

# MIDDLETON GRANGE SCHOOL



## SENIOR COLLEGE COURSE BOOK 2021



First &amp; Last Name: \_\_\_\_\_ Form Class: Year: School: \_\_\_\_\_

# Middleton Grange School

2021



Electronic submission of option choices is the preferred method - using the Kamar web portal at <http://web.kamar.middleton.school.nz/>  
 Login details have been emailed to parents/caregivers – not students.  
 Please **do not** complete this form if you have done it on line.

## Options

Circle your intended 2021 year level →

	Year 11	Year 12	Year 13
Compulsory	Christian Studies English - OR – English A <sup>1</sup> Mathematics Science	Christian Studies English - OR – English A <sup>2</sup>	Christian Focus days
Option Choices	<b>Choose 3</b> Accounting Accounting & Economics for IC Art Business and Economics Digital Technology: Applications Digital Technology: Comp Science Digital Technology: Media DVC Technology Drama Food and Nutrition French Geography History Music Music: Contemporary Music Pasifika Studies Physical Education Physical Science Spanish Te Reo Māori Workshop Technology	<b>Choose 4 or 5</b> Accounting Art: Design Art: Painting Art: Photography Biology Business Studies Chemistry Classical Studies Digital Technology: Applications Digital Technology: Comp Science Digital Technology: Media DVC Technology Drama Early Childhood Education Economics Food and Nutrition French Geography History Maths: Akoranga Maths: Tumu Music Pasifika Studies Physical Education Physics Spanish Te Reo Māori Tourism & Hospitality Workshop Technology	<b>Choose 5 or 6</b> Accounting Art: Design Art: Painting Art: Photography Biology Business Studies Chemistry Christian Studies Classical Studies Digital Technology: Applications Digital Technology: Comp Science Digital Technology: Media DVC Technology Drama Early Childhood Education Economics English English A for (Internationals) Food and Nutrition French Geography History Maths: Calculus Maths: Statistics Maths: Statistics and Mathematics Music Pasifika Studies Physical Education Physics Spanish Te Reo Māori Workshop Technology
<p><b>Complete and edit your choices ONLINE</b> -instructions will be emailed to all parents.... but only if we have a current email address.</p> <p><b>Otherwise, this form must be completed and returned by....</b></p> <p><b>Friday 18 September</b></p> <p><b>(Do it online OR complete this form but not both)</b></p>	1. Christian Studies	1. Christian Studies	1. 2.
	2. English – choose ONE of: • English A <sup>3</sup> • English Literature • English General (co-ed class) • English General (girls class) • English General (boys class) • English Communication	2. English – choose ONE of: • English A <sup>4</sup> • English Literature • English General (co-ed class) • English General (girls class) • English General (boys class) • English Communication	
	3. Mathematics (students will be placed into the appropriate course)	3.	3.
	4. Science (students will be placed into the appropriate course)	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	
	These are my option choices for next year, listed in order of preference ..... Date ____/____/____ (Sign here) (Parent/Guardian Signature)		
<p><b>OR - If you are leaving Middleton Grange complete this section only</b></p>	I am definitely <b>NOT</b> returning to Middleton Grange next year ..... Date ____/____/____ (Sign if you are <i>definitely</i> leaving) (Parent/Guardian Signature)		

<sup>1</sup> English A – for International students<sup>2</sup> English A – for International students<sup>3</sup> English A – for International students<sup>4</sup> English A – for International students

**In December course confirmations will be sent out by email to parents or posted to those without email. If you did not get these choices by email, we have not got your current email address.**

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## WHO'S WHO IN 2021

<b>Principal</b> Mr M Vannoort		<b>Associate Principals</b> Mrs M Cassidy & Mr C Utting	
<b>Head of Primary School</b> Mr R Thompson	<b>Head of Middle School</b> Mr M Barlow	<b>Head of Senior College</b> Mrs R Velluppillai	<b>Director of International College</b> Mrs C Steyn

## CONTACT DETAILS

<b>Head of Senior College</b>	Mrs R Velluppillai	ext 787	<a href="mailto:r.velluppillai@middleton.school.nz">r.velluppillai@middleton.school.nz</a>
<b>Assistant Head of Senior College</b>	Mr M de Ruiter	ext 738	<a href="mailto:m.deruiter@middleton.school.nz">m.deruiter@middleton.school.nz</a>
<b>Tertiary &amp; Vocational Guidance</b>	Mrs N Bailey	ext 732	<a href="mailto:n.bailey@middleton.school.nz">n.bailey@middleton.school.nz</a>
<b>Year 11 Deans</b>	TBC TBC		
<b>Year 12 Deans</b>	Miss A Wallace Mr M Vannoort	ext 797 ext 793	<a href="mailto:a.wallace@middleton.school.nz">a.wallace@middleton.school.nz</a> <a href="mailto:m.vannoort@middleton.school.nz">m.vannoort@middleton.school.nz</a>
<b>Year 13 Deans</b>	Mr W Judkins Mrs J McLean	ext 737 ext 767	<a href="mailto:w.judkins@middleton.school.nz">w.judkins@middleton.school.nz</a> <a href="mailto:j.mclean@middleton.school.nz">j.mclean@middleton.school.nz</a>

### Curriculum Leaders & Teachers in Charge

<b>Art</b>	Mrs K Brosnahan	ext 925	<a href="mailto:k.brosnahan@middleton.school.nz">k.brosnahan@middleton.school.nz</a>
<b>Business, Accounting, Economics</b>	Miss S Gudsell	Ext 746	<a href="mailto:s.gudsell@middleton.school.nz">s.gudsell@middleton.school.nz</a>
<b>Classical Studies</b>	Mr D Elder	ext 746	<a href="mailto:d.elder@middleton.school.nz">d.elder@middleton.school.nz</a>
<b>Christian Studies</b>	Mrs A Nielson	ext 721	<a href="mailto:a.nielson@middleton.school.nz">a.nielson@middleton.school.nz</a>
<b>Computer Science</b>	Mr P Baker	ext 717	<a href="mailto:p.baker@middleton.school.nz">p.baker@middleton.school.nz</a>
<b>Digital Information Technology</b>	Mr P Baker	ext 717	<a href="mailto:p.baker@middleton.school.nz">p.baker@middleton.school.nz</a>
<b>Drama</b>	Mr M McCormack	ext 771	<a href="mailto:m.mccormack@middleton.school.nz">m.mccormack@middleton.school.nz</a>
<b>English</b>	Mr S McConnell	ext 748	<a href="mailto:s.mcconnell@middleton.school.nz">s.mcconnell@middleton.school.nz</a>
<b>Food and Nutrition</b>	Miss K Barney	ext 768	<a href="mailto:k.barney@middleton.school.nz">k.barney@middleton.school.nz</a>
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<b>Languages</b>	Mrs Paley	ext 761	<a href="mailto:a.paley@middleton.school.nz">a.paley@middleton.school.nz</a>
<b>Mathematics</b>	Mrs L Arndt	ext 799	<a href="mailto:l.arndt@middleton.school.nz">l.arndt@middleton.school.nz</a>
<b>Music</b>	Mr S Bissek	ext 714	<a href="mailto:s.bisseker@middleton.school.nz">s.bisseker@middleton.school.nz</a>
<b>Pasifika</b>	Mrs N Bailey	Ext 732	<a href="mailto:n.bailey@middleton.school.nz">n.bailey@middleton.school.nz</a>
<b>Physical Education</b>	Mr A O'Neill	ext 731	<a href="mailto:a.oneill@middleton.school.nz">a.oneill@middleton.school.nz</a>
<b>Sciences</b>	Mr J Harris	ext 791	<a href="mailto:j.harris@middleton.school.nz">j.harris@middleton.school.nz</a>
<b>Workshop</b>	Mr M. McKee	ext 745	<a href="mailto:m.mckee@middleton.school.nz">m.mckee@middleton.school.nz</a>

### SCHOOL OFFICE CONTACTS

Office Hours 8.15am – 4.30pm during term time

Telephone 348 9826

Fax 348 8317

Address 30 Acacia Ave, Upper Riccarton, Christchurch 8041

Website [www.middleton.school.nz](http://www.middleton.school.nz)

<b>Student Services Receptionist</b>	Mrs K Baker	ext 700	<a href="mailto:k.baker@middleton.school.nz">k.baker@middleton.school.nz</a>
<b>Receptionist</b>	Mrs D Wilson	ext 706	<a href="mailto:d.wilson@middleton.school.nz">d.wilson@middleton.school.nz</a>
<b>Principal's Secretary</b>	Mrs H Carley	ext 707	<a href="mailto:h.carley@middleton.school.nz">h.carley@middleton.school.nz</a>
<b>Property Manager</b>	Mr K Wakeham	ext 702	<a href="mailto:k.wakeham@middleton.school.nz">k.wakeham@middleton.school.nz</a>
<b>Learning Centre</b>	Mrs K McAuley	ext 757	<a href="mailto:k.mcauley@middleton.school.nz">k.mcauley@middleton.school.nz</a>
<b>Librarian</b>	Mrs N Davison	ext 720	<a href="mailto:n.davison@middleton.school.nz">n.davison@middleton.school.nz</a>
<b>Guidance Counsellors</b>	Mr M Coleman	ext 715	<a href="mailto:m.coleman@middleton.school.nz">m.coleman@middleton.school.nz</a>
<b>Guidance Counsellor</b>	Mrs A Aiken	ext 715	<a href="mailto:a.aiken@middleton.school.nz">a.aiken@middleton.school.nz</a>
<b>Uniform</b>	Mrs R Velluppillai	ext 787	<a href="mailto:r.velluppillai@middleton.school.nz">r.velluppillai@middleton.school.nz</a>

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## INTRODUCTION

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This book is designed to help you plan your courses in the Senior College wisely and strategically. All the information you need is contained in this book. Your choices will determine our option structures, so we ask you to consider your selection carefully.

**NOTE:** Courses offered will depend on sufficient student demand.

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## CHOOSING COURSES

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Your education at Middleton Grange involves much more than all that you learn during class time. There are many areas in which you might be involved, including sporting, music, drama, service and social situations. Nevertheless, your choice of courses is of profound importance.

It is vital to choose courses which will give you a satisfying and successful year, and one which will prepare you well for the years ahead.

God is interested in you and the courses you choose, even though at times it is not easy to be clear about His direction for you. The Bible has some useful verses which relate to all this:

*“Commit everything you do to the Lord; trust Him to help you do it and He will.” Psalm 37:5*

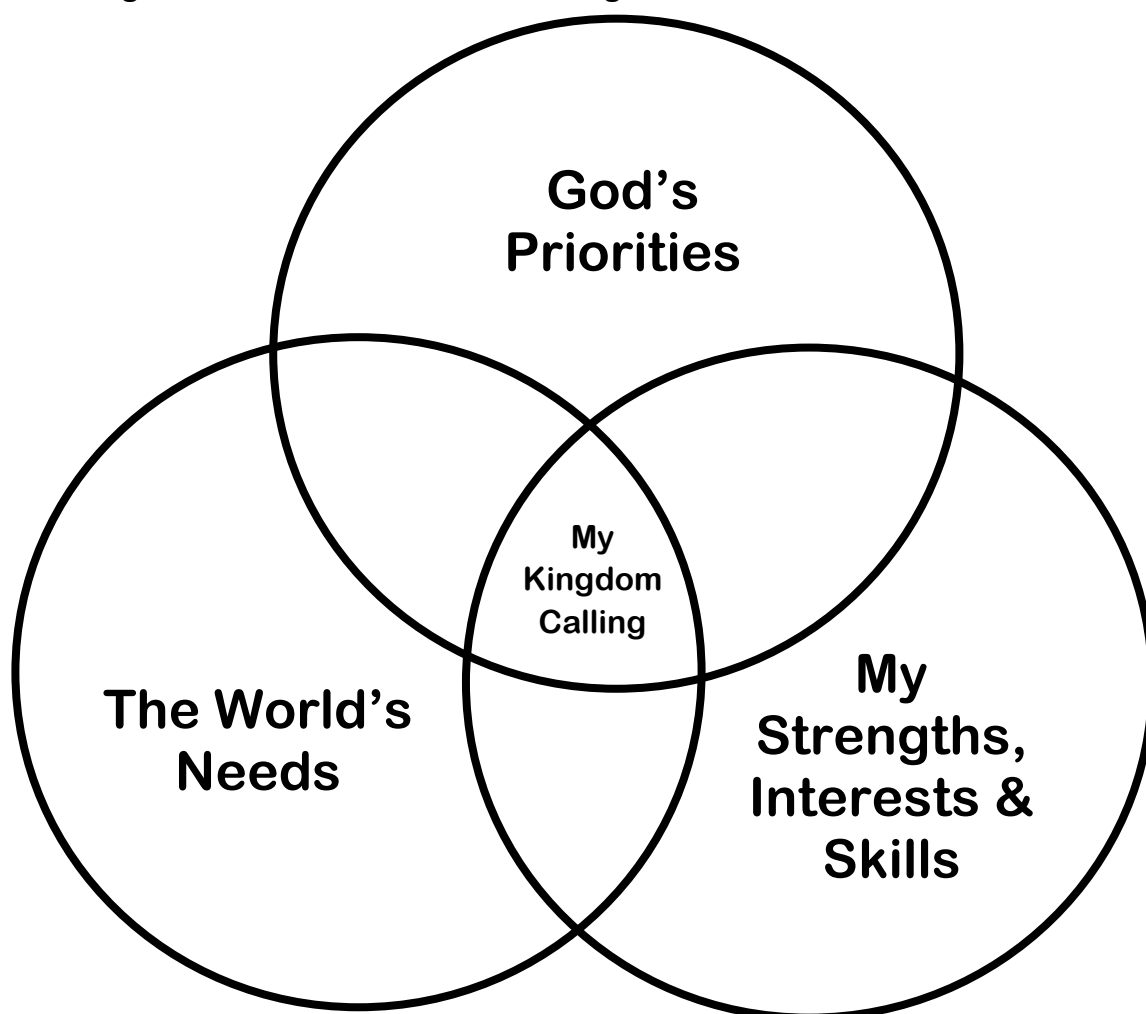
*“The peace that Christ gives is to guide you in the decisions you make.” Colossians 3:15 (Living Bible)*

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## WHAT IS MY KINGDOM CALLING?

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With the right balance work will be fulfilling



**This book will provide you with information about the courses available in the Senior College.**

**CONSIDER**

- KNOW YOURSELF
- KNOW THE OPTIONS
- COMPARE YOUR OPTIONS
- PRAY
- DECIDE & ACT



**DO**

Investigate the careers areas you might wish to enter.  
Check courses and grades required to enter tertiary education.  
Keep current with developments in chosen careers areas.

**Good places to go for Careers Advice**

- Mrs Bailey, the Career Adviser at school – [n.bailey@middleton.school.nz](mailto:n.bailey@middleton.school.nz)
- [www.middleton.careerwise.nz](http://www.middleton.careerwise.nz) for all up to date careers news, jobs, scholarships apprenticeship opportunities, links to all the major New Zealand Tertiary Institutions and careers sites such as [schoolconnect.co.nz](http://schoolconnect.co.nz)
- [www.careers.govt.nz](http://www.careers.govt.nz) for an extensive Jobs Database and great tools to help you discover your best career option.
- The Course Selection and Mini Careers Expo in Term 3 in the school gym.



# MAKING CAREER DECISIONS

## 1. Know Yourself

Explore who you are and what you bring to a job. List details about your...

Skills and knowledge

Personal qualities

School subjects- where do you

Interest and passions

RIASEC code

achieve your best marks?

Ambitions

Strengths

**Values and Motivators: What aspects of a job are most important to you?**

E.g. Income, faith, travel, status, leadership, opportunities for learning or advancement, the social/physical work environment, stress levels, hours of work, any other needs or wants?

**Academic Ability:** How much study are you willing to do? What level of study are you capable of achieving at?

**If you are struggling, ask for some help!**

## 2. Know Careers

Start by choosing which industries and types of work you would prefer, then gradually get more specific.

Complete the **Career Quest** questionnaire on [Careers.govt.nz](https://careers.govt.nz) (under interactive tools) to find what jobs or industries match your interests. Look for a common theme with your results (e.g. all helping people).

If you don't know enough about a certain job to rule it in or out, find out more using the **Jobs Database** on [Careers.govt.nz](https://careers.govt.nz) or visit **JustTheJob.co.nz** for clips on different jobs and industries.

For more ideas, google **UC Career Kit** to see what you can do with a degree in your favourite subject.

**Ask questions like...**

- What would you be doing most days?
- Does this job suit your skills and personality?
- If you need a tertiary qualification to get the job, will the type of required study suit your abilities?

## 3. Compare Your Options

Take a look at each option you are still choosing between and ask yourself:

- How well does this option fit with my skills, values, personality, and interests (Step 1)?
- Will this option help me develop my skills?
- Does this job have opportunities for me to progress and move into other jobs after a few years?
- How will this option affect the rest of my life? My family, friends, interests, and other time commitments?

Make a list of **pros and cons** for each of the option, then rank each item based on how important it is.

Compare job availability information from **Occupation Outlook – download the Free App**.

Try out each option in your mind. **How do you feel about the decision?** Also consider how others will respond to your choice.

It may help to **talk through your options** with your parents, teachers and friends. Pray about it.

## 4. Decide and Act

Using your evaluation (Step 3), which option do you think will be the best option for you?

Also think about: If you will need to complete tertiary study, **what and where will you study?**

**How will you fund your studies?** Visit the **Study link** website for information on Student loans and allowances.

Scholarship information can be found using the **School Connect** website ([schoolconnect.co.nz/scholarships](https://schoolconnect.co.nz/scholarships)).

**To help you be more certain that you have made the right decision...**

- Talk to professionals in your chosen industry
- Get a part time job or other work experience in the industry

You may have a couple of options that you just can't choose between. You may not have to - you may be able to do one now, and one later. Many types of training can lead to a variety of careers, for example management.

## PLANNER

If you do not know the answer to any section you should not guess, or leave it out, but find out the information you need from your Dean, Curriculum Leader, teachers or the Tertiary and Vocational Coordinator, or someone else who can advise you.

I hope to...	
↓	
Do a diploma or certificate course at polytechnic, or some other training.	Get a job immediately
↓	↓
The training will possibly be in	As a
↘	↙

For this I will need Level 1 in.	
1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

↓

For this I will need Level 2 in.	
1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

↓

For this I will need Level 3 in.	
1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

↙	↘
Leave Middleton Grange for a certificate course at polytechnic, or some other training.	Leave Middleton Grange for a job.

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## THE NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

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The NCEA is New Zealand's national qualification for senior secondary students and is part of the National Qualifications Framework. It provides the pathway to tertiary education and to workplace training.

It is possible to design a multi-level course (subjects at a mix of Level 1, Level 2, and Level 3) but this should be discussed FIRST with Curriculum Leaders and the year level Dean.

NCEA Year 11	NCEA Year 12	NCEA Year 13
English, Mathematics, Science, Christian Studies + 3 option subjects	English, Christian Studies + 4 or 5 option subjects	5 or 6 option subjects

### NCEA Level 1

- All Year 11 students take 7 subjects.
- You must take English or English for Internationals A, Mathematics, Science, Christian Studies.
- You must choose 3 additional options.
- Assessment is both Internal and External.
- Assessment may be either Unit Standards or Achievement Standards or a mix of both.

### NCEA Level 2

- All Year 12 students take 6 or 7 subjects.
- You must take English or Academic English, and Christian Studies.
- You must choose 4 or 5 additional options.
- Prerequisites may apply for entry to Level 2 courses.
- Assessment is both Internal and External.
- Assessment may be either Unit Standards or Achievement Standards or a mix of both.

### NCEA Level 3

- There are no compulsory subjects at Level 3, except for Christian Focus Days.
- It is usual for Year 13 students to study 5 subjects.
- Year 13 students may take courses from Level 1-3.
- Prerequisites may apply for entry to Level 3 courses.
- Year 13 students should consider entering Scholarship where appropriate, in consultation with the subject teacher.

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## HELPFUL GENERAL INFORMATION

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- All advanced scientific and technical occupations require Mathematics to NCEA Level 3. You need to continue with Mathematics if you are interested in careers such as Accountancy, Physical Education, Psychology, Medicine, Consumer Science, Health and Physical Sciences.
- If you want to keep a scientific, engineering or medical career open as a possibility, you should take Mathematics, Chemistry and Physics.
- Most Science careers require Biology with Chemistry; or Physics with Chemistry.
- If you are definitely not interested in any of the above careers, you should consider breadth of option choice to keep doors open. The inclusion of Mathematics in your course increases the range of career opportunities which may be open to you.
- Attaining high standards in English and communication skills is essential for some career areas and useful for all.
- Students heading in the direction of medical sciences need to remember that an arts course is required.
- If your career interest requires a specific course such as Art, Music, a language, etc then this must be included in your option choices.

**Computer Programmes** are available in the school library to provide information (and a printout if desired) on various careers, necessary tertiary courses of study, and the institutions that provide such courses.

**The Tertiary and Vocational Coordinator** will assist with useful information and contacts.

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## IMPORTANT INFORMATION FOR STUDENTS ENTERING YEAR 13

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### Please note the following:

- Universities have limited entry to some courses. Therefore, even if you have met the minimum requirements, you may not have entry to the courses you wish to take.
- Some programmes, for example fine arts and music, have additional requirements, like an audition, interview or portfolio of work.
- Some commerce, medicine and engineering courses have additional academic requirements.
- IELTS cannot be used for University Entrance. If you have studied at a New Zealand School, you must use NCEA University Entrance minimum literacy.
- International students are required to have at least the same qualifications as a New Zealand born or Native English-speaking student.
- Some courses may require more credits for students for whom English is their second language.
- Polytechnics and some private providers also offer Diploma and Degree courses, and you need to be aware of their entry requirements.
- Check with the careers staff or your Curriculum Leaders which subjects you should take in Year 13 for further study.

### MOST IMPORTANT:

- You need to check **EARLY** in the year the entry requirements for the course and institution you wish to attend. These are constantly changing at all tertiary institutions.
- Do NOT wait until November – you may miss out!
- Attend the career information visits and speakers.
- See the Tertiary and Vocational Coordinator.

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## NATIONAL QUALIFICATIONS

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<p><b>NCEA Level 1</b> 80 credits</p> <p><b>Include:</b></p> <p><b>Literacy and Numeracy:</b></p> <p><b><u>Literacy:</u></b> Minimum 10 credits through <b>EITHER</b> Unit Standards – package of 3 literacy unit standards (all 3 required) <b>OR</b> specified Achievement Standards available through a range of subjects at a range of levels</p> <p><b><u>Numeracy:</u></b> Minimum 10 credits through <b>EITHER</b> Unit Standards – package of 3 numeracy unit standards (all 3 required) <b>OR</b> Specified Achievement Standards – available through a range of subjects at a range of levels.</p>	<p><b>NCEA Level 2</b> 80 credits</p> <p><b>Include:</b></p> <p><b>Level 1 Literacy and Numeracy</b> At least 60 credits at Level 2 or higher and 20 credits at any other level (these may include credits which counted towards the Level 1 Certificate)  Students should also plan to gain literacy credits in Level 2 English (5 Reading &amp; 5 Writing) for their University Entrance the following year.</p>	<p><b>NCEA Level 3</b> 80 credits</p> <p><b>Include:</b></p> <p><b>Level 1 Literacy and Numeracy</b> At least 60 credits at Level 3 or higher and 20 credits at Level 2 or higher (these may include credits which counted towards the Level 2 Certificate).</p>
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## NCEA – ENDORSEMENTS

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NZQA encourages students to strive to produce work of a high quality and offers Endorsements to recognise high achievement and to provide challenging but achievable goals. These can be gained across each certificate level and by individual course.

### Endorsement of Certificates criteria (for all levels):

NCEA endorsed with Excellence 50 credits at Excellence

NCEA endorsed with Merit 50 credits at Merit OR

50 credits at Merit and Excellence

#### Note:

- Credits counting towards certificate endorsement may be gained over more than one level but must be gained at the level of the certificate or above **within the same year**.  
i.e. Level 2 credits count towards endorsement of Level 1 NCEA.  
Level 1 credits will not count towards endorsement of Level 2 NCEA.
- There is no change to the credit criteria for gaining NCEA at each level.
- 'Not Achieved' results for both internally and externally assessed standards will be reported on each student's results notice.
- 'Standard not attempted' results for externally assessed standards will also be reported on each students' results notice.

### Course Endorsement

Provides recognition for students who perform exceptionally well in individual courses. Students will be recognised with a course endorsement at merit or excellence. **Note:** A 'course' is a coherent programme of learning in a given year.

#### Criteria (for all levels)

- 14 or more credits at merit or excellence
- At least 3 credits from externally assessed standards and 3 credits from internally assessed standards (3 + 3 rule)
- Physical Education, Religious Studies Level 3, Visual Arts will be exempted from the 3 + 3 rule.
- Students must achieve the requisite number of credits in a subject in ONE school year.

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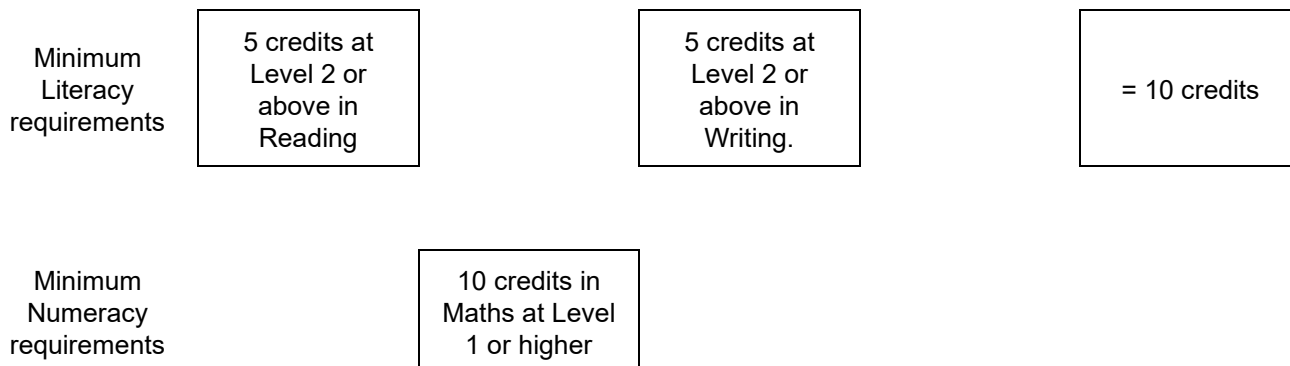
## ENTRY TO UNIVERSITY

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Due to the complexity of establishing a consistent standard for entry to a NZ University it is important that all students are aware of the entry criteria. It may impact on the units of study you choose to include in your course at Level 3.

### For NZ Residents

**NCEA Level 3 is required for entry into University.** This must include at least **14 credits in each of 3 approved subjects** and the literacy and numeracy requirements.



### IMPORTANT:

- Courses not on the Approved Subjects list at level 3 will be identified by a hash key (#) beside the course title.

### Alternative Entry Pathway

- For students who do not achieve entry to university in Year 13 Canterbury University has a Foundation Course (CUP) for non-international students.

In addition to gaining a university entrance qualification, students need to meet specific criteria. A rank score has been introduced to raise the bar and this is different for each faculty/programme. This is called **GES (Guaranteed Entry Score) or RES (Rank Entry Score)**.

### How to calculate your GES

**Excellence = 4, Merit = 3 and Achieved = 2. Unit standards = 2 points**

- **Auckland University:** this varies according to the program, eg 150 points for BA and 250 for Health Science. See website/prospectus.
- **Otago University** uses a two-tiered system:  
**Preferential** (merit/excellence endorsed L2 + UE in Year 13) and  
**Competitive Entry** -the score to aim for is 140 points in Year 13.
- **Victoria University and University of Canterbury** use GES.  
The score = 150 for all degrees except Architecture which requires 180.
- **Lincoln University** has not yet introduced a ranking system other than the usual university entry system of the past. See above \*\* UE
- **Massey University** – Rank Score 140 (Depending on the course)

**When making subject choices – a minimum of four UE approved subjects is strongly recommended.**

**If in doubt, check with Mrs Bailey on an individual basis to see if your situation meets the requirements to enter a chosen university.**

**Please note:** The benchmark is changing all the time and is different for each university. Consult their website for further details.

- ❖ **We may be offering fewer standards due to Government Review and MGS Internal review.**

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## NEW ZEALAND SCHOLARSHIP

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Scholarship is a monetary award that recognises top students. It does not attract credits, nor does it contribute towards a qualification; but the fact that a student has gained a Scholarship will appear on the Record of Learning.

The assessment for New Zealand Scholarship is standards based (but not using achievement or unit standards) and all assessments are external.

Scholarship is awarded to the best students in each of the 33 Scholarship subjects.

Scholarship enables students to be assessed against challenging standards and is demanding for the most able students in each subject.

A student who achieves scholarship will have demonstrated, within complex situations, higher level critical thinking, abstraction and generalisation and the ability to integrate, synthesise and apply knowledge, skills, understanding and ideas; and

Depending on the area of study, a student will display a range of:

- Comprehensive content knowledge (breadth and depth)
- Effective communication
- Original or sophisticated solutions, performances, or approaches
- Critical evaluation
- Flexible thinking in unfamiliar/unexpected contexts.

If you have achieved numerous standards with excellence throughout your school studies and are doing level 3 standards at school, you may want to be assessed for the New Zealand Scholarship.

Scholarship assessments include content covered across all three NCEA levels, so a separate course is not needed. However, individual subjects run a tutorial outside of class time to prepare students for the rigour of Scholarship.

Eligible candidates can defer taking up their monetary rewards for one year. A candidate needs to attain 3 or more Scholarships IN THE SAME YEAR to be eligible for the awards of Scholarship, Outstanding Scholarship, or Premier Scholarship.

Results will show that the Scholarship standard has been achieved (=S).

### Assessment and Certification Rules and Procedures for Secondary Schools

The Scholarship Monetary Awards will comprise:

<b>Single Subject Awards</b>	For candidates who get Scholarship in up to two subjects A 'one-off' award of \$500 per subject (maximum payment \$1000)
<b>Top Subject Scholar Award</b>	For candidates who are top in one of the 33 Scholarship subjects \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study
<b>Scholarship Award</b>	For candidates who get Scholarship in three or more subjects \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study
<b>Outstanding Scholar Award</b>	For the top 40-60 candidates. The minimum eligibility requirement to be considered for this award is three Scholarships with at least two at "Outstanding" level or more than three Scholarships with at least one at "Outstanding". The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award. \$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary study
<b>Premier Award</b>	For the very top 5 to 10 candidates. The minimum eligibility requirement to be considered for this award is at least three Scholarships at "Outstanding" level. The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award. \$10,000 each year for up to three years if candidates maintain at least a 'B' grade average in tertiary study

#### Note

Some subjects at Middleton Grange School offer special classes to prepare students for the Scholarship exams. Ask your Curriculum Leader what assistance is offered in the subjects you might consider for the Scholarship award. International fee-paying students attending overseas universities are not eligible for the national Scholarship monetary awards. They may enter the examinations and will have their Scholarship success recorded on their Record of Learning.

**SUBJECT CHARGES**

The cost of delivering the school Curriculum is supported by the parent Special Character Voluntary Donation, school fundraising and International College programme. The school is underfunded by the State to fully deliver a high-quality education that both staff and students desire. Because of parent donations etc we can meet the shortfall in funding and graciously encourage you to pay this donation for the benefit of your child.

The school has made every endeavour to impose no subject charges for the Curriculum. Students will be able to achieve excellence using the resources the school provides. However, to broaden the range of activities, projects and experiences for students, there are optional activities, projects and experiences that students and families can voluntarily decide to do. These optional activities must be paid for in advance of the event/project taking place. No student will be disadvantaged academically by not taking up any optional activity. We do encourage students to participate in these activities as they will broaden and deepen their schooling experience.

**PHOTOCOPYING / PRINTING**

Curriculum Leaders have identified the minimum amount of photocopying required by a student to achieve excellence in their subjects. This photocopying credit will be given to students on a 'Photocopy Account'. If students exceed this amount, then the student and family must pay for further printing.



# MIDDLETON GRANGE SCHOOL SUBJECTS: YEARS 9-13

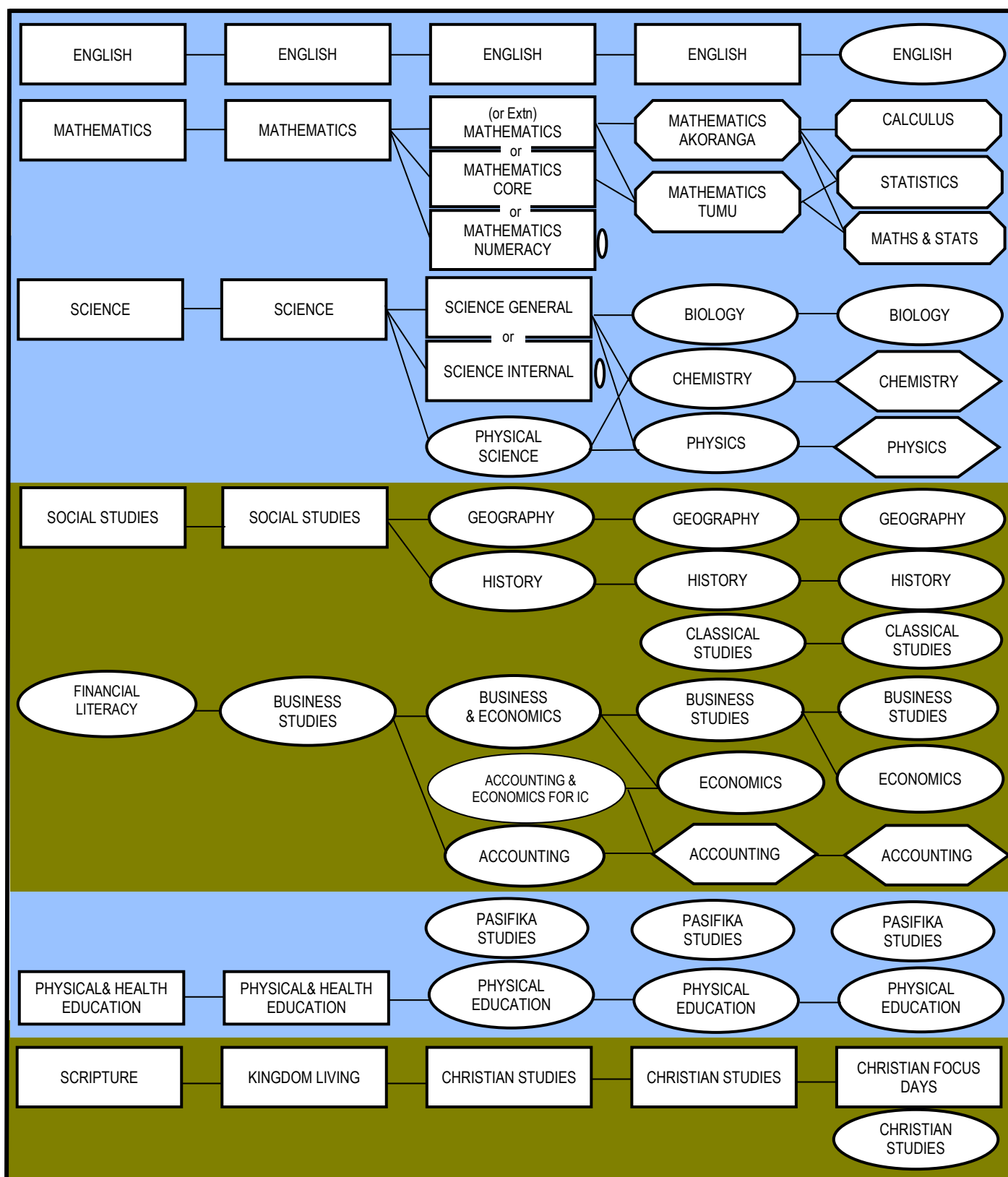
Year 9

Year 10

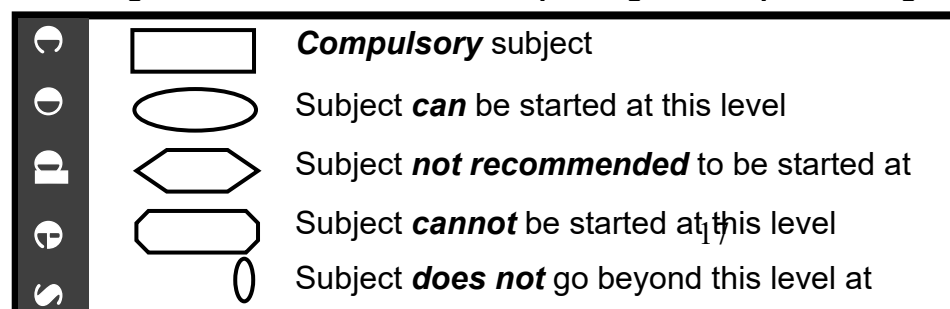
Year 11

Year 12

Year 13



**This diagram is accurate at the time of printing. Subsequent changes may occur as courses develop.**



**Option Subject viability does depend on enrolments.**

Year 9

Year 10

Year 11

Year 12

Year 13

MUSIC

MUSIC

MUSIC

MUSIC

MUSIC

CONTEMPORARY  
MUSIC

DRAMA

DRAMA

DRAMA

DRAMA

DRAMA

VISUAL ARTS

VISUAL ARTS

VISUAL ARTS

VISUAL ARTS  
PHOTOGRAPHY

VISUAL ARTS  
PHOTOGRAPHY

VISUAL ARTS  
PAINTING

VISUAL ARTS  
PAINTING

VISUAL ARTS  
DESIGN

VISUAL ARTS  
DESIGN

DESIGN & VISUAL  
COMMUNICATION

DESIGN & VISUAL  
COMMUNICATION

DESIGN & VISUAL  
COMMUNICATION

DESIGN & VISUAL  
COMMUNICATION

DESIGN & VISUAL  
COMMUNICATION

HARD MATERIALS  
TECHNOLOGY

HARD MATERIALS  
TECHNOLOGY  
WORKSHOP

WORKSHOP  
TECHNOLOGY

WORKSHOP  
TECHNOLOGY

WORKSHOP  
TECHNOLOGY

FOOD &  
NUTRITION  
TECHNOLOGY

FOOD &  
NUTRITION  
TECHNOLOGY

FOOD &  
NUTRITION

FOOD &  
NUTRITION

FOOD &  
NUTRITION

## KEYS

Arts



Technology



Language



DIGITAL  
TECHNOLOGY

DIGITAL  
TECHNOLOGY

COMPUTER  
SCIENCE

COMPUTER  
SCIENCE

COMPUTER  
SCIENCE

DIGITAL  
APPLICATIONS

DIGITAL  
APPLICATIONS

DIGITAL  
APPLICATIONS

ELECTRONICS &  
ROBOTICS

COMPUTER  
SCIENCE &  
ROBOTICS

DIGITAL  
MEDIA

DIGITAL  
MEDIA

DIGITAL  
MEDIA

FRENCH

FRENCH

FRENCH

FRENCH

FRENCH

MAORI

MAORI

MAORI

MAORI

MAORI

SPANISH

SPANISH

SPANISH

SPANISH

SPANISH

# COURSE DESCRIPTIONS

## VISUAL ARTS

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	construction Infrastructure

### ART

### Level 1

#### COURSE DESCRIPTION:

There are 2 parts to the course; Part 1: Internal Achievement Standard where students research a body of related work and learn technical skills required for part 2 which is the development and production of 2 A1 folio boards of related works on a class theme.

#### PRE-REQUISITES:

- Nil, but students who have studied Art at year 9 and 10, will be at an advantage.

#### EQUIPMENT REQUIRED:

- Refer to stationery list

#### ACHIEVEMENT STANDARDS

- |         |  |
|---------|--|
| ● 90914 | Use drawing methods and skills for recording information using wet and dry media.                      |
| ● 90916 | Produce a body of work informed by established practice, which develops ideas, using a range of media. |

#### No. of Credits

Ext.	Int.
	4

12

**Total No. of Credits**

**16**

### ART DESIGN

### Level 2

#### COURSE DESCRIPTION:

**There are two parts to the course:**

- Part 1: 2 x Internal Assessment Standards which prepare students for part 2
- Part 2: External Achievement Standard. The development and production of 2x A1 folio boards of related works on a theme.

#### PRE-REQUISITES:

- Computer knowledge is beneficial.
- Previous Art education is an advantage.
- Limited places in this course.

#### SPECIFIC COSTS:

- Photocopy paper and specialty paper for final folio printing.
- Refer to stationary list.

#### ACHIEVEMENT STANDARDS

- |         |   |
|---------|---|
| ● 91310 | Use drawing methods to apply knowledge of conventions appropriate to design.                                  |
| ● 91315 | Develop ideas in a related series of drawings appropriate to established design practice.                     |
| ● 91320 | Produce a systematic body of work that shows understanding of art making conventions and ideas within design. |

#### No. of Credits

Ext.	Int.
	4

4

12

**Total No. of Credits**

**20**

### ART PAINTING

### Level 2

#### COURSE DESCRIPTION:

**There are two parts to the course:**

- Part 1: 2x Internal Assessment Standards which will prepare students for part 2.
- Part 2: External Achievement Standard. The development and production of 2 A1 folio boards of related works on a theme chosen by student.

#### PRE-REQUISITES:

- Nil, but students who have studied Art will be at an advantage.

#### EQUIPMENT REQUIRED:

- Refer to Stationery list

#### ACHIEVEMENT STANDARDS

- |         |   |
|---------|---|
| ● 91311 | Use drawing methods to apply knowledge of conventions appropriate to painting.  |
| ● 91321 | Develop ideas in a related series of drawings appropriate to established painting practice. Produce a systematic body of work that shows understanding of art making conventions and ideas within painting. |

#### No. of Credits

Ext.	Int.
	4

4

12

**Total No. of Credits**

**20**

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**ART PHOTOGRAPHY****Level 2**

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**COURSE DESCRIPTION:**

Students will learn the basics of camera use and compositional skills. The internal component will prepare the students to produce a 2 panel A1 external folio.

**There are 2 parts to the course:**

- Part 1: 2 Internal Assessment Standards which prepare students for part 2.
- Part 2: The development and production of 2x A1 folio boards on theme chosen by student. Externally assessed.

**PRE-REQUISITES:**

- Students who have studied Art will be at an advantage.

**EQUIPMENT REQUIRED:**

- Refer to stationery list
- Photocopy paper and specialty paper for final folio printing.
- Tripod (helpful)
- Locker key bond (refundable) \$20

**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● 91312	Use drawing methods to apply knowledge of conventions appropriate to photography.		4
● 91317	Develop ideas in a related series of drawings appropriate to established photography practice.		4
● 91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.	12	
Total No. of Credits		20	

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**ART DESIGN****Level 3**

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**COURSE DESCRIPTION:****There are two parts to the course:**

- Part 1: 2x Internal Assessment Standards which prepare students for part 2.
- Part 2: External Achievement Standard. The development and production of 3x A1 folio boards of related works on a theme chosen by student.

**PRE-REQUISITES:**

- Computer knowledge is beneficial. Previous Art education is an advantage. Limited places.

**EQUIPMENT REQUIRED:**

- Refer to stationery list
- Photocopy paper and specialty paper for final folio printing.

**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● 91445	Use drawing to demonstrate understanding of conventions appropriate to design.		4
● 91450	Systematically clarify ideas using drawing informed by established design practice.		4
● 91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice.	14	
Total No. of Credits		22	

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**ART PAINTING****Level 3**

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**COURSE DESCRIPTION:****There are two parts to the course:**

- Part 1: 2x Internal Assessment Standards which will prepare students for part 2.
- Part 2: External Achievement Standard. The development and production of 3x A1 folio boards of related works on a theme chosen by student.

**PRE-REQUISITES:**

- Level 2 in Photography or Art would be an advantage.
- Entry dependant on ability to reach standard required at this level.

**EQUIPMENT REQUIRED:**

- Refer to stationery list

**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● 91446	Use drawing to demonstrate understanding of conventions appropriate to painting.		4
● 91451	Systematically Clarify ideas using drawing informed by established painting practice.		4
● 91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice.	14	
Total No. of Credits		22	

---

**COURSE DESCRIPTION:**

**There are two parts to the course:**

- Part 1: 2 x Internal Assessment Standards which will prepare students for part 2.
- Part 2: External Achievement Standard which is the development and production of 2x A1 folio boards of related works on theme chosen by student.

**PRE-REQUISITES:**

- Level 2 Achievement in Photography or Art.

**EQUIPMENT REQUIRED**

- Locker key bond (refundable) charge \$20
- Digital 7mp (or greater) camera with manual override and ability to change the aperture and shutter speed.
- Tripod (helpful)
- Refer to stationery list for paper and printing costs.

**ACHIEVEMENT STANDARDS**

- 91447 Use drawing to demonstrate understanding of conventions appropriate to photography.
- 91452 Systematically clarify ideas using drawing informed by established photography practice.
- 91457 Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice.

**No. of Credits****Ext.****Int.**4  
4

14

**Total No. of Credits****22**

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# ACCOUNTING, ECONOMICS, BUSINESS

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	construction Infrastructure

## ACCOUNTING

Level 1

### COURSE DESCRIPTION:

Accounting is the language of business. Accounting skills and knowledge are essential for everyone in today's sophisticated financial environment. Accounting is a required component of most business and finance courses at tertiary level.

Accounting is an essential skill for numerous careers, including the fields of business, management, the government sector and voluntary community organisations.

The Level 1 course gives students financial skills in personal accounting, and accounting for small businesses. The course is equally valuable as a one-year stand-alone course or as preparation for study at higher levels.

If you only have room for one Commerce subject in your course, it is best to choose Accounting because Level 1 Accounting is a crucial pre-requisite for Levels 2 & 3. Economics and Business Studies are easier to begin at those levels.

### PRE-REQUISITES:

- Acceptable performance in Year 10 English and Mathematics.

### SPECIFIC COSTS:

- Refer to stationery list
- Calculator

### ACHIEVEMENT STANDARDS

		No. of Credits
		Ext. Int.
●● 90977	Process financial transactions for a small business.	
●● 90978	Prepare financial statements for sole proprietors.	5
●● 90980	Interpret accounting information for sole proprietors.	4
●● 90982	Demonstrate understanding of cash management for a household, club, or small business.	4

Total No. of Credits 18

## BUSINESS & ECONOMICS

Level 1

### COURSE DESCRIPTION:

This course introduces and develops the skills of running your own small business and the basic ideas of how a modern economy like New Zealand's works.

New Zealand has one of the highest per capita rates in the world of small business start-ups each year. However, it is a sad fact that we also have one of the highest business failure rates; over 80% of new businesses close within two years. Many of these failures have tragic financial and social consequences for the business owners and their families.

You will learn essential skills of running your own business. These skills could prevent you from becoming another business failure statistic in the future. With a group of 3-4 other students you will carry out and review your own small business activity. If you make a profit, it's yours to keep, after tax is paid, of course! Your group will choose a suitable charity to donate your tax to.

The Economics component provides an introduction to how a modern market economy works. You will understand how economic decisions are made and how New Zealand fits into the world-wide economy.

### PRE-REQUISITES:

- Acceptable performance in Year 10 English and Social Studies.

### SPECIFIC COSTS:

- Refer to stationery list.
- Calculator
- A small amount of capital will be needed for your business activity
- The amount will depend on the nature of the activity, but it could be as little as \$20. Hopefully this investment will reward you with a profit.

### ACHIEVEMENT STANDARDS

		No. of Credits
		Ext. Int.
●●● 90840	Apply the marketing mix to a new or existing product.	
●●● 90842	Carry out a product-based business activity with guidance.	3
●●● 90983	Demonstrate understanding of consumer choices, using scarcity and/or demand.	4
●●● 90986	Demonstrate understanding of how consumer, producer and government choices affect society, using market equilibrium.	5
●●● 90988	Demonstrate understanding of the interdependence of sectors of the New Zealand economy.	3

Total No. of Credits 21

**COURSE DESCRIPTION:**

This course gives international students and introduction to the skills and vocabulary of Accounting and Economics. The course is suitable for internationals in their first or second year of study in New Zealand. It prepares Year 11 students for successful study of Year 12 Accounting, Economics and/or Business Studies in the following year. It is also the best subject to take for Year 12 internationals who have not taken Level 1 Accounting or Economics but would like to take one or both these subjects in Year 13 in the following year.

The course focuses on the essential background concepts of Accounting and Economics that are needed to successfully study these subjects in Years 12 and 13. Strong emphasis is placed developing the English vocabulary and reading and writing ability needed for these subjects.

Year 12 students could take this subject as well as Year 12 Accounting, Economics or Business Studies.

Although designed for international students, this course is also open to domestic students.

**ACHIEVEMENT STANDARDS****Accounting**

- 90978 Prepare financial statements for sole proprietors. **OR**  
 91176 Prepare financial information for an entity.

**Economics**

- 90983 Demonstrate understanding of consumer choices, using scarcity and/or demand  
 90986 Demonstrate understanding of how consumer, producer and/or government choices affected society, using market equilibrium.

**No. of Credits**  
Ext. Int.

5

5

4

5

**Total No. of Credits****14****ACCOUNTING****Level 2****COURSE DESCRIPTION:**

Accounting is the language of business. Accounting skills and knowledge are relevant to everyone in today's sophisticated financial environment. Accounting is a required component of most business and finance courses at tertiary level.

Accounting is an essential skill for numerous careers, including the fields of business, management, the government sector and voluntary community organisations.

Level 2 Accounting develops the introductory ideas introduced in Level 1 and covers processing, reporting and interpreting financial information for small to medium sized businesses. We use the MYOB software package to teach and assess Achievement Standard 91175.

Level 2 Accounting is equally valuable as a one-year stand-alone course or as preparation for study at higher levels. Successful completion of Level 2 Accounting is a pre-requisite for Level 3.

Students who did not take Level 1 Accounting are welcome but will have some extra catch-up work to do in Term 1.

**ACHIEVEMENT STANDARDS**

- 91175 Demonstrate understanding of accounting processes using Computer software.  
 91176 Prepare financial statements for small to medium sized sole proprietor business.  
 91177 Interpret financial information for small to medium size sole proprietor businesses.  
 91386 Demonstrate understanding of an inventory subsystem for an entity.  
 91481 Demonstrate understanding of a contemporary accounting Issue for decision-making.

**No of Credits**  
Ext. Int.

4

5

4

3

4

**Total No. of Credits****20**

**COURSE DESCRIPTION:**

New Zealand has one of the highest per capita rates in the world of small business start-ups each year. However, it is a sad fact that we also have one of the highest business failure rates; over 80% of new businesses close within two years.

The course will give you skills in running your own business. With a group of 2-3 others, you will develop a business plan and run your own small business during the year. This business must benefit community, either local, national or global. This business activity will run throughout the year and counts for almost half the course credits.

You will also develop an understanding of how medium to large sized businesses work in New Zealand.

You will develop skills in running "for profit" businesses but will also develop an appreciation of business as a social enterprise, i.e. how business enterprises can make a real difference to the lives of people and communities.

**ACHIEVEMENT STANDARDS**

**No. of Credits**

**Ext. Int.**

4

- 90844 Demonstrate understanding of how a large business responds to external factors
- 90846 Conduct market research for a new or existing product.
- 90847 Investigate the application of motivation theory on a business.
- 90848 Carry out, review and refine a business activity within a community context with guidance.

3

3

9

**Total No. of Credits**

**19**

**ECONOMICS**

**Level 2**

**COURSE DESCRIPTION**

Economics is the "study of choice", how individuals, groups and nations choose how to use their scarce resources to satisfy their unlimited needs.

Year 12 Economics introduces the skills and ideas of Economics in the context of the New Zealand economy. You will appreciate how economic decisions are made and how New Zealand fits into the world-wide economy.

The focus is contemporary New Zealand economic issues, including inflation, growth and unemployment.

Economics is relevant to numerous careers, including the fields of business, business, accountancy, political science, the government sector, social science and voluntary community organisations.

**ACHIEVEMENT STANDARDS**

**No. of Credits**

**Ext. Int.**

4

4

- 91222 Analyse inflation using economic concepts and models
- 91224 Analyse economic growth using economic concepts and models
- 91225 Analyse unemployment using economic concepts and models
- 91227 Analyse how government policies and contemporary economic issues interact

4

6

**Total No. of Credits**

**18**

**ACCOUNTING**

**Level 3**

**COURSE DESCRIPTION:**

Level 3 Accounting gives you financial skills in the context of different types of businesses, including companies and manufacturers.

Accounting is an essential skill for numerous careers, including the fields of business, management, the government sector and voluntary community organisations. Accounting is a required component of most business and finance courses at tertiary level.

Y13 Accounting prepares you for study of accounting, management or finance at university but is equally suitable as background knowledge that will almost certainly benefit you in future life, whatever career path you choose. Opportunity is given for selected students to sit the Scholarship Accounting exam.

**PRE-REQUISITES:**

- 12 credits from Level 2 Accounting or by approval from the Curriculum Leader of Commerce (Miss Gudsell).

**SPECIFIC COSTS:**

- Refer to stationery list
- Calculator



**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● 91406	Demonstrate understanding of company financial statement preparation.	5	
● 91407	Prepare a report for an external user that interprets the annual report of a large New Zealand organisation.		5
91408	Demonstrate understanding of management accounting to inform decision making.	4	
91409	Demonstrate understanding of a job cost subsystem for a manufacturing business.		4
<b>Total No. of Credits</b>		<b>18</b>	

**BUSINESS STUDIES****Level 3****COURSE DESCRIPTION:**

New Zealand has one of the highest per capita rates in the world of small business start-ups each year. However, it is a sad fact that we also have one of the highest business failure rates; over 80% of new businesses close within two years. This course will give you skills in running your own business.

It will also give you an appreciation of how global businesses work. With a group of 2-3 other students you will run your own small business during the year. If you make a profit, it's yours, after tax is paid, of course! The tax is donated to micro-credit loans in developing countries. These loans help raise the quality of life for families and villages in some of the poorest countries in the world.

You will also have the opportunity to enter the national Young Enterprise competition in which your small business competes with other groups of school students throughout New Zealand. Business Studies is a New Zealand-wide NCEA course and fully qualifies for Excellence and Merit endorsements.

**PRE-REQUISITES:**

- Level 2 NCEA or by negotiation with the Curriculum Leader of Commerce (Miss Gudsell).

**OPTIONAL COSTS:**

- A small amount of capital will be needed for your business activity.
- The amount will depend on the nature of the activity, but it could be as little as \$40. Hopefully this investment will reward you with a profit.

**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● 91380	Demonstrate understanding of strategic response to external factors by a global business.	4	
● 91382	Develop a marketing plan for a new or existing product.		6
● 91384	Carry out, with consultation, an innovative and sustainable business activity.		9
<b>Total No. of Credits</b>		<b>19</b>	

**ECONOMICS****Level 3****COURSE DESCRIPTION:**

A wide-ranging look at the effects of government policy on the NZ markets. An in-depth look into markets and businesses, understanding what lies behind the market curves used at earlier levels.

Y13 Economics is recommended if you are considering further study of law, business, political science or social science. It is equally relevant as a personal insight into how countries' economies and markets work.

Opportunity is given for selected students to sit the Scholarship Economics exam.

**PRE-REQUISITES:**

- 12 Credits
- Level 2 Economics or by approval from the Curriculum Leader of Commerce (Miss Gudsell).

**SPECIFIC COSTS:**

- Refer stationery list
- Calculator

**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● 91399	Demonstrate understanding of the efficiency of market equilibrium.	4	
● 91401	Demonstrate understanding of micro-economic concepts.		5
● 91402	Demonstrate understanding of government interventions to correct market failures.		5
● 91403	Demonstrate understanding of macro-economic influences on the NZ economy.	6	
<b>Total No. of Credits</b>		<b>20</b>	

CHRISTIAN STUDIES		Level 1
<b>COURSE DESCRIPTION:</b> The course is compulsory and delivered in two parts: <b>Biblical Literacy:</b> Old and New Testament structure, time, place. New Zealand Context: Social Issues		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Nil</li> </ul> <b>SPECIFIC COSTS:</b> <ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>90816, 90817 and 90819 are all taught but only one is assessed.</b>		
<b>STANDARDS</b>		<b>No. of Credits</b> <b>Ext. Int.</b>
<ul style="list-style-type: none"> <li>90816 Describe the purpose of a sacred text within a religious tradition.</li> <li>90817 Describe a significant development within a religious tradition.</li> <li>90819 Describe the key beliefs of a religious tradition.</li> </ul>		6 6 6
<b>Total No. of Credits</b>		6
CHRISTIAN STUDIES		Level 2
<b>COURSE DESCRIPTION:</b> The course is compulsory and delivered in two modules: <b>Life's Ultimate Questions:</b> This module explores the major religions of the world and examines their answers to the key questions of life compared to the Christian faith. <b>Worldviews:</b> The second part of the course aims to understand the predominant non-religious worldviews compared to Christianity and how the impact is seen in society today.		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Nil</li> </ul> <b>SPECIFIC COSTS:</b> <ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>ACHIEVEMENT STANDARDS</b>		<b>No. of Credits</b> <b>Ext. Int.</b>
90823 Explain the key beliefs within two religious' traditions in relation to a significant religious question.		6
<b>Total No. of Credits</b>		6
CHRISTIAN FOCUS DAYS *		Level 3
<b>COURSE DESCRIPTION:</b> Focus Days will continue, one per term in terms 1- 3 in 2020.  This is a <b>compulsory</b> day which provides opportunities for Year 13 students to explore a range of relevant issues within a biblical context.		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Nil</li> </ul> <b>OPTIONAL COSTS:</b> <ul style="list-style-type: none"> <li>\$18.50 per Focus Day to cover food</li> </ul>
CHRISTIAN STUDIES		Level 3
<b>COURSE DESCRIPTION:</b> The Year 13 course is an option subject taught across the year (4 periods per week). It is intended to build a strong biblical foundation which strengthens personal faith and also equips students to engage confidently with issues that will be faced beyond school.  The course will appeal to those who are seeking to grow in their faith as well as those wanting to acquire credits towards NCEA Level 3. Year 12 students should indicate early if they are interested in doing this subject (numbers have been high in recent years).		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Nil, but success in Year 12 Christian Studies and Year 12 English is recommended. Assessments are extended essays.</li> </ul> <b>SPECIFIC COSTS:</b> <ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>ACHIEVEMENT STANDARDS</b>		<b>No. of Credits</b> <b>Ext. Int.</b>
<ul style="list-style-type: none"> <li>90826 Analyse the response of a religious tradition to a contemporary ethical issue.</li> <li>90827 Analyse the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s).</li> <li>91725 Analyse the meanings in a sacred text within a religious tradition.</li> </ul>		6 6 6
<b>Total No. of Credits</b>		18

# DESIGN AND VISUAL COMMUNICATION TECHNOLOGY

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	construction Infrastructure

## DESIGN AND VISUAL COMMUNICATION

Level 1

### COURSE DESCRIPTION:

The course contains four areas of study:

- Design Process
- Freehand Sketching
- Instrumental Drawing
- Presentation

DVC aims to develop a student's ability in drawing, design and presentation.

All assessments are generated through project work that has been completed during the year and comprises both internal and external assessment.

The course leads naturally through to Level 2 DVC and then to either Level 3 DVC or to tertiary study for those who wish to take it further.

### ACHIEVEMENT STANDARDS

\*A course consisting of at least 18-20 credits will be comprised from a selection of the standards below.

●●●● 91063	Produce freehand sketches that communicate design ideas.
●●●● 91064	Produce instrumental, multi view orthographic drawings that communicate technical features of design ideas.
●●●● 91065	Produce instrumental paraline drawings to communicate design ideas.
●●●● 91066	Use rendering techniques to communicate the form of design ideas.
●●●● 91067	Use the work of an influential designer to inform design ideas.
●●●● 91068	Undertake development of design ideas through graphics practice.
●●●● 91069	Promote an organised body of design work to an audience using visual communication techniques.

### No. of Credits

Ext.	Int.
3	
3	
3	
	3
	3
	6
	4

Total No. of Credits

(see note above)\*

## DESIGN AND VISUAL COMMUNICATION

Level 2

### COURSE DESCRIPTION:

The course is designed to extend skills developed at Level 1. It is delivered through project work consisting of briefs related to either of:

- Product Design
- Spatial Design

All assessments are generated through project work that has been completed during the year and comprises both internal and external assessment.

The course leads naturally through to Level 3 DVC or to tertiary study for those who wish to take it further.

### ACHIEVEMENT STANDARDS

\*A course consisting of at least 14-18 credits will be comprised from a selection of the standards below.

●●●● 91337	Use visual communication techniques to generate design ideas.
●●●● 91338	Produce working drawings to communicate technical details of a design.
●●●● 91339	Produce instrumental perspective projection drawings to communicate own design ideas.
●●●● 91340	Use the characteristics of a design movement or era to inform own ideas.
●●●● 91341	Develop a spatial design through graphics practice.
●●●● 91342	Develop a product design through graphics practice.
●●●● 91343	Use visual communication techniques to compose a presentation of a design.

### No. of Credits

Ext.	Int.
3	
4	
3	
	3
	6
	6
	4

Total No. of Credits

\*See note above

**COURSE DESCRIPTION:**

The course is designed to build on the knowledge and skills developed at Level 2. It is delivered through project work consisting of a brief related to either of:

- Spatial Design
- Product Design

All assessments are generated through project work that has been completed during the year and comprises both internal and external assessment.

The course leads naturally through to tertiary study for those who wish to take it further.

**PRE-REQUISITES:**






- It is required that students have successfully completed a Level 2 DVC course as work at level 3 builds on the knowledge and skills acquired in Level 2.

**SPECIFIC COSTS:**

- No cost

**ACHIEVEMENT STANDARDS**

**\*A course consisting of at least 14-18 credits will be comprised from a selection of the standards below.**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
	91627 Initiate design ideas through exploration.	4	
	91628 Develop a visual presentation that exhibits a design outcome to an audience.		6
	91629 Resolve a spatial design through graphics practise.		6
	91630 Resolve a product design through graphics practise.		6
	91631 Produce working drawings to communicate production details for a complex design.	6	
<b>Total No. of Credits</b>		<b>(See note above)*</b>	

# DIGITAL TECHNOLOGY

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	construction Infrastructure

At any year Level students may select only one computing course.  
The only exception is for those students doing the CPIT course at Years 12 & 13.

## DIGITAL TECHNOLOGY APPLICATIONS (11DTA)

Level 1

### COURSE DESCRIPTION:

This Level 1 course is 100% internally assessed. It is designed for students who need basic digital technologies skills for education and personal use. It is suitable for students with language or other difficulties and preference will be given to such students.

### PRE-REQUISITES:

- Nil

### SPECIFIC COSTS:

- No cost unless students exceed their printing limit.

### ACHIEVEMENT AND UNIT STANDARDS

●●●●●	2792	Produce simple desktop published documents using templates.
●●●●●	5946	Use computer technology to create and deliver a presentation from given content.
●●●●●	12883	Enter and manage text for generic text and information management.
●●●●●	16677	Key in text at 15 words per minute.
●●●●●	18734	Create a web page using a template.
●●●●●	18739	Create and use simple command sequences in a computer language.
●●●●●	18743	Produce a spreadsheet from instructions using supplied data.
●●●●●	25659	Create a web page using a mark-up language with a text editor. <b>OR</b>
●●●●●	91880	Develop a digital media outcome.

### No. of Credits

Ext.	Int.
	2
	3
	4
	1
	2
	2
	2
	2
	4

Total No. of Credits

20-22

## DIGITAL TECHNOLOGY COMPUTER SCIENCE (11DTC)

Level 1

### COURSE DESCRIPTION:

Level1 Computer Science is an Achievement Standards based course designed to provide a solid foundation for careers in computing, especially software engineering, and the study of computing at tertiary Level. It provides the foundation for more advanced courses in computer science in years 12 and 13.

### PRE-REQUISITES:

- This course requires the use of Microsoft Access. The software is free, but students will need to have access to a computer running windows 10.
- Students should enjoy solving computational problems. Those whose strengths include Maths and English are most likely to succeed.

### SPECIFIC COSTS:

- Nil

### ACHIEVEMENT STANDARDS

●●●●●	91878	Develop a design for a digital outcome.
●●●●●	91879	Develop a digital outcome to manage data.
●●●●●	91883	Develop a computer program.
●●●●●	91884	Use basic iterative processes to develop a digital outcome.
●●●●●	91887	Demonstrate understanding of compression coding for a chosen media type.

### No. of Credits

Ext.	Int.
	3
	4
	4
	6
3	

Total No. of Credits

20

## DIGITAL TECHNOLOGY MEDIA (11DTM)

Level 1

### COURSE DESCRIPTION:

Level 1 Digital Technology Media is an Achievement Standard based course designed to provide a solid foundation for careers or tertiary study in design and media technologies. It flows into courses at Level 2 and Level 3.

### PRE-REQUISITES:

- Nil, however, students who have completed Digital Information Technology courses at Years 9 or 10 will be well prepared for entry into Level 1 Digital Technology Media.

### SPECIFIC COSTS:

- No costs unless students exceed their printing limit.

### ACHIEVEMENT AND UNIT STANDARDS

●●●●●	5946	Use computer technology to create and deliver a presentation from given content.
●●●●●	91877	Develop a proposal for a digital outcome.
●●●●●	91880	Develop a digital media outcome.
●●●●●	91884	Use basic iterative processes to develop a digital outcome.
●●●●●	91886	Demonstrate understanding of human computer interaction.

### No. of Credits

Ext.	Int.
	3
	3
	4
	6
3	

Total No. of Credits

19

**DIGITAL TECHNOLOGY APPLICATIONS (12DTA)****Level 2****COURSE DESCRIPTION:**

This Level 2 course is 100% internally assessed. It is designed for students who need digital technologies skills for education, personal or vocational use. It is suitable for students with language or other difficulties and preference will be given to such students.










**PRE-REQUISITES:**

- Nil

**SPECIFIC COSTS:**

- No printing cost unless student exceed their printing limit.

**ACHIEVEMENT AND UNIT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
 16678	Key in text at 25 words per minute.		1
 29770	Use the main features and functions of a spreadsheet application for a purpose.		3
 29771	Use the main features and functions of a presentation application for a purpose.		2
 29772	Manage files and folders using digital devices		2
 29773	Produce digital images for a range of digital media.		3
 29774	Use the main features and functions of a desktop publishing application to create documents.		3
 29776	Use the main features of an HTML editor to create a website. <b>OR</b>		4
 29778	Use the main features and functions of a schematic diagram application to create diagrams.		2
 91893	Use advanced techniques to develop a digital media outcome.		4
<b>Total No. of Credits</b>		<b>20</b>	






**DIGITAL TECHNOLOGY COMPUTER SCIENCE (12DTC)****Level 2****COURSE DESCRIPTION:**

Level 2 Digital Technology Computer Science is an **Achievement Standards** based course designed to build on the knowledge gained in Level 1 DTC. It is designed to provide a solid foundation for careers in computing, especially software engineering, and the study of computing at tertiary Level. It provides the foundation for a more advanced course in year 13.

**PRE-REQUISITES:**

- This course requires the use of Microsoft Access. The software is free, but students will need to have access to a computer running windows 10.
- Students should enjoy solving computational problems. Those whose strengths include Maths and English are most likely to succeed.
- Successful completion of Level 1 Computer Science, or some experience with programming in Python is recommended.

**SPECIFIC COSTS:** Nil**ACHIEVEMENT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
 91891	Apply conventions to develop a design for a digital technologies' outcome.		3
 91892	Use advanced techniques to develop a database.		4
 91896	Use advanced programming techniques to develop a computer program.		6
 91897	Use advanced processes to develop a digital technologies outcome.		6
 91898	Demonstrate understanding of a computer science concept.	3	
<b>Total No. of Credits</b>		<b>22</b>	

**DIGITAL TECHNOLOGY MEDIA (12DTM)****Level 2****COURSE DESCRIPTION:**

Level 2 Digital Technology Media is an Achievement Standard based course designed to provide a solid foundation for careers or tertiary study in design and media technologies. It flows into a Digital Media course at Level 3.






**PRE-REQUISITES:**

- Nil, however, students who have completed a Digital Technology course at Level 1 will be well prepared for entry into Level 2 Digital Technology Media.

**SPECIFIC COSTS:**

- No printing cost unless student exceed their printing limits.

**ACHIEVEMENT AND UNIT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
 91890	Conduct an inquiry to propose a digital technologies outcome		6
 91893	Use advanced techniques to develop a digital media outcome.		4
 91897	Use advanced processes to develop a digital technologies outcome.		6
 91899	Present a summary of developing a digital outcome.	3	
 29773	Produce digital images for a range of digital media.		3
<b>Total No. of Credits</b>		<b>22</b>	

**#DIGITAL TECHNOLOGY APPLICATIONS  
(13DTA)\*****Level 3****COURSE DESCRIPTION:**

This course builds on the Level 2 Digital Technology courses and is 100% internally assessed. Students have an opportunity to propose, plan, design and create a digital project. It is designed for students who need intermediate level digital technologies skills for further educational, personal, or vocational use.

**PRE-REQUISITES:**

- Nil, however, students who have completed a course at Level 2 will be well prepared for entry.

**SPECIFIC COSTS:** No printing cost unless students exceed their printing limits.

**UNIT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
29785	Use a word processing application to integrate images, spreadsheet and database data into documents.		4
● 29788	Develop and evaluate an interactive website for organisational use.		5
● 29789	Use a presentation application to produce an interactive multimedia presentation.		3
● 29792	Use a desktop publishing application to produce documents.		4
● 29793	Investigate, plan, design and create digital outcome solutions to meet the requirements of a specified brief.		5
<b>Total No. of Credits</b>		<b>21</b>	

**DIGITAL TECHNOLOGY COMPUTER SCIENCE  
(13DTC)****Level 3****COURSE DESCRIPTION:**

Level 3 Digital Technology Computer Science is an Achievement Standards based course designed to build on the Level 2 DTC course. This course is designed to provide a solid foundation for careers in computing or the study of computing at tertiary Level.

**PRE-REQUISITES:**

- This course requires the use of Microsoft Access. The software is free, but students will need to have access to a computer running windows 10.
- Students should enjoy solving computational problems. Those whose strengths include Maths and English are most likely to succeed.
- Successful completion of Level 2 Computer Science, or some experience with programming in Python is recommended.

**SPECIFIC COSTS:** Nil

**ACHIEVEMENT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
● 91901	Apply user experience methodologies to develop a design for a digital technologies' outcome.		3
● 91902	Use complex techniques to develop a database.		4
● 91906	Use complex programming techniques to develop a computer program.		6
● 91907	Use complex processes to develop a digital technologies' outcome.		6
● 91908	Analyse an area of computer science	3	
<b>Total No. of Credits</b>		<b>22</b>	

**DIGITAL TECHNOLOGY MEDIA (13DTM)****Level 3****COURSE DESCRIPTION:**

Level 3 Digital Technology Media provides a solid foundation for career or tertiary study in design and media technologies. Students in this course will investigate, plan, design, create and evaluate a digital media outcome such as printed media, video presentation or website.

**PRE-REQUISITES:**

- Nil, however, students who have completed a Digital Technology course at Level 2 will be well prepared for entry into Level 3 Digital Technology Media.

**SPECIFIC COSTS:**

- No printing cost unless student exceed their printing limits.

**ACHIEVEMENT AND UNIT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
● 91900	Conduct a critical inquiry to propose a digital technologies outcome.		6
● 91901	Apply user experience methodologies to develop a design for a digital technologies outcome.		3
● 91903	Use complex techniques to develop a digital media outcome.		4
● 91907	Use complex processes to develop a digital technologies outcome.		6
● 91909	Present a reflective analysis of developing a digital outcome.	3	
<b>Total No. of Credits</b>		<b>22</b>	



## DRAMA

## Level 1

### COURSE DESCRIPTION:

Level 1 Drama offers students the opportunity to develop and access the 'personal' self rather than the 'vocational' self. Although there is an increasing number of career paths available to the Drama graduate, at this level, the elements of stagecraft, performance, improvisation and play building, which form the core of the course work, find their greatest value in the development and exploration of the person: developing and strengthening the readily transferable skills of:

- public speaking and effective use of voice;
- poise, self- presentation, overcoming anxiety and gaining confidence;
- focus, working with others, accepting responsibility and offering leadership;
- analysis, offering and accepting critique, and recognising key ideas;
- empathy – exploring life from the perspective of another and beginning to understand the complexity of personality.

The Level 1 course explores elements of performance skills and technique, play building, theatre styles, stage craft and drama theory.

### PRE-REQUISITES:

- Nil

### SPECIFIC COSTS:

- Submission for AS90011 requires a student to have viewed a live theatre production in the year of the assessment.
- Opportunity to view a live theatre production will be offered should a student wish to take advantage of group discount price.

### ACHIEVEMENT STANDARDS

		No. of Credits
		Ext. Int.
● 90006	Apply drama techniques in a dramatic context.	4
● 90997	Devise and perform a drama.	5
● 90999	Select and use features of a drama/theatre form in a performance.	4
● 90009	Perform an acting role in a scripted production.	5
● 90011	Demonstrate understanding of the use of drama aspects within live performance.	4

**Total No. of Credits** 22

## DRAMA

## Level 2

### COURSE DESCRIPTION:

Level 2 Drama builds on the foundational work begun at Level 1. The course has a strong performance base but does insist that students submit written evaluations and preparation notes in support of the presentations associated with each of the achievement standards.

In addition to developing the personal skills of:

- public speaking
- presentation
- focus
- analysis and empathy

the Level 2 course aims to foster students' knowledge and ability to use drama techniques and processes, and to develop critical appreciation. It includes both students devised and scripted work with a special study of, and performance in, a particular style/ period of drama/theatre.

Students must attend at least one live theatrical performance, which will be determined during the year. This will be studied in depth and will form the basis of one section of the externally assessed standard. Drama AS91219

### PRE-REQUISITES:

- Although success at Level 1 offers an advantage to students working towards standards at level 2, it is not a requirement; and the enthusiastic student beginning curriculum drama at this level, will find the course both interesting and rewarding.

### SPECIFIC COSTS:

- Submission for AS91219 requires a student to have viewed a live theatre production in the year of the assessment. Opportunity to view a live theatre production will be offered should a student wish to take advantage of group discount price.

### ACHIEVEMENT STANDARDS

*Depending upon the skills and interests of the class the course will offer a selection of the standards listed below*

		No. of Credits
		Ext. Int.
● 91213	Apply drama techniques in a scripted context.	4
● 91214	Devise and perform a drama to realise an intention.	5
● 91217	Examine the work of a playwright.	4
● 91218	Perform a substantial acting role in a scripted production.	5
● 91219	Discuss drama elements, techniques, conventions, and technologies within live performance.	4

**Total No. of Credits** 22



**COURSE DESCRIPTION:**

This course provides an opportunity for those with aptitude and interest in Drama to explore and develop their skills; be mentored and inspired; and work with those with similar interests.

Performance is an integral part of this course, and participation in school performance opportunities is expected of all Drama students.

Course work will focus on aspects of the three broad areas of:

- personal skills development
- performance and stage craft
- dramatic theory and theatre history.

**PRE-REQUISITES:**

- Although success at Level 2 offers an advantage to students working towards standards at Level 3, it is not a requirement.
- The motivated student, with some ability and performance experience, picking up curriculum drama at this level, will find the course both challenging and rewarding.

**SPECIFIC COSTS:**

- Submission for AS91518 requires a student to have viewed a live theatre production in the year of the assessment.
- Opportunity to view a live theatre production will be offered should a student wish to take advantage of group discount price.

**ACHIEVEMENT STANDARDS**
**No. of Credits**  
**Ext. Int.**

*Depending upon the skills and interests of the class the course will offer a selection of the standards listed below*

●	91512	Interpret scripted text to integrate drama techniques in performance.		4
●	91514	Demonstrate knowledge	4	
●	91516	Demonstrate understanding of the work of a theatre theorist or practitioner.		4
●	91517	Perform a substantial acting role in a significant production.		5
●	91513	Devise and perform a drama to realise a concept.		5
●	91519	Script a Drama suitable for live performance		5

























**\*91513 OR 91519**

































**Total No. of Credits 22**

# ENGLISH

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	construction Infrastructure

There are three separate courses at Level one and two. Year 10 English teachers, or the English CURRICULUM LEADER (Mr Shane McConnell) and Assistant CURRICULUM LEADER (Mrs Cassie Foster) will be happy to provide guidance if required.

ENGLISH (Communication)			Level 1	
<b>COURSE DESCRIPTION:</b> This course aims to develop skills in reading, writing, viewing and presenting, with less emphasis on literature. There will be some study of literature and film. Some additional assistance will be available for students in this class via the Learning Centre and/or teacher aides.		<b>PRE-REQUISTES:</b> NIL		
<b>ACHIEVEMENT STANDARDS</b>			<b>No. of Credits</b>	
			<b>Ext.</b>	<b>Int.</b>
   	90849	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.	4	
<b>OR</b>				
   	90850	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	4	
   	90851	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	4	
   	90854	Form personal response to independently read texts.		4
   	90855	Create a visual text.		3
   	90856	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.		3
<b>Total No. of Credits</b>			<b>18</b>	

ENGLISH (General) - ENB (Boys' class), ENF (Girls' class), ENM (Mixed Class)			Level 1	
<b>COURSE DESCRIPTION:</b> This is a more general course for development of reading and writing skills, with some study of literature and film. Where options are indicated, these will be at the discretion of the class teacher, up to a total of 18 credits.  Within Course 2 (General) it is possible to choose a boys' only class, with texts and teaching style designed to suit boys, a girls' only class, with texts and teaching style geared to girls, or a mixed-gender class. Codes for these are ENB (Boys), ENG (Girls), or ENM (Mixed). Please specify the preferred course on the selection sheet.		<b>PRE-REQUISITES:</b> Nil		
<b>ACHIEVEMENT STANDARDS</b>			<b>No. of Credits</b>	
			<b>Ext.</b>	<b>Int.</b>
   	90849	Show understanding of specified aspect(s) of written text(s), using supporting evidence.	4	
<b>OR</b>				
   	90850	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	4	
   	90851	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	4	
   	90052	Produce creative writing.		3
<b>OR</b>				
   	90053	Produce formal writing.		3
   	90852	Explain significant connection(s) across texts, using supporting evidence.		4
<b>OR</b>				
   	90854	Form personal responses to independently read text, supported by evidence.		4
   	90856	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.		3
<b>Total No. of Credits</b>			<b>18</b>	






**ENGLISH (Literature)****Level 1****COURSE DESCRIPTION:**

This will be an academic course geared towards higher English study, and possibly towards Scholarship. It will involve development of advanced reading skills, study of a number of literary texts, and development of creative and formal writing skills.

**PRE-REQUISITES:**

- Achievement levels in Year 10 will be viewed before entry is allowed into this course.

**ACHIEVEMENT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
 90849	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.	4	
 90851	Show understanding of significant aspects of unfamiliar written text(s) through close reading using supporting evidence.	4	
 90052	Produce creative writing.		3
 90053	Produce formal writing.		3
 90852	Explain significant connection(s) across texts, using supporting evidence.		4
<b>Total No. of Credits</b>		<b>18</b>	






**ENGLISH (Communication)****Level 2****COURSE DESCRIPTION:**

This course aims to develop skills in reading, writing, viewing and presenting, with less emphasis on literature. There will be some study of literature and film. Some additional assistance will be available for students in this class via the Learning Centre and/or teacher aides. Students in this class will also have the option of continuing with Level 1 standards. Achievement standards at Level 2 will be offered up to a total of 18 credits.

**PRE-REQUISITES:**

- At least 10 credits in reading and writing at Level 1, or by negotiation with the English Curriculum Leader (Mr McConnell).

**ACHIEVEMENT STANDARDS**

		<b>No of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
 91098	Analyse specified aspect(s) of studied visual or oral text(s), with supporting evidence.	4	
<b>OR</b>			
 91100	Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	4	
 91102	Construct and deliver a crafted oral presentation.		3
 91105	Use information literacy skills to form developed conclusion(s).		4
 91106	Form developed personal responses to independently read texts, supported by evidence.		4
<b>Total No. of Credits</b>		<b>15</b>	







**ENGLISH (General) - ENB (Boys' class),  
ENF (Girls' class), ENM (Mixed Class)****Level 2****COURSE DESCRIPTION:**

This is a more general course for the development of reading and writing skills, with some study of literature and film. Within this course it is possible to choose a boys' only class, a girls' only class, or a mixed gender class. Codes for this are ENB (Boys'), ENF (Girls'), ENM (Mixed). Please specify the preferred course on the selection sheet. Achievement standards up to a total of 21 credits will be offered in each of these classes.

**PRE-REQUISITES:**

- At least 10 credits in reading and writing at Level 1, or by negotiation with the English Curriculum Leader (Mr McConnell).

**ACHIEVEMENT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
 91098	Analyse specified aspect(s) of studied written text(s), with supporting evidence.	4	
<b>OR</b>			
 91099	Analyse specified aspect(s) of studied visual or oral text(s), with supporting evidence.	4	
 91100	Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	4	
 91101	Produce a selection of crafted writing.		6
 91102	Construct and deliver a crafted oral presentation.		3
 91106	Form developed personal responses to independently read texts, supported by evidence.		4
<b>Total No. of Credits</b>		<b>21</b>	

**ENGLISH (Literature)****Level 2****COURSE DESCRIPTION:**






An academic course geared towards higher English study, and possibly towards Scholarship. It will involve development of advanced reading skills, the study of a number of literary texts, and development of a range of writing and speaking skills. Achievement standards up to a total of 21 credits will be offered.

**PRE-REQUISITES:**

- At least 10 credits in reading and writing at Level 1, or by negotiation with the English Curriculum Leader (Mr McConnell)

**ACHIEVEMENT STANDARDS****No. of Credits**

Ext.	Int.
4	
4	
	6
	3
	4
<b>Total No. of Credits</b>	
<b>21</b>	

	91098	Analyse specified aspect(s) of studied written text(s), with supporting evidence.	4	
	91100	Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	4	
	91101	Produce a selection of crafted writing.		6
	91102	Construct and deliver a crafted oral presentation.		3
	91104	Analyse significant connections across a range of texts, with evidence from each text.		4

**Total No. of Credits****21****ENGLISH****Level 3****COURSE DESCRIPTION:**






The Level 3 course will involve study of a range of literature, selected from the best works in the English canon. Students must respond critically to a wide range of texts. Contact the English Curriculum Leader (Mr McConnell) or Assistant Curriculum Leader (Mrs Cassie Foster) for further information about courses at this level.

**PRE-REQUISITES:**

- At least 14 credits at Level 2, of which 6 credits must have been achieved in 2.4 Crafted and Controlled Writing, or by negotiation with the English Curriculum Leader (Mr McConnell).
- Students must have completed every assessment in Year 12 to be eligible for this course.

**ACHIEVEMENT STANDARDS****No. of Credits**

Ext.	Int.
4	
4	
	6
	3
4	
<b>Total No. of Credits</b>	
<b>21</b>	

	91472	Respond critically to specified aspects of studied written texts, supported by evidence.	4	
	91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence.	4	
	91475	Produce a selection of fluent and coherent writing which develops, sustains, and structure ideas.		6
	91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas.		3
	91479	Develop an informed understanding of literature and/or language using critical texts.	4	

**Total No. of Credits****21****ENGLISH A (4 hours) For International students****Level 1 English and Level 2 English Language****COURSE DESCRIPTION:**



Level 1 English and Level 2 English Language. This course is designed for International students in Year 11, so they can increase their knowledge of English vocabulary and grammar and gain skills in speaking, listening, reading and writing. They will study different kinds of reading texts, study films and learn to write various written texts.

**PRE-REQUISITES:**

- Students are placed in classes according to their results in the pre-entry test.

**ACHIEVEMENT and UNIT STANDARDS****No. of Credits**

Ext.	Int.
	3
	5
	5
<b>Total No. of Credits</b>	
<b>16</b>	

	90856	Show understanding of a visual text through close viewing using supporting evidence. (English Level 1)		
	90857	Construct and deliver an oral text. (English Level 1))		3
	27999	Write simple texts on familiar topics. (English Language Level 2)		5
	30995	Read and understand simple texts on familiar topics. (English Language Level 2)		5

Information not provided

**Total No. of Credits****16**



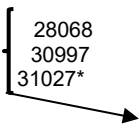
**ENGLISH A (5 or 8 hours) For International students****Level 2 English and Level 3 English Language****COURSE DESCRIPTION:**

Level 2 English and Level 3 English Language  
This course is designed to help International students in Year 12 develop their understanding of English grammar and vocabulary, increase their skills in reading, writing, listening, and speaking, and begin preparation for minimum literacy requirements for University Entrance.

**PRE-REQUISITES:**

- Students are placed in classes according to their results in the pre-entry test.

**ACHIEVEMENT and UNIT STANDARDS****No. of Credits**

			Ext.	Int.
	91099	Analyse specified aspects of studied visual text, supported by evidence. (English Level 2)	4	
	91106	Write developed personal responses to independently read texts, supported by evidence. (English Level 2)		4
<b><i>Begin study of this standard and complete it in 2021</i></b>				
	28068	Write a connected text on a familiar topic.		5
	30997	Read and understand texts on familiar topics (English language Level 3)		5
	31027*	Deliver a developed presentation on a familiar topic. (EL Level 3)		5
		<b>Information not provided</b>		
		<b>*(8 hour class only)</b>		
<b>Total No. of Credits</b>			<b>14/19</b>	





**\*ENGLISH A (6 Hours) for International students****Level 2 English****COURSE DESCRIPTION:**

The course aims to prepare International students at Year 13 for minimum literacy requirements for University Entrance. It provides skills needed for success in tertiary study.

**PRE-REQUISITES:**

- Must have sufficient credits from level 2 English A. New students are placed according to their performance in the pre-entry test.

**ACHIEVEMENT and UNIT STANDARDS – All Standards are English Standards****No. of Credits**

			Ext.	Int.
	91098	Analyse specified aspects of studied written texts.	4	
	91099	Analyse specified aspects of studied visual texts supported by evidence.	4	
	91105	Use information literacy skills to form developed conclusions.		4
	91106	Write developed personal responses to independently read texts, supported by evidence.		4
<b>Total No. of Credits</b>			<b>16</b>	

# FOOD AND NUTRITION (Home Economics)

Creative Industries

Primary Industries

Service Industries

Social & Community services

Manufacturing & Technology

construction Infrastructure

## FOOD AND NUTRITION

### Level 1

#### COURSE DESCRIPTION:

Level 1 Food and Nutrition is an Achievement Standard based course, focusing on the nutritional needs of individuals. It is made up of approximately 75% theory and 25% practical classes, with both theory and practical cooking skills being assessed. The programme provides an excellent foundation for Level 2 and 3 Food and Nutrition courses, as well as knowledge of personal health and well-being.

#### PRE-REQUISITES:

- A basic knowledge of food and nutrition and practical cooking is useful but not essential.

#### VOLUNTARY DONATION:

- Approximately \$145 for food used in practical work.

#### ACHIEVEMENT STANDARDS

		No. of Credits	
		Ext.	Int.
●●●	90956		5
●●●	90957		5
●●●	90959		5
●●●	90961		4

Demonstrate knowledge of an individual's nutritional needs.  
 Demonstrate understanding of societal influences on an individual's food choices and well-being.  
 Demonstrate knowledge of practices and strategies to address food handling issues.  
 Demonstrate understanding of how packaging information influences an individual's food choices and well-being.

Total No. of Credits 19

## FOOD AND NUTRITION

### Level 2

#### COURSE DESCRIPTION:

Level 2 Food and Nutrition is an Achievement Standard based course, focusing on the nutritional needs of individuals and families. Both nutrition knowledge and student research are used to investigate food related issues such as Sports Nutrition, Food Security and Sustainability. Links are made between the health and nutrition choices individuals make, and the external factors which influence our well-being. The course is approximately 75% theory and 25% practical classes and provides an excellent foundation for Level 3 Food and Nutrition, and various tertiary study option in health.

#### PRE-REQUISITES:

- Previous experience in food and nutrition is advantageous but not essential.
- As a large proportion of this course involves internet-based research and report writing, students need to bring their own laptop to class.

#### VOLUNTARY DONATION:

- Approximately \$145 for food used in practical work.

#### ACHIEVEMENT STANDARDS

		No. of Credits	
		Ext.	Int.
●●	91299		5
●●	91300	4	
●●	91301		5
●●●	91302		5

Analyse issues related to the provision of food for people with specific food needs.  
 Analyse the relationship between well-being, food choices and determinants of health.  
 Analyse beliefs, attitudes and practises related to a nutritional issue for families in New Zealand.  
 Evaluate sustainable food related practices.

Total No. of Credits 19

## FOOD AND NUTRITION

### Level 3

#### COURSE DESCRIPTION:

Level 3 Food and Nutrition is an Achievement Standard based course, focusing on the nutrition, health and well-being needs of New Zealand society. Students research the complex food related issue of the under-consumption of fruit and vegetables. Students also examine food related ethical issues such as fortification and the marketing of energy dense, nutrient poor food directed at children. The external standards involve analysing and challenging the messages in food advertisements and evaluating conflicting information on topics such as ultra-processed foods, supplementation, and popular dietary advice.

#### PRE-REQUISITES:

- Previous experience in Food and Nutrition at Level 2 is desirable.
- As a large proportion of this course involves internet-based research and report writing, students need to bring their own laptop to class.

#### VOLUNTARY DONATION:

- Approximately \$150 for food used in practical work.

#### MGS ACHIEVEMENT STANDARDS

		No. of Credits	
		Ext.	Int.
●●	91466		5
●●	91468		5
●●	91470	4	
●●	91471	4	

Investigate a nutritional issue affecting the well-being of New Zealand society.  
 Analyse a food related ethical dilemma for New Zealand society.  
 Evaluate conflicting nutritional information relevant to well-being in New Zealand society  
 Analyse the influences of food advertising on well-being.

Total No. of Credits 18

# HUMANITIES

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	construction Infrastructure

## CLASSICAL STUDIES

Classical Studies is a multidisciplinary subject focusing on the cultures of ancient Greece and Rome. Classical Studies is the study of the people, places, and events of the classical world and how they influence the modern world. Much of our art, science, literature, law, philosophy, politics and religion comes from ancient Greece and Rome. Classical Studies investigates the history, lifestyle, mythology, art, religion and literature of Greece and Rome. Emphasis is placed on a comparison of the Classical and Biblical worldviews. The course will develop a range of skills that are transferable to the outside world, such as the ability to think critically, research, express yourself clearly and concisely, analyse and present an argument.

## CLASSICAL STUDIES

Level 2

### COURSE DESCRIPTION:

Year 12 Classical Studies provides an introduction to the Classical World. We study a Greek Epic called the Odyssey and examine ideas and values of the classical world. Significant art and architecture of Ancient Greece is examined. We look at the destruction of Pompeii as a key event in the ancient world. We also study the lasting influence of the classical world on our world today.

### PRE-REQUISITES:

Level 1 Literacy

**SPECIFIC COSTS:** Nil

### ACHIEVEMENT STANDARDS

● 91200	Examine ideas and values of the classical world.
● 91201	Examine the significance of features of work(s) of art in the classical world.
● 91202	Demonstrate understanding of a significant event in the classical world.
● 91204	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures.

**Total No. of Credits**

18

## CLASSICAL STUDIES

Level 3

### COURSE DESCRIPTION:

In year 13 Classical Studies we examine influences exhibited in Roman Art and Architecture and its impact on later cultures. We also look at the life of a fascinating historical figure; Alexander the Great and his ideological beliefs.

### PRE-REQUISITES:

- Level 2 Literacy.
- Previous study in Classics is strongly recommended. The Curriculum Leader **must be consulted** before entry at this level will be granted to students taking it for the first time.

**SPECIFIC COSTS:** Nil

### ACHIEVEMENT STANDARDS

● 91395	Analyse the significance of a work(s) of art in the classical world.
● 91396	Analyse the impact of a significant historical figure on the classical world.
● 91397	Demonstrate understanding of significant ideology(ies) in the classical world.
● 91398	Demonstrate understanding of the lasting influences of classical world on other cultures across time.

**Total No. of Credits**

22



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**GEOGRAPHY****Level 1**

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**COURSE DESCRIPTION:**

Geography is a synthesising subject. It draws on a variety of disciplines to enable students to view their world as an integrated whole. It can be pursued as a subject of its own, but a wide range of other subjects can be allied to Geography in order to create powerful tools for future study and work. Our world faces serious challenges; poverty, human rights abuses, environmental degradation. People trained in Geography make excellent Stewards of God's creation and can speak knowledgeably into the issues of our day, partnering with God in His redemptive work in the world. The course in Year 11 is deliberately broad, to give you a solid foundation of skills and knowledge. Future years build on this foundation and become progressively more focussed.

**PRE-REQUISITES:**

None

**OPTIONAL COSTS:**

- Optional Field trips up to \$80 max
- Refer Stationery List
- Geography 1.4 skills workbook \$27

**ACHIEVEMENT STANDARDS****No. of Credits**

Ext.	Int.
4	
	3
4	
	4
	3

- ● 91007 Demonstrate geographic understanding of extreme natural events.
- ● 91009 Demonstrate geographic understanding of sustainability.
- ● ● 91010 Applying basic geographic skills and concepts.
- ● 91011 Conduct geographic research with direction.
- ● ● 91013 Describe a geographic topic at the global scale.

**Total No. of Credits** 18

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**GEOGRAPHY****Level 2**

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**COURSE DESCRIPTION:**

Level 2 Geography builds on the knowledge and skills gained at Level 1 and continues to prepare students for an active role in partnering God in the work He is doing to restore the world He has redeemed. Therefore, prior study of Geography is advisable, but not strictly required before entering Level 2. The subject will continue to train you to analyse the world (see it in its parts) and then integrate your understanding (put together the big picture). Inequalities in Development is an exciting focus area specific to this course, and we introduce the analysis of an issue. Any decision on a fieldtrip for 2021 has yet to be finalised.

**PRE-REQUISITES:**

- Level 1 Literacy
- Previous study in Geography is desirable.

**OPTIONAL COSTS:**

- Optional field trips -\$100 estimated total
- Geography 2.4 skills workbook \$27

**ACHIEVEMENT STANDARDS****No. of Credits**

Ext.	Int.
4	
4	
	5
	3
	3

- ● 91242 Demonstrate geographic understanding of differences in development.
- ● ● 91243 Apply geographic skills and concepts.
- ● 91244 Conduct geographic research with guidance.
- ● 91241 Demonstrate geographic understanding of an urban pattern.
- ● ● 91245 Explain aspects of a contemporary geographic issue.

**Total No. of Credits** 19

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**GEOGRAPHY****Level 3**

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**COURSE DESCRIPTION:**

Level 3 Geography is a very demanding subject. Because the challenges we face as Geographers are varied and complex, simple solutions will not suffice. A high demand is placed on literacy skills, and students are expected to conduct some level of independent inquiry in all topics. Skills and knowledge are applied more rigorously within fewer contexts as we prepare students to go out into the world God made and be effective agents of change in the creation He loves. While we maintain a global perspective through an investigation of Slum formation, many of the topics have a contemporary New Zealand setting. Level 3 Geography also offers the possibility of attempting the Scholarship Standard, details of which will be given once the year is under way.

**PRE-REQUISITES:**

- Level 2 Literacy
- Previous study in Geography is strongly recommended. The Curriculum Leader **must be consulted** before entry at this level will be granted to students taking it for the first time.

**OPTIONAL COSTS:**

- Geography 3.4 skills workbook \$27

**ACHIEVEMENT and UNIT STANDARDS****No. of Credits**

Ext.	Int.
4	
4	
	5
	3
	3

- ● 91426 Demonstrate understanding of how interacting natural processes shape a NZ environment.
- ● ● 91429 Select and apply Geographic skills and concepts.
- 91430 Conduct geographic research with consultation.
- ● ● 91431 Analyse aspects of a contemporary geographic issue.
- ● ● 91432 Analyse aspects of a geographic topic at the global scale.

**Total No. of Credits** 19

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**HISTORY****Level 1**

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**COURSE DESCRIPTION:**

History is an inclusive discipline which stands at the heart of the Humanities. It trains students in the rigours of analysis and in being able to argue logically and communicate clearly.

The Level 1 course looks at 20th Century issues to provide an understanding of ourselves and our world. Topics covered may include:

- Origins of WWII
- Civil Rights in US
- Springbok tour
- Various NZ contexts

**PRE-REQUISITES:**

- Nil.

**OPTIONAL COSTS:**

- Optional field trip. Cost approximately \$15.

**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● ● ● 91001	Carry out an investigation of an historical event, or place, of significance to New Zealanders.		4
● ● ● 91002	Demonstrate understanding of an historical event, or place, of significance to New Zealanders.		4
● ● ● 91003	Interpret sources of an historical event of significance to New Zealanders.	4	
● ● ● 91004	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.		4
● 91005	Describe the causes and consequences of an historical event.	4	
Total No. of Credits		20	

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**HISTORY****Level 2**

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**COURSE DESCRIPTION:**

The Level 2 course covers the 2 themes of Nationalism and International Relations, and Government and the study of Political and Social Change. Topics are selected from:

- The Russian Revolution (1890-1922)
- Vietnam and Conflict in Indo-China 1945-75
- Invasion of Parihaka 1881

**PRE-REQUISITES:**

- Level 1 Literacy
- Previous study in History is desirable.

**OPTIONAL COSTS:**

- Optional Field trip. Approximately \$15

**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● 91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders.		4
● 91230	Examine an historical event or place that is of significance to New Zealanders.		5
● 91231	Examine sources of an historical event of significance to New Zealanders.	4	
● 91232	Interpret different perspectives of people in an historic al event of significance to New Zealanders.		5
91233	Examine causes and consequences of a significant historical event.	5	
Total No. of Credits		23	

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**HISTORY****Level 3**

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**COURSE DESCRIPTION:**

This course is designed to build skills of research, analysis, argument constructing and presentations, as well as giving knowledge an interest period of history. Topics are selected from:

- Spanish Armada
- The First Crusade 1095 – 1120
- Mary Queen of Scots
- Early contact NZ

**PRE-REQUISITES:**

- Level 2 Literacy
- Previous study in History is strongly recommended.
- The Curriculum Leader **must be consulted** before entry at this level will be granted to students taking it for the first time.

**OPTIONAL COSTS:**

- Waitangi (\$720 approx.)

**ACHIEVEMENT STANDARDS**

		No. of Credits	
		Ext.	Int.
● ● 91434	Research an historical event/place of significance to New Zealanders.		5
● ● 91435	Analyse an historical event/place of significance to New Zealanders.		5
● 91437	Analyse different perspectives of a contested event.		5
● 91436	Analyse evidence relating to an historical event of significance to New Zealanders.	4	
91438	Analyse the causes of consequences of a significant historical event.	6	
Total No. of Credits		25	

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## FRENCH

## Level 1

### COURSE DESCRIPTION:

Year 11 is a full year course building on the foundations of Year 10 work aimed at bringing students to a level of social and functional competence in French. By the end of this course students will be able to interact with French speakers in familiar and social situations and have the skills to find ways to cope with less familiar contexts. They will be able to use basic language spontaneously. They will have emergent skills and a willingness to experiment with new language and to read simple texts independently. They will be able to write short passages, personal letters, and simple formal letters. They will be developing their own language learning strategies. The objectives and content combine levels 5 and 6 of the French NZ Curriculum Document.

Topics include:

- Myself
- Family
- School
- Daily Routine
- Free time
- My city
- Holidays

### ACHIEVEMENT STANDARDS

90878	Demonstrate understanding of a variety of spoken texts relating to areas of most immediate relevance.	5	
90879	Give a spoken presentation in French that communicates a personal response.		4
90880	Interact using spoken French to communicate personal information, ideas and opinions in different situations.		5
90881	Demonstrate understanding of a variety of written/visual texts relating to areas of most immediate relevance.	5	
90882	Write a variety of text types on areas of most immediate relevance.		5

Total No. of Credits

24

### PRE-REQUISITES:

- Students must have completed the Year 10 course or equivalent.
- On occasions, a very motivated and able student could do Level 1 with only one year of French study behind them (**only by negotiation with the Teacher in Charge of French**).

### OPTIONAL COSTS:

- Highly recommend Education Perfect \$25 – Vocabulary and grammatical structures learning and practice.

## FRENCH

## Level 2

### COURSE DESCRIPTION:

French continues to be taught communicatively, building skills in reading, writing, listening, and speaking. Students will reinforce and develop what he/she learned in Year 11, which will help to prepare you for your internal and external assessments for NCEA Level 2 French. Students will be developing their own language learning strategies. The objectives and content at level 7 of the French NZ Curriculum Document. At level 7, students begin to engage in sustained interactions and produce extended texts as they explore the views of others and develop and share personal perspectives. The content and language of the communication is targeted to include the expression and justification of their own ideas and opinions, as well as supporting and challenging the ideas and opinions of others. Students can respond to increasingly complex and varied texts.

Topics include:

- Sports and free time
- Future plans and jobs
- Food and health
- Family and relationships
- Tourism and the environment

### ACHIEVEMENT STANDARDS

91118	Demonstrate understanding of a variety of spoken French texts on familiar matters.	5	
91119	Interact using spoken French to share information and justify ideas and opinions in different situations.		5
91120	Give a spoken presentation in French that communicates information, ideas and opinions.		4
91121	Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters.	5	
91122	Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts.		5

Total No. of Credits

24

### PRE-REQUISITES:

- Students must have successfully completed Level 1 NCEA French (or equivalent), **or by negotiation with the Teacher in Charge of French**.

### OPTIONAL COSTS:

- Highly recommend Education Perfect \$25 – Vocabulary and grammatical structures learning and practice.

**COURSE DESCRIPTION:**

French continues to be taught communicatively, building skills in reading, writing, listening, and speaking. This year you will use French in familiar, less familiar, and formal contexts, advance your knowledge of French vocabulary, grammar and structures, and understand more of French life and culture.

The combined Y13 course covers Level 8 of the NZ French Curriculum and revisits structures from Levels 1 to 7. By the end of the year, you will have achieved personal independence in French and be able to:

- Talk about the consequences of actions (if...then...) (Level 8)
- Give and seek advice. (Level 8)
- Talk about the possibility, doubt and uncertainty of actions and events. (Level 8)
- Make and respond to requests for something to be done. (Level 8)
- Direct others to do/not do something. (Level 8)
- Talk about predictions or theories and argue for or against them. (Level 8)
- Talk about advantages and disadvantages, giving reasons. (Level 8)

You will study a variety of material which may include some or all these topics:

- Education
- French films
- France
- Equality and racism
- The environment
- The French speaking world

**PRE-REQUISITES:**

- Successful completion of Level Two NCEA French (or equivalent).

**If in doubt, see the Teacher in Charge of French.**

**OPTIONAL COSTS:**

- Highly recommend Education Perfect \$25 –
- Vocabulary and grammatical structures practice and learning.

**ACHIEVEMENT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext.</b>	<b>Int.</b>
● 91543	Demonstrate understanding of a variety of extended spoken French texts.	5	
● 91544	Give a clear spoken presentation in French that communicates a critical response to stimulus material.		3
● ● 91545	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations.		6
● 91546	Demonstrate understanding of a variety of extended written and /or visual French texts.	5	
● 91547	Write a variety of text types in clear French to explore and justify varied ideas and perspectives.		5
<b>Total No. of Credits</b>		<b>24</b>	

**COURSE DESCRIPTION:**

Year 11 is a full year course building on the foundations of year 10 work aimed at bringing students to a level of social and functional competence in Spanish. By the end of this course students will be able to interact with Spanish speakers in familiar and social situations and have the skills to find ways to cope with less familiar contexts. They will be able to use basic language spontaneously. They will have emergent skills and a willingness to experiment with new language and to read simple texts independently. They will be able to write short passages, personal letters, and simple formal letters. They will be developing their own language learning strategies. The objectives and content combine levels 5 and 6 of the Spanish NZ Curriculum Document.

Topics include:

- Myself
- Family
- School
- Daily Routine
- Free time
- My city
- Holidays

**PRE-REQUISITES:**

- Students must have completed the Year 10 course or equivalent.
- On occasions, a very motivated and able student could do Level 1 with only one year of Spanish study behind them (only by negotiation with the Teacher in Charge of Spanish).

**OPTIONAL COSTS:**

- Highly recommend Education Perfect \$25 – Vocabulary and grammatical structures learning and practice.

**ACHIEVEMENT STANDARDS****No. of Credits**

	Ext.	Int.
90908	5	
90909		4
90910		5
90911	5	
90912		5
<b>Total No. of Credits</b>		<b>24</b>

**COURSE DESCRIPTION:**

Spanish continues to be taught communicatively, building skills in reading, writing, listening, and speaking. Students will reinforce and develop what he/she learnt in Year 11, which will help to prepare you for your internal and external assessments for NCEA Level 2 Spanish. Students will be developing their own language learning strategies. The objectives and content at level 7 of the Spanish NZ Curriculum Document. At level 7, students begin to engage in sustained interactions and produce extended texts as they explore the views of others and develop and share personal perspectives. The content and language of the communication is targeted to include the expression and justification of their own ideas and opinions, as well as supporting and challenging the ideas and opinions of others. Students can respond to increasingly complex and varied texts.

Topics include

- Sports and free time
- Future plans and jobs
- Food and health
- Family and relationships
- Spain and Latin America
- Tourism and the environment

**PRE-REQUISITES:**

- Students must have successfully completed Level 1 NCEA Spanish (or equivalent), or by negotiation with the Teacher in Charge of Spanish.

**OPTIONAL COSTS:**

- Highly recommend Education Perfect \$25 – Vocabulary and grammatical structures learning and practice.

**ACHIEVEMENT STANDARDS****No. of Credits**

	Ext	Int.
91148	5	
91149		5
91150		4
91151	5	
91152		5
<b>Total No. of Credits</b>		<b>24</b>

**COURSE DESCRIPTION:**

Spanish continues to be taught communicatively, building skills in reading, writing, listening, and speaking. This year you will use Spanish in familiar, less familiar, and formal contexts, advance your knowledge of Spanish vocabulary, grammar, and structures, and understand more of Hispanic life and culture.

The combined Y13 course covers Level 8 of the NZ Spanish Curriculum and revisits structures from Levels 1 to 7. By the end of the year, you will have achieved personal independence in Spanish and be able to:

- Talk about the consequences of actions (if...then...) (Level 8)
- Give and seek advice [Level 8]
- Talk about the possibility, doubt and uncertainty of actions and events (Level 8)
- Make and respond to requests for something to be done (Level 8)
- Direct others to do/not do something (Level 8)
- Talk about predictions or theories and argue for or against them (Level 8)
- Talk about advantages and disadvantages, giving reasons (Level 8)

You will study a variety of material which may include some or all these topics:

- Education
- Spanish films
- Spain
- Equality and racism
- The environment
- The Spanish speaking world

**PRE-REQUISITES:**




- Students must have successfully completed Level 2 NCEA.

**OPTIONAL COSTS:**

- Highly recommend Education Perfect \$25 – Vocabulary and grammatical structures learning and practice.

**ACHIEVEMENT STANDARDS**

		<b>No. of Credits</b>	
		<b>Ext</b>	<b>Int.</b>
● 91568	Demonstrate understanding of a variety of extended spoken Spanish texts	5	
● 91569	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.		3
● ● ● 91570	Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations.		6
● 91571	Demonstrate understanding of a variety of extended written and/or visual Spanish texts.	5	
● 91572	Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives.		5
<b>Total No. of Credits</b>		<b>24</b>	

TE REO MĀORI		Level 1	
<b>COURSE DESCRIPTION:</b> Level 1 Māori builds upon the language structures, vocabulary and customs learned in previous years, and prepares students for the reading, writing and listening requirements of Achievement Standard assessments. This course has both internal and external assessments.  Application and diligence in learning grammar and vocabulary are required for progress to be made. Students will gain a deeper understanding of the taha Māori (Māori aspect) of our nation.  <i>A maximum of 24 credits will be available for this course.</i>		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Competence at Year 10 Māori or by negotiation with the Curriculum Leader of Māori</li> </ul>	
<b>ACHIEVEMENT STANDARDS</b>		<b>OPTIONAL COSTS:</b> <ul style="list-style-type: none"> <li>Optional Day trips</li> <li>Optional overnight Marae visit – approximately \$150</li> <li>(Optional) Māori Dictionary</li> </ul>	
 91085 Whakarongo (listening) 91087 Pānui (reading) 91088 Tuhituhi (writing) 91089 Waihanga Tuhinga (crafted writing)		<b>No. of Credits</b> <b>Ext. Int.</b> 6 6 6 6 6 6	
		<b>Total No. of Credits</b>	<b>24</b>
TE REO MĀORI		Level 2	
<b>COURSE DESCRIPTION:</b> This course is internally and externally assessed and continues to build upon the language structures, customs and vocabulary learned in Level 1.  <i>A maximum of 22 credits will be available for this course.</i>		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Pass in Level 1 Māori or by negotiation with the Curriculum Leader of Maori.</li> </ul>	
<b>ACHIEVEMENT STANDARDS</b>		<b>OPTIONAL COSTS:</b> <ul style="list-style-type: none"> <li>Optional Day trips</li> <li>Optional overnight Marae visit – approximately \$150</li> <li>(Optional) Māori Dictionary</li> </ul>	
 91284 Whakarongo (listening) 91286 Pānui (reading) 91287 Tuhituhi (Writing) 91288 Waihanga tuhinga (crafted writing)		<b>No. of Credits</b> <b>Ext. Int.</b> 6 4 6 6 6 6	
		<b>Total No. of Credits</b>	<b>22</b>
TE REO MĀORI		Level 3	
<b>COURSE DESCRIPTION:</b> This course will be internally and externally assessed and continues to build upon the language structures, customs and vocabulary learned in Level 2.  <i>A maximum of 22 credits will be available for this course</i>		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Pass in Level 2 Māori or by negotiation with the Curriculum Leader of Maori.</li> </ul>	
<b>ACHIEVEMENT STANDARDS</b>		<b>OPTIONAL COSTS:</b> <ul style="list-style-type: none"> <li>Optional Day trips</li> <li>Optional overnight Marae visit – approximately \$150</li> <li>(Optional) Māori Dictionary</li> </ul>	
 91650 Whakarongo (listening) 91652 Pānui (reading) 91653 Tuhituhi (writing) 91654 Waihanga tuhinga (crafted writing)		<b>No. of Credits</b> <b>Ext. Int.</b> 6 4 6 6 6 6	
		<b>Total No. of Credits</b>	<b>22</b>

# MATHEMATICS AND STATISTICS

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	Construction Infrastructure

## MATHEMATICS – Extension

Level 1

### COURSE DESCRIPTION:

This course is for the top Mathematics students in Year 11. The course aims to develop higher level thinking and extension in all topics.

The extension course will do Level 1 Standards (as shown in 11 Maths) and a selection of 1 or 2 Level 2 Standards as appropriate to the class. Students are selected for this course based on their performance in Year 10, placement tests and teacher recommendations.

### PRE-REQUISITES:

- Suitable for the top 15% of students. The Curriculum Leader, with the assistance of class teachers, selects the students for this course.

### SPECIFIC COSTS:

- Scientific calculator, Casio fx-82. A graphics calculator, Casio fx-9750G plus, can be used for NCEA assessments and is required in Year 12 Maths.
- Education Perfect approx. \$20
- Small charges for the National and International Mathematics competitions which students are encouraged to enter.

## MATHEMATICS

Level 1

### COURSE DESCRIPTION:

This course covers a broad range of topics including Algebra, Number, Geometry and Statistics. This course is for students who are competent in Mathematics and who intend to continue their study in Year 12 and possibly Year 13.

In Terms 3 and 4 2020, teachers will have discussions with students about whether this course is appropriate for them.

**NOTE:** Students must gain 10 credits to achieve NCEA Numeracy at Level 1. It may be necessary for one or two Standards to change in the best interests of students.







### PRE-REQUISITES:

- Suitable for about 60% of students.
- The Curriculum Leader, and class teachers will advise students on whether this is an appropriate course for them.

### SPECIFIC COSTS:

- Scientific calculator (preferably a Casio fx-82).
- Students are at an advantage having a graphics calculator (Casio fx-9750G plus), which is essential for any Year 12 Mathematics course in the following year
- Education Perfect approx. \$20

### ACHIEVEMENT STANDARDS

	91026	Apply numeric reasoning in solving problems.
	91027	Apply algebraic procedures in solving problems.
	91028	Investigate relationships between tables, equations and graphs.
	91029	Apply linear algebra in solving problems.
	91031	Apply geometric reasoning in solving problems.
	91037	Demonstrate understanding of chance and data.

### No. of Credits

Ext.	Int.
	4
4	
4	3
4	
4	

Total No. of Credits

23

## MATHEMATICS - Core

Level 1

### COURSE DESCRIPTION:

This course covers a broad range of topics but has less emphasis on the complex, external topics with more emphasis on internals. Students will develop the necessary skills and thinking to progress to 12 Mathematics Tumu and then on to 13 Statistics or 13 Maths & Stats if they wish.

This course is designed for those students who find some aspects of Mathematics challenging but have still experienced some success and prefer the option of more internal assessments than externals.

In Terms 3 and 4 2020, teachers will have discussions with students about whether this course is appropriate for them. Possibility of one External in order to gain endorsement.







### PRE-REQUISITES:

- Suitable for students who would like to continue studying Mathematics at Levels 2 and 3 but who have had some difficulties in the past.
- The Curriculum Leader and classroom teachers will advise students on whether this is an appropriate course for them.

### SPECIFIC COSTS:

- Scientific calculator, Casio fx-82.
- Students are at an advantage having a graphics calculator, preferably a Casio fx-9750G plus and this is essential for any Year 12 Mathematics course.

## ACHIEVEMENT STANDARDS

		No. of Credits	
		Ext.	Int.
	91026		4
	91029		3
	91032		3
	91034		2
	91035		4
	91038		3

- Apply numeric reasoning in solving problems.  
 Apply linear algebra in solving problems.  
 Apply right-angled triangles in solving measurement problems.  
 Apply transformation geometry in solving problems.  
 Investigate a multivariate data set using the statistical enquiry cycle.  
 Investigate a situation involving elements of chance.

Total No. of Credits

19

## MATHEMATICS – Numeracy

Level 1

### COURSE DESCRIPTION:

This course covers the three strands of the curriculum and is assessed mainly through the Numeracy Unit Standards to ensure students achieve the Numeracy requirement at NCEA Level 1. Some Achievement Standards are offered as well.

If a student achieves all of the Achievement Standards in this course, then they may be granted conditional entry to 12 Mathematics Tumu upon recommendation of the teacher. Teachers will have discussions with students about whether this course is appropriate for them.

### PRE-REQUISITES:

- This course is designed for those students who find most aspects of mathematics challenging and are concerned that they might not achieve the 10 credit Numeracy requirement by taking the Year 11 Maths Core Course.
- The Curriculum Leader and classroom teachers will advise students on whether this is an appropriate course for them.

### SPECIFIC COSTS:

- Refer to stationery list
- Scientific calculator, Casio Fx-82 or similar.

### UNIT STANDARDS

- 26623 Use number to solve problems.  
 26626 Interpret statistical information for a purpose.  
 26627 Use measurement to solve problems.






### No. of Credits

Ext.	Int.
	4
	3
	3

Total No. of Credits

10

### ACHIEVEMENT STANDARDS (as well as Numeracy Unit Standards, Some of the following Achievement standards will be offered)

	91026	Apply numeric reasoning in solving problems.	4
	91033	Apply knowledge of geometric representations in solving problems.	3
	91034	Apply transformation geometry in solving problems.	2
	91038	Investigate a situation involving elements of chance.	3
	91032	Apply right-angled triangles in solving measurement problems.	3

Total No. of Credits

15

## MATHEMATICS – Akoranga

Level 2

### COURSE DESCRIPTION:

Students develop new skills in algebra, trigonometry, graphs and statistics and are introduced to calculus. Students who meet the entry criteria should take this course as it is foundational to Level 3 Calculus and/or Statistics.






### PRE-REQUISITES:

- At least 14 credits from the Level 1 Mathematics course, 11MAT, INCLUDING Merits in both Algebra (91027) and either Relationships (91028) or Geometric Reasoning (91031).

### SPECIFIC COSTS:

- A graphics calculator, preferably a Casio one (e.g. fx-9750G plus), is essential for this course.
- Education Perfect approx. \$20

### ACHIEVEMENT STANDARDS

		No. of Credits	
		Ext.	Int.
	91257		4
	91259		3
	91261		
	91262	4	
	91267	5	
		4	

- Apply graphical methods in solving problems.  
 Apply trigonometric relationships in solving problems.  
 Apply algebraic methods in solving problems.  
 Apply calculus methods in solving problems.  
 Apply probability methods in solving problems.

Total No. of Credits

20



**COURSE DESCRIPTION:**

Students develop and extend their statistics skills, develop new skills in probability, trigonometry and experience new topics as well. There is a pathway to Statistics or Maths and Statistics at Level 3 from this course (but not Calculus).

This course is suitable for students who prefer the option of more internal assessments as there is only one external standard.















**PRE-REQUISITES:**

- AT LEAST 11 credits from the Level 1 Mathematics course, 11MAT, or at least 16 credits from Level 1 Maths Core Course, 11MAC.

**SPECIFIC COSTS:**

- A graphics calculator, preferably a Casio one (e.g. fx-9750G plus), is essential for this course.

**ACHIEVEMENT STANDARDS**

		91256	Apply coordinate geometry methods in solving problems.
		91258	Apply sequences and series in solving problems.
		91259	Apply trigonometric relationships in solving problems.
		91260	Apply networks in solving problems.
		91267	Apply probability methods in solving problems.
		91268	Investigate a problem using simulation.
		91264	Use statistical methods to make an inference.

**No. of Credits**

Ext.	Int.
	2
	2
	3
	2
4	
	2
	4

**Total No. of Credits** 19

**CALCULUS**

**Level 3**

**COURSE DESCRIPTION:**

This course is appropriate for students with an interest in the continued study of Mathematics, the Physical Sciences, Economics, Computer Science, Management Science, Engineering, etc. Students study algebra, calculus, trigonometry and geometry.











**PRE-REQUISITES:**

- AT LEAST 14 credits from NCEA Level 2 Mathematics Akoranga course, including at least an Achieved grade in each of Algebra (91261), Calculus (91262) and either Graphs (91257) OR simultaneous equations (91269) and at least Merit in one of these three.

**SPECIFIC COSTS:**

- A graphics calculator, preferably a Casio one (fx-9750G plus), is essential for this course.
- Education Perfect approx. \$20

**ACHIEVEMENT STANDARDS**

		91575	Apply trigonometric methods in solving problems.
		91577	Apply the algebra of complex numbers in solving problems.
		91578	Apply differentiation methods in solving problems.
		91579	Apply integration methods in solving problems.
		*91587	Apply systems of simultaneous equations in solving problems.

**No. of Credits**

Ext.	Int.
	4
5	
6	
6	
	3

\* Also part of Mathematics & Statistics Course

**Total No. of Credits** 24

Scholarship Students will also do 91573 Apply the geometry of conic sections in solving problems. (3 Credits)   

**STATISTICS**

**Level 3**

**COURSE DESCRIPTION:**

This course is for students with an interest in Statistics who may want to study in fields such as biological and social sciences, medicine, engineering, actuarial work, management science, commerce and marketing. It involves analysing data and making predictions, using data to draw conclusions and applying probability theory to different contexts.














**PRE-REQUISITES:**

- AT LEAST 11 credits from NCEA Level 2 Maths Akoranga course including Achieved in Probability (91267) or 14 credits from the Level 2 Tumu course, including at least an Achieved grade in Statistical Inference (91264) and Probability (91267).

**SPECIFIC COSTS:**

- A graphics calculator, preferably a Casio one (e.g. fx-9750G plus), is essential for this course.

## ACHIEVEMENT STANDARDS

  *91580	Investigate time series data.
 91581	Investigate bivariate measurement data.
    91582	Use statistical methods to make a formal inference.
   91585	Apply probability concepts in solving problems.
   91586	Apply probability distributions in solving problems.

## No. of Credits

Ext.	Int.
	4
	4
	4
4	
4	

Total No. of Credits

20

\* Also part of Mathematics and Statistics Course

Scholarship Statistics students may be entered into the external AS91584- Evaluate statistically based reports. (4 credits)

## MATHEMATICS AND STATISTICS

Level 3

### COURSE DESCRIPTION:

This course includes a combination of some of the Level 3 Mathematics and the Level 3 Statistics standards. It is designed for students who want to take a Level 3 Maths & Statistics course but do not think that either Calculus or Statistics would be suitable. This course is a UE approved subject.















### PRE-REQUISITES:

- At least 11 credits from 12 Maths Akoranga or at least 14 credits from 12 Maths Tumu







### SPECIFIC COSTS:

- A graphics calculator, preferably a Casio one (eg Fx 9750Gplus) is essential for this course.

## ACHIEVEMENT STANDARDS

   91574	Apply linear programming methods to solving problems.
   91576	Use critical path analysis in solving problems.
  *91580	Investigate time series data.
   91583	Conduct an experiment using experiment design principles.
   ^91587	Apply systems of simultaneous equations in solving problems.

### And one of:

   91584	Evaluate statistically based reports
   *91586	Apply probability distributions in solving problems

\*Also part of Mathematics and Statistics Course

^Also part of Calculus Course

## No. of Credits

Ext.	Int.
	3
	2
	4
	4
	3

4

4

Total No. of Credits

20

## MUSIC

## Level 1

### COURSE DESCRIPTION:

This course teaches and develops skills in performance, composition, aural and musical knowledge. It is an excellent all-round course for students wishing to further develop their musical skills.

### PRE-REQUISITES:

- Students **MUST** be able to play an instrument (which includes voice) to a reasonable standard (approximately 2-3 years minimum tuition) and are continuing to receive tuition on the instrument while in the course.
- Basic theory skills (i.e. reading treble clef notation) are assumed. Students are expected to participate in a school music group.

### SPECIFIC COSTS:

- \$40 per annum for those who use school accompanist for solo performances.

### ACHIEVEMENT AND UNIT STANDARDS

		No. of Credits	
		Ext.	Int.
● 91090	Perform two pieces of music as a featured soloist.		6
● 91091	Demonstrate ensemble skills through performing a piece of music as a member of a group. (optional)		4
● 91092	Compose two original pieces of music.		6
● 91094	Demonstrate knowledge of conventions used in music scores.	4	
● 91095	Demonstrate knowledge of two music works from contrasting contexts.		6
Total No. of Credits		26	

## CONTEMPORARY MUSIC

## Level 1

### COURSE DESCRIPTION:

This course is an alternative to Year 11 Music and is designed for students who have experience as performers in contemporary music styles but have limited knowledge and skills in traditional music theory and notations. Course content will emphasise contemporary performance skills as well as music technology, including setting up sound systems for recording and live sound situations. Basic theory and notation skills will be a core component of the course but will not be formally assessed. Students may not take both Level 1 Music and Level 1 Contemporary Music. Students who have a high degree of success in this course will be eligible to enter Level 2 Music the following year. Please note that if there are not sufficient numbers to run both classes, the class with the higher roll count will continue.

### PRE-REQUISITES:

- Students **MUST** be able to play an instrument (which includes voice) to a reasonable standard (approximately 2-3 years minimum tuition) and are continuing to receive tuition on the instrument while in the course.
- Students are expected to participate in a school music group.

### SPECIFIC COSTS:

- \$40 per annum for those who use school accompanist for solo performances.

### ACHIEVEMENT AND UNIT STANDARDS

		No. of Credits	
		Ext.	Int.
● 91090	Perform two pieces of music as a featured soloist.		6
● 91091	Demonstrate ensemble skills through performing a piece of music as a member of a group.		4
● 91092	Compose two original pieces of music.		6
● 91093	Demonstrate aural and theoretical skills through transcription.	4	
● 26687	Demonstrate and apply knowledge of sound technology for a performance context.		4
Total No. of Credits		24	

**COURSE DESCRIPTION:**

Level 2 Music provides an opportunity for students to specialise in one of four musical pathways; recording, performing, writing, or musicology. All students will be taught the fundamental concepts of composition, performance, score reading, music analysis and aural and then apply these skills to their chosen pathway. This course has a strong emphasis on self-directed learning and is therefore appropriate for students who have specific areas within music that they are passionate about. Students will also need to display competence and have experience playing an instrument in order to apply their learning in a practical manner.

The course examines musical techniques and processes of the past and present in order to develop students' abilities in composition, performance and production. Communicating these abilities to an audience is a key focus of the course.

**Note:** Students chosen pathway will be equivalent to 21-22 of the following credits.

**ACHIEVEMENT and UNIT STANDARDS**

- 91270 v2 Perform two substantial pieces of music as a featured soloist.
- 91271 v2 Compose two substantial pieces of music.
- 91272 v2 Demonstrate ensemble skills by performing a substantial piece of music as a member of a group.
- 91273 v2 Devise an instrumentation for an ensemble.
- 91274 v2 Perform a substantial piece of music as a featured soloist on a second instrument.
- 91275 v2 Demonstrate aural understanding through written representation.
- 91276 v2 Demonstrate knowledge of conventions in a range of music scores.
- 91277 v2 Demonstrate understanding of two substantial contrasting music works.
- 91278 v2 Investigate an aspect of New Zealand music.
- 27703 v2 Demonstrate and apply knowledge of sound control and enhancement processes required for a performance context.
- 27657 v2 Demonstrate knowledge of the development and usage of music technology equipment and techniques.
- 27658 v2 Demonstrate and apply knowledge of electronic music production and music notation application(s).

**No. of Credits**  
**Ext. Int.**

6  
6  
4  
4  
3  
4  
4  
6  
4  
4  
4  
4

**Total No. of Credits**

**Up to 21-22**

**COURSE DESCRIPTION:**

This course provides an opportunity for those with aptitude and interest in Music to explore and develop their skills, be mentored and inspired, and work with those with similar interests.

Performance is an integral part of the course, and participation in school performance opportunities is required of all music students. Course work will focus on aspects of the four broad areas of:

- Music creation and composition.
- Performance and stage craft.
- Music listening and aural skills.
- Music theory and history.

**Note:** Students will not complete all standards.

**ACHIEVEMENT and UNIT STANDARDS**

- 91416 v1 Perform two programmes of music as a featured soloist.
- 91417 v1 Perform a programme of music as a featured soloist on a second instrument.
- 91418 v1 Demonstrate ensemble skills by performing two substantial pieces as a member of a group.
- 91419 v1 Communicate musical intention by composing three original pieces of music.
- 91420 v1 Integrate aural skills into written representation.
- 91421 v1 Demonstrate understanding of harmonic and tonal conventions in a range of music scores.
- 91422 v1 Analyse a substantial music work.
- 91423 v1 Examine the influence of context on a substantial work.
- 91424 v1 Create two arrangements for an ensemble.
- # 23730 v3 Operate digital music sequencing and editing applications and use music notation software.
- # 28007 v2 Select and apply a range of processes to enhance sound in a performance context.

# Not UE accredited

*Information not provided*

**PRE-REQUISITES:**

- 16 credits at Level 2 or similar. Any students new to Music will need to audition or provide exam evidence of 4 or more years of experience and instrument learning. NB Voice is an instrument.
- Year 13 Music students are expected and encouraged to assist in leading school music groups as is appropriate to their instrument.

**SPECIFIC COSTS:**

- \$40 per annum for those who use the school accompanist for solo performances.

**No. of Credits**  
**Ext. Int.**

8  
4  
4  
8  
4  
4  
4  
4  
4  
8  
6

**Total No. of Credits**

**up to 24**

# PASIFIKA STUDIES

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	Construction Infrastructure

## PASIFIKA STUDIES

Levels 1,2 & 3

### COURSE DESCRIPTION:

This class is inclusive and open to all ethnicities and will appeal to Year 11, 12 and 13 students who identify with or who are interested in Pacific history, culture, dance, literature, art, and contemporary socio-political issues. Students will be taught Pacific Studies/ Social Studies standards to their academic level. The content of the course will steer towards the students' interests and members of the Pasifika community and other academics will be invited in to share their knowledge on various topics.

There will be a range of class activities and an additional option to study Tongan (at Christchurch Boys' High on Fridays Term 3) or Samoan through Te Kura Correspondence School.

The class is combined Level 1-3 for instruction, but students will complete assessments appropriate to their year level.

### NOTE:

*This course will run subject to sufficient funding and student numbers opting in.*

### ACHIEVEMENT STANDARDS LEVEL 1

		No. of Credits	
		Ext.	Int.
●●●● 91039	Describe how cultures change.	4	
●●●● 91040	Conduct a social inquiry.		4
●●●● 91041	Describe consequences of cultural change/s	4	
●●●● 91042	Report on personal involvement in a social justice and human rights issue.		4
●●●● 91043	Describe a social justice and human rights action.		4
Total No. of Credits		20	

**One external to be assessed in the November EOY examinations**

### ACHIEVEMENT and UNIT STANDARDS LEVEL 2

		No. of Credits	
		Ext.	Int.
●●●● 91279	Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas.	4	
OR			
●●●● 91281	Describe how cultural conflict(s) can be addressed.	4	
●●●● 91280	Conduct and reflective social inquiry.		5
●●●● 91282	Describe personal involvement in a social action related to rights and responsibilities.		5
●●●● 91283	Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights.		4
Total No. of Credits		18	

**One external to be assessed in the November EOY examinations**

### ACHIEVEMENT and UNIT STANDARDS LEVEL 3

		No. of Credits	
		Ext.	Int.
●●●● 91596	Demonstrate understanding of ideological responses to an issue.	4	
OR			
●●●● 91598	Demonstrate understanding of how ideologies shape society.	4	
●●●● 91597	Conduct a critical social inquiry.		6
●●●● 91599	Describe personal involvement in a social action related to rights and responsibilities.		6
●●●● 91600	Examine a campaign of social action(s) to influence policy change(s).		4
Total No. of Credits		20	

# PHYSICAL EDUCATION

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	Construction Infrastructure

PHYSICAL EDUCATION		Level 1	
<b>COURSE DESCRIPTION:</b> Students contemplating this course should enjoy the challenges and variety of sport, and physical activity. The course combines practical and theoretical aspects and students need to be prepared to work equally diligently at both theory and practical aspects. The practicals are in the context of volleyball and, korfbal. The course is all internally assessed. Each practical has related theory that is included in the sessions.		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Students will be expected to have passed the Year 10 theory unit with (at least) an Achieved grade. Exemption may be granted by negotiation with the Curriculum Leader of Physical Education.</li> <li>Play a winter and summer sport</li> <li>PE uniform required for practical sessions.</li> </ul>	
<b>ACHIEVEMENT STANDARDS</b>		<b>No. of Credits</b>	
●●● 90963 Demonstrate understanding of the function of the body as it relates to the performance of physical ability.		Ext.	Int.
●●● 90964 Demonstrate quality movement on the performance of a physical activity.			5
●●● 90965 Demonstrate understanding of societal influences on physical activity and the implications of self and others.			3
●●● 90966 Demonstrate interpersonal skills in a group and explain how these skills impact on others.			4
●●● 90968 Demonstrate and show understanding of, responsible behaviour for safety during outdoor education activities.			4
			3
<b>Total No. of Credits</b>		<b>19</b>	
PHYSICAL EDUCATION		Level 2	
<b>COURSE DESCRIPTION:</b> Building on prior learning at Level 1, students will apply knowledge in a variety of practical situations that deepen their knowledge. Practical will include a range of activities. Examples are Turbo Touch training programmes, Turbo Touch, Badminton and risk management unit focussing on Rogaining. All standards are internally assessed. Each practical context explores related theory of Physical Education including skill learning, anatomy, biomechanics, principles and methods of training; exercise physiology; risk management, group processes, and sociology of sport.  Theoretical knowledge taught in practical contents.		<b>PRE-REQUISITES:</b> <ul style="list-style-type: none"> <li>Students will be expected to have achieved NCEA PE Achievement Standard 90963 Level 1. Exemption may be granted by negotiation with the Curriculum Leader of Physical Education, especially for new students.</li> <li>Play a winter and summer sport</li> <li>PE uniform required for practical sessions</li> </ul>	
<b>ACHIEVEMENT and UNIT STANDARDS</b>		<b>No. of Credits</b>	
There are other standards that can be offered but will be structured around the following standards:		Ext.	Int.
●● 91329 Demonstrate understanding of the application of biophysical principles to training for physical activity.			4
●● 91330 Perform a physical activity on an applied setting.			4
●● 91331 Examine the impact of a sporting event for self, others and society.			4
●● 91332 Evaluate leadership strategies that contribute to effective functioning of a group.			4
●● 91333 Analyse the application of risk management strategies to a challenging outdoor activity.			3
<b>Total No. of Credits</b>		<b>19</b>	

**COURSE DESCRIPTION:**

Building on prior learning at Levels 1 and 2, students will be extended in their critical thinking and analysis of skills within sport science and sport and society. The course also requires high levels of self- management and organisation.

A tennis unit allows students to analyse their serve using advanced software and biomechanical analysis as well as competing in a singles tournament. Other practicals include Futsal and an outdoor based activity – Mountain Biking the Little River Rail trail.

Students will also be given opportunity to examine contemporary leadership styles and experience them in a practical setting. This could be coaching school teams or outside of school teams or training year 7/8 teams for winter sport competition.

By the end of this year, their three years of Senior PE will give them a well-balanced yet comprehensive understanding of the curriculum. They will also have developed life skills that will stand them in good stead wherever they head on their next stage of life. All units are internally assessed.

Scholarship is offered to those who would like to extend themselves.

**PRE-REQUISITES:**

- Students will be expected to have achieved 12 Credits at Level 2 in Physical Education. Exemption may need to be granted from the Head of Physical Education, especially for new students.
- Play a winter and summer sport
- PE uniform required for practical sessions

**OPTIONAL COSTS:**

- Outdoor Camp (\$50 approximately) Optional

**ACHIEVEMENT STANDARDS**

There are other standards that could be offered but will be structured around the following standards.

**No of Credits**

structured around the following standards.		
● ● ●	91499	Analyse physical skill performed by self or others.
● ● ●	91500	Evaluate the effectiveness of a performance improvement programme.
● ● ●	91501	Demonstrate quality performance of a physical activity in an applied setting.
● ● ●	91502	Examine a current physical activity event or trend or issue, impacting on New Zealand society.
● ● ●	91505	Examine contemporary leadership principles applied in a physical activity contest.

**Total No. of Credits**
**19**


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## BIOLOGY (12BIO)

Level 2

### COURSE DESCRIPTION:

The Level 2 course provides a basis for work covered in Level 3 Biology as well as providing a general background for work covered in further studies at University or Polytechnic.

The major topics covered are:

- Ecology
- Cell Biology
- Animal and Plant Diversity
- Genetics and Evolution
- Applied Biology

Please note that some details of course may be subject to change should the Curriculum Leader consider it to be of educational advantage to students to do so.

### PRE-REQUISITES:

- Minimum of 12 credits in Level 1 Science including a passing grade in the following Science Standards:
- AS90948 (Genetics)
- AS90950 (Microbes)

### OPTIONAL COSTS (approximate):

- Write in workbook - \$21
- Education perfect – \$20 for access to 12BIO, 12CHE and 12PHY. Charged once for access to all 3 courses.
- Field trip - \$30

### ACHIEVEMENT STANDARDS

91153	Carry out a practical investigation in a biology context, with supervision.
91155	Demonstrate understanding of adaptation of plants or animals to their way of life
91157	Demonstrate understanding of genetic variation and change.
91158	Investigate a pattern in an ecological community with supervision.
91159	Demonstrate understanding of gene expression.

### No. of Credits

Ext.	Int.
	4
	3
4	
4	4

Total No. of Credits

19

## BIOLOGY (13 BIO)

Level 3

### COURSE DESCRIPTION:

This course consists of the following units of work:

- Animal and plant practical studies.
- Genetics and evolution.
- Animal behaviour and plant responses.
- Contemporary biological issues.
- Contemporary techniques in biotechnology.

Please note that some details of course may be subject to change should the Curriculum Leader consider it to be of educational advantage to students to do so.

### PRE-REQUISITES:

- Minimum of 12 credits in Level 2 Biology with passes in the two external standards:
- AS91157 (Genetic variation)
- AS91159 (Gene expression)

### OPTIONAL COSTS (approximate):

- Write in workbook - \$21
- Education perfect – \$20 for access to 13BIO, 13CHE and 13PHY. Charged once for access to all 3 courses.
- Field trip - \$20

### ACHIEVEMENT STANDARDS *will be a selection of:*

91601	Carry out a practical investigation in a biological context, with guidance.
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue.
91603	Demonstrate understanding of the responses of plants and animals to their external environment.
91604	Demonstrate understanding of how an animal maintains a stable internal environment.
91605	Demonstrate understanding evolutionary processes leading to speciation.

### No. of Credits

Ext.	Int.
	4
	3
5	
	3
4	

This is a university entrance subject

Total No. of Credits

19



**CHEMISTRY (12CHE)****Level 2****COURSE DESCRIPTION:**

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

- Investigate and develop an understanding of the ways materials and chemical processes interact with people and the environment.
- Carry out a range of practical investigations and use this and other information to explore chemical behaviour.
- Understand important concepts in chemistry and major patterns of chemical behaviour.
  - Atomic Structure and Bonding.
  - Quantitative Chemistry.
  - Physical Chemistry.
  - Organic Chemistry.
  - Oxidation Reduction.
  - Inorganic Substances.

Please note that some details of course may be subject to change should the Curriculum Leader consider it to be of educational advantage to students to do so.

**PRE-REQUISITES:**

- Minimum of 14 credits in Level 1 Science, including a passing grade in the following Science Standards:
- AS90930 (Chemistry investigation)
- AS90944 (Acid and Bases)

**OPTIONAL COSTS (approximate):**

- Education Perfect - \$20 for access to 12BIO, 12CHE and 12PHY, charged once for access to all 3 courses.

**ACHIEVEMENT STANDARDS**

91164	Demonstrate understanding of bonding, structure, properties and energy changes.
91165	Demonstrate understanding of the properties of selected organic compounds.
91166	Demonstrate understanding of chemical reactivity.
91167	Demonstrate understanding of oxidation-reduction.
91910	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis.

No. of Credits	
Ext.	Int.

5	
4	
4	
	3
	4

**Total No. of Credits****20****CHEMISTRY (13CHE)****Level 3****COURSE DESCRIPTION:**

In this course students will extend their scientific knowledge, skills and attitudes through:

- Practical investigations.
- Familiarisations with materials and how they function.
- Understanding of concepts underlying chemical behaviour.

Areas of study will involve:

- Aqueous chemistry
- Thermochemistry
- Organic chemistry
- Oxidation and reduction processes and analysis
- Atomic structure and bonding.

Please note that some details of course may be subject to change should Curriculum Leader consider it to be of educational advantage to students to do so.

**PRE-REQUISITES:**

- Passing grades in both Level 2 Chemistry standards:
- AS91164
- AS91166

**OPTIONAL COSTS (approximate):**

- Education perfect - \$20 for access to 13BIO, 13CHE and 13PHY, charged once for access to all 3 courses.

**ACHIEVEMENT STANDARDS** *will be a selection of:*

91388	Demonstrate understanding of spectroscopic data in chemistry.
91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances.
91391	Demonstrate understanding of the properties of organic compounds.
91392	Demonstrate understanding of equilibrium principles in aqueous systems.
91393	Demonstrate understanding of oxidation-reduction processes.

No. of Credits	
Ext.	Int.

	3
5	
5	
5	
	3

**This is a university entrance subject****Total No. of Credits****21**

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**PHYSICS (12PHY)****Level 2**

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**COURSE DESCRIPTION:**

The Level 2 course covers the basic principles that provide a good foundation for the future development and understanding of this subject.

The topics covered are:

- Mechanics (motion, force, momentum and energy)
- Electricity (static and direct current)
- Electromagnetism.
- Atomic and nuclear physics.
- Practical investigation.
- Wave systems (not formally assessed)

Please note that some details of course may be subject to change should Curriculum Leader consider it to be of educational advantage to students to do so.

**PRE-REQUISITES:**

- Minimum of 12 credits in Level 1 Science including a passing grade in the following:
- Science AS90940 (mechanics)
- Level 1 Algebra mathematics standard

**OPTIONAL COSTS (approximate):**

- Write in workbook - \$21
- Education perfect - \$20 for access to 12BIO, 12CHE and 12PHY. Charged once for access to all 3 courses.

**ACHIEVEMENT STANDARDS**

	91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship.
	91171	Demonstrate understanding of mechanics.
	91172	Demonstrate understanding of atomic and nuclear physics.
	91173	Demonstrate understanding of electricity and electromagnetism.

**No. of Credits**

Ext.	Int.
------	------

6

4

3

6

**Total No. of Credits****19**

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**PHYSICS (13PHY)****Level 3**

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**COURSE DESCRIPTION:**

The Level 2 course gives a good grounding for subjects such as Physics, Medical Sciences and the various Engineering disciplines at University. It is also a useful basis for many technical careers.

The topics covered are:

- Wave systems
- Translational Motion
- Rotational Motion
- Simple Harmonic Motion
- Electromagnetism
- Electricity DC and AC
- Atomic Physics

Please note that some details of course may be subject to change should Curriculum Leader consider it to be of educational advantage to students to do so.

**PRE-REQUISITES:**

- At least 14 credits from Level 2 Physics.

**OPTIONAL COSTS (approximate):**

- Write in workbook - \$21
- Education perfect - \$20 for access to 13BIO, 13CHE and 13PHY, charged once for access to all 3 courses.

**ACHIEVEMENT STANDARDS** *will be a selection of:*

	91522	Demonstrate understanding of the application of physics to a selected context.
	91523	Demonstrate understanding of wave systems. (Optional, Scholarship students only)
	91524	Demonstrate understanding of mechanical systems.
	91525	Demonstrate understanding of Modern Physics.
	91526	Demonstrate understanding of electrical systems.

**No. of Credits**

Ext.	Int.
------	------

4

3

6

3

6

**This is a university entrance subject****Total No. of Credits****18/22**

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**SCIENCE – Internal (11SCA)****Level 1****COURSE DESCRIPTION:**

The Level 1 Science Internal Course provides a science programme for students of lesser ability who have had limited success in Science in the past. The purpose of the course is to give these students some meaningful science – science related to them and their environment, science that motivates them and science in which they can achieve and learn. This course has a strong emphasis on practical work, each student being required to participate in individual and group practical sessions.

**Students who take this science course cannot continue into ANY of the Level 2 science subjects (Biology, Chemistry or Physics).**

A selection of internal Achievement Standards will be offered.

**Topics studied may include:**

- Practical science investigation
- Genetics
- Microbes
- Plants
- Electricity and magnetism

**PRE-REQUISITES:**

- The students are selected on the basis of their performance in their year 10 Mathematics and Science classes.
- Students and parents are then contacted to explain the nature and function of the course.

**OPTIONAL COSTS (approximate):**

- Write in workbook - \$21
- Education perfect - \$20 for access to all Level 1 Science content.

**Total No. of Credits****16****SCIENCE – General (11SCI)****Level 1****COURSE DESCRIPTION:**

The Science Course at Level 1 is built on the Science of Years 9 and 10. It extends the ideas presented there, and while on the one hand it gives students a better understanding of the physical world around them, and an awareness of the God who has put it all together, on the other hand this course lays a foundation for the Level 2 subjects of Biology, Chemistry and Physics.

Please note that some details may be subject to change should the Curriculum Leader consider it to be of educational advantage to students to do so.






**PRE-REQUISITES:**

- Nil

**OPTIONAL COSTS (approximate):**

- Write in workbook - \$21
- Education perfect - \$20 for access to all Level 1 Science content.

**ACHIEVEMENT STANDARDS****No. of Credits**

		Ext.	Int.
	90930 Carry out a practical chemistry investigation with direction.		4
	90940 Demonstrate understanding of aspects of mechanics. (General Course only)	4	
	90944 Demonstrate understanding of aspects of acids and bases.	4	
	90948 Demonstrate understanding of genetic variation.	4	
	90950 Investigate biological ideas relating to interactions between humans and micro-organisms.		4
<b>Total No. of Credits</b>		<b>20</b>	

**PHYSICAL SCIENCE (11PSC)****Level 1****COURSE DESCRIPTION:**

The Physical Science Course is made available to students as an option, in addition to Level 1 Science. It extends the ideas presented there by providing additional units in Physics and Chemistry. This course provides a wider foundation for Level 2 Physics and Chemistry and is particularly suited to students who have clear plans to move into further study in these areas. This course is NOT a prerequisite for any of the Level 2 Science courses and students who do not take this option will have all of these options still available to them.

Please note that some details of course may be subject to change should Curriculum Leader consider it to be of educational advantage to students to do so.






**PRE-REQUISITES:**

- A minimum ability in Year 10 Science is required to cope with this course. This would be shown by Merit passes in the chemistry and physics standards.

**OPTIONAL COSTS (approximate):**

- Write in workbooks - \$19
- Education perfect – Students taking 11PSC will also take 11SCI and therefore will already have access to all level 1 Science content.

**ACHIEVEMENT STANDARDS****No. of Credits**

		Ext.	Int.
	90934 Demonstrate understanding of aspects of chemical reactions.		4
	90935 Carry out a practical physics investigation that leads to a linear mathematical relationship with direction.		4
	90937 Demonstrate understanding of aspects of electricity and magnetism.	4	
	90954 Demonstrate understanding of the effects of astronomical cycles on planet Earth.		4
	91162 Carry out procedures to identify ions present in solution.	3	
<b>Total No. of Credits</b>		<b>19</b>	

# WORKSHOP

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	Construction Infrastructure

WORKSHOP TECHNOLOGY

Level 1

COURSE DESCRIPTION:

This course builds on the work covered with Years 9 and 10 and is assessed against both achievement and BCITO Unit Standards.

The course will be selected from the standards below.










PRE-REQUISITES:

- Nil

SPECIFIC COSTS:

- To support the course students are encouraged to design and build projects. Student projects are to be parent approved before construction and materials will be invoiced to parents.
- Projects costs approximately. \$50-\$100
- Material for instructional purposes is supplied.

BCITO UNIT STANDARDS

		No. of Credits
		Ext.      Int.
  24352	Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project.	2
  24355	Demonstrate knowledge of construction manufacturing materials used in BCATS projects	4
 24356	Apply elementary workshop procedures and processes for a BCATS project.	8
OPTIONAL		
 25919	Use hardware and fastening for a BCATS project.	2
 25920	Use joints for a BCATS project.	3
COMPULSORY ACHIEVEMENT STANDARDS		
  91044	Undertake brief development to address a need or opportunity.	4
Total No. of Credits		19

WORKSHOP TECHNOLOGY

Level 2

COURSE DESCRIPTION:

This course builds on the work covered in year 11 and is assessed against both achievement and BCITO unit standards.

The course will be selected from the standards below.

*In year 12 we do a selection of approximately 30 credits from the standards below.*

BCITO UNIT STANDARDS

OPTIONAL

12927

Identify, select, maintain and use hand tools for BCATS projects.

6

12932

Construct timber garden furniture and items of basic construction equipment as a BCATS project.

8

12935

Build a timber deck

8

12937

Build a timber pergola.

5

22129

Build a residential fence and gate.

7

COMPULSORY

24354

Demonstrate knowledge of and apply safe working practice.

4

COMPULSORY ACHIEVEMENT STANDARD

91354

Undertake brief development to address an issue.

4

PRE-REQUISITES:

It is recommended that students should have previous workshop experience.

SPECIFIC COSTS:

To support the course students are encouraged to design and build projects. Student projects are to be parent approved before construction and materials will be invoiced to parents.

Project costs approximately \$50-\$100.

Material for instructional purposes is supplied.

Total No. of Credits

30

*In year 12 we do a selection of approximately 30 credits from the standards below.*

**COURSE DESCRIPTION:**

This course builds upon the work covered in years 11 and 12 and is assessed against both achievement and BCITO unit standards.

The course will be selected from the standards below.

**PRE-REQUISITES:**

- It is necessary that students should have completed a year 12 workshop programme, or, will need to discuss entrance with Curriculum Leader.

**SPECIFIC COSTS:**

- To support the course students are encouraged to design and build projects.
- Student projects are to be parent approved before construction and materials will be invoiced to parents. Project costs approximately \$50-\$100.
- Material for instructional purposes is supplied.

**BCITO UNIT STANDARDS**

**No. of Credits**  
**Ext. Int.**

**COMPULSORY**

- |         |   |   |
|---------|---|---|
| ● 29677 | Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment. | 2 |
|---------|---|---|

**OPTIONAL**

- |         |   |    |
|---------|---|----|
| ● 29678 | Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project.      | 4  |
| ● 29681 | Measure and calculate for a Stage 3 BCATS project.                                    | 3  |
| ● 29682 | Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project. | 4  |
| ● 29684 | Undertake a Stage 3 BCATS project.  | 12 |

**COMPULSORY ACHIEVEMENT STANDARD**

- |           |  |   |
|-----------|--|---|
| ●●● 91608 | Undertake brief development to address an issue within a determined context. | 4 |
|-----------|--|---|

**Total No. of Credits                      25**

# ALTERNATIVE PATHWAYS TO QUALIFICATIONS

## STAR

Creative Industries	Primary Industries	Service Industries
Social & Community services	Manufacturing & Technology	Construction Infrastructure

### STAR (Secondary Tertiary Alignment Resource)

The STAR provides learning experiences that link to students' needs and transitions them into tertiary study. Courses may be within the school (such as Photoshop, First Aid, some first year University courses.) Students are expected to gain 10 credits for any STAR course. See Mrs Bailey for any requests.

#### STAR aims are to

- Help students' direct entry into the work force.
- Provide students with courses that both meet their needs and help their transition into further education or employment.
- To help students make informed decisions about their future schooling and future work.

### #EARLY CHILDHOOD EDUCATION - Care Course

#### COURSE DESCRIPTION:

The Early Childhood Education and Care Course is designed for Year 12 and 13 students who are interested in a career working with children in either an early childhood centre or a primary school. The course sets the foundation for understanding children's development and learning in the wider context of community, culture and ethics.

The course involves work experience in an early childhood centre (mostly outside school hours) and in the primary school (within school hours).

There is a practical component including Sign Language, music, art, resource making Te Reo.

Personal development and growth is an important aspect of the course with various tools used to foster this including the strengths Finders team coaching. In consultation with the students, and based on their interests and academic needs, the course will be finalized in February 2020.

#### YEAR 12 UNIT STANDARDS

#### No. of Credits Ext Int.

- |       |  |   |
|-------|--|---|
| 10026 | Demonstrate knowledge of the development and learning of children and its relevance to an ECE service.                     | 5 |
| 26707 | Describe the value of play and create resources for children's development and learning in an ECE service.                 | 4 |
| 26708 | Develop respectful, responsive and reciprocal relationships with children in an ECE service.                               | 4 |
| 29867 | Demonstrate knowledge of diverse whanau/families and use a range and effective communication strategies in an ECE service. | 5 |

**Total No. of Credits** **18**

#### YEAR 13 UNIT STANDARDS

#### No. of Credits Ext Int.

- |       |  |   |
|-------|--|---|
| 10013 | Explain the relevance of the New Zealand Early Childhood Curriculum, Te Whāriki, as a framework for ECE programme development. | 3 |
| 29863 | Develop, implement and evaluate a learning plan based on an observation of a child in an ECE service.                          | 5 |
| 29864 | Demonstrate knowledge of attachment theories, behaviours and transition support in an ECE service.                             | 3 |
| 29865 | Describe and reflect on practises that protect and promote health and holistic well-being of children in an ECE service.       | 4 |
| 29869 | Demonstrate knowledge of ethical responsibility to guide practice in an ECE service.   | 3 |

**Total No. of Credits** **18**

**COURSE DESCRIPTION:**

The class is open to Year 12 students who are interested in a career pathway in tourism and/or hospitality. Students will also learn job interview and employability skills and how to write a CV, Guest speakers from the industry and liaisons from relevant tertiary programs will be invited to speak to the class. Students will complete two weeks of work experience outside school hours. Recommended to study alongside Food Technology, Geography, Business.

**PRE-REQUISITES:****UNIT STANDARDS**

		<b>No of Credits</b>	
		<b>Ext</b>	<b>Int.</b>
● 17288	Prepare and present espresso beverages for service (External course at Vision College). Level 3	3	
● 17591	Demonstrate knowledge of the prevention and management of Discomfort, Pain and Injury (DPI) in the Workplace. (External course at Pro Med) Level 3.	8	
● 17592	Identify causes of back injury and methods to prevent back injuries in the workplace. (External course at ProMed) Level 3.	4	
● 24728	Demonstrate knowledge of work roles in tourism. Level 2.		3
● 24729	Demonstrate knowledge of world tourist destinations. Level 2.		3
● 24730	Demonstrate knowledge of the business of tourism. Level 2.		4
● 24731	Demonstrate knowledge of destination New Zealand. Level 2.		4
<b>Total No of Credits</b>		<b>29</b>	

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**TE KURA CORRESPONDENCE SCHOOL**

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Subjects which are not offered at Middleton are sometimes offered through the correspondence school. Students are allowed to do these subjects at the discretion of their parents, their Dean and the Te Kura Co-ordinator, Mrs Bailey. They would do the subject during their study time.

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**PASIFIKA STUDENTS**

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Those who perform in the Middleton Grange Pasifika Cultural group at Polyfest are able to gain 4 Dance credits at various NCEA levels. External Samoan and Tongan Standards in Reading and Listening NCEA Levels 1,2 and 3 are also offered. Samoan and Tongan internal standard speeches NCEA Level 1,2 and 3 can be moderated by a teacher from another school. Tongan lessons are offered Friday afternoons Terms 2 & 3.