Pathways tools can help you to see which subjects and standards you should do to get to where you want to go. If you are undecided on a career, the pathways can help you see how your strengths and interests match up to an amazing range of jobs and study options available.

## HOW MANY SUBJECTS DO I STUDY?

### YEAR 10

9 subjects, which must include English, Mathematics, RE, Science, Social Studies, Physical Education and Health.

You choose 3 other Year 10 subjects; we suggest one from The Arts, one from Technology and the third one from Languages or any other subject area.

### YEAR 11

6 subjects, which must include an English, RE, Mathematics and a Science course plus any 2 other subjects

### YEAR 12

6 subjects, which must include English, and RE. Choose 4 other subjects. You may study subjects at Levels 1, 2 or 3 depending on your results from Year 11.

### YEAR 13

6 subjects including RE at Level 3. They may also be from Level 1 or 2 depending on your results from the previous year.

# QUALIFICATIONS

All learning leads towards gaining a National Certificate of Educational Achievement (NCEA). Subjects in Year 9 and 10 build the foundations for learning in Year 11 and success in gaining qualifications. All subjects at Level 1, 2 and 3 in the senior school are assessed against achievement or unit standards which are worth credits.



## NCEA Level 1

requires 80 credits,  
with at least 10 credits  
of literacy and 10  
credits of numeracy.



## NCEA Level 2

requires 80 credits,  
of which 60 must be  
at Level 2 or above  
plus Level 1 literacy  
and Level 1  
numeracy  
requirements.



## NCEA Level 3

requires 80 credits, of  
which 60 must be at  
Level 3 or above, and  
20 credits at Level 2  
or above plus Level 1  
literacy and Level 1  
numeracy  
requirements.

All NCEA certificates may be endorsed with Merit or with Excellence. You need at least 50 credits at Merit or at Excellence at the same level to earn endorsed certificates. These may be over several years.

Course or subject endorsement is also possible if you achieve 14 credits or more at Merit or Excellence in a particular subject. This must be gained in a single year.

## University Entrance Requirements

NCEA Level 3 certificate including

Minimum of 14 credits in each of 3  
subjects from the list of approved subjects  
and

UE numeracy – 10 credits Mathematics at  
Level 1 or higher and

UE literacy – 10 credits at Level 2 (5 reading,  
5 writing). These can be gained from specific  
standards in a number of different subjects.

It is worth noting that UE is a requirement for gaining entry to Polytech degree courses as well as university.

## ACADEMIC PROGRESSION

You need to achieve a complete NCEA certificate at each level in order to take a full programme at the next level.

- Year 12 students who have not achieved NCEA Level 1 will take a mixture of Level 2 and Level 1 subjects.
- Year 13 students who have not achieved NCEA Level 2 are not able to take 5 subjects at Level 3 and will do a multi-level programme of learning.

You must check the entry requirements for each subject you want to take and ensure you achieve enough credits to continue it in the following year. Generally, you need to have achieved at least 10 credits in a subject to be allowed to study it at the next level. Some subjects do not have entry requirements. This means that you may choose these subjects without having studied them before. If you have any queries or concerns about entry to a subject, you should discuss this with the contact person listed.

## CAREER EDUCATION

Career Education programmes aim at developing career competencies appropriate for each level. These include self-awareness, exploring opportunities, deciding and acting, skills for job search and the world of work.

- Year 10 students participate in a 5 hour Career Education module. Year 11, 12 and 13 students complete a Career Education programme.
- Year 13 students have the opportunity to have an individual interview to assist them in planning their future. There is also a range of career presentations for Year 13 throughout the year.

## CAREER DEVELOPMENT OPPORTUNITIES

- All students are able to make an appointment for a career interview at any time.
- All students have access to a well-stocked career resource room and students have access to on-line career development through Career Central ([careercentral.school.nz](http://careercentral.school.nz))
- A range of need-based STAR courses are available to provide hands on experience and assist with career decision making.
- The Gateway Programme is available to Year 12 and 13 students. This assists students to gain vocational credits while undertaking work experience in a career that they are considering pursuing.
- There is an opportunity for Year 12 and 13 students to dual enrol to study in a Trades Academy or Pathways course.
- Talks on a range of careers and tertiary education opportunities are held throughout the year.

For further information about Career Education or support, please email Mrs O'Carroll at [cocarroll@stdoms.ac.nz](mailto:cocarroll@stdoms.ac.nz)

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Every effort will be made to accommodate students' choices, but it may not always be possible to do so. If there is insufficient demand for a subject it may not run, it may combine with another level or may be allocated less staff contact time. Any clashes will be discussed with you by your Dean.

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## YEAR 10

All students in Year 10 are required to study:

- Religious Education
- English
- Mathematics
- Physical Education and Health
- Science
- Social Studies

Choose THREE more subjects from the following list:

- Accounting/Economics
- Drama
- Dance
- Coding
- French
- Japanese
- Music
- Te Reo – Māori
- Technology – Digital
- Technology – Food
- Technology – Materials
- Technology – DVC (Graphics)
- Visual Art
- Literacy – students will be directed
- English Language

Care should be taken to ensure that option choices lead to further study in the senior school.

## YEAR 11

All students in Year 11 are required to study:

- Religious Education
- English or English Language or Practical English
- Mathematics, Maths for Statistics or Numeracy
- Science, Applied Science or Health or Geography or Physical Education
- Careers education

Choose TWO more subjects from the following list:

- Accounting
- Applied Science
- Dance
- Drama
- Coding
- Economics/Business
- French
- Geography
- Global Studies
- Health
- History
- Japanese
- Music
- Physical Education
- Science
- Te Reo – Māori
- Technology – Digital
- Technology – Hospitality
- Technology – Textiles
- Technology – DVC (Graphics)
- Visual Art

In selecting their Year 11 courses, students must think ahead to Years 12 and 13 and ensure that they are not limiting future pathways.

At Year 10 and 11, students will be working towards a Level 1 Certificate for the National Certificate of Educational Achievement. In most subjects (except RE) there will be a combination of internally and externally assessed standards. Each standard assessed has a credit value. Achievement Standards have an additional distinction of Achievement with Merit or Achievement with Excellence.

Students who have achieved to a very high standard in a particular subject may apply to their Dean to study a subject at Level 2 in Year 11.

For a student to achieve a Level 1 Certificate she must accumulate 80 credits of which 10 must be in literacy and 10 in numeracy. These are gained either by specified achievement standards across a range of subjects. It is important to note that for University Entrance 10 credits in numeracy at Level 1 are required. A Level 1 Certificate may be endorsed if 50 credits or more are gained at Merit or Excellence.



Single subjects can also be endorsed by gaining 14 or more credits at Merit or Excellence in a single year. 3 credits must be from internal assessment and 3 credits from external standards.

## YEAR 12

All students in Year 12 are required to study:

- Religious Education
- English or Practical English or English Language
- Careers Education

Choose FOUR more subjects from the following list:

- |                     |                                 |
|---------------------|---------------------------------|
| • Accounting        | • History                       |
| • Alternative Maths | • Japanese                      |
| • Art History       | • Mathematics                   |
| • Art – Design      | • Media Studies                 |
| • Art – Painting    | • Music                         |
| • Art – Photography | • Outdoor Education             |
| • Biology           | • Pathways                      |
| • Chemistry         | • Physical Education            |
| • Classical Studies | • Physics                       |
| • Coding            | • Statistics                    |
| • Dance             | • Te Reo Māori                  |
| • Drama             | • Technology – Digital          |
| • Economics         | • Technology – Food & Nutrition |
| • French            | • Technology – Textiles         |
| • Gateway           | • Technology – DVC (Graphics)   |
| • Geography         | • Tourism                       |
| • Global Studies    |                                 |
| • Health            |                                 |

Subjects may be studied at any appropriate level and multilevel study is possible. Only two Art subjects may be studied in one year so as to manage workload.

At Year 12 students will generally be working towards Level 2 for the National Certificate of Educational Achievement. In most subjects (except RE & Outdoor Education) there will be a combination of internally and externally assessed standards. For a student to achieve a Level 2 Certificate she must accumulate 80 credits, 60 of which must be from Level 2 Standards plus 20 from Level 1 or 3. She must also have gained L1 literacy and numeracy (10 credits each). It is important to note that to gain University Entrance students must gain 5 reading and 5 writing credits at Level 2 in English as well as the 10 credits in Numeracy at Level 1.

Level 2 certificates may be endorsed if 50+ credits are gained at Merit or Excellence. Single subjects can also be endorsed by gaining 14 or more credits at Merit or Excellence in a single year. 3 credits must be from internal assessment and 3 credits from external standards.

## YEAR 13

All students in Year 13 are required to study:

- Religious Education\*
- Careers Education

Choose FIVE subjects from the following list:

- |                      |                                   |
|----------------------|-----------------------------------|
| • Accounting*        | • History*                        |
| • Alternative Maths  | • Japanese*                       |
| • Art History*       | • Mathematics*                    |
| • Art – Design*      | • Media Studies*                  |
| • Art – Painting*    | • Music*                          |
| • Art – Photography* | • Pathways                        |
| • Biology*           | • Physical Education*             |
| • Calculus*          | • Physics*                        |
| • Chemistry*         | • Practical English               |
| • Classical Studies* | • Statistics*                     |
| • Dance*             | • Study                           |
| • Drama*             | • Technology – Digital *          |
| • Economics*         | • Technology – Food & Nutrition * |
| • English*           | • Technology – Textiles*          |
| • French*            | • Technology – Graphics (DVC)*    |
| • Gateway            | • Te Reo Māori *                  |
| • Geography*         | • Tourism                         |
| • Health*            | • Visual English*                 |

*\*Approved subject for University Entrance*

Subjects may be studied at any appropriate level and multilevel study is possible.

At Year 13 students will generally be working towards Level 3 for the National Certificate of Educational Achievement. In most subjects there will be a combination of internally and externally assessed standards. For a student to achieve a Level 3 Certificate, she must accumulate 80 credits, 60 of which must be from Level 3 standards. She must also have gained L1 literacy and numeracy (10 credits each).

Year 13's may choose Study as an option so as to allow more time for independent study and focus with the aim of raising the quality of grades while also reducing stress and anxiety. Students who choose Study as an option must get their course selection checked and signed off by the Careers Advisor, Mrs O'Carroll.

### **NEW ZEALAND NZQA SCHOLARSHIP AWARD**

Scholarship is available to high achieving Year 13 students. It is a monetary award and does not attract credits. Students may enter in one or more Scholarship Standards. The NZ Scholarship Certificate is awarded to students who have achieved the 'Scholarship Standard in 3 or more subjects. Scholarship is available for most subjects. Selection for Scholarship is based upon teacher assessment of a student's capability in a particular subject, in conjunction with student choice, commitment and proven track record. Students can discuss Scholarship entry with the relevant Subject Leader, Mr Shiu or Mr Jellyman

Accounting is the process by which it is possible to make decisions about a business. You do this by collecting and organising financial information. The skills you will develop from taking this subject are:

- Literacy
- Numeracy
- Communication Skills
- Self - Management
- Information Skills
- Problem Solving

These skills will make it easy for you to get into a number of well-paid careers worldwide. You will also become better at managing your own finances with your new found budgeting skills early in life. Take this subject if you enjoy working with figures and want to be able to find work in a wide number of fields.

Accounting is offered as an option at Years 10, 11, 12 and 13.

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## YEAR 10 ACCOUNTING

Entry requirement: Open

Course outline: You will get to study clubs and societies which can prepare you to take on the post of a treasurer in your sports club. You will also plan a holiday to get yourself geared up for making financial decisions for an individual or a group. This gives you the essential life skill of budgeting and prepares you for NCEA Level 1 Accounting.

Assessment: End of topic tests

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## ACCOUNTING LEVEL 1

Entry requirement: Open

Credits: Up to 21 Level 1 credits

Course outline: This course has a combination of external and internal assessments which will help you to understand the role of accounting as a financial language in society. You will have opportunities to apply your financial knowledge and skills to practical and business situations.

Assessment: 2 Internal standards 9 credits, 2 external standards 8 credits

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## ACCOUNTING LEVEL 2

Entry requirement: Open but preference to students with previous study

Credits: Up to 20 Level 2 credits

Course outline: This course has a combination of external and internal assessments which build on your knowledge and skills from Level 1. Further credits may be available.

Assessment: 2 Internal standards 7 credits, 3 external standards worth 13 credits

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## ACCOUNTING LEVEL 3

Entry requirement: Open but preference to students with previous study

Credits: Up to 21 Level 3 credits

Course outline: Your course work will focus on accounting entries for partnership and company forms of business entities which will include accounting for production costs, job costing, budgeting and manufacturing accounts. This will help you to think critically and analyse company reports like a professional.

Assessment: 2 External standards 9 credits, 2 internal standards worth 8 credits. Further credits may be available

## FUTURE AREAS OF INTEREST AND STUDY

Accounting is a useful subject for students wishing to gain tertiary qualifications or pursue a career in Business Administration, Management Accounting, Financial Accounting, Auditing and Tax Accounting.

# ART HISTORY

Contact Teacher: Miss Thornton

## What is Art History?

In a world saturated by images the study of Art History can help you to bring meaning to your visual experiences. Studying Art History is like opening a window to other worlds, times and cultures. It develops critical thinking skills to help you analyse, interpret clues and understand ideas and values of the time and society specific art works were made in. It encourages you to see the world with new perspective. It will help your literacy skills, including independent research and writing but with a tangible visual base to inspire you. An added bonus is we get to see the drawings, prints, paintings, sculptures, architecture and objects we study by visiting local galleries or when you embark on international travel!

Students of Art History develop skills and knowledge to support them in a huge variety of further education and professions as it improves their ability to conceptualise, investigate theories and communicate those ideas soundly. Studying Art History could set you up for careers as curators, lawyers, artists, journalists, teachers...the future is open!

Art History is a University subject that can be studied as part of a Bachelor of Arts/Humanities or Fine Arts Degree.

## ART HISTORY & CLASSICAL STUDIES LEVEL 2

|                    |   |
|--------------------|---|
| Entry requirement: | Demonstrated ability in written English at Level 1  |
| Credits:           | Up to 18 – 22 Level 2 Credits   |
| Course outline:    | Students will study a range of art works including painting, sculpture and architecture from the 19 <sup>th</sup> Century France and 5 <sup>th</sup> Century Athens. They will closely examine how and why art works are made to convey meaning. Students will develop the ability to analyse stylistic characteristics of art works in a range of media and relate contextual influences to art production. A compulsory fieldtrip will take place to evaluate the influence of classical architecture on Auckland buildings for an internal assessment. |
| Assessments:       | Internal credits 10-14, External 8 - 12 credits. Assessment against some standards may be optional.   |
| Costs:             | Field trip approximately \$25   |

## ART HISTORY LEVEL 3

|                    |  |
|--------------------|--|
| Entry requirement: | Open Entry at teacher discretion – L2 Art History or Visual Arts beneficial & adequate literacy needed   |
| Credits:           | Up to 24 Level 3 credits – based on individual needs   |
| Course outline:    | Students gain an opportunity to develop critical engagement with Art through a variety of lenses. They will develop an understanding of styles and symbolism, as well as the role of media and technique in the process of art making. Evaluating the influence of different contexts (political, social, historical, aesthetic, personal etc) on the development of art across several timeframes is a key part of the course.<br>Topics covered include: The late Renaissance; Modern art especially from Europe and America); Feminism in Art; and a guided inquiry into an art topic of your own choice – possibly with an NZ connection.<br>This course involves researching and writing about art in detail. Inquiry and critical thinking are important skills we will develop and extend as we engage with theory in relation to the art objects we study. |
| Assessments:       | Internal 12 credits, external 12 credits. Assessment against some standards may be optional  |
| Costs:             | Gallery Visit approximately \$10, Optional purchase of write-on booklet for Renaissance @ \$30 (class set available to borrow)   |

# BIOLOGY

Contact Teacher: Mrs Taylor

Biology is the study of life. It involves people investigating things as diverse as the social antics of the pukeko, the evolution of humans and their ancestors, the migration of whales, the reproductive behaviour of plants and the anatomy and physiology of the human body. Coupled with technology, it provides fascinating avenues for research into the treatment of human diseases, production of genetically modified plants for disease resistant crops and the development of vaccines and therapies. A good understanding of our environment and the ways in which humans interact with it is essential for informed decision-making about the future of our planet. The need for scientific literacy in the 21<sup>st</sup> Century is paramount

## BIOLOGY LEVEL 2

|                    |  |
|--------------------|--|
| Entry requirement: | Achieved or above in the Level 1 Science Genetics Standard |
| Credits:           | 20 credits   |

|                 |  |
|-----------------|--|
| Course outline: | This course includes 2 practical investigations, (patterns within an ecological community and osmosis), the study of cells, gene expression, and Mendelian and population genetics. This course will provide a solid base for the Level 3 Biology course the following year. |
| Assessments:    | 3 External assessments 12 credits, 2 internal assessments, 8 credits   |
| Costs:          | Level 2 Biology workbook \$20, Rocky Shore trip approximately \$20   |

### BIOLOGY LEVEL 3

Optional/Approved

|                    |  |
|--------------------|--|
| Entry requirement: | Achieved or above in at least 3 Level 2 Biology Standards, however able students may start at this level, after consultation with the Subject Leader Science                                   |
| Credits:           | 18 credits (plus 3 optional credits)   |
| Course outline:    | This course includes a practical investigation, research into contemporary biological issues, the study of animal and plant behaviour, human evolution and modern techniques in Biotechnology. |
| Assessments:       | 2 External assessments 9 credits, 4 internal assessments 12 credits  |
| Costs:             | Level 3 Biology workbook = \$20. Trips to Tiritiri Matangi, Auckland Zoo approximately \$80 in total   |

## CHEMISTRY

Contact Teacher: Mr Shiu/Ms Bandi

Chemistry is the study of the nature and behaviour of substances. This study involves understanding our modern world (e.g. plastics, food additives, fuels, agriculture, etc.). It is important for careers in the health sciences, engineering, biochemistry, veterinary science, wine science, food technology, forensics and medical research.

Level 2 Chemistry is essential to underpin Level 3 Chemistry. Students must aim to Achieve at least two of the three External papers, and one External at Merit level or higher.

Both Level 2 & 3 Chemistry require strength in calculations. Learners will develop a good ability in written English as explanations and discussions of chemical concepts is required. It is highly recommended that Level 2 Biology or Level 2 Physics is studied as well as Level 2 Mathematics.

### CHEMISTRY LEVEL 2

|                    |  |
|--------------------|--|
| Entry requirement: | 12 Level 1 Science credits (including 90944 Acids and Bases at Merit or higher, 90940 Mechanics Achieved and four other science credits) or teacher recommendation. A reasonable level of mathematics required.  |
| Course outline:    | Chemistry is about the physical world around us, the matter it is made of and the ways they react and change into different substances. Practical work will be carried out on a regular basis and students enjoy this aspect. This course is essential for learners intending to take Level 3 Chemistry. |
| Assessment:        | Total Credits 20   |
| Costs:             | Workbook bundle which contains experiments, course notes and wide range of learning activities that costs approximately \$40.  |

### CHEMISTRY LEVEL 3

|                    |  |
|--------------------|--|
| Entry requirement: | Merit in one and Achieved in two external Level 2 Chemistry Achievement Standards or with Chemistry teacher recommendation.  |
| Course outline:    | Chemistry is everywhere – it is about life, our food and clothing, the air we breathe...! The topics covered expand and extend the concepts introduced in Level 2 Chemistry to prepare for tertiary level study. Practical work continues to be an important and integral component of the course. |
| Assessment:        | Total Credits 19 (or 24 if attempting scholarship)   |
| Costs:             | Workbook bundle which contains experiments, course notes and wide range of learning activities that costs approximately \$40.  |

# CLASSICAL STUDIES

Contact Teacher: Miss Thornton & Mr Marais

## CLASSICAL STUDIES & ART HISTORY LEVEL 2

|                    |   |
|--------------------|---|
| Entry requirement: | Demonstrated ability in written English at Level 1  |
| Credits:           | Up to 18 – 22 Level 2 Credits   |
| Course outline:    | Students will study a range of art works including painting, sculpture and architecture from the 19 <sup>th</sup> Century France and 5 <sup>th</sup> Century Athens. They will closely examine how and why art works are made to convey meaning. Students will develop the ability to analyse stylistic characteristics of art works in a range of media and relate contextual influences to art production. A compulsory fieldtrip will take place to evaluate the influence of classical architecture on Auckland buildings for an internal assessment. |
| Assessments:       | Internal credits 10-14, External 8 - 12 credits. Assessment against some standards may be optional.   |
| Costs:             | Field trip approximately \$25   |

## CLASSICAL STUDIES LEVEL 3

|                    |   |
|--------------------|---|
| Entry Requirement: | Open  |
| Credits:           | 20 Level 3 Credits  |
| Course Outline:    | <ul style="list-style-type: none"><li>• The Aeneid – Virgil – a focus on the ideas contained in the text</li><li>• Roman Religion-a study of the concepts, rituals and practices of early Roman religion.</li><li>• An independent research assignment will be completed on an area of Classical Studies, in which classical culture has influenced later cultures.</li><li>• Greek Vase Painting – An examination of vases of the sixth and fifth centuries BC.</li></ul> Emphasis will be placed on the execution of the artworks in terms of anatomy, drapery, movement in space and historical/social/political content or a study of Roman Art and Architecture with a focus on the political and social messages contained in them. Greek Myths- A study of the ideas and values contained in their narratives. |
| Skills:            | Report writing, Critical and analytical writing, Research, Analysis and interpretation, Cross referencing to contemporary themes and culture, Group work  |
| Assessment:        | Students are prepared for both internal and external assessments.<br>2 standards internally assessed 12 credits, 2 standards externally assessed 8 credits  |

# CODING AND COMPUTER SCIENCE

Contact Teacher: Miss Kim

Computer science is the study of computers and computer concepts: their systems, design, development and use. Computer technology is everywhere in today's world, and it has become an ever-growing part of human life, affecting many aspects of a person's day.

This course would be of interest to students wishing to pursue their career in an ever-widening variety of industries and roles, for example, Computer Programming, Web Development & Design, and Software Engineering etc.

### Key Concepts:

- How computers are told what to do (the theoretical study of algorithms and programming languages)
- How information is stored in computers (data structures and management)
- Develop a digital outcome to manage data (learn a programming language such as Python or Java Script to apply to a range of situations)
- Develop a digital media outcome (use different programs including Notepad++ and/or Adobe Suites to create their outcomes)

| Year 10   | Level 1   | Level 2   | Level 3 |
|---|---|---|---------|
| Students will develop their skills and practice by undertaking design briefs interspersed with class lessons covering the design process. | Students will develop their design process further. They will be extending their design skills and language. Students will also research and show understanding of how and why technological outcomes function in the modern world. | As for Level 1, Level 2 course challenges students to develop a greater awareness and analysis of technological developments through understanding the impact of wider social issues. | N/A     |

## YEAR 10 CODING AND COMPUTER SCIENCE

Optional

|                     |  |
|---------------------|--|
| Entry Requirements: | Open   |
| Course Summary:     | Learn HTML/CSS to build students' own website on a given topic<br>Learn a programming language Python to apply to a range of situations<br>Robotics - Robot manipulation with Python program |
| Cost:               | Code Avengers subscription fee (\$15)  |
| Requirement:        | Students are required to bring their own compatible laptop.  |

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## CODING AND COMPUTER SCIENCE LEVEL 1

Optional

|                     |  |
|---------------------|--|
| Entry Requirements: | There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.  |
| Course Summary:     | Level 1 CCS is based around the key concepts of technological practice understanding how and why things work and the students are expected to produce a detailed portfolio of their work containing evidence of their technological computing practice. Learn HTML/CSS to build students' own website on a given topic. Learn a programming language Python to apply to a range of situations. |
| Assessment:         | 17 internal and 3 external credits   |
| Cost:               | Code Avengers subscription fee (\$15)  |
| Requirements:       | Students are required to bring their own compatible laptop   |

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## CODING AND COMPUTER SCIENCE LEVEL 2

|                     |  |
|---------------------|--|
| Entry Requirements: | It is expected that students will have studied the subject at Level 1 to a satisfactory standard. For new students, It will be subject to approval by the subject teacher.   |
| Course Summary:     | Web design and development through the use of media tools such as Adobe Photoshop, Adobe Illustrator, Adobe Premiere Pro, HTML, CSS and Java Script to create an advanced digital media outcome. In Level 2 students will build on their skills gained in Level 1 and explore the level of interactivity and design available to them through web development and the optimisation for handheld devices. Use advanced programming techniques to develop a computer program – learn Python or Java Script programming language to apply to a range of situations.<br>17 internal and 3 external credits |
| Assessment:         | TBC  |
| Cost:               |  |

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## CODING AND COMPUTER SCIENCE LEVEL 3

|                     |   |
|---------------------|---|
| Entry Requirements: | It is expected that students will have studied the subject at Level 2 to a satisfactory standard. For new students, it will be subject to approval by the subject teacher.  |
| Course Summary:     | Students will undertake a year long personal inquiry project investigating real world issues and develop a solution using Digital Technology. This will allow an opportunity for students to choose their own area that best suits their interest.<br><b>Critical Inquiry:</b> Create a proposal for a digital outcome based on critical inquiry into a real-world issue of your choice.<br><b>Concept Development:</b> Develop a fit for purpose concept for a digital outcome based on own proposal working with a mentor or client of their choice.<br><b>Digital Media:</b> Create a digital outcome using complex skills with Agile and User Experience methodologies. Ethical implications are examined and applied in all digital outcomes.<br><b>Programming and Computational Thinking:</b> Students develop complex skills in 'Python' programming, with GUI and learn to follow conventions within this language.<br>External (DCAT) Exam: Students sit a Common Assessment task (early in Term 4) as a reflection of the digital outcomes they created throughout the year. |
| Assessment:         | Students will complete a minimum of 15 credits (external assessment is optional)  |
| Cost:               | \$20  |

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## DANCE

Contact Teacher: Mrs Lambert

Dance is expressive movement that has intent, purpose and form. In dance education, students integrate thinking, moving and feeling. They explore and use dance elements, vocabularies, processes and technologies to express personal, group and cultural identities, to convey and interpret artistic ideas and to strengthen social interaction. Students develop literacy in dance as they



learn about, and develop skills in performing, choreographing and responding to a variety of genres from a range of historical and contemporary contexts.

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### DANCE LEVEL 1

|                    |   |
|--------------------|---|
| Entry requirement: | Open  |
| Credits:           | Up to 20 credits.   |
| Course outline:    | Students will extend their dance technique on a variety of dance styles, choreography skills and performance skills. They learn to understand and respond to dance performances and demonstrate understanding of dance elements.  |
| Assessment:        | Involves both practical (which are performed and videoed) and written assessment activities that are assessed both during the year and in an end of year examination. For assessment purposes, students will perform in the school dance show, which is usually held towards the end of Term 3.                                   |
| Costs:             | A black t-shirt and leggings are required for NCEA assessments. To prepare for written the examination, the teacher will arrange for students to attend live dance performances throughout the year. Parents and caregivers will be informed in writing of school trips to see live performances and of any extra costs involved. |

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### DANCE LEVEL 2

|                    |   |
|--------------------|---|
| Entry requirement: | Usually Level 1 Dance and Literacy or Subject Leader approval   |
| Credits:           | Up to 20 credits.   |
| Course outline:    | Students learn to communicate and explore movement in a variety of ways through social or ethnic dance, theatre dance and by choreographing dance and developing performance skills. Each student has the role of dancer and choreographer. They learn to analyze and respond to dance performances and demonstrate knowledge of choreographic processes and influences on a dance style. |
| Assessment:        | Involves both practical (which are performed and videoed) and written assessment activities that are assessed both during the year and in an end of year examination. Students will be expected to attend both the technical and dress rehearsals prior to their performances at YouDance Youth Festival and in the school dance show.  |
| Costs:             | A black t-shirt and leggings are required for NCEA assessments. To prepare for written the examination, the teacher will arrange for students to attend live dance performances throughout the year. Parents and caregivers will be informed in writing of school trips to see live performances and of any extra costs involved.   |

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### DANCE LEVEL 3

|                    |  |
|--------------------|--|
| Entry requirement: | Essentially Level 1 and/or Level 2 Dance, NCEA Level 1 literacy or Subject Leader approval.  |
| Credits:           | Up to 20 credits.  |
| Course outline:    | Students learn to communicate through movement in sophisticated and subtle ways by refining dance technique, choreography and performance skills. Each student has the role of dancer and choreographer. They learn to analyse and critique dance performances and dance performance practices.  |
| Assessment:        | Involves both practical (which are performed and videoed) and written assessment activities that are assessed both during the year and in an end of year examination. Students will be expected to attend both the technical and dress rehearsals prior to their performances at YouDance Youth Festival and in the school dance show. |
| Costs:             | A black t-shirt and leggings are required for NCEA assessments. To prepare for written the examination, the teacher will arrange for students to attend live dance performances throughout the year. Parents and caregivers will be informed in writing of school trips to see live performances and of any extra costs involved.      |

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## DIGITAL TECHNOLOGY

Contact Teacher: Mrs Hahn

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Students will have the opportunity to use Creative cloud programs including Adobe Photoshop, Indesign, Animate and After Effects to create their outcomes.

### YEAR 10 DIGITAL TECHNOLOGY

Optional

|                     |  |
|---------------------|--|
| Entry Requirements: | Open   |
| Course Summary:     | Students cover a range of assignments using technological practice to produce digital and animated outcomes using the Adobe programs. Students are encouraged to be creative in their designs. |



Cost: Printing costs

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### DIGITAL TECHNOLOGY LEVEL 1

Optional

Entry Requirements: There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.

Course Summary: Level 1 DTE is based around the key concepts of technological practice understanding how and why things work. The body of work is created through an ongoing print or animation project which covers the internal achievement standards.

Assessment: 12 Credits internal and 4 credits external

Cost: Printing costs

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### DIGITAL TECHNOLOGY LEVEL 2

Optional

Entry Requirements: It is expected that students will have completed the subject at Level 1 to a satisfactory standard.

Course Summary: Level 2 DTE is based around expanding the key concepts of technological practice understanding how and why things work. The body of work is created through an ongoing print or animation project which covers the internal achievement standards.

Credits – 12 internal and 4 credits external

Assessment: Printing costs

Cost:

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### DIGITAL TECHNOLOGY LEVEL 3

Optional/Approved

Course Summary: It is expected that students will have completed the subject at Level 2 to a satisfactory standard. DTE involves a rich variety of learning experiences leading to a wide range of career opportunities. This course gives the students the opportunity to develop knowledge and skills using different information technologies in multimedia applications. The students work to resolve a design issue. They will make use of a variety of different industry-standard software applications and digital tools. They will make use of a variety of different industry-standard software applications and digital tools. The body of work is created through an ongoing printer animation project which covers the internal achievement standards.

Assessment: 12 Credits internal and 4 credits external

Cost: Printing costs

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## DRAMA

Contact Teacher: Mrs Lambert

Drama expresses human experience through a focus on role, action, and tension, played out in time and space. In drama education, students learn to structure these elements and to use dramatic conventions, techniques, and technologies to create imagined worlds. Through The Arts purposeful play, both individual and collaborative, they discover how to link imagination, thoughts, and feelings. As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using body language, movement, and space. As they perform, analyse, and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage and language and new power to examine attitudes, behaviours, and values. By means of the drama that they create and perform, students reflect and enrich the cultural life of their school, whānau, and community. (New Zealand Arts Curriculum, P.20).

### DRAMA YEAR 10

Year 10 Drama Students will:

- Investigate the characteristics, purposes, and function of drama in a range of contexts.
- Select and use techniques, conventions, and relevant technologies for specific drama purposes.
- Select and refine ideas to develop drama for specific purposes.
- Present and respond to drama and describe how drama combines elements, techniques, conventions, and technologies to create structure and meaning in their own and others' work.

Entry requirement: None, except an interest or enthusiasm for Drama and Performing Arts.

Course outline: In this course students focus on the techniques, elements, conventions and technologies of Drama. They will begin to develop practical Drama performance skills and self-confidence through Drama improvisation, scripted Drama and devised Drama. They will develop knowledge of theatre history through an introduction to Drama genres Greek and Elizabethan Drama. They will also reflect on live viewed drama performances to develop their understanding of stagecraft and theatre technologies. This course is designed as a foundation introduction to Level 1 NCEA Drama.

Assessment: Internal assessment.

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## DRAMA LEVEL 1

Year 11 Drama Students will: • Investigate the forms and purposes of drama in different historical or contemporary contexts, including New Zealand drama. • Select and use techniques, conventions, and technologies in a range of dramatic forms. • Research, evaluate, and refine ideas in a range of dramatic forms to develop drama. • Perform and respond to drama and make critical judgments about how elements, techniques, conventions, and technologies are used to create form and meaning in their own and others' work.

|                    |   |
|--------------------|---|
| Entry requirement: | None, but Year 10 Drama will be an advantage.   |
| Credits:           | 17 credits, including 4 External.<br>(5 optional extension credits, if cast in the School Production).  |
| Course Outline:    | In this course students will focus on the techniques, elements, conventions and technologies of Drama. They will develop practical Drama performance skills and self-confidence through Drama improvisation, scripted Drama and devised Drama. They will develop knowledge of theatre history through and in-depth genre study and performance of Melodrama, Elizabethan Drama or Musical Theatre. They will also write and reflect on live viewed Drama performances, to develop ideas and practical knowledge of stagecraft and theatre technologies. |
| Assessment:        | 3 Internal standards, 1 external standard. (1 extra optional internal if cast in the School Production).  |

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## DRAMA LEVEL 2

Year 12 Drama Students will: • Research the purposes of production, performance, and technologies of drama in a range of contexts, including New Zealand drama. • Explore how drama reflects our cultural diversity. • Select and refine the use of techniques, conventions, and technologies in specific dramatic forms. • Research, critically evaluate, and refine ideas to develop drama in specific dramatic forms. • Rehearse and perform works in a range of dramatic forms. • Respond to and make critical judgments about rehearsal processes and performances

|                    |  |
|--------------------|--|
| Entry requirement: | None, but Year 10 and or Year 11 Drama will be an advantage.   |
| Credits:           | 17 credits, including 4 External. (5 optional extension credits, if cast in the School Production).  |
| Course outline:    | In this course students will extend their focus on the techniques, elements, conventions, and technologies of Drama. They will extend practical Drama performance skills through Drama improvisation, scripted Drama and devised Drama. They will continue to develop knowledge of theatre history through an in-depth genre study on 20 <sup>th</sup> Century Theatre, or Theatre of the Absurd. They will also critique and reflect on live viewed Drama performances, to develop ideas and extend knowledge of stagecraft and theatre technologies. |
| Assessment:        | This course comprises of 3 internally assessed and one externally assessed Achievement Standard. This course is designed to allow students to complete a Level 2 Certificate in Drama.   |

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## DRAMA LEVEL 3

Year 13 Drama Students will: • Research, analyse, and critically evaluate how drama, including New Zealand drama, interprets, records, or challenges social and cultural discourse. • Research, analyse, and integrate elements, techniques, conventions, and technologies in dramatic forms for specific purposes. • Research, critically evaluate, and refine ideas to create original drama work. • Analyse, rehearse, and perform works in a range of dramatic forms, assuming a variety of artistic or technical responsibilities. • Reflect on and critically evaluate a wide range of works and performances.

|                    |   |
|--------------------|---|
| Entry requirement: | None, but Year 11 and or Year 12 Drama will be a significant advantage.   |
| Credits:           | 17 credits, including 4 External.<br>(5 optional extension credits, if cast in the School Production).  |
| Course outline:    | In this course students will intensify their focus on the techniques, elements, conventions, and technologies of Drama. They will extend and solidify a higher level of practical Drama performance skills through Drama improvisation, scripted Drama and devised Drama. They will extend knowledge of theatre history through and in-depth genre study on New Zealand Theatre, or Epic Theatre. They will critically analyse and reflect on live viewed Drama performances, to refine their understanding of stagecraft and theatre technologies. |
| Assessment:        | This course comprises of 3 internally assessed and one externally assessed Achievement Standards. There is also an option to sit a further external examination for an additional four credits. This course is designed to allow students to complete a Level 3 Certificate in Drama.   |

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NB: For all courses students will be required to attend live professional Drama productions. For NCEA this is a requirement to be able to sit the external examinations and meet NZ Curriculum requirements. All trips will be arranged by the Subject Leader, and students will be required to pay for the performances. This amount will be approximately \$30 - 60 over the course of the year.

Students will gain knowledge on how to communicate visually using freehand drawing, instrumental drawing, 3D modelling and a range of computer design programmes. Students will learn how to use the design process to creatively solve and record solutions to a range of design problems. The course will cover two areas of 3D design; spatial (architectural) design and product design.

#### KEY CONCEPTS

- **VISUAL COMMUNICATION**  
Students develop a visual literacy enabling the generation, communication and presentation of design ideas.
- **DESIGN**  
Students gain knowledge of design and designing. Designing combines different considerations of design elements and thought processes to initiate and develop ideas.
- **GRAPHICS PRACTICE**  
Students integrate and creatively apply design and visual communication knowledge and skills in response to a brief.
- **QUALITATIVE JUDGEMENTS**  
Students identify the qualities and the potential of design ideas in terms of the broad principles of design (aesthetics and function) and sustainability, in its response to a brief. These occur at different points throughout the development of a design idea and include the suggestion of alternatives for the purposes of exploring, improving and modifying ideas. As part of qualitative judgements, any decisions made or opinions expressed may reflect a perspective of the student as a designer in terms of their values, tastes or views.
- **INNOVATION**  
Students develop original and creative thinking resulting in the effective design of a product or environment.

#### FUTURE AREAS OF INTEREST & STUDY

DVC is a useful subject for students wishing to gain tertiary qualifications or pursue a career in Architecture, Landscape Architecture, Engineering, Product design, Interior design, Spatial design and DVC.

*AT SCHOOL:* For NCEA it is expected that students will have completed DVC to a satisfactory standard at previous levels.

| YEAR 10  | LEVEL 1   | LEVEL 2  | LEVEL 3  |
|--|---|--|--|
| Students will develop their skills and practice by undertaking 3 briefs interspersed with class lessons covering the design process. | Students will develop their design process further including annotations which involve writing evaluative notes. They will be extending their design skills and language. | DVC at Level 2 challenges students to develop an aesthetic awareness and an appreciation of design's impact on society and the environment | DVC at Level 3 challenges students to develop the ability to work independently, creating innovation and knowledge in the design elements. |

#### DVC YEAR 10

Optional

Entry Requirements: Open  
 Course outline: Freehand drawing and design development  
 Changing rooms, instrumental and freehand drawing and rendering  
 2D and 3D drawing techniques  
 Green fingers, landscaped drawing and rendering  
 Cost: Worksheets and drawing equipment

#### DVC LEVEL 1

Optional

Entry Requirements: There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.  
 Course outline: Level 1 Graphics is based around the key concepts of visual communication, design, graphics practice, qualitative judgement innovation and presentation skills
 

- Design inspired by an influential designer
- Product design – developing design ideas

 Cost: Worksheets and drawing equipment  
 Assessment: Up to 18 credits – 12 credits internal and 6 credits external

#### DVC LEVEL 2

Optional

Entry Requirements: It is expected that students will have completed the subject at Level 1 to a satisfactory standard.

|                 |  |
|-----------------|--|
| Course outline: | <p>Level 2 DVC is based around the key concepts of visual communication, design practice, graphics, qualitative judgement and innovation:</p> <ul style="list-style-type: none"> <li>• Design and Society – looks at an architectural period or era and the characteristics that identify that style.</li> <li>• Considers a design proposal for our local area and looks at how designs can be influenced by geographical and cultural association.</li> <li>• Design presentation</li> </ul> |
| Cost:           | Spiral bound A4 drawing book. A3 drawing block. Some drawing and colouring equipment.  |
| Assessment:     | Up to 19 Credits (13 internal, 6 external)   |

### DVC LEVEL 3

Optional/Approved

|                     |   |
|---------------------|---|
| Entry Requirements: | It is expected that students will have completed DVC at Level 2 to a satisfactory standard. DVC involves a rich variety of learning experiences leading to a wide range of career opportunities. DVC at Level 3 challenges  |
| Course Outline:     | <p>DVC involves a rich variety of learning experiences leading to a wide range of career opportunities. DVC at Level 3 challenges students to develop the ability to work independently, creating innovation and knowledge in the design elements. DVC focuses on the communication of spatial ideas and precise drawing and presentation skills. It promotes awareness and understanding of technology and stimulates self-confidence and a pride in creative. Practical design.</p> <ul style="list-style-type: none"> <li>• Architectural design inspiration</li> <li>• Architectural brief – influences of location</li> <li>• Presentation skills</li> </ul> |
| Cost:               | A3 Drawing block. Drawing equipment   |
| Assessment:         | 16 Credits (12 internal, 4 external)  |

## ECONOMICS AND BUSINESS

Contact Teacher: Mr Jellyman

Economics is the study of how governments, businesses, households and people make decisions about how to allocate and use their scarce resources. Economic ideas are used by governments, businesses and individuals to help make decisions. The economy affects every citizen whatever their age, wherever they live. Economists work on issues such as the impact of artificial intelligence on the future of work, the role of the financial system in combatting climate change, and the value of diversity in decision making. They think about the impact of mental health, crypto-currencies and driverless cars on jobs, growth, inflation and wellbeing. As a result, economics is a useful and interesting subject for anyone interested in business, business management and politics.

### ECONOMICS/BUSINESS LEVEL 1

|                    |  |
|--------------------|--|
| Entry Requirement: | Open   |
| Credits:           | Up to 20 Level 1 credits   |
| Course outline:    | <p>This course focuses on consumer, producer and government decisions, the factors affecting them and their effect on each other. The study of Economics leads to a better understanding of business, government, law and politics. It introduces students to the main economic concepts including the market forces of demand and supply and government involvement in the economy. Economics has a strong relationship to the real world and leads to a better understanding of business, politics and law. Students will also set up and run a small business, applying business and economic concepts to the real world.</p> <p>The major sections of the course are:</p> <ul style="list-style-type: none"> <li>• Producers' decisions and production</li> <li>• Consumers' decisions</li> <li>• Market forces</li> <li>• Government decisions</li> <li>• Carrying out a business activity</li> </ul> |
| Assessments:       | <p>The work done through the year will be assessed in two different ways:</p> <p>External assessment 12 credits, 3 standards; Internal assessment 8 credits, 2 standards</p>   |

### ECONOMICS LEVEL 2

|                    |                            |
|--------------------|----------------------------|
| Entry Requirement: | 60 credits in Level 1 NCEA |
| Credits:           | Up to 22 Level 2 credits   |

|                 |   |
|-----------------|---|
| Course Outline: | <p>This course considers the major economic issues affecting the economy, how we can analyse them, economic models, effects and government policy to influence the economy. It is closely aligned to looking at current economic and political issues affecting New Zealand today.</p> <p>Economic issues:</p> <ul style="list-style-type: none"> <li>• Unemployment</li> <li>• International trade</li> <li>• Economic growth</li> <li>• Inflation</li> <li>• Government policy</li> </ul> |
| Assessments:    | <p>The work done through the year will be assessed in two different ways:</p> <p>External assessment – an exam sat at the end of the year - 3 standards 12 credits</p> <p>Internal assessment – 2 internal assessments are carried out during the year - 10 credits</p>   |

### **ECONOMICS LEVEL 3**

|                    |   |
|--------------------|---|
| Entry Requirement: | 60 credits in Level 2 NCEA  |
| Credits:           | Up to 20 Level 3 credits  |
| Course outline:    | <p>Economics has a strong relationship to the real world and leads to a better understanding of business, politics and law. This course investigates both micro-economics – how firms and markets operate and macro-economics – how the economy as a whole operates as well as government policies to influence both.</p> <p>Key ideas:</p> <ul style="list-style-type: none"> <li>• The operation of a market system, market structures and decision making by firms.</li> <li>• Market failure and the case for government intervention - how and why the government intervenes in the economy.</li> <li>• The economy as a whole including fiscal and monetary policy, balance of payments, employment and economic growth.</li> </ul> |
| Assessments:       | <p>The work done through the year will be assessed in two different ways:</p> <p>External assessment – an exam sat at the end of the year - 2 standards, 10 credits</p> <p>Internal assessment – two assessment activities carried out during the year - 2 standards, 10 credits</p>  |

## **ENGLISH**

**Contact Teacher: Mrs Fernandez**

English is the study, use and enjoyment of the English language and literature. Success in English is fundamental to success across the curriculum. In all areas of study students need to be able to understand and respond to what they read and to express themselves with confidence, accuracy and impact. All courses of English are structured around two strands: understanding meaning through listening, reading and viewing; and creating meaning through speaking, writing and presenting.

At each level students study the language, form and purpose of selected texts including short texts (poetry and short stories), extended texts (novels/drama), and visual texts. They also have a wide range of writing, speaking and presenting tasks in which to showcase their creativity.

Each student should select an English course that meets her individual needs and provides the credits for certificate literacy and University Entrance requirements.

### **ACADEMIC ENGLISH LEVEL 1**

|                    |  |
|--------------------|--|
| Entry Requirement: | Year 10 English teacher recommendation based on satisfactory Year 10 performance   |
| Credits:           | Up to 18 Level 1 credits   |
| Course Outline:    | <p>Students will study the language and the impact of written and visual texts. They will be involved in writing, reading and speaking. At this level, students are expected to show understanding of aspects of language and literature, and to develop and structure ideas in their writing.</p> |
| Assessment:        | <p>Internal assessment 6 credits, external assessment 12 credits. This course leads to Academic English Level 2 for students who meet the required - prerequisites.</p>  |

### **PRACTICAL ENGLISH LEVEL 1**

|                    |  |
|--------------------|--|
| Entry Requirement: | Year 10 English teacher recommendation based on satisfactory Year 10 performance.  |
| Credits:           | Up to 14 Level 1 credits   |
| Course Outline:    | The aim of this course is to improve all-round language skills and students will be provided with extra assistance towards the improvement of their basic literacy levels. Assessment will cover three skill areas: writing, speaking and reading. |
| Assessment:        | Internal assessment 6 credits, external assessment 8 credits<br>This course leads to English Level 2 or Practical English Level 2 for students who meet the required - prerequisites.  |

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### **ACADEMIC ENGLISH LEVEL 2**

|                          |  |
|--------------------------|--|
| Entry Requirement:       | A minimum of 10 English credits at Level 1   |
| Credits:                 | Up to 18 Level 2 credits   |
| Course Outline:          | Students will study the language and impact of written and visual texts. They will be involved in writing, reading and speaking. At this level, students are expected to analyse significant aspects of language and literature. |
| Assessment:<br>offered). | Internal assessment 10 credits, external assessment 8 credits (choose any two of the three standards offered).<br>This course leads to Academic English Level 3 for students who meet the required prerequisites.                |

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### **PRACTICAL ENGLISH LEVEL 2**

|                    |  |
|--------------------|--|
| Entry Requirement: | 6 English credits at Level 1   |
| Credits:           | Up to 15 Level 2 credits   |
| Course Outline:    | The aim of this course is to improve all round language skills and students will be provided with extra assistance towards the improvement of their literacy levels. Students will study the language and impact of written and visual texts. They will be involved in writing, viewing, reading and presenting. At this level, students are expected to analyse significant aspects of language and literature. |
| Assessment:        | Internal assessment 7 credits, external assessment 8 credits   |

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### **ACADEMIC ENGLISH LEVEL 3**

|                    |  |
|--------------------|--|
| Entry Requirement: | 10 English credits at Level 2  |
| Credits:           | Up to 18 Level 3 credits   |
| Course Outline:    | Students will study the language and impact of written and visual texts. They will be involved in writing, reading, research, viewing, presenting and speaking. At this level, students are expected to develop a critical response to aspects of language and literature. |
| Assessment:        | Internal assessment 9 credits (excluding an optional standard worth 3 credits). External assessment 8 credits (choose any two of the three standards offered).   |

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### **PRACTICAL ENGLISH LEVEL 3**

|                    |   |
|--------------------|---|
| Entry Requirement: | At least 6 English credits at Level 2   |
| Credits:           | Up to 15 Level 3 credits or a combination of Level 2 and 3 credits  |
| Course Outline:    | The aim of this course is to improve all round language skills and students will be provided with extra assistance towards the improvement of their literacy levels. Students will study the language and impact of written and visual texts. They will be involved in writing, reading, viewing, research and presenting. At this level, students are expected to develop a critical response to aspects of language and literature. |
| Assessment:        | Internal assessment 7 credits, external assessment 8 credits. Individualised learning programmes are offered in this course.  |

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## **ENGLISH LANGUAGE**

Contact Teacher: Mrs Anna Dykgraaf

### **ENGLISH LANGUAGE UNIT STANDARDS**

|                    |  |
|--------------------|--|
| Entry Requirement: | Students may be recommended to do this course after student assessment results.  |
| Course Outline:    | The aim of this course is to develop language skills so that students can achieve Level 1 and Level 2 literacy within the New Zealand curriculum |

### ENGLISH LANGUAGE LEVEL 1

|                    |   |
|--------------------|---|
| Entry Requirement: | Open  |
| Credits:           | Up to 17 Level 1 English credits * <i>Credit opportunity may vary dependant on student ability and level</i>  |
| Course Outline:    | The aim of this course is to improve English Language Learners' reading, writing and presentation skills. Students will study the language and the impact of written and visual texts. At this level, students are expected to show understanding of aspects of language and literature, along with developing and structuring ideas in their writing |
| Assessment:        | Internal assessment - 10 Level 1 English credits, External assessment - 4 credits   |

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### ENGLISH LANGUAGE LEVEL 2

|                    |  |
|--------------------|--|
| Entry Requirement: | 8 English credits at Level 1 or equivalent   |
| Credits:           | Up to 21 Level 2 credits * <i>Credit opportunity may vary dependant on student ability and level</i>   |
| Course Outline:    | Students will study the language and impact of written and visual texts. They will be involved in writing and presenting. At this level, students are expected to analyse aspects of language and literature. English Language Learners may find this course challenging and it could require two years to complete. |
| Assessment:        | Internal assessment – 11 credits, External assessment - 4 credits  |

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### ENGLISH LANGUAGE LEVEL 3

|                    |  |
|--------------------|--|
| Entry Requirement: | Level 1 Literacy, 8 credits at Level 2 or equivalent   |
| Credits:           | Up to 13 Level 3 credits in English credits  |
| Course Outline:    | Students will study the language and impact of written and visual texts. They will be involved in writing and presenting. At this level, students are expected to critique aspects of language and literature. |
| Assessment:        | Internal assessment – 13 credits, External assessment - nil  |

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## FOOD AND NUTRITION

Contact Teacher: Ms Barnett

In Food and Nutrition students can develop their creativity with food, learn about the practical skills and knowledge needed in order to prepare and present food that is good for themselves and others, discuss issues relating to food and health, and communicate their ideas to others. Students learn best by doing. One quarter of the course is practical activity based around cookery skills and related to the theory work being completed. There is discussion of issues relating to food and healthy eating patterns. Group and independent research allows students to explore relevant issues in our wider community and they are then able to develop and present their own ideas.

Skills:

- Knowledge and application
- Numeracy
- Problem Solving
- Self-Management
- Social and co-operative work and study
- Time management
- Practical skills in food preparation and food hygiene
- Effective communication
- Application of nutritional knowledge
- Research
- Decision making

#### *Future areas of interest & study*

Food & Nutrition is a useful subject for students wishing to gain tertiary qualifications in Hospitality, Food Technology, Food Science, Nutritionist, Dietician, Nursing and Product Design.

#### *At School:*

For NCEA it is expected that students will have an interest in food and/or completed Food & Nutrition to a satisfactory standard at previous levels.



| Year 10  | Level 1   | Level 2  | Level 3   |
|--|---|--|---|
| Students will develop their skills and practice by undertaking 4 briefs interspersed with class lessons covering nutrition and technological practice. | Students will be helped to use nutritional concepts and Knowledge to make wise decisions in their choice and use of food. | The course looks at both individual and group food eating patterns and nutritional needs in NZ. Food sustainability and promotion of health is a focus | The course looks at the importance of food and health in New Zealand life and the factors that affect people's behaviour with food. Ethical issues related to food are studied. |

### FOOD & NUTRITION YEAR 10

Optional

|                     |   |
|---------------------|---|
| Entry Requirements: | Open  |
| Course outline:     | Mocktails - Creating summer drinks for a pool party<br>Versatile Vegies - selecting and preparing vegetables for families. children to enjoy<br>Gourmet Burgers - developing a healthy fast foods alternative<br>Simmer Sauces - Developing a simmer sauce that is suitable for a variety of uses<br>Christmas Sweets - a Christmas treat to gift |
| Cost:               | Some food ingredients will be at student expense.   |

### FOOD & HOSPITALITY LEVEL 1

Optional

|                     |  |
|---------------------|--|
| Entry Requirements: | There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10 or by negotiation with Subject Leader.  |
| Course outline:     | Students will be helped to use nutritional concepts and knowledge to make wise decisions in their choice and use of food. <ul style="list-style-type: none"> <li>• They will study the:</li> <li>• Nature and properties of food.</li> <li>• Techniques relating to the quality of finished products.</li> <li>• Apply knowledge gained when planning, buying and preparing meals for different occasions and situations.</li> <li>• Nutritional needs for different groups of individuals.</li> <li>• Food and time management</li> <li>• Safe practices for storage and handling of food.</li> </ul> |
| Cost:               | Some food ingredients will be at student expense.  |
| Assessment:         | 10 credits internal and 8 credits external   |

### FOOD & NUTRITION LEVEL 2

Optional

|                     |  |
|---------------------|--|
| Entry Requirements: | It is expected that students will have completed the subject at Level 1 to a satisfactory standard or by negotiation with Subject Leader.  |
| Course outline:     | Food and Nutrition builds on the skills and knowledge from Level 1 Food and Hospitality. The course looks at both individual and group food eating patterns and nutritional needs in NZ. Food sustainability and promotion of health is a focus. |
| Cost:               | Some food ingredients will be at student expense.  |
| Assessment:         | 10 credits internal and 8 credits external   |

### FOOD & NUTRITION LEVEL 3

Optional

|                     |  |
|---------------------|--|
| Entry Requirements: | It is expected that students will have completed the subject at Level 2 to a satisfactory standard or by negotiation with Subject Leader.  |
| Course Summary:     | Food and Nutrition 3 builds on the skills and knowledge from Food and Nutrition 2. The course looks at the importance of food and health in New Zealand life and the factors that affect people's behaviour with food. Ethical issues related to food are studied. |
| Cost:               | Some food ingredients will be at student expense.  |
| Assessment:         | 10 credits internal and 8 credits external   |



## GATEWAY

Contact Teacher: Mrs Dunn

|                     |   |
|---------------------|---|
| Entry Requirements: | Good record of attendance, well presented, reliable students. Must be independent learners, be able to manage their other subjects and catch up on anything missed on the days that Gateway requires them to be away from school.   |
| Credits:            | Each student has an independent plan which will carry at least 20 credits at the relevant level for their school year   |
| Course outline:     | Gateway is open to Year 12 and Year 13 students who wish to explore a particular industry, whilst gaining credits towards NCEA and also towards a professional qualification. There is also an element of work experience at a placement arranged by the Gateway Department. The list of industries that are open to Gateway includes, but is not limited to: Retail, Hospitality, Early Childhood Education, Hairdressing, Computing, Design, Apparel & Textiles, Equine, Horticulture, Health, Business Administration. |
| Cost:               | There is no extra cost to students or their families.   |
| Assessment:         | Usually takes place at an external provider who is able to teach and assess the material from the relevant Industry Training Organisation.  |

## GEOGRAPHY

Contact Teacher: Mrs Davidson

Geography explores the relationships and connections between people in both natural and cultural environments. It seeks to interpret the world and how it changes over time – past, present and future. It shows spatial and temporal variation. Students use a variety of resources and develop a set of skills to help them better understand the world we live in and how we affect this world.

- Practical skills using fieldwork, maps, graphs, statistics, photographs and diagrams
- Communication, organisation, research, analysis
- Identify points of view, decision making and problem solving
- Co-operating with others
- Thinking spatially

Although skills and concepts are developed from Level 1 to Level 3, it is possible to start studying Geography at any of the levels. Throughout each course, time will be spent developing geographic skills and concepts. Research and class room teaching will be used in the study of geographic issues and processes at national and/or global levels.

### GEOGRAPHY LEVEL 1

Alternative for Science

|                    |  |
|--------------------|--|
| requirement        |  |
| Entry Requirement: | Open   |
| Credits:           | 18 credits, including Literacy and Numeracy  |
| Course outline:    | Extreme natural events such as the Christchurch earthquake<br>Global topic-earthquakes<br>Sustainable Tourism in the Maldives. |
| Assessment         | 3 Internal achievement standards, 2 external achievement standards   |
| Costs:             | \$20 Workbook Geo Skills 1.4 and \$5 workbook  |
| Field Trip         | Museum \$10  |

### GEOGRAPHY LEVEL 2

|                   |   |
|-------------------|---|
| Entry requirement | Either to have successfully completed the Level 1 Geography course or achieved 8 credits or more in Level 1 English   |
| Credits:          | Up to 19 Level 2 credits, including Literacy, Numeracy and UE Reading and Writing   |
| Course outline:   | Natural landscape – setting is Tongariro Volcanic Landscape. Education for Sustainability. Exploring attitudes and actions to sustainable living. Global topic-mountains. |
| Assessment:       | 2 External achievement standards, 3 internal achievement standards  |
| Costs:            | \$25 Workbook Geo Skills 2.4 and \$5 workbook   |
| Field trip:       | Stream study, Ruapehu (optional) \$350  |

### GEOGRAPHY LEVEL 3

|                   |   |
|-------------------|---|
| Entry requirement | Either have successfully completed the Level 2 Geography course or gained Level 1 Numeracy and Level 2 Literacy credits |
| Credits:          | 19 Level 3 credits, including UE Reading and Writing  |

|                 |  |
|-----------------|--|
| Course outline: | Cultural process – Tourism development at Rotorua<br>Showing understanding of global patterns and issues |
| Assessment:     | 3 Internal achievement standards, 2 external achievement standards                                       |
| Costs:          | \$5 workbook, \$20 Geo Skills 3.4  |
| Field trip      | Rotorua \$300 (optional)   |

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## GLOBAL STUDIES

Contact Teachers: Mrs Schischka, Ms Evans

Global studies will explore the world that we live in from the past to the present and will assess the impact on the future. It will help students become informed citizens of the world. The course will provide opportunities to take part in research, social actions that help to bring about change, and investigate sustainability. Students will learn about interaction between cultures and the environment and how this interaction impacts on both the cultural group and the environment. (The environment is seen as both natural and man-made)

This course is internally assessed and covers different subjects and skills in Social Sciences and Humanities.

Skills:

- Practical skills using fieldwork, maps, statistics, photographs etc.
- Communication, organisation, research, analysis
- Identify points of view, decision making and problem solving
- Co-operating with others
- Involvement in a Social Action

Throughout the course we will look at different concepts and issues that have or are influencing the world we live in and students will gain the skills needed to move into Classics, History, Geography & Tourism in Level 2 or 3.

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### GLOBAL STUDIES - LEVEL 1

|                    |  |
|--------------------|--|
| Entry Requirement: | Open – but cannot be taken with History or Geography   |
| Credits:           | 18 credits, including Literacy   |
| Course outline:    | Historical Research<br>Taking part in a Social Action<br>Social justice and human rights actions<br>Comparing the Colosseum to Eden Park |
| Assessment         | 4 internal achievement standards   |
| Costs:             | \$20 for field trips   |

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### GLOBAL STUDIES - LEVEL 2

|                    |   |
|--------------------|---|
| Entry Requirement: | Open – but cannot be taken with History   |
| Credits:           | 18 credits, including Literacy  |
| Course outline:    | Research<br>Reporting on a Social Action<br>Personal involvement in a social action<br>Investigation of Pacific knowledge |
| Assessment         | 4 internal achievement standards  |
| Costs:             | \$25 for field trips  |

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## HEALTH EDUCATION

Contact Teacher: Mrs Andrews

### HEALTH EDUCATION LEVEL 1

Alternative for Science requirement

|                     |   |
|---------------------|---|
| Entry requirements: | This course is open to all Year 11 students who are interested in developing a deeper understanding of well-being and health related issues.  |
| Credits:            | Up to 20 Level 1 credits  |
| Course outline:     | Areas of learning include: <ul style="list-style-type: none"> <li>• Take action to enhance personal well-being</li> <li>• Skills for enhancing relationships</li> <li>• Demonstrate understanding of issues in relation to drug related situations</li> </ul> |

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- Promoting positive sexuality
- Demonstrate understanding of how well-being can change and strategies to support well-being

Assessment: Internal assessment – 16 credits, external assessment – 4 credits

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## HEALTH EDUCATION LEVEL 2

Entry Requirements: Open for students studying Level 2 and 3 NCEA

Credits: Up to 19 Level 2 credits

Course outline: Topics will include:

- Take action to enhance the wellbeing of a group in the school community
- Hauora, Attitudes and Values, Determinates of Health and Emotional Wellbeing
- Analyses an interpersonal issue(s) that places personal safety at risk
- Analyse an adolescent Health issue
- Evaluate aspects of Mental Health and the ability to manage change

Assessment: Internal assessment 10 credits, external assessment 9 credits

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## HEALTH EDUCATION LEVEL 3

Entry requirements: Open to all students studying NCEA Level 3

Credits: Up to 19 Level 3 credits

Course Summary: Areas of learning include:

- Analyse a New Zealand health issue
- Evaluate health practice currently used in New Zealand
- Evaluate models of Health Promotion and their implications for well-being
- Analyse a contemporary dilemma or ethical issue in relation to well-being

Assessment: Internal assessment 14 credits, external assessment 5 credits

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# HISTORY

Contact Teacher: Mrs Ellerbeck

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“The more you know about the past, the better prepared you are for the future” Theodore Roosevelt, US President 1901-1907. History is a study of people and ideas from the past. It is creative, thought provoking and helps us to think clearly about the future. History teaches us the skills of research and the ability to think about a wide variety of issues. History uses a number of sources such as newspapers, statistics, maps, cartoons, graphs, photographs, diaries, films, oral tradition and documents. These sources are both primary and secondary sources. History will teach you how to research correctly using these resources. It will also teach you how to identify fact from opinion, identify propaganda and bias and classify the information properly.

Communication and thinking are part of the skills learnt in History. Issues are debated, logical arguments are formulated and personal opinions stated in clear and convincing ways.

These History skills are broad and are easily transferred into all areas of everyday life and there are many career options available which benefit from the study of History.

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## HISTORY LEVEL 1

Entry Requirement: Good English language skills

Credits: 20 Level 1 credits

Course outline: In Year 11 History students learn to understand today's world by examining the problems and conflicts of the recent past.

- Hitler's rise to power and the causes of World War II. (The rise of Hitler)
- New Zealand's relations with other countries since 1945 (Springbok rugby tour and Rainbow Warrior) or Women's' suffrage.
- American Black Civil Rights Movement (Rosa Parks and Martin Luther King)

Assessment: NCEA Level 1 Internal Assessment 8 credits external assessment 12 credits

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## HISTORY LEVEL 2

Entry Requirement: Open - but completion of Level 1 History course with good English language skills will be a great advantage.

Credits: 23 Level 2 credits 14 credits internal, 9 credits external – extra credits optional

Course outline:

- Research: A protest movement in New Zealand - Springbok Tour or Anti Nuclear Movement

- The Russian Revolution (The mad monk Rasputin, Communism and the inefficient Tsar)
- Parihaka

Assessment: NCEA Level 2 Internal assessment: 13 credits, external assessment: 10 credits

### HISTORY LEVEL 3

Entry Requirement: Open - but completion of Year 11 or Year 12 History (or both) and good English language skills will be an advantage.  
Students must have achieved internal Achievement Standards in History or English and at least 1 essay Achievement Standard from external examinations. If a student is new to Year 13 History entry is to be by negotiation with the Subject Leader.

Credits: 24 Level 3 credits, external credits optional

Course Outline: The French Revolution “let them each cake” and the Guillotine. The Cold War as an aftermath of the Russian Revolution.

Assessments: NCEA Level 3 Internal assessment 15 credits, external assessment 9 credits (extra credits optional)

## LANGUAGES

Contact Teacher: Ms Taylor

French, Japanese and Te Reo Maori at Senior Level

Language courses at senior levels provide students with the opportunity to continue their journey of linguistic and intercultural specialisation within their chosen language.

In previous eras, speaking a second language was a unique skill that would lead to translating, interpreting or teaching. Whilst these careers are still readily available, the globalisation of world economies and the lifting of international trading tariffs mean that speaking a second language has become a necessity, rather than a luxury. These shifts are compounded by the changing nature of the workforce, wherein an individual may change careers several times within a working lifetime. Senior languages courses, therefore, are practical additions to courses within the fields of humanities, sciences, economics or the arts.

The Languages Department at St Dominic’s College offers three languages at senior level: French, Japanese, and Te Reo Maori. All can be studied from Level 1 up to and including Scholarship level, and mastery of the previous level is essential.

Senior Language courses involve using language confidently and effectively to express and justify their own ideas and opinions, and support or challenge those of others, taking into account the cultural philosophies of the country in question. All languages are subjects approved for University Entrance.

### FRENCH

French at St Dominic’s College is a well-developed course that falls in line with the CEFR (The Common European Framework of Reference for Languages). The course focuses on leading students on a journey through an authentic-feeling French experience - a ‘Grand Tour’ of France and neighbouring European countries, where they will learn practical ‘survival skills’, as well as finer cultural points, so they may feel at ease be it travelling or dining with the President!

#### FRENCH YEAR 10

Entry requirements: Year 9 French

Certification: Opportunity to complete an international A1 level DELF diploma. See Ms Taylor for details.

Course outline: The third instalment of the ‘Grand Tour’. Students will learn to book accommodation, buy goods from the local markets, and how to get themselves out of some unexpected trouble!

Costs: Possible school trip to *Maison Vauron* or *La Cigale*.

#### FRENCH LEVEL 1

Entry requirements: Year 10 French

Credits: 19 credits with optional 5 credits to total 24.

Course outline: Students will continue to develop skills acquired in Years 8-10, with a focus on travel, daily life in France, school life and entertainment.

Assessment: Internal 9 credits, External 10 credits

Costs: Possible trip to *Rialto Cinema*.

## FRENCH LEVEL 2

|                     |   |
|---------------------|---|
| Entry requirements: | Level 1 French  |
| Credits:            | 19 credits with optional 5 credits to total 24.   |
| Course outline:     | Students will learn to communicate about global issues that affect their and others' futures, through politics, film and news articles. |
| Assessment:         | Internal 9 credits, External 10 credits   |
| Costs:              | Possible trip to <i>Rialto Cinema</i> .   |

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## FRENCH LEVEL 3

|                     |  |
|---------------------|--|
| Entry requirements: | Level 2 French   |
| Credits:            | 19 credits with optional 5 credits to total 24.  |
| Course outline:     | Students will learn to speculate about possibilities, and acquire skills needed to form a balanced and objective opinion on unfamiliar issues through film and literature. |
| Assessment:         | Internal 9 credits, External 10 credits  |
| Costs:              | Possible trip to <i>Rialto Cinema</i> .  |

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## JAPANESE

As a Pacific-Asiatic language, Japanese at St Dominic's College focusses on the cultural and linguistic skills required to interact effectively and appropriately with a range of people within numerous contexts, in fields of education, work, tourism and social scenarios. Senior Japanese provides numerous opportunities for naturalised interaction, offering both exchange programmes as well as opportunities to test their skills during visits from our sister schools in Japan.

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## JAPANESE YEAR 10

|                     |   |
|---------------------|---|
| Entry requirements: | Year 9 Japanese   |
| Course outline:     | Daily conversations for everyday life: descriptions, permissions e.g. "may I do this" |
| Assessment:         | The skills of speaking/listening/reading and writing will be assessed.                |

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## JAPANESE LEVEL 1

|                     |  |
|---------------------|--|
| Entry requirements: | Year 10 Japanese   |
| Credits:            | 19 credits with an optional 5 credits in a speaking portfolio  |
| Course outline:     | Learn more complex language and communicate beyond the immediate context of Japanese daily life, family members, school life, travel and entertainment |
| Assessment:         | Internal 9 (+5) credits, external 10 credits   |
| Costs:              | Workbook \$10, possible online subscription  |

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## JAPANESE LEVEL 2

|                     |   |
|---------------------|---|
| Entry requirements: | 15 credits Level 1  |
| Credits:            | 19 credits with an optional 5 credits in a speaking portfolio   |
| Course outline:     | Express own ideas and opinions fluently in Japanese. School system in Japan, rules, uniform, timetable, club activities |
| Assessment:         | Internal 9 (+5) credits, external 10 credits  |
| Costs:              | Workbook \$10, possible online subscription   |

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## JAPANESE LEVEL 3

|                     |   |
|---------------------|---|
| Entry requirements: | 15 credits Level 2  |
| Credits:            | 19 credits with an optional 5 credits in a speaking portfolio   |
| Course outline:     | Explore the views of others, to develop and share personal perspectives and analyse how the use of the target language expresses cultural meaning in Japanese i.e.: in environment issues, Youth problems in New Zealand. |
| Assessment:         | Internal 9(+5) credits, External 10 credits   |
| Costs:              | Workbook \$10 possible online subscription  |

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## TE REO MĀORI

### TE REO MĀORI YEAR 10

|                     |  |
|---------------------|--|
| Entry Requirements: | Year 9 Te Reo Māori  |
| Course Outline:     | Year 10 Te Reo Māori continues to build upon the vocabulary and sentence structures of Year 9, whilst introducing <i>kiwaha</i> , to better allow students to understand and contextualize their language skills in the Māori world. |

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## TE REO MĀORI YEAR 11

|                     |   |
|---------------------|---|
| Entry requirements: | Year 10 Te Reo Māori  |
| Credits:            | 18 credits at Level 1 with an additional 6 credits by negotiation.  |
| Course Outline:     | Year 11 Te Reo Māori consolidates the four skills of listening, reading, speaking and writing whilst integrating <i>tikanga</i> and <i>karanga</i> , to begin building a thorough understanding of Te Ao Māori. |
| Assessment:         | By negotiation. Suggested breakdown of 12 external credits and 6-12 internal credits.   |

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## TE REO MĀORI YEAR 12 AND 13

Offered through the Correspondence School – Te Aho o Te Kura Pounamu in 2020. Approval from HOD Languages and TIC Te Reo Māori required.

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# MATHEMATICS

Contact Teacher: Ms Rutherford/Mrs Marshall

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## MATHEMATICS LEVEL 1

|                     |  |
|---------------------|--|
| Entry requirements: | Achieved all 7 credits in Year 10 and at least Early Level 5 for Algebra   |
| Credits:            | Up to 19 Level 1 credits   |
| Course outline:     | A full NCEA Level 1 course covering a range of topics such as Algebra, Graphs and Geometric Reasoning. This course is appropriate for students wishing to study a full Level 2 Mathematics course in Year 12. This course leads to further Mathematics at Level 3. |
| Assessment:         | Internal assessment up to 7 credits, external assessment up to 12 credits  |
| Equipment:          | NZQA approved Scientific calculator and/or Casio Graphics calculator<br>Mobile phones are not allowed to be used as calculators during any assessments   |
| Cost:               | Resources/Workbooks up to approximately \$30   |

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## MATHEMATICS FOR STATISTICS LEVEL 1

|                     |  |
|---------------------|--|
| Entry requirements: | A reasonable to good level of achievement in Year 10 Mathematics   |
| Credits:            | Up to 17 Level 1 credits   |
| Course outline:     | A full NCEA Level 1 course WITH AN EMPHASIS ON STATISTICS and PROBABILITY but which also includes other important topics. This course is appropriate for students who may wish to study Statistics at Level 2 in Year 12 and 13. |
| Assessment:         | Internal assessment up to 13 credits, external assessment up to 4 credits  |
| Equipment:          | NZQA approved Scientific calculator and/or Casio Graphics calculator<br>Mobile phones are not allowed to be used as calculators during any assessments   |
| Cost:               | Resources/Workbooks up to approximately \$30   |

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## NUMERACY LEVEL 1

|                     |   |
|---------------------|---|
| Entry requirements: | Entry into this course is by approval. This is for students who have not mastered the skills and knowledge required in Mathematics beyond Curriculum Level 4  |
| Credits:            | Up to at least 10 Level 1 credits   |
| Course outline:     | This is a full year NCEA Level 1 course covering Number, Geometry, Probability and Statistics primarily, focusing on the skills and knowledge from Curriculum levels 4 and 5 and progressing into Level 6 where appropriate. It is a course that caters for those students who are aiming to gain Mathematics credits towards their numeracy component for NCEA Level 1. Students who have completed this course may go on to complete the Alternative Mathematics course in Years 12 and 13. |
| Assessment:         | Internal achievement standards up to at least 10 credits  |
| Equipment:          | A scientific calculator is compulsory.<br>Mobile phones are not allowed to be used as calculators during any assessments  |
| Cost:               | Resources/Workbooks up to approximately \$30  |

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## MATHEMATICS LEVEL 2

|                     |   |
|---------------------|---|
| Entry requirements: | A minimum of 10 NCEA Level 1 Mathematics credits including AS 1.4 (Linear Algebra) or application supported by Year 11 Mathematics teacher.   |
| Credits:            | Up to 20 Level 2 credits  |
| Course summary:     | A full NCEA Level 2 course covering Algebra, Trigonometry, and Calculus. This course is appropriate for students wishing to study a full Level 3 Mathematics course. This course has an Algebra focus but still requires a reasonable level of reading and writing in English in order to obtain a Merit grade or better. |
| Assessment:         | Internal assessment up to 7 credits, external assessment up to 13 credits   |

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|            |   |
|------------|---|
| Equipment: | NCEA approved Graphics calculator is compulsory<br>Mobile phones are not allowed to be used as calculators during any assessments |
| Cost:      | Resources/Workbooks up to approximately \$30  |

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## STATISTICS LEVEL 2

|                     |  |
|---------------------|--|
| Entry requirements: | At least 11 NCEA Level 1 Mathematics credits from a 2020 Level 1 course or approval from Year 11 Mathematics teacher.  |
| Credits:            | Up to 16 Level 2 credits   |
| Course outline:     | A full NCEA Level 2 course covering Statistics and Probability.<br>This course is appropriate for students wishing to study a full Level 2 Mathematics course in Year 12 without the emphasis on Algebra. This course has a statistics focus and therefore a good level of competence in reading and writing in English is required. |
| Assessment:         | Internal assessment up to 12 credits, and up to 4 external credits   |
| Equipment:          | NZQA approved scientific calculator or Graphics calculator and a laptop is compulsory.<br>Mobile phones are not allowed to be used as calculators during any assessments   |
| Cost:               | Resources/Workbooks up to approximately \$30   |

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## ALTERNATIVE MATHEMATICS FOR YEAR 12

|                     |  |
|---------------------|--|
| Entry requirements: | Entry into this course is by approval. This is a flexible course offering an individualised mix of Level 2 standards. It is intended to be suitable for a range of students including those who have followed the Numeracy pathway at Level 1, together with those who have an interest in continuing to study Mathematics in Year 12 or 13, but do not have the required previous experience to follow a full Level 2 or 3 course in Mathematics or Statistics. |
| Credits:            | Up to 14 Level 2 credits or an individually appropriate number of Level 2/3 credits.   |
| Course summary:     | This is designed to be a flexible course. It will include up to 14 Level 2 credits designed to give students a good understanding of how to use Level 2 mathematical skills. All students will be given the opportunity to gain Numeracy where this is still necessary. Level 3 credits will be available to students who already have a sufficient understanding of Level 2 Mathematics.  |
| Assessment:         | Internal assessment with the number of credits offered varying according to student need.  |
| Equipment:          | NZQA graphics calculator. Mobile phones are not allowed to be used as calculators during any assessments   |
| Cost:               | Resources/Workbooks up to approximately \$20   |

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## CALCULUS LEVEL 3

|                     |  |
|---------------------|--|
| Entry requirements: | A minimum of 14 credits from NCEA Level 2 Achievement Standards, with at least a Merit in Algebra AS2.6 and Calculus AS2.7.  |
| Credits:            | Up to 21 Level 3 credits   |
| Course summary:     | This course is intended for students who wish to continue studying Mathematics at a Tertiary or University level or those who enjoy the challenge of higher Mathematics. Topics covered are Trigonometry, Differentiation, Integration, and Complex Numbers. |
| Assessment:         | Internal assessment up to 4 credits, external assessment up to 17 credits  |
| Equipment:          | NZQA approved Graphics calculator - compulsory<br>Mobile phones are not allowed to be used as calculators during any assessments   |
| Cost:               | Resources/Workbooks up to approximately \$30   |

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## STATISTICS LEVEL 3

|                     |  |
|---------------------|--|
| Entry requirements: | A minimum of 14 credits from NCEA Level 2 Achievement Standards.   |
| Credits:            | Up to 20 Level 3 credits   |
| Course summary:     | This course is suitable for all students who have studied a full NCEA Level 2 Mathematics course. Topics covered will include some or all of: Time Series, Bivariate data, Statistics, Probability and Probability Distributions |
| Assessment:         | Internal assessment up to 12 credits, external assessment up to 8 credits  |
| Equipment:          | NZQA approved Graphics calculator – compulsory and a laptop is compulsory. Mobile phones are not allowed to be used as calculators during any assessments  |
| Cost:               | Resources/Workbooks up to approximately \$30   |

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## ALTERNATIVE MATHEMATICS FOR YEAR 13

|                     |   |
|---------------------|---|
| Entry requirements: | Entry into this course is by approval. This is a flexible course offering an individualised mix of Level 3 standards. It is intended to be suitable for a range of students including those who have followed the Alternative Maths course at Level 2, together with those who have an interest in continuing to study Mathematics in Year 13, but do not have the required previous experience to follow a Level 3 course in Calculus or Statistics. |
|---------------------|---|



|                 |  |
|-----------------|--|
| Credits:        | Up to 14 Level 2 credits or an individually appropriate number of Level 2/3 credits.   |
| Course summary: | This is designed to be a flexible course. It will include up to 16 Level 3 credits and is designed to give students the potential to gain UE in Mathematics. |
| Assessment:     | Internal assessment with the number of credits offered varying according to student need.  |
| Equipment:      | NZQA approved scientific calculator is compulsory. Mobile phones are not allowed to be used as calculators during any assessments                            |
| Cost:           | Resources/Workbooks up to approximately \$20   |

### MATHEMATICS LEVEL 3

|                     |   |
|---------------------|---|
| Entry requirements: | A minimum of 14 credits from NCEA Level 2 Achievement Standards   |
| Credits:            | Up to 20 Level 3 credits  |
| Course summary:     | This course is suitable for all students who have studied a full NCEA Level 2 Mathematics course in either Statistics, Mathematics or ALT Mathematics. It is designed to be a flexible course enabling students to gain University Entrance in Mathematics without having to complete external achievement standards. Topics covered may include: Time Series, Bivariate Data, Statistical Inference, Linear Programming, Critical Path Analysis, Simultaneous Equations. |
| Assessment:         | Internal assessment up to 21 credits  |
| Equipment:          | NZQA approved Graphics calculator – compulsory and a laptop is compulsory. Mobile phones are not allowed to be used as calculators during any assessments   |
| Cost:               | Resources/Workbooks up to approximately \$30  |

### MAX SUPPORT POST LEVEL 3

|                     |   |
|---------------------|---|
| Entry requirements: | A minimum of acceptance on to the University of Auckland MAX Programme  |
| Credits:            | N/A   |
| Course summary:     | This course is for all students who have studied a Level 3 Calculus Course and gained admission to the University of Auckland MAX Course. There will be 1 lesson per week (Wednesdays Period 4) of pre-course teaching to cover topics required for the MAX course but not covered on the 3MAC course. Once the MAX course has started, lessons will be used to support the work and assignments required for the course. |
| Assessment:         | University of Auckland MAX Assessments.   |
| Equipment:          | NZQA approved Graphics calculator – compulsory and a laptop is compulsory. Mobile phones are not allowed to be used as calculators during any assessments   |

## MEDIA STUDIES

Contact Teacher: Mrs Jones

Media students are able to

- Discover that media is enjoyable, entertaining, persuasive and powerful
- Use media theory to analyse media texts
- Develop skills for a wide variety of careers
- Engage in creative activity which increases personal confidence and practical skills

| Tertiary study  | ⇒ | Employment |
|-----------------|---|------------|
| Arts            |   | Film       |
| Communication   |   | Television |
| Social Sciences |   | Web design |
| Technology      |   | Radio      |
|                 |   | Newspaper  |
|                 |   | Magazine   |

### MEDIA STUDIES LEVEL 2

|                     |  |
|---------------------|--|
| Entry requirements: | A minimum of 12 credits at NCEA Level 1 in English. Writing at Level 7 of the curriculum.  |
| Credits:            | Up to 21 Level 2 credits   |
| Course outline:     | This course explores the role of media in society and how the media represents people. In addition, students study codes and conventions of a film genre. They plan and produce a Road Movie film trailer. Students also prepare a visual diary of the representation of a group, write a script to show how this group is represented in the media and present it to an audience. This presentation is filmed. Two thirds of this course is practical and one third involves writing and film theory. |
| Assessment:         | Internal assessment 13 credits, external assessment 4 credits  |



### MEDIA STUDIES LEVEL 3

|                     |  |
|---------------------|--|
| Entry requirements: | A minimum of 12 credits at NCEA Level 2 in English. Writing at level 8 of the curriculum.  |
| Credits:            | Up to 20 credits   |
| Course outline:     | Students learn to create a four page magazine article using Indesign. A visual diary of the treatment and concept, a Word document of the article as well as the final four page magazine article worth 13 credits makes up a large segment of this course. A seminar based on research into a recent development in the media is presented during Practical week. A one hour essay in the external examination gives students the opportunity to show their understanding of the relationship between a media genre and society. Students need to be aware that one third of this course is practical and two thirds writing and theory. Students at Level 3 need to be able to undertake independent research write at Level 8 of the curriculum and have good critical thinking skills. Selected students will also have an opportunity to prepare for the scholarship examination. |
| Assessment:         | Internal assessment 19 credits, external assessment 4 credits  |

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## MUSIC

Contact Teacher: Miss Kim

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Year 10/11 music programme aims to introduce and develop the students' skills in Performance, Music theory, Composition and Musical knowledge. It caters for the individual needs of every student and recognises the different level of their abilities in music performance and theory knowledge.

The Year 10 course is designed to develop the necessary entry skills recommended for the NCEA Level 1 Music.

The Year 11 course follows the requirements of the Achievement Standards of NCEA Level 1 Music and prepares the students for continued music study in Years 12 and 13. The music course in Year 12 and 13 enables students to further their skills in music in a variety of areas. Music can lead to many different career paths such as:

- Performing; opportunities to perform in orchestras, bands, groups and musicals
  - Composing and arranging music for documentaries, orchestra, films
  - Education; Early childhood, primary and secondary school music teacher
  - Publishing and Journalism
  - Conducting; a highly sought after skill for leading choirs, orchestras and bands
  - Broadcasting; Radio, TV, Recording, sound engineering, studio technicians etc.
  - Manufacturing and sales, acoustic engineers, Recreation and Arts programme supervisors
  - Health: Music therapy and audiology
- 

### MUSIC YEAR 10

|                    |  |
|--------------------|--|
| Entry requirement: | It is compulsory to have either instrument or voice lessons at Year 10; students do not need to have learned previously. Free group lessons are available in flute, clarinet, saxophone, trumpet, guitar and voice.  |
| Course outline:    | Performance: Choose, rehearse and present pieces of music as a soloist or in a small/large group.<br>Composition: Compose short pieces of music using their own instrument (s) either both individually or in a group.<br>IT: Notate the composition using a notating computer programme. Google classroom will also be used to complete some units of learning.<br>Music knowledge: Learn about music styles, composers and their works ranging from the Baroque to contemporary music through focused study and listening work.<br>Music theory: Learn the elements of music through singing, music dictations, sight reading, other aural and theory exercises and achieve the knowledge of at least Grade 2 Music theory.<br>Subject specific literacy: Students will need to develop skills that will allow them to identify, describe and explain different aspects of music. This will include descriptions of different musical works and also knowledge of the importance of music in different culture and societies both historically and in the present day. |
| Assessment:        | Formative and summative composition and performance assessments, a music knowledge task on a chosen work, ongoing aural and theory tests.  |

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### MUSIC LEVEL 1

|                    |  |
|--------------------|--|
| Entry requirement: | Either 2+ years of instrumental voice and music theory study through individual/group tuition OR have taken Music as an option class in Year 10. |
| Credits:           | 20 Level 1 credits   |
| Course outline:    | Solo and Group Performance<br>Compose at least 2 pieces of music<br>External: demonstrates knowledge of conventions used in music scores.        |

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## MUSIC LEVEL 2

|                    |  |
|--------------------|--|
| Entry requirement: | At least 3 years or equivalent of instrumental voice and music theory study through group tuition (or the equivalent skill level obtained by other means)  |
| Credits:           | 18 - 20  |
| Course outline:    | Solo performance (6 credits)<br>Group performance (4 credits, optional)<br>Either Composition or Instrumentation: A chance to learn which instruments work the best together and to use the notation computer programme<br>External: Demonstrate knowledge of conventions used in music scores, that requires students to analyse short unfamiliar scores at sight – 4 credits |
| Assessment:        | Assessments Credits internal/4 credits external  |

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## MUSIC LEVEL 3

|                    |  |
|--------------------|--|
| Entry requirement: | At least 4 years or equivalent of instrumental voice and music theory study through individual/group tuition   |
| Credits:           | Not more than 22 credits in total. Individual programme – will be decided based on the student's strengths and interests   |
| Course outline     | Performance; Solo and/or Group <ul style="list-style-type: none"><li>• Composition</li><li>• Music knowledge: Studying/analysing two contrasting music works in depth</li><li>• Externals: Demonstrate knowledge of conventions used in music scores and Examining the Influence of context on a work of music</li></ul> |
| Assessment:        | External and/or internal   |

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## OUTDOOR EDUCATION

Contact Teacher: Miss Townsley

|                     |  |
|---------------------|--|
| Entry requirements: | Participants must be able to cover the full cost of the course. Physical and behavioural aspects are also used to assess student's entry into the course. Subject teacher approval required for some medical conditions.   |
| Credits:            | Up to 20 Level 2 Physical Education Achievement Standards + 4 Unit Standard Credits  |
| Course summary:     | This course is aimed at developing skills and knowledge using real world contexts.<br>For example, scientific knowledge is applied to improve performance in rock climbing<br>The course has both theory and practical elements. Day trips are used for assessment purposes.   |
| Topics may include: | <ul style="list-style-type: none"><li>• Practical elements: Rock climbing (indoors and outdoors), caving, sea kayaking, rafting...</li><li>• Application of knowledge of body structure and function (Anatomy)</li><li>• Physics of human movement (Biomechanical principles)</li><li>• Event planning</li><li>• Application of leadership strategies – as an outdoor leader</li><li>• Psychological skills and Skill-learning principles</li><li>• Safety and risk management</li></ul> |
| Course Fee:         | Approximately \$550 – Final cost subject to STAR funding   |

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## PATHWAYS – Vocational Studies

Contact Teacher: Mrs O'Carroll

This is for students who are keen to gain industry credits and experience. Trades Academy courses allow students to gain credits towards NCEA Level 2 and/or 3 and complete study towards their future careers with a tertiary provider. Places in these courses are very limited and students are required to be enrolled before the end of the previous year. Selection is by application and interview.

If you are interested in finding out more, please speak to Mrs O'Carroll and indicate on your option choices.

|                     |   |
|---------------------|---|
| Entry requirements: | Good record of attendance, well presented, reliable students. Must be independent learners, be able to manage their other subjects and catch up on work missed. Be prepared to be out of school one day per week from Term 1 to the end of Term 3. Up to 3 additional classes per week are set aside for catch-up work. |
| Credits:            | Each student has an independent plan which can carry at least 20 credits at the relevant level for their school year.   |

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## COURSES FOR 2020

Adventure Tourism, Carpentry and Construction, automotive, mechatronics, computer science, Early Childhood Education, Healthcare, Hospitality and Chef training, Psychology and Community Health, Information Technology, Sports & Fitness/Military preparation, horticulture, entrepreneurship.

### OTHER BENEFITS

No cost to students, transport included. 20-30 NCEA credits per course. First aid and/or health and safety credits. Work experience. Career planning support. Driver licensing.

## PHYSICAL EDUCATION

Contact Teacher: Miss Townsley

### PHYSICAL EDUCATION LEVEL 1

|                     |   |
|---------------------|---|
| Entry requirements: | Good participation rate in Year 10 Physical Education.  |
| Credits:            | Up to 20 Level 1 credits  |
| Topics              | The course has both theory and practical elements. Topics may include: <ul style="list-style-type: none"><li>• Underlying health concepts and the body's response to activity (Exercise Science)</li><li>• Body structure and function (Anatomy)</li><li>• Physics of human movement (Biomechanical principles)</li><li>• Application of interpersonal skills to improve performance.</li></ul> |
| Skills:             | Personal and interpersonal skills (e.g. communication, problem solving, managing self...), skill analysis, application of knowledge to improve performance.   |
| Course fee:         | Up to \$30. Students may choose to do some activities that require a fee as part of this course. Activities will be optional and Caregivers will be informed if this is the case.   |

### PHYSICAL EDUCATION LEVEL 2

|                     |   |
|---------------------|---|
| Entry requirements: | It is preferred that students have taken Physical Education at Level 1, but it is not essential.  |
| Credits:            | Up to 20 Level 2 credits  |
| Course summary:     | The course has both theory and practical elements. Topics may include: <ul style="list-style-type: none"><li>• Training methods and principles (Exercise Science)</li><li>• Body structure and function (Anatomy)</li><li>• Physics of human movement (Biomechanical principles)</li><li>• Leadership principles</li><li>• Psychological skills and Skill-learning principles</li></ul> |
| Course Fee:         | Up to \$20. Students may choose to do some activities that require a fee as part of this course. Activities will be optional and Caregivers will be informed if this is the case.   |

### PHYSICAL EDUCATION LEVEL 3

|                     |   |
|---------------------|---|
| Entry requirements: | It is preferred that students have taken Physical or Outdoor Education at Level 2. Students who do not meet these criteria will require Subject Leader approval.  |
| Credits:            | Up to 16 Level 3 (UE APPROVED Course)   |
| Topics:             | The course has both theory and practical elements. Topics <u>may</u> include: <ul style="list-style-type: none"><li>• Devising strategies for future well-being</li><li>• Body structure and function</li><li>• Planning, implementation and evaluation of a performance improving programme</li><li>• Evaluating a training programme</li><li>• Planning an event to promote physically active lifestyles.</li></ul> |
| Course fee:         | Students may choose to do some activities that require a fee as part of this course. Activities will be optional and Caregivers will be informed if this is the case.   |

## PHYSICS

Contact Teacher: Mrs Corray

Physics is a major branch of science dealing with the fundamental constituents of the universe, the forces they exert on one another, and the results produced by these forces. It also deals with the nature and properties of matter and energy. The subject matter of physics includes mechanics, heat, light and other radiation, sound, electricity, magnetism, and the structure of atoms.

The aims of the Physics course are to develop the following among students:

- demonstrate knowledge and understanding of physical concepts and be enthusiastic and passionate about the subject.

- apply concepts to physical systems and devices.
- carry out practical investigations and explore relationships and patterns in physical systems.
- design appliances and devices that can be useful for the society.
- able to work effectively, co-operatively and be good citizens to society.

## PHYSICS LEVEL 2

Optional

Entry requirement:

Merit or above in Science 1.1 Mechanics and a minimum of 16 credits at Level 1 Mathematics

Course outline:

This course includes a practical investigation, understanding and applying concepts of mechanics, electricity & electromagnetism and wave phenomena. Students will gain knowledge and will have a solid base for Level 3 Physics course the following year.

Assessments:

3 External assessments 16 credits, internal assessment 4 credits + optional internal (2.5)

Costs:

NCEA L2 Scipad \$25.00 + 14K8 graph book + Scientific calculator

## PHYSICS LEVEL 3

Optional/Approved

Entry requirement:

Merit or above in 2.1, 2.3, 2.4 and 2.6 and a minimum of 14 credits at Level 2 Mathematics and doing L3 Calculus (advantage)

Course outline:

This course includes a practical investigation, understanding and applying concepts of mechanics, electricity & electromagnetism and wave phenomena. Achievement at NCEA Level 3 enables students for tertiary study in professional courses like Engineering, Medicine, Health Science and Research.

Assessments:

3 External assessments 16 credits, internal assessment 4 credits

Costs:

NCEA L3 Scipad \$ 25.00 + 14K8 graph book + Scientific/graphic calculator

# RELIGIOUS EDUCATION

Contact Teacher: Mrs Cala

## RELIGIOUS EDUCATION LEVEL 1

Entry Requirement:

Open

Course outline:

The curriculum continues the *Understanding Faith* programme, commissioned and authorised by the Catholic Bishops' Conference of New Zealand.

Topics include:

- Understanding the Gospel Story: focuses on the four Gospels how they came to be written.
- The Trinity explores the nature of the Holy Spirit and respecting life, both human and the environment.
- Conscience, Morality and Values: explores the importance of having values as a basis for living and the development of conscience and decision making
- The Church's Story: Reformation and Beyond (1500-1750 AD) - An historical topic looking closely at the development of the Anglican Church. It explores the similarities and differences among Christian Churches today

Assessment:

Internal assessment 18 Level 1 credits

## RELIGIOUS EDUCATION LEVEL 2

Entry Requirement:

Open

Course outline:

This course will offer the students the opportunity to develop their study of the Bible. It will also explore situations of injustice and the Catholic responses to these situations. The field trip during the World Religions unit to a Jewish Synagogue, Islamic Mosque and Buddhist Centre, serves to create awareness and tolerance of other faith communities.

Topics include:

- Loss, Death, Grief and Dying: the study of universal human experiences of loss and death from a Catholic Christian perspective
- Christian Morality and Moral Development: the study of morality and moral issues in the light of Church teaching
- Biblical Studies: a comprehensive study of the Bible focussing on the Gospel of Luke and the Book of Revelation
- World Religions: An in depth study of the main religions of the world: Judaism, Islam, Buddhism and Hinduism
- Justice and Peace: By the study of Scripture, Church Statements and other pertinent documents, this topic explores some justice and Peace issues relevant to contemporary society and culture.

Assessment:

All students undertake Dominican Community Service placement during Terms 2 and 3  
Internal assessment 18 Level 2 credits

### RELIGIOUS EDUCATION LEVEL 3

|                    |  |
|--------------------|--|
| Entry Requirement: | Open   |
| Course Outline:    | Students will have the opportunity to consider in depth biblical, moral and theological units. Students explore contemporary issues which characterise modern society. These include the ethics of genetic engineering (In-vitro fertilisation), end of life issues and the changing of New Zealand's religious landscape including an in-depth study of some religious movements such the Destiny Church, Gloriavale Community and other religious traditions. This course is beneficial to students interested in studying Law, Arts, Science, Education and Theology. |
| Topics include:    | Sects, Cults and Religious Movements in Aotearoa New Zealand. Bioethics. Making Meaning. Jesus the Christ or Mary the First Disciple and Biblical Studies  |
| Assessment:        | Internal assessment 18 Level 3 credits   |

*Year 13 students can also consider studying a Theology paper at University of Auckland Young Scholars Programme or through Otago University, Dunedin by distance learning. See Mrs Cala for details.*

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## SCIENCE

Contact Teacher: Mrs Taylor

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Level 1 Science is a continuation of the Year 9 and Year 10 Science courses. It will involve the study of the Living World, Chemical World, Physical World, and the Nature of Science, and making sense of these in a logical, systematic and creative way. Science and technology influence our lives in many ways and our dependence on them necessitates a high level of scientific literacy. Career opportunities in Science are vast, varied, challenging and rewarding, and this subject is highly recommended for all students (even those who do not perceive undertaking a science-based career). Level 1 Science prepares students for Level 2 Biology, Chemistry and/or Physics. Essential if need any Science at Level 2 or 3 for future career options.

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### SCIENCE LEVEL 1

Option for Science requirement

|                    |   |
|--------------------|---|
| Entry requirement: | Open but in conjunction with Science teacher  |
| Credits:           | 19 credits  |
| Course outline:    | This course includes research and practical investigations, providing opportunity for internal assessment. With the following topics, also being studied and then assessed externally. This includes: <ul style="list-style-type: none"><li>• Aspects of Acids and Bases</li><li>• Aspects of Mechanics – including Forces and Motion</li><li>• Understanding of Biological Ideas relating to Genetic Variation</li></ul> |
| Assessments:       | 3 External assessments (12 credits) & 2 internal assessments  |
| Costs:             | Choice of Internals: Level 2 Chemistry (3 credits), Level 1 Science (4 credits, literacy)<br>Level 1 Science workbook \$25  |

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### APPLIED SCIENCE LEVEL 1

Option for Science Year 11

|                     |  |
|---------------------|--|
| Entry requirements: | Open – but in conjunction with Science teacher   |
| Credits:            | Up to 20 credits   |
| Course outline:     | A practical course that uses a variety of learning opportunities to learn about Science and the role it plays in our lives. This includes: <ul style="list-style-type: none"><li>• Chemical Investigations – looking at atoms, metals, reaction rates and chemical properties</li><li>• Investigating biological issues i.e. energy drinks, effect of exercise and heart rate</li><li>• Aspects of Mechanics – including Heat Transfer, Forces and Motion and practical investigations</li></ul> |
| Assessments:        | This course does not automatically lead to entry into Level 2 Biology, Chemistry or Physics.<br>5 Internal assessments.  |

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# TEXTILES

Contact Teacher: Mrs Hahn

## TEXTILES

Technology is increasingly recognised as a learning area vital to New Zealand's future and is an approved subject for University Entrance. Not only does it provide technological literacy essential for informed participation in today's world, it also provides skills useful in a variety of tertiary courses and paves the way to exciting career opportunities.

Students learn best by doing. Through studying Technology, they are encouraged to be innovative, creative and to show initiative. They also learn the importance of planning, purposeful design, effective resource management, developing skills, satisfying a client's need and the significance of contributing to the community both socially and economically. This technological practice is broadly described and illustrated as: Developing design ideas through problem solving which involves initiating, exploring and refining design ideas, informed by research, leading to the development of an outcome in response to a brief.

## TEXTILE TECHNOLOGY

Contact Teacher: Mrs Hahn

### Year 10 TEXTILE TECHNOLOGY

Optional

|                     |  |
|---------------------|--|
| Entry Requirements: | Open   |
| Course Summary:     | Clothing for the Outdoors -understanding how TEXTILES enable technological products to function. Students will construct a garment for the outdoors. Being Enterprising – school based project |
| Cost:               | Cost of material   |

### TEXTILE TECHNOLOGY LEVEL 1

Optional

|                     |   |
|---------------------|---|
| Entry Requirements: | There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.   |
| Course Summary:     | Level 1 Textiles is based around the key concepts of technological practice understanding how and why things work. Units are created around a case study relating to existing technologies and making a basic garment or item based on a context that changes each year.<br>Developing design ideas |
| Assessment:         | 12 Credits internal and 4 credits external  |
| Cost:               | Costs of pattern and materials to be purchased, printing costs  |

### TEXTILE TECHNOLOGY LEVEL 2

Optional

|                     |  |
|---------------------|--|
| Entry Requirements: | It is expected that students will have completed the subject at Level 1 to a satisfactory standard.  |
| Course Summary:     | Level 2 Textiles is based around expanding the key concepts of technological practice understanding how and why things work. Students design and make a garment or item based on a context that changes each year. |
| Assessment:         | 12 Credits internal and 4 credits external   |
| Cost:               | Costs of pattern and materials to be purchased, printing cost  |

### TEXTILE TECHNOLOGY LEVEL 3

Optional/Approved

|                     |  |
|---------------------|--|
| Entry Requirements: | It is expected that students will have completed the subject at Level 2 to a satisfactory standard.  |
| Course Summary:     | Level 3 Textiles Technology builds on the skills and knowledge from Level 2 Textile Technology. The students work to resolve a design issue. At Level 3 there is a strong focus on the critical analysis and evaluation of one's own practice. Making a complex garment or item based on a context that changes each year. |
| Assessment:         | 12 credits internal and 4 credits external   |
| Cost:               | Costs of materials to be purchased   |



# TOURISM STUDIES

Contact Teachers: Mrs Schischka

Open entry to Year 12 and Year 13 students. This course is for students interested in the travel & tourism industry, as well as students wanting to study with tertiary tourism providers. Students gain an understanding of the reasons why people travel, the careers available in the tourism industry accompanied by the skills required to work in the industry. Students will also gain destination knowledge and will focus on understanding world geography. The course offers a range of options and students can use personal interest to complete assessments.

## TOURISM STUDIES LEVEL 2

Entry requirements: Open  
Credits: Up to 21 Level 2 credits  
Course outline: The topics covered include: New Zealand Tourism, World tourism destinations, work roles in tourism, business of tourism, tourist characteristics & needs, and the impacts of tourism.  
Assessments: Internal assessments - Unit Standards  
Costs: Potential field trips \$50

## TOURISM STUDIES LEVEL 3

Entry requirements: Open  
Credits: Up to 22 Level 3 credits  
Course outline: The topics covered include: World Travel Geography, destination studies focused around Australia, New Zealand & the South West Pacific. Students also have the opportunity to complete Business Study assessments based on AJ Hackett Bungy.  
Assessments: Unit & Achievement Standards – all internally assessed.  
Costs: Potential field trips - \$75

# VISUAL ART

Contact Teacher: Ms Mawston

**Why Study Visual Art?** Through engaging in the visual arts, you learn how to discern, participate in, and celebrate your own and others' visual worlds. An education in Visual Art encourages you to explore, challenge, affirm, and celebrate unique visual expressions of self, community and culture. Visual Arts learning begins with curiosity and extends to the communication of complex ideas and themes. An understanding of Māori Visual Culture is achieved through exploration of Māori Contexts. The study of arts of European, Pasifika, Asian, and other cultures also add significant dimensions to New Zealand visual culture.

You will develop your visual literacy and aesthetic awareness as you manipulate and transform visual, tactile and spatial ideas to solve problems. You will view artworks, bringing your own experiences, sharing your responses, and generating multiple interpretations. You will develop your conceptual thinking within a range of practices across drawing, sculpture, design, printmaking, photography, and moving image. Theoretical investigations also inform practical enquiry. Visual Art can transform your creative ideas into expressive works that communicate layered meanings. Visual Art is also studied at tertiary level and can be used to gain university entrance into Creative Industry based degrees.

## YEAR 10

Course outline: During Year 10 students will develop the practical knowledge of a number of artmaking techniques including observational drawing, printmaking, painting, sculpture, photography and digital art. They will also learn how to generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice. They will investigate and consider the relationship between the production of art works and their contexts and influences and compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected objects and images.  
Costs: Art pack \$32.00

## **VISUAL ART LEVEL 1**

|                    |  |
|--------------------|--|
| Entry Requirement: | It is highly recommended that students take Year 10 Visual Art prior to this course however entry is accepted on an individual basis and at the discretion of HOD of Visual Art.   |
| Credits:           | 22 credits   |
| Course Outline:    | Based upon a specific theme students will learn how to use a number of drawing methods and techniques. They will visually record information and develop their artistic practice in more than one field. Artistic disciplines investigated include painting, photography and design. Students will use artists of influence from a New Zealand cultural context and internationally. |
| Assessment:        | There are two internal assessments 90914, 4 credits and 90915 4 credits, as well as an external assessment 90916, 12 credits   |
| Cost:              | Art pack \$25 + Portfolio Boards x 2 = \$7   |

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## **VISUAL ART – DESIGN LEVEL 2**

|                    |  |
|--------------------|--|
| Entry Requirement: | It is highly recommended that students take Year 11 Visual Art prior to this course however entry is accepted on an individual basis and at the discretion of HOD of Visual Art. Basic Photoshop or Illustrator computer skills are also beneficial but not essential.                                     |
| Credits:           | 20 Level 2 credits   |
| Course Outline:    | Students will research- graphic images, visual and written. They will learn how to use Photoshop and Illustrator to produce works incorporating digital imagery and text. They will study the basic principles of design.<br>Students will present their final design work on a double A1 panel portfolio. |
| Assessment:        | 2 internal assignments total of 8 credits and 1 external assignment 12 credits.  |
| Cost:              | \$20 Printing expenses + Portfolio Boards x 2 = \$7  |

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## **VISUAL ART – DESIGN – LEVEL 3**

|                    |  |
|--------------------|--|
| Entry Requirement: | In order to study Year 13 Visual Art (Design), you must have studied and passed Year 12 Visual Art in either Painting, Design or Photography unless otherwise specified on an individual basis at the discretion of the HOD of Visual Art. |
| Credits:           | 22 Level 3 credits   |
| Course outline:    | Student will research – typography and topic. They will use drawing and digital imagery to complete a triple A1 panel portfolio displaying a wide range of design ideas, skills and techniques.  |
| Assessment:        | Students will complete 2 internal assignments 8 credits and 1 external assignment 14 credits.  |
| Cost:              | Printing expenses + Portfolio Boards x 3 = \$12  |

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## **VISUAL ART - PAINTING LEVEL 2**

|                   |   |
|-------------------|---|
| Entry Requirement | It is highly recommended that students take Year 11 Visual Art prior to this course however entry is accepted on an individual basis and at the discretion of HOD of Visual Art.  |
| Credits:          | 20 Level 2 credits  |
| Course outline:   | Students are taught and encouraged to find their own pathway by developing an individual theme. Using a variety of drawing and painting methods students develop ideas and apply a range of pictorial and technical approaches to their artworks. Students investigate a number of artist models in order to gain a variety of understandings over this year-long course. |
| Assessment:       | The course consists of 2 internal assessments - 8 credits, as well as an external portfolio assessment 12 credits.  |
| Cost:             | Art pack \$30.00 + Portfolio Boards x 2 = \$7   |

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## **VISUAL ART – PAINTING LEVEL 3**

|                    |   |
|--------------------|---|
| Entry Requirement: | In order to study Year 13 Visual Art (Painting), you must have studied and passed Year 12 Visual Art in either Painting, Design or Photography unless otherwise specified on an individual basis at the discretion of the HOD of Visual Art.  |
| Credits:           | 22 Level 3 credits  |
| Course Outline:    | Students research and analyse influences relevant to their thematic underpinning and they will use critical analysis to interpret and respond to art works. They will apply understanding from research to extend their skills in art-making purposes, using appropriate processes and procedures within painting. They will use a systematic approach to the development of ideas in a body of work. |
| Assessment:        | 2 internal assessments - 8 credits, as well as an external portfolio assessment - 14 credits.   |
| Cost:              | Art pack \$30.00 + Portfolio Boards x 3 = \$12  |

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## VISUAL ART – PHOTOGRAPHY LEVEL 2

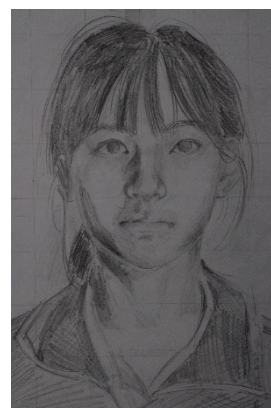
|                    |   |
|--------------------|---|
| Entry Requirement: | It is highly recommended that students take Year 11 Visual Art prior to this course however entry is accepted on an individual basis and at the discretion of HOD of Visual Art. Owning your own DSLR Camera is an advantage but not essential.   |
| Credits:           | 20 Level 2 credits  |
| Course outline:    | Students are taught and encouraged to find their own pathway by developing an individual theme. Using a variety of drawing and photography methods students develop ideas and apply a range of pictorial and technical approaches to their photographic artworks. Students investigate a number of artist models in order to gain a variety of understandings over this year-long course. |
| Assessment:        | 2 internal assessments worth a total of 8 credits plus an external portfolio assessment 12 credits.   |
| Cost:              | Digital camera and printing expenses + Portfolio Boards x 3 = \$12  |

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## VISUAL ART – PHOTOGRAPHY LEVEL 3

|                    |  |
|--------------------|--|
| Entry Requirement: | In order to study Year 13 Visual Art (Photography), you must have studied and passed Year 12 Visual Art in either Painting, Design or Photography unless otherwise specified on an individual basis at the discretion of the HOD of Visual Art.  |
| Credits:           | 22 Level 3 credits   |
| Course Outline:    | Students research and analyse influences relevant to their thematic underpinning and they will use critical analysis to interpret and respond to art works. They will apply understanding from research to extend their skills in art-making purposes, using appropriate processes and procedures within photography. They will use a systematic approach to the development of ideas in a body of work. |
| Assessment:        | 2 internal assessments 8 credits as well as an external portfolio assessment 91457 - 14 credits.   |
| Cost:              | Digital camera and printing expenses + Portfolio Boards x 3 = \$12   |

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# What are you going to do after you leave school?

For most current school students, the first step beyond school is likely to be into some form of tertiary education (University or Polytechnic) or training, rather than directly into employment. Entry into many tertiary courses is dependent on the grades obtained in NCEA. Different courses and different institutions have different requirements. Please check tertiary training providers' websites for required subjects and credits (see website addresses overleaf). It is important to plan ahead. Students who wish to study a degree programme at University must ensure the subjects they study at school will enable them to meet stated entry criteria. Please note that entry requirements can change from year to year.

## UNIVERSITY ENTRANCE

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

To be awarded UE you will need:

- NCEA Level 3
- Three subjects - at Level 3 or above, made up of:
  - 14 credits each, in three approved subjects
- Literacy – 10 credits at Level 2 or above, made up of
  - 5 credits in reading and 5 credits in writing. This is different to L1 literacy.
- Numeracy – 10 credits at level 1 or above, made up of:
  - Achievement standards – specified achievement standards available through a range of subjects

Once you have met the requirements for University Entrance it will appear on your Record of Achievement. Make sure you track your Reading, Writing and Literacy and Numeracy credits as they can be gained in a number of different subjects. Some NZ universities require additional English credits.

## APPROVED SUBJECTS FOR UNIVERSITY ENTRANCE

|                               |                     |
|-------------------------------|---------------------|
| Accounting                    | History of Art      |
| Biology                       | Japanese            |
| Calculus                      | Korean              |
| Chinese                       | Mathematics         |
| Chemistry                     | Media Studies       |
| Classical Studies             | Music               |
| Dance                         | Painting            |
| Design                        | Photography         |
| Drama                         | Physical Education  |
| Design & Visual Communication | Physics             |
| Economics                     | Religious Education |
| English                       | Samoan              |
| French                        | Statistics          |
| Geography                     | Technology          |
| Health Education              | Te Reo Māori        |
| History                       | Tongan              |

Be aware that many providers of degree programmes are seeking students with close to 80 Level 3 credits from up to 5 approved subjects. **Preference is given to students with credits gained at Merit or Excellence standard.** There are additional requirements for selection into many programmes, at all tertiary providers of degree programmes. There are additional requirements for International students.

It is important to check the entry requirements for the course of your choice with your preferred tertiary provider.

## USEFUL WEBSITES

Career Services  
Te Mana

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

### **Apprenticeships:**

Hitchhikers guide to Apprenticeships  
Modern Apprenticeships

[www.hgta.co.nz](http://www.hgta.co.nz)  
[www.modern-apprenticeships.govt.nz](http://www.modern-apprenticeships.govt.nz)

### **Armed Forces:**

NZ Airforce  
NZ Army  
NZ Navy  
NZ Police

[www.airforce.mil.nz](http://www.airforce.mil.nz)  
[www.army.mil.nz](http://www.army.mil.nz)  
[www.navy.mil.nz](http://www.navy.mil.nz)  
[www.police.govt.nz](http://www.police.govt.nz)

### **Industry Training Organisations:**

Find the links to all the Industry Training Organisations

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

### **Polytechnics/Institute of Technology**

Manukau Institute of Technology (MIT)  
UNITEC

[www.manukau.ac.nz](http://www.manukau.ac.nz)  
[www.unitec.ac.nz](http://www.unitec.ac.nz)

### **Private Training Establishments**

There are many covering a wide range of training opportunities. Find appropriate ones from the links provided on the Careers Services website.

### **Universities:**

AUT University  
Lincoln University  
Massey University  
University of Auckland  
University of Canterbury  
University of Otago  
University of Waikato  
Victoria University of Wellington

[www.aut.ac.nz](http://www.aut.ac.nz)  
[www.lincoln.ac.nz](http://www.lincoln.ac.nz)  
[www.massey.ac.nz](http://www.massey.ac.nz)  
[www.auckland.ac.nz](http://www.auckland.ac.nz)  
[www.canterbury.ac.nz](http://www.canterbury.ac.nz)  
[www.otago.ac.nz](http://www.otago.ac.nz)  
[www.waikato.ac.nz](http://www.waikato.ac.nz)  
[www.victoria.ac.nz](http://www.victoria.ac.nz)

### **Financial:**

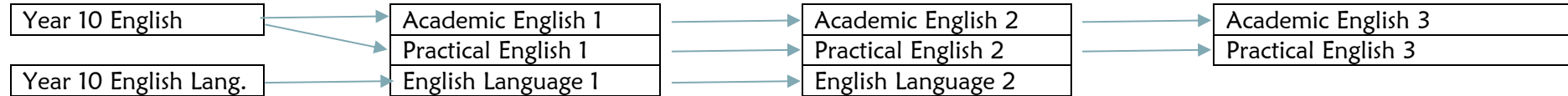
Loans and allowances (Studylink)  
Work and Income  
Youth guarantee  
Pathways

[www.studylink.govt.nz](http://www.studylink.govt.nz)  
[www.workandincome.govt.nz](http://www.workandincome.govt.nz)  
[www.youthguarantee.net.nz](http://www.youthguarantee.net.nz)  
[www.vocationalpathways](http://www.vocationalpathways)

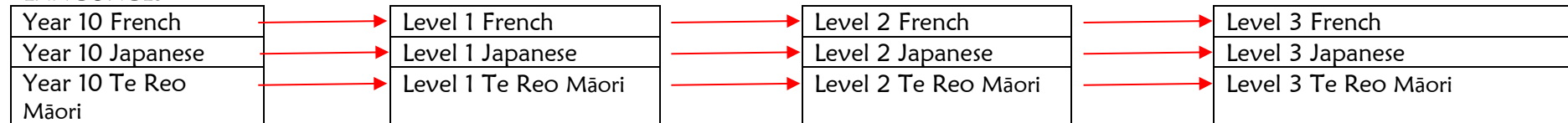
## SUBJECT PATHWAYS

**RED** arrows show that you **MUST** have done the subject in the previous year

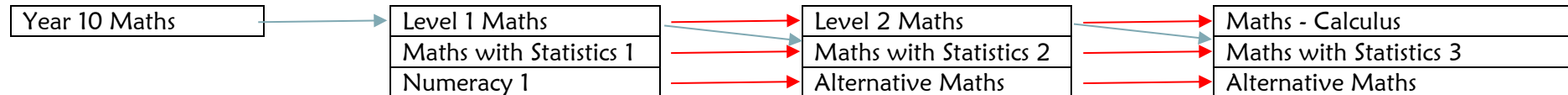
### ENGLISH



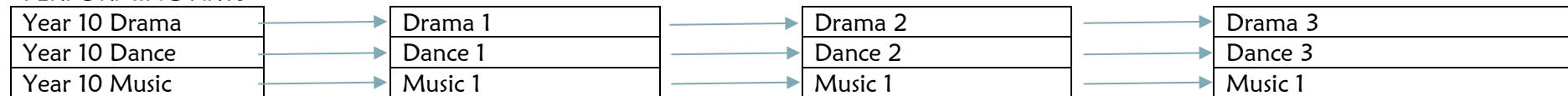
### LANGUAGES



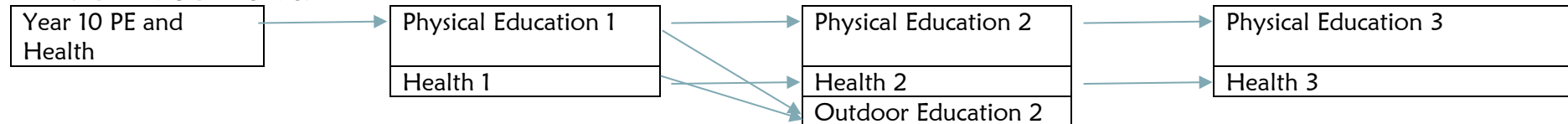
### MATHEMATICS



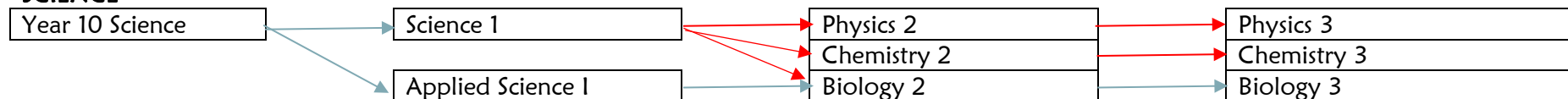
### PERFORMING ARTS



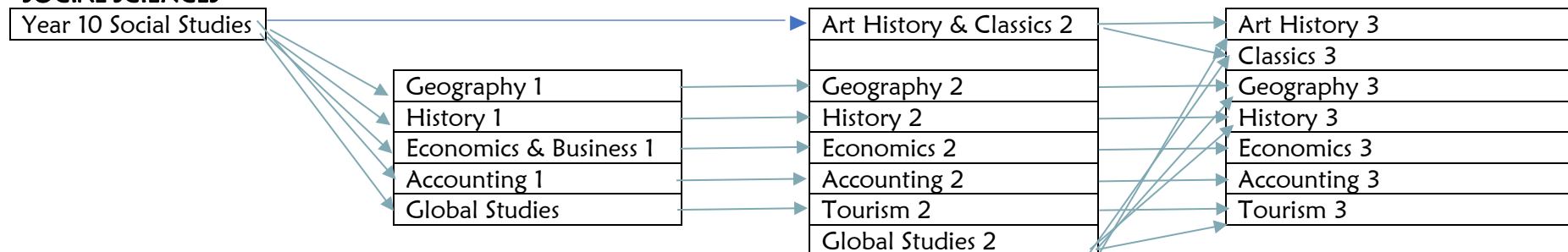
### PHYSICAL EDUCATION & HEALTH



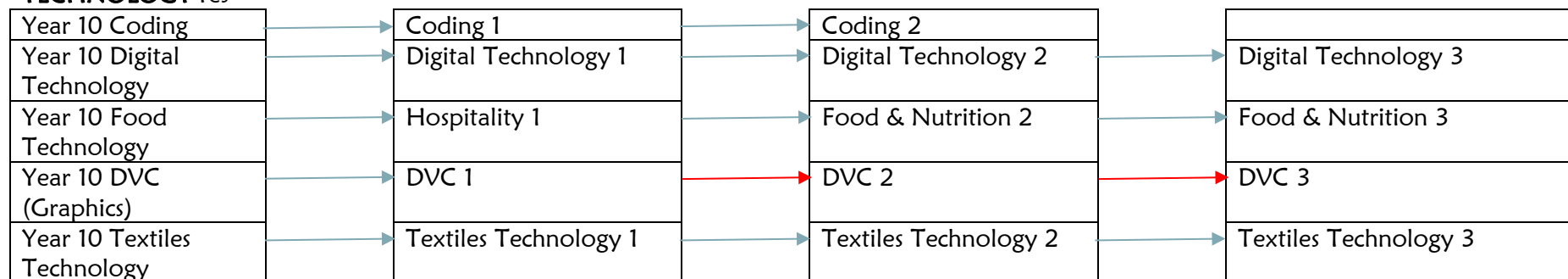
## SCIENCE



## SOCIAL SCIENCES



## TECHNOLOGY res



## VISUAL ART

