APARIMA FIRST

Taumata
Service
Resilience
Integrity
Focus

# Aparima College
# Senior Studies Booklet 2023

# CONTENTS



***NOTE: Courses may or may not run based on student numbers.***

# Welcome to Aparima College in 2023

## Choosing a course or subjects at school

As you work through NCEA Levels 1-3, you will need to make decisions about what courses or subjects to study.

At Level 1 (Year 11) you should take a broad range of courses that will lead on to more specialised subjects. In Years 12 and 13, start thinking about what areas you need to focus on for your future study or career.

Your Level 2 results are important, as these are often used as part of the selection process by universities, polytechnics and employers. You may need to take particular Level 3 standards as an entry requirement for some tertiary courses.

**Compulsory subjects**

At Aparima College we highly recommend that students study English, Mathematics and Science at Year 11.

If you are planning to go to university, or even just want to keep it as an option, you will need to meet the university entrance requirements, which include a minimum number of literacy and numeracy credits.

**Choosing subjects**

To make decisions about what other courses or subjects to take, there are some key things to consider.

**What do I enjoy and what am I good at?**

The chances of doing well and achieving the standards you enter are better when you enjoy the subjects or have a natural talent for them. These are subjects you should look at first when choosing your course.

If you are thinking of a subject, but don't know much about it, talk to a teacher.

**What do I want to do after school?**

It is sensible to choose subjects that relate to what you want to do after you leave school. Many careers or qualifications have special requirements.

For example, if you want to be a motor mechanic it makes sense to consider one of the technology subjects like metalwork. Or, if a career in medicine appeals to you, you would be advised to do science subjects like chemistry and biology.

If you don't know what you want to do, the best path is to do as broad a range of subjects as possible, to keep your options open.

**Seek help if required**

Whatever stage you're at, look for advice and think carefully about what you're told. Ask parents, friends, teachers and careers advisors.

## NCEA Levels and Certificates

There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. At each level, students must achieve a certain number of credits to gain an NCEA certificate. Credits can be gained over more than one year.

**NCEA Level Requirements**

***Level 1*** *- 80 credits are required at any level (level 1, 2 or 3) including literacy and numeracy. Literacy and numeracy standards can be achieved in the compulsory English and Mathematics courses.*

***Level 2*** *- 60 credits at level 2 or above + 20 credits from any level.*
*The Level 1 literacy and numeracy requirements must also be met.*

***Level 3*** *- 60 credits at level 3 or above + 20 credits from level 2 or above.*

Credits gained at one level can be used for (or count towards) more than one certificate. They may also be used towards other qualifications. For example, unit standards in the domain 'generic computing' might be used towards a Level 2 NCEA certificate, as well as towards a National Certificate in Computing (Level 2); or 20 credits gained at Level 1 can also count towards a Level 2 NCEA certificate.

**Multi-level study**

Many schools allow students to study a mix of standards at different levels, depending on their ability. For example, in year 12, a student may study most subjects at level 2, but add a new subject at level 1 and another advanced subject at level 3. In addition, students may study multi-level courses with standards assessed at more than one level, e.g. an English course at year 11 may contain both level 1 and level 2 standards.

**Recognising High Achievement**

Certificates can be 'endorsed' to reflect high achievement in a significant number of standards. Course endorsements will show that students have performed well in an individual course.

# HOW TO CHOOSE

**Ability**
Firstly, take your ability (how good are you at a subject; how easily you understand it). Your test marks and your work will help you to estimate your ability. Discuss your ability with your teacher as you might have a false idea of how well you can do some things.
Be careful not to under-rate your ability.

**+**

**Interest**
Add to your ability your interest (what you enjoy doing).
Reasons for enjoyment might be because of the work, the teacher, or because you seem to be good at it.
You gain more satisfaction and will probably reach a higher standard in your work if you are interested in it.

**+**

**Occupation**
You may not know what you would like to do when you leave school. Most people don't. But if you do know or if you have ideas about what you might do, you can find out what subjects might be needed.
Maths is necessary in so many careers that you should include it if possible.
Guidance and Careers staff are most willing to help you think this through.

**=**

**Subject Choice**
Go through the possible subjects listed and put a big tick alongside each possibility, then investigate those subjects thoroughly.

# NCEA Endorsements

**Recognising High Achievement with 'Endorsements'**
When students perform consistently above the 'Achieved' level, their results can be 'endorsed' to reflect that high achievement. This can occur at either the Certificate or individual course level.

**Certificate Endorsement**
If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. The Record of Achievement shows endorsement awards.
Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

**Course Endorsement**
Course endorsement provides recognition for a student who has performed exceptionally well in an individual course. Students will gain an endorsement for a course if, in a single school year, they achieve"

- 14 or more credits at Merit or Excellence, and at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. NOTE: this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

A course endorsement is not a qualification. A course endorsement can be awarded even if a qualification for that level is not achieved. For example, a student may achieve a Merit endorsement for their Level 2 Mathematics course regardless of whether they achieve NCEA Level 2.

## University Entrance

The requirement below will continue to be the **minimum** requirement for entry to university.

Students will need all of the following to be awarded UE:

- attain NCEA Level 3
- achieve 14 credits at level three in **each of three subjects from the list of approved subjects.** The list of approved subjects will consist of subjects derived from the *New Zealand Curriculum* with achievement standards at Level 3
- achieve UE numeracy - 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy unit standards
- achieve UE literacy - 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.

## List of Approved Subjects

Aparima College offers the following approved subjects at Level 3 for University Entrance:
Accounting, Biology, Chemistry, Digital Technology, Design and Visual Communication, English, History, Mathematics, Business Studies, Physics, Visual Art & Photography and Sustainability.

*How will this be implemented?*

**NCEA Level 3**
Students will need to attain NCEA Level 3. Three of their subjects, in each of which they need to achieve at least 14 credits, must be on the list of approved subjects. Any remaining credits from Level 3 or higher that they need in order to gain their Level 3 NCEA can come from any field, subfield or domain. This means that credits from unit standard-based subjects can contribute to UE through this requirement.

**Numeracy**
Students in Year 11 who achieve NCEA Level 1 will have also met the UE numeracy requirement (see details of the NCEA Level 1 numeracy requirements).

**Literacy**
Students in Year 12 may meet their UE literacy requirement through a range of Level 2 or above standards.

**14 credits at level three in each of three subjects**
Those students intending to study at degree-level must achieve 14 credits at Level 3 in **each of THREE subjects** from the list of approved subjects.

# Are you considering doing Scholarship this year?

Scholarship provides recognition and monetary reward to top students in their last year of schooling. Scholarship exams enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject.

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

**Entry to Scholarship**
Students can enter for Scholarship through an accredited New Zealand secondary school. For full details of the entry requirements, see NCEA Rules and Procedures - Secondary Schools.

There are separate fee structures for domestic students and international students. A fee of $30 (GST incl.) per subject will now be charged for entry into New Zealand Scholarship. International students can enter Scholarship (although they won't get any monetary award) at a cost of $102.20 per subject.

**Eligibility to receive a monetary award**
To be eligible to receive a scholarship award, the student must be enrolled in tertiary study in New Zealand for the years in which they receive monetary awards. For awards with second or subsequent year payments recipients must maintain a 'B' grade average during their tertiary study in New Zealand. For full details of the eligibility requirements, see NCEA Rules and Procedures - Secondary Schools.

**How many candidates are awarded Scholarship?**
Approximately 3 per cent of Year 13 students studying each subject at level 3 are awarded Scholarship, if they reach the standard that has been set. There is some tolerance around the 3 per cent, mainly for those subjects with few candidates. See Scholarship subjects for a list of this year's scholarship subjects.

**How are Scholarship exams marked?**
Markers allocate a score of 0-8 for each question in the Scholarship exams using subject specific schedules. These are based on a Generic Marking Guide, as follows:

- An answer given a score of 8 is an *Outstanding answer in all respects. Strong evidence of integration and synthesis. As good as could be expected under examination conditions*. *Accurate, comprehensive, coherent, lucid, perceptive.*
- A score of 1 shows *Meagre understanding relevant to the question.*
- *0* is awarded for answers that are blank or irrelevant.

The work of the highest scoring candidates is reviewed by marking panels, to identify the top candidates in each subject. Exam booklets for candidates whose scores are close to either the Scholarship or Outstanding cut-offs are also re-marked, to ensure their results are correct.
Exams have between 3 and 6 questions and the scores for each question are indicated in the candidates' exam booklets, which are returned soon after the results.

**Scholarship results and winners**
Scholarship results are released towards the end of February each year.

*NOTE: for more information regarding the entries in blue go to the NZQA website: www.nzqa.govt.nz*

# Correspondence, Gateway and STAR

There are a variety of Correspondence, Gateway and STAR subjects available for students who have had career counselling and have already established a desire to follow a specialised career pathway.

Students must have discussed these options with their Dean, the Correspondence or the STAR or Gateway Co-ordinators. **NOTE: Approval must be given by the Deputy Principal before undertaking these courses.**

**Eligibility to Undertake Courses**

- To be eligible to study a correspondence subject and/or participate in the STAR/Gateway programmes students must maintain a good attendance record, acceptable classroom behaviour, and keep achieving within their other subject areas.

**Correspondence**

- Correspondence subjects are offered by the Correspondence School of New Zealand. These are completed at school, under supervision, and for homework. Students undertaking a correspondence subject need to have a good individual time management skill and the ability to work on their own. These courses of study involve substantial written and reading work.

**STAR**

- STAR subjects are offered by outside tertiary providers including the Southern Institute of Technology (SIT). There are other courses available offered by other providers. STAR courses may involve being out of school one day a week or may be done 'online' or through correspondence.

**Gateway**

- The Gateway programme provides senior students with a range of structured learning opportunities in workplaces. These learning opportunities are integrated with students' school-based studies. Students on Gateway must gain 20 credits in a related subject are e.g. chef – Hospitality credits, building – Building and Construction.

GATEWAY
Tertiary Education Commission
Te Amorangi Mātauranga Matua

For some students, the Gateway programme provides the opportunity to embark on study towards a national qualification in their career of choice. For others, it allows more general skills to be developed and applied in a work context and helps these students better understand the relevance of such skills to their classroom learning.

A student who is enrolled in the Gateway Programme **MUST** have a placement in the workplace. This can be done during school time e.g. 1 day a week, out of school time e.g. holidays, weekends or after school OR a combination of both. There they will work and learn new skills in the workplace and be assessed by an accredited workplace assessor. Students will be assessed against Unit Standards and other qualifications registered on the New Zealand Qualifications Framework. For example, a student may be able to begin their apprenticeship while they are still at school.

# Murihiku Tertiary Academy
# and
# Hokonui Tertiary High School Programme

**How it works**

- If you are going to be a Year 12 or 13 secondary student in 2023. The Tertiary Academy courses at SIT will help you get ready for higher-level study, an apprenticeship or a job.

**You will**

- Gain NCEA credits
- Do real, practical, work-based learning
- Study one day a week at SIT and other venues and go to school as normal for the rest of the week. (Full year)
- Get an idea of the career you want to follow, what is on offer or more information, see Mrs Ward or email hward@aparima.school.nz

**What is on offer**

**Level 2**

| | |
|---|---|
| Agriculture | Audio – Event Technology |
| Auto – Mechanical | Building |
| Electronics | Equine |
| Game, Art & Design | Health & Support Service |
| Joinery | Music |
| Salon Skills | Uniformed Services |

**Level 3**

Animal Care
Digital Fashion Design (University Approved Subject)
Digital Design & Animation (University Approved Subject)
Environment Studies (University Approved Subject)
Individual & Group Fitness
Introduction to Nursing

***For more information see Mrs Ward or email hward@aparima.school.nz***

# Accounting

**Level:** **NCEA 1**

**Pre-requisites:** None

**Equipment Needed:** Calculator, Three Column paper, 8 Column paper and Journal paper

## Information:

Accounting is the communication of financial information so that users can make informed decisions. By the time you have finished this course you will have learnt how to prepare and use financial statements for different types of organizations. Along the way you will develop an understanding of the place of business in modern society and will become familiar with the language of business.

Students taking this course will be offered up to 24 credits in Accounting Achievement Standards towards the National Certificate of Educational Achievement. At Level One individuals and households, community organizations and sole proprietor businesses are studied as follows.

## Achievement Standards

| Standard | **Details** | **Credits** |
|---|---|---|
| 90976 Acc1.1 | Demonstrate understanding of accounting concepts for small entities | 3 External |
| 90977 Acc1.2 | Process financial transactions for a small entity | 5 Internal |
| 90978 Acc1.3 | Prepare financial statements for sole proprietors | 5 External |
| 90980 Acc1.5 | Interpret accounting information for sole proprietors | 4 External |
| 90981 Acc1.6 | Make a financial decision for an individual or group | 3 Internal |

***Unit Standards may be offered.***

**Future Directions:**

Accounts Clerk
Administration/Accounting
Auditor
Bank Manager
Bank Officer
Bank Teller
Cost Accountant
Customs Broker
Economist
Exporter
Financial Accountant
Financial Planner
Importer
Insurance Work
Management Accountant
Manager
Managing Director
Sharebroker/Dealer
Small business owner
Underwriter
Wages Clerk

# Accounting

**Level:** **NCEA 2**

**Pre-requisites:** NCEA Level 1 Accounting/Level 1 Unit Standards

**Equipment Needed:** Calculator, Three Column paper, 8 Column paper, Journal paper and 2B8 exercise book

## Information:

At this level we build on what has been introduced at Year 11 for a sole proprietor with an emphasis on the accounting systems which provides for the management of a business. Students taking this course will be offered up to 24 credits in Accounting Achievement Standards towards the National Certificate of Educational Achievement (Level 2) as follows.

## Achievement Standards

| Standard | **Details** | **Credits** |
|---|---|---|
| 90220 Acc2.1 | Describe the conceptual basis of accounting for a sole proprietor | 3 External |
| 90222 Acc2.3 | Investigate and report on accounting subsystems | 4 Internal |
| 90223 Acc2.4 | Demonstrate understanding of accounting process for accounting subsystems | 5 External |
| 90224 Acc2.5 | Prepare financial statements and related accounting entries for sole proprietors | 5 External |
| 90225 Acc2.6 | Analyse and interpret information and make recommendation(s) for a sole proprietor | 4 External |
| 90226 Acc2.7 | Use computer software to process financial transactions for a sole proprietor | 3 Internal |

***Unit Standards may be offered.***

## Future Directions

| | | |
|---|---|---|
| Accounts Clerk | Customs Broker | Management Accountant |
| Administration/Accounting | Economist | Manager |
| Auditor | Exporter | Managing Director |
| Bank Manager | Financial Accountant | Sharebroker/Dealer |
| Bank Officer | Financial Planner | Small business owner |
| Bank Teller | Importer | Underwriter |
| Cost Accountant | Insurance Work | Wages Clerk |

# Agriculture

**Level:** **1, 2 and 3**

## Information:

Students will be working with Primary Industry Training Organisation units to gain credits towards National Certificates. Many of the units' cross credit across the various certificates and as well credits may be counted towards NCEA level 1, 2 and 3.

Students will complete several Achievement Standards. As well.

Some of the unit standards may not be carried out due to lack of time or similar reasons. Wherever possible time is allowed for in the programme for reassessments or completion of unit standards. There will be changes made in order to best fit the requirements of final class numbers and year levels involved.

| Unit | Unit Standard | Level | Credit |
|---|---|---|---|
| *Agricultural Vehicles and Machinery* | | | |
| 19044 | Describe the legal requirements and occupational hazards associated with tractor use | 2 | 2 |
| *Farming Skills* | | | |
| 19116 | Demonstrate knowledge of livestock behaviour and animal welfare | 2 | 2 |
| *General Agriculture* | | | |
| 19145 | Describe hydration, nutrition, and sleep in relation to physical well-being of agriculture workers | 2 | 4 |
| 23540 | Demonstrate knowledge of hazards, hazard control, and the consequences of injury in a rural workplace | 2 | 5 |
| 23541 | Locate hazards, describe safety procedures, and demonstrate safe work practices in a rural workplace | 2 | 5 |

| Unit | Unit Standard | Level | Credits |
|---|---|---|---|
| *Agricultural Vehicles and Machinery* | | | |
| 24554 | Ride an All-Terrain Vehicle (ATV) on flat terrain | 2 | 4 |
| 24555 | Demonstrate knowledge of the safe operation of a motorcycle | 2 | 3 |

| Unit | Unit Standard | Level | Credits |
|---|---|---|---|
| *General Agriculture* | | | |
| 19136 | Demonstrate the social requirements for daily living in the rural industry | 1 | 2 |

| Unit | Unit Standard | Level | Credit |
|---|---|---|---|
| 18192 | Demonstrate knowledge of how cows produce milk | 2 | 2 |

| Unit | Unit Standard | Level | Credits |
|---|---|---|---|
| *Agricultural Vehicles and Machinery* | | | |
| 24557 | Demonstrate knowledge of the safe operation of an All-Terrain Vehicle (ATV) | 2 | 3 |
| 24559 | Ride an All-Terrain Vehicle (ATV) on undulating terrain | 3 | 6 |
| 24561 | Ride an All-Terrain Vehicle (ATV) with trailed equipment | 3 | 2 |
| 24563 | Ride an All-Terrain Vehicle (ATV) with mounted equipment or a load | 3 | 4 |

| Unit | Unit Standard Title | Level | Credits |
|---|---|---|---|
| *Fencing* | | | |
| 561 | Install, dismantle and store temporary electric fences | 2 | 2 |
| 24832 | Open and draw out a coil of wire, tie knots, join wire and prepare wire for transport and storage | 2 | 5 |
| 24833 | Identify and maintain fencing tools and equipment and identify fencing construction materials and wire types | 2 | 3 |

| Unit | Unit Standard Title | Level | Credits |
|---|---|---|---|
| *General Agriculture* | | | |
| 23541 | Locate hazards, describe safety procedures and demonstrate safe work practices in a rural workplace | 2 | 5 |

| Unit | Unit Standard | Level | Credits |
|---|---|---|---|
| *Pest Control* | | | |
| 21554 | Demonstrate knowledge of safety with agrichemicals | 2 | 3 |

| Unit | Unit Standard | Level | Credits |
|---|---|---|---|
| 18191 | Demonstrate knowledge of safe handling and health problems of dairy cattle associated with milking | 2 | 3 |
| 19147 | Describe the activities and hazards in a wool shed during shearing for a farm perspective | 2 | 2 |
| 19143 | Perform calculations for primary production situations | 2 | 4 |
| 21555 | Demonstrate knowledge of weeds and their control | 3 | 4 |
| 18 | Identify and treat milking problems in dairy cattle | 3 | 4 |
| 19087 | Demonstrate knowledge of calf rearing from birth to weaning | 3 | 4 |
| 19149 | Describe lambing, and the procedures for assisting ewes having difficulty lambing | 3 | 4 |

| Unit | Achievement Standard | Level | Credits |
|---|---|---|---|
| 90920 | Demonstrate knowledge of geographic distribution of agricultural and horticultural primary production in New Zealand | 1 | 3 |
| 90160 | Demonstrate knowledge of the impact on the environment of primary production management | 1 | 3 |

# Building and Construction

**Level:** **1 and 2**

**Pre-requisites:** None

**Equipment Needed:** Enclosed Leather Shoes

## Information:

This course will equip the students with skills that will enable them to seek employment in the building and construction industry, however, the skills learnt will be applicable to any of the trades i.e. carpentry, joinery, welding and sheet metal work.

## Unit Standards Level 1

| Unit | Details | Level | Credit |
|---|---|---|---|
| 12927 | Identify, select, maintain and use hand tools for BCATS project | 2 | 6 |
| 24355 | Demonstrate knowledge of construction and manufacturing materials used in BCATS Projects | 1 | 4 |
| 24356 | Apply elementary workshop procedures and processes for a BCATS Project | 1 | 8 |

## Unit Standards Level 2

| Unit | Details | Level | Credit |
|---|---|---|---|
| 24350 | Identify, select, maintain and use portable power tools for BCATS Projects | 2 | 6 |
| 24351 | Demonstrate knowledge of and use specified fixed machinery in construction of BCATS Projects | 2 | 6 |
| 31812 | Complete a BCATS Project | 2 | 6 |


# Building and Construction

**Level:** **3**

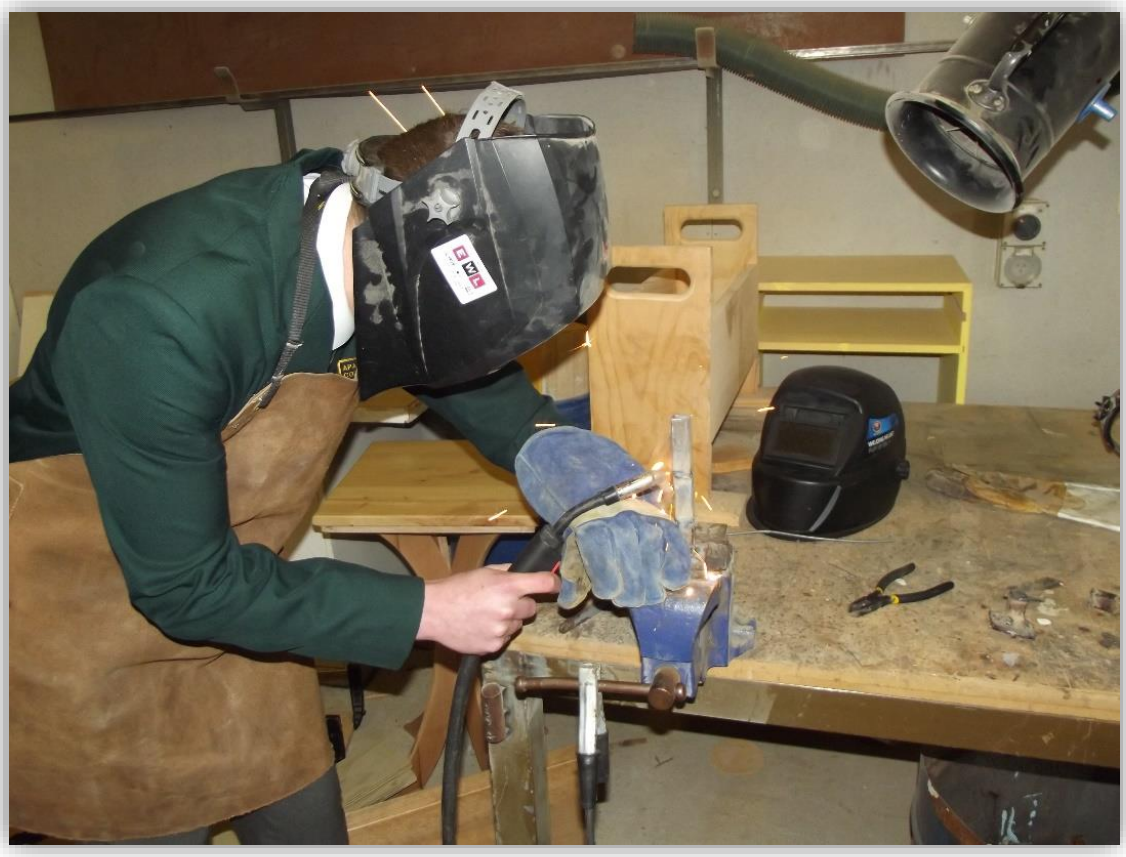
**Pre-requisites:** Level 2 Building and Construction

**Equipment Needed:** Enclosed Leather Shoes and a scrap book

**Information:**
This course will equip the students with skills that will enable them to seek employment in the building and construction industry, however, the skills learnt will be applicable to any of the trades i.e. carpentry, joinery, welding and sheet metal work.

## Unit Standards Level 3

| Unit | Details | Level | Credit |
|---|---|---|---|
| 29681 | Measure and calculate for a stage 3 BCATS Project | 3 | 3 |
| 29681 | Select use and maintain tools, equipment and machinery for a stage 3 BCATS Project | 3 | 4 |
| 29684 | Undertake a stage 3 BCATS Project | 3 | 12 |



# Business Studies

**Level:** **2 and 3**

This course offers NCEA credits and a Micro-credential in Enterprise.

## Information:

Through the Young Enterprise Scheme (YES) you run a virtual company for Terms 1, 2 and 3, and have opportunities to practise hands-on business skills as well as making a profit, giving back to your community, winning prizes at regional and national levels, and making friends across New Zealand. You may choose to work alone as a 'sole trader' or in a group. More than 50% of YES students go on to run their own business in the future.

During Term 4 you have the option to take Business Studies external papers which help you gain course endorsements and prepare your career path for a future in Commerce, Business, Agribusiness and Enterprise. The external papers cover business concepts and company case studies.

| | | |
|---|---|---|
| **Year 12**<br>AS 91846 2.4 | Conduct Market Research for a new or existing product | 3 credits |
| AS 91848 2.6 | Carry out a business activity within a community context with guidance | 9 credits |
| AS 90843 2.1(exam) | Demonstrate understanding of the internal operations of a large business. | 4 credits |
| AS 90844 2.2(exam) | Demonstrate understanding of how a large business responds to external factors. | 4 credits |

| | | |
|---|---|---|
| **Year 13**<br>AS 91382 3.4 | Develop a Marketing Plan for a new or existing product | 6 credits |
| AS 91384 3.6 | Carry out, with consultation, an innovative and sustainable business activity | 9 credits |
| AS 91379 3.1 (exam) | Demonstrate understanding of how internal factors interact within a business that operates in a global context. | 4 credits |
| AS 91380 3.2 (exam) | Demonstrate understanding of strategic response to external factors by a business that operates in a global context. | 4 credits |

# Digital Technology

**Level:** **NCEA Level 1**

**Pre-requisites:** None

## Information:

Year 11 Digital Technology (NCEA Level 1) extends the knowledge and skills learned in Year 10. Students will strengthen core knowledge related to the management of digital information, including ethical issues relating to use of digital information. Students will develop skills and knowledge of tools and techniques in the areas of digital information, digital media and computer programming. Students will apply their knowledge and skill as they are engaged in technological practice to develop their own computer game/website and related promotional materials.

This year you will be creating a computer game that educates the young kids in Maths or Science playing it. There is an issue at the moment where NZ primary school kids are falling behind in Maths and Science. We will be trying to create a tool to fix this. You are required to develop a Proposal and a Design for this computer game. You will then proceed to develop the computer game where you will code your own work or create the digital media required for the
game using an iterative process. The learning and teaching throughout the year, will have a focus on human computer interaction which will enable you to write the External Report.

*A list of possible Unit and Achievement Standards that the student may build their course around:*

| Standard | Version | Credits |
|---|---|---|
| AS91877 | Develop a proposal for a digital outcome | 3 Internal |
| AS91878 | Develop a design for a digital outcome | 3 Internal |
| AS91880 | Develop a digital media outcome | 4 Internal |
| AS91883 | Develop a computer program | 4 Internal |
| AS91884 | Use basic iterative processes to develop a digital outcome | 6 Internal |
| AS91886 | Demonstrate understanding of human computer interaction | 3 External |
| US5946 | Use computer technology to create and deliver a presentation from given content | 3 Internal |
| US18743 | Produce a spreadsheet from instructions using supplied data | 2 Internal |
| US18758 | Find information using the Internet | 2 Internal |
| US25659 | Create a web page using a mark-up language with a text editor | 2 Internal |
| US26745 | Produce still images for a range of digital media | 3 Internal |
| AS91877 | Develop a proposal for a digital outcome | 3 Internal |
| AS91878 | Develop a design for a digital outcome | 3 Internal |

Overall, the course will allow students to mix and match a variety of Achievement and Unit Standards to enable them to develop an excellent foundation in research, design, problem solving and digital technology skills which will complement many areas of tertiary studies (Computer Science, Information Science, Design, Business Administration & Engineering)

# Digital Technology

**Level:** **NCEA Level 2**

**Pre-requisites:** None

## Information:

Year 12 Digital Technology (NCEA Level 2) extends the knowledge and skills learned in NCEA Level 1. The course requires the students to undertake technological practice to create "fit for purpose' digital outcomes. As part of this practice students plan, develop, test and evaluate these against the requirements of the brief. Students will further enhance their skills and knowledge of tools and techniques in the areas of digital information, digital media and computer programming.

This year you will be creating Digital Outcome of your choosing to fulfil a Need or Opportunity. You are required to conduct an Inquiry for a Proposal and apply conventions to Design the outcome. You will then proceed to use advanced processes to develop the outcome. The External Report will focus on writing a summary of the development of your digital outcome.

*A list of possible Standards that the student may build their course around:*

| Standard | Version | Credits |
|---|---|---|
| AS98190 | Conduct an inquiry to propose a digital technologies outcome | 6 Internal |
| AS91891 | Apply conventions to develop a design for a digital technologies' outcome | 3 Internal |
| AS91893 | Use advanced techniques to develop a digital media outcome | 4 Internal |
| AS91897 | Use advanced processes to develop a digital technologies outcome | 6 Internal |
| AS91899 | Present a summary of developing a digital outcome | 3 External |
| US2784 | Create and use a computer spreadsheet to solve a problem | 3 Internal |
| US2788 | Produce desktop published documents to meet a set brief | 5 Internal |
| US5940 | Produce a presentation using a desktop presentation computer application | 3 Internal |
| US18740 | Create a simple computer program to meet a set brief | 3 Internal |
| US25656 | Create a website using a mark-up language to meet a set brief | 3 Internal |

Overall, the course will allow students to mix and match a variety of Achievement and Unit Standards to enable them to develop an excellent foundation in research, design, problem solving and digital technology skills which will complement many areas of tertiary studies. (Computer Science, Information Science, Design, Business Administration & Engineering)

# Digital Technology

**Level:** **NCEA Level 3**

**Pre-requisites:** None

## Information:

Year 13 Digital Technology (NCEA Level 3) extends the knowledge and skills learned in NCEA Level 1 & 2. The course requires the students to be able to demonstrate understanding of complex concepts related to the one or more of the following strands.

- Digital Information
- Computer Science (Programming)
- Digital Media

This year you will be creating Digital Outcome of your choosing to fulfil a Need or Opportunity. You are required to conduct an Inquiry for a Proposal and apply conventions to Design the outcome. You will then proceed to use advanced processes to develop the outcome. The External Report will focus on writing an analysis of the development of your digital outcome.

| Standard | Version | Credits |
|---|---|---|
| AS91900 | Conduct a critical inquiry to propose a digital technologies outcome | 6 Internal |
| AS91901 | Apply user experience methodologies to develop a design for a digital technologies' outcome | 3 Internal |
| AS91906 | Use complex programming techniques to develop a computer program | 6 Internal |
| AS91907 | Use complex processes to develop a digital technologies outcome | 6 Internal |
| AS91909 | Present a reflective analysis of developing a digital outcome | 3 External |
| US2785 | Create a computer spreadsheet to provide a solution for organisation use | 5 Internal |
| US2789 | Produce desktop published documents for organisation use | 6 Internal |
| US5947 | Use computer technology to solve a specified problem | 3 Internal |
| US5953 | Create and monitor a project plan using a computer application | 3 Internal |
| US18741 | Create a computer program to provide a solution | 6 Internal |
| US24872 | Produce documents for a workplace using a computer | 3 Internal |
| US25657 | Create a website for a stakeholder using a mark-up language | 6 Internal |

Overall, the course will allow students to mix and match a variety of Achievement and Unit Standards to enable them to develop an excellent foundation in research, design, problem solving and digital technology skills which will complement many areas of tertiary studies (Computer Science, Information Science, Design, Business Administration & Engineering)

# English

**Level:** **NCEA Level 1**

## Information:

This course aims to cover the NCEA literacy corequisite and continue to develop academic English. A range of standards will be assessed internally, along with up to two external examinations. In addition, some of the new NCEA standards will be trialled from the following:

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| 90052 AS 1.4 | Produce creative writing | 3 Internal |
| 90053 AS 1.5 | Produce formal writing | 3 Internal |
| 90857 AS 1.6 | Construct and deliver oral text | 3 Internal |
| 90852 AS 1.8 | Explain significant connections across texts | 4 Internal |
| 90853 AS 1.9 | Use Information literacy skills to form conclusions | 4 Internal |
| 90854 AS 1.10 | Form personal responses to independently read texts | 4 Internal |
| 90856 AS 1.11 | Close viewing of visual or oral texts | 3 Internal |

**Option 1: External Examinations – choose 1 or 2 from below**

| | | |
|---|---|---|
| 90849 AS 1.1 | Show understanding of studied written texts | 4 External |
| 90850 AS 1.2 | Show understanding of studied visual or oral texts | 4 External |
| 90851 AS 1.3 | Show understanding of unfamiliar written texts | 4 External |

**Future Directions**

Literacy and English are useful for most careers

# English

**Level:** **NCEA Level 2**

**Pre-requisites:** Good results at Level 1

## Information:

A course of English is advised but not compulsory at Year 12 and leads towards the National Certificate of Educational Achievement Level 2. This course aims to strengthen literacy and academic English, with one option leading towards a Tertiary Study pathway and another towards work readiness.

The NCEA Level 2 External Examination English course covers a range of Achievement Standards and Unit Standards, some assessed internally during the course of the year, and some externally in November. Homework comprises regular reading and literary analysis, plus study towards specific standards and revision for external essay-based examinations. Students will aim to gain a minimum of 16 credits and will select from the following standards:

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| 91101 AS 2.4 | Produce a selection of crafted and controlled writing | 6 Internal |
| 91102 AS 2.5 | Construct and deliver a crafted and controlled oral text | 3 Internal |
| 91104 AS 2.7 | Analyse significant connections across texts | 4 Internal |
| 91107 AS 2.10 | Analyse aspects of visual and/or oral texts through close viewing and/or listening | 3 Internal |

**Option 1: Professional careers**

| | | |
|---|---|---|
| 91098 AS 2.1 | Analyse specified aspects of studied written texts | 4 External |
| 91099 AS 2.2 | Analyse specified aspects of studied visual or oral texts | 4 External |
| 91100 AS 2.3 | Analyse significant aspects of unfamiliar written texts | 4 External |

**Option 2: Work readiness (Sorted in Schools standards)**

| | | |
|---|---|---|
| US 28092 | Analyse the effect of significant life events on personal financial income | 3 Internal |
| US 28096 | Demonstrate understanding of insurance products for personal financial capability | 3 Internal |
| US 1294 | Be interviewed in a formal interview | 2 Internal |

**Future Directions**

Students will be encouraged to enter debating, film and writing competitions. English leads to a wide range of jobs and other qualifications including marketing, law, journalism, business, management, marketing, teaching, museum directorship and librarianship.

# English

**Level:** **NCEA Level 3**

**Pre-requisites:** Good results at Level 2

## Information:

A course of English at Year 13 leads towards the National Certificate of Educational Achievement Level 3 and to prepare student for tertiary studies as well as life beyond school. Students can gain enough credits for a University Entrance *basket* and for course endorsement.

Coursework has a focus on evaluating visual media including films and their directors. In addition, the course helps students to develop critical thinking skills and to write for a range of audiences and purposes. If you want to know the difference between fact and conspiracy, and then persuade your friends to believe you, this course is for you!

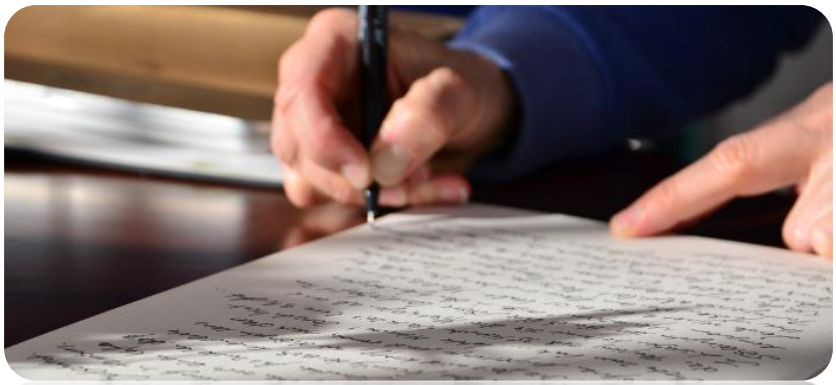
## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| 91473 AS 3.2 | Respond critically to specified aspects of studies visual or oral texts, supported by evidence | 4 External |
| and/or<br>91474 AS 3.3 | Respond critically to specified aspects of unfamiliar written texts | 4 External |
| 91475 AS 3.4 | Produce a selection of fluent and coherent writing which develops, sustains and structures ideas | 6 Internal |
| 91476 AS 3.5 | Create and develop a fluent and coherent oral text | 3 Internal |
| 91479 AS 3.8 | Develop an informed understanding of literature and/or language using critical texts | 4 Internal |
| 91480 AS 3.9 | Respond critically to significant aspects of visual and/or oral texts through close reading, supported by evidence | 3 Internal |

**Future Directions**

Students will be encouraged to enter film and writing competitions.

English leads to a wide range of jobs and other qualifications including marketing, media, law, journalism, business, management, teaching and librarianship.



# Financial Literacy

**Level:** **NCEA Level 2**

**Pre-requisites:** **None**

**Equipment Needed:** **Nil**

## Information:

The National Financial Educators Council defines financial literacy as:
"Possessing the skills and knowledge on financial matters to confidently take effective action that best fulfills an individual's personal, family and global community goals."

In the financial literacy course, we will continue to look at the financial issues the students will need to be able to understand and be able to complete to function successfully when they leave school. The students will be able to produce a balanced budget with changing circumstances, have an understanding of how the banking systems work and what products are available for them to utilise and learn the steps needed to be able to purchase major items that meet their needs (cost/aesthetics etc).

A large part of this course the student will be completing the work using technology and they may be able to complete some relevant computing unit standards as well (spreadsheeting, word processing, etc), depending on the student's level and ability.

| | Standard | Version | Credits |
|---|---|---|---|
| Managing income | US 28092 | Analyse the effect of significant life events at different life stages on personal financial income | 3 Internal |
| | US 24699 | Make an informed decision relating to personal income and explain its impacts | 2 Internal |
| | US 24695 | Explain taxation and other deductions relating to personal income | 2 Internal |
| Credit and debt | US28093 | Describe the financial responsibilities and consequences of tertiary study funding options | 3 Internal |
| Setting goals & budgeting | US 28094 | Produce a balanced household budget and adjust the budget to reflect changing financial circumstances | 3 Internal |
| Saving and investing | US28095 | Analyse personal financial investment options | 3 Internal |
| Protecting assets and wealth | US 28096 | Demonstrate understanding of insurance products for personal financial capability | 3 Internal |
| Spending and transactions | US 28097 | Analyse and select banking products and services in relation to personal finances | 3 Internal |

Financial Literacy

# Financial Literacy

**Level:** **NCEA Level 3**

**Pre-requisites:** **None**

**Equipment Needed:** **Nil**

## Information:

In the financial literacy course we will develop a really strong understanding of the financial issues that students will need to complete to function successfully when they leave school. The students will review options to increase personal income, the effect risk has on your finances. As well as developing a long-term financial plan and investigating different options in buying a property.

A large part of this course the student will be completing the work using technology and they may be able to complete some relevant computing unit standards as well (spreadsheeting, word processing, etc), depending on the student's level and ability.

| | Standard | Version | Credits |
|---|---|---|---|
| Managing income | US28098 | Evaluate options to increase personal income | 3 Internal |
| Credit and debt | US28099 | Analyse credit options and select strategies to manage personal finances | 3 Internal |
| Setting goals & budgeting | US28100 | Develop a plan to achieve a long-term personal financial goal(s) | 4 Internal |
| Saving and investing | US28101 | Create a long-term personal financial investment portfolio | 4 Internal |
| Protecting assets and wealth | US28102 | Demonstrate understanding of risk and return on investment for a personal financial investment portfolio | 4 Internal |
| Spending and transactions | US28103 | Analyse and select personal financing options for purchasing a property | 4 Internal |
| | US28104 | Analyse the impact(s) of external factors on personal finances | 3 Internal |

Financial Literacy

# Food Nutrition

**Level:** **1, 2 and 3 (Year 11, 12 and 13)**

**Pre-requisite:** An interest in food and food preparation and presentation

**Equipment Needed:** Enclosed Leather Shoes, Clear file

## Information:

In this course we will explore the importance of food safety and how different cultures have influenced the food we eat. Students will prepare a wide variety of foods through weekly practical lessons. All students can gain NCEA level 1 literacy through this course and/or gain a course endorsement in Home Economics.

## Achievement Standards – Level 1

| Standard | Details | Credit |
|---|---|---|
| AS 90959 v3 | Demonstrate knowledge of practices and strategies to address food handling issues | 5 credits, literacy, internal |
| AS 91082 v4 | Implement basic procedures to process a specified product | 4 credits, internal |
| AS 90958 v3 | Demonstrate understanding of how cultural practices influence eating patterns in New Zealand | 5 credits, literacy, internal |
| AS 90961 v3 | Demonstrate understanding of how packaging information influences an individual's food choices and well-being | 4 credits, literacy, external |

In this course students will investigate the sustainability of food related practices and how they can contribute to a sustainable future through their personal actions. Students will further explore determinants of health and how our food choices influence our overall well-being. Students can gain UE literacy and course endorsement in Home Economics.

## Achievement Standards – Level 2

| Unit | Details | Credit |
|---|---|---|
| AS 91302 v2 | Evaluate sustainable food related practices | 5 credits, literacy, internal |
| AS 90810 v3 | Undertake a personal action, with reflection, that contributes to a sustainable future | 6 credits, literacy, internal |
| AS 91299 v2 | Analyse issues related to the provision of food for people with specific food needs | 5 credits, literacy, internal |
| AS 91300 v2 | Analyse the relationship between well-being, food choices and determinants of health | 4 credits, literacy & UE writing, external |

The above course allows students to gain UE literacy and course endorsement in Home Economics.

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This course of study will investigate nutritional issues that are of relevance to NZ society and develop and carry out an action plan to address these issues. Students will continue to gain practical experiences throughout the year. Students can gain UE literacy and course endorsement in Home Economics.

## Achievement Standards – Level 3

| Unit | Details | Credit |
|---|---|---|
| *Term 1* | | |
| AS 914666 | Investigate issue affecting the well-being of New Zealand society | 5 credits, internal |
| *Term 2* | | |
| AS 91467 | Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society | 5 credits, internal |
| *Term 3* | | |
| AS 90828 | Evaluate a personal action that contributes towards a sustainable future | 6 credits, internal |
| *Term 4* | | |
| AS 91471 | Analyse the influences of food advertising on well-being | 4 credits, internal |

The above course allows students to gain EU literacy and course endorsement in Home Economics.

**Future Direction**

Early Childhood Education, Primary School Teacher, Hospitality Industry – Chef, Waiting Staff, Kitchen Staff, Household Staff, Nutrition Advisor/Dietician, Food Technologist, Food Stylist, Food Writer, etc.

# Humanities

**Level:** **NCEA Level 1**

**Pre-requisites**: An interest in History and Geography

## Information:

Humanities is a combined course of History and Geography and is designed to cater for those who want to know more about the world they live in through a study of past events which have shaped New Zealand, combined with knowledge of the physical and cultural setting and how it works.

The final course will consist of no less than 18 credits from History and Geography and will be decided by student interest. Possible achievement standards are listed below.

## History Standards

| Standard | Details | Credits |
|---|---|---|
| 91001 AS1.1 | Carry out an investigation of an historical event, or place of significance to New Zealanders | 4 Internal |
| 91002 AS1.2 | Demonstrate understanding of an historical event, or place, of significance to New Zealanders. | 4 Internal |
| 91003 AS1.3 | Interpret sources of an historical event of significance to New Zealanders. | 4 External |
| 91004 AS1.4 | Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders. | 4 Internal |
| 91005 AS1.5 | Describe the causes and consequences of an historical event. | 4 External |
| 91006 AS1.6 | Describe how a significant historical event affected New Zealand society. | 4 External |

## Geography Standards

| Standard | Details | Credits |
|---|---|---|
| 91010 AS1.4 | Apply concepts and basic geographic skills to demonstrate understanding of a given environment | 4 External |
| 91011 AS1.5 | Conduct geographic research with direction | 4 Internal |
| 91012 AS1.6 | Describe aspects of a contemporary New Zealand geographic issue | 3 Internal |
| 91013 AS1.7 | Describe aspects of a geographic topic at a global scale | 3 Internal |

**Future Direction**

This course is designed to give students experience of both History and Geography. The two subjects will be continued in Year 12 as Humanities and will allow entry into History at Level 3.

# Humanities

**Level:** **NCEA Level 2**

**Pre-requisites**: An interest in History and Geography (although not a pre-requisite, it is beneficial to have taken Level 1 Humanities).

## Information:

This course offers a balance of both New Zealand and World History, and both physical and cultural Geography. The final course will consist of no less than 18 credits from History and Geography and will be decided by student interest. Possible achievement standards are listed below.

### History Standards

| Standard | Details | Credits |
|---|---|---|
| 91229 AS2.1 | Carry out an inquiry of an historical event or place that is of significance to New Zealanders | 4 Internal |
| 91230 AS2.2 | Examine an historical event, or place, of significance to New Zealanders. | 5 Internal |
| 91231 AS2.3 | Examine sources of an historical event that is of significance to New Zealanders | 4 External |
| 91232 AS2.4 | Interpret different perspectives of people in an historical event that is of significance to New Zealanders | 5 Internal |
| 91233 AS2.5 | Examine causes and consequences of a significant historical event. | 5 External |
| 91234 AS2.6 | Examine how a significant historical event affected New Zealand society | 5 External |

### Geography Standards

| Standard | Details | Credits |
|---|---|---|
| 91243 2.4 | Apply geography concepts and skills to demonstrate understanding of a given environment | 4 External |
| 91244 2.5 | Conduct geographic research with guidance. | 5 Internal |
| 91245 2.6 | Explain aspects of a contemporary New Zealand geographic issue | 3 Internal |
| 91013 1.7 | Describe aspects of a geographic topic at a global scale | 3 Internal |

**Future Directions**

This course allows students to complete the entry requirements for NCEA level 3 History.

# History

**Level:** **NCEA Level 3**

**Pre-requisites**: 12 History credits at NCEA Level 2

## Information:

NCEA Level 3 History takes an in-depth look into historical events, perspectives and relationships. The course will consist of no less than 20 credits.

## History Standards

| Standard | Details | Credits |
|---|---|---|
| AS3.2 | Analyse an historical event, or place, of significance to New Zealanders. | 5 Internal |
| AS3.3 | Analyse evidence relating to an historical event of significance to New Zealanders. | 4 External |
| AS3.4 | Analyse different perspectives of a contested event of significance to New Zealanders. | 5 Internal |
| AS3.6 | Analyse a significant historical trend and the force(s) that influenced it. | 6 External |

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**Future Directions**

History credits will go towards University Entrance. The research and analytical skills students develop in History are useful for a range of careers in Law, Politics, Policy Analysis, Film, Journalism, Teaching, Museum Studies and many more.

# Mathematics

**Level:** **NCEA Level 1**

**Pre-requisites:** There is no prerequisite for this course. Mathematics at Level 1 is compulsory

**Equipment required:** This course requires students to have their own scientific calculator, and a graphics calculator is preferable. NZQA states students without a graphics calculator are disadvantaged. A graphics calculator is also required for NCEA Level 2 and 3 Mathematics.

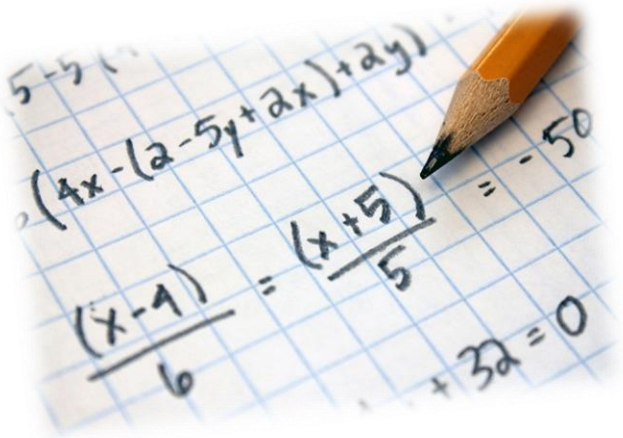
## Information:

This course is suited to students who would like to study Mathematics at Level 2 and or 3, enter the workforce upon leaving school, gain a trade qualification, complete a course at Polytechnic and/or intend to study at university. Students who achieve well in this course could take a Level 2.

This course comprises of internally and externally assessed Achievement Standards and offers a maximum of 22 credits. Internal assessments will be sat throughout the year as each achievement standard is learnt and students can show that they are ready to be assessed. External assessments will take the form of a written examination at the end of the year. The course will consist of a selection from the following internal and external achievement standards.

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| AS 91036 | Investigate bivariate numerical data using the statistical enquiry cycle 1.11 | 3 Internal |
| AS 91030 | Apply measurement in solving problems 1.5 | 3 Internal |
| AS 91028 | Investigate relationships between tables, equations and graphs 1.3 | 4 External |
| AS 91038 | Investigate a situation involving elements of chance 1.13 | 3 Internal |
| AS 91026 | Apply numeric reasoning in solving problems 1.1 | 4 Internal |
| AS 91029 | Apply linear algebra in solving problems 1.4 | 3 Internal |
| AS 91035 | Investigate a given multivariate data set using the statistical enquiry cycle 1.10 | 4 Internal |
| AS 91037 | Demonstrate understanding of chance and data 1.12 | 4 External |



# Mathematics

**Level:** **NCEA Level 2 Mathematics with Statistics**

**Pre-requisites:** Students must have achieved well in NCEA Level 1 Mathematics to enrol in this course and entry to this course is at the discretion of the Head of Mathematics.

**Equipment required:** This course requires students to have their own graphics calculator. NZQA states students without a graphics calculator are disadvantaged. A graphics calculator is also required for NCEA Level 3 Mathematics.

## Information:

This course comprises of internally and externally assessed Achievement Standards and offers a maximum of 19 credits. Internal assessments will be sat throughout the year as each Achievement Standard is learnt and students can show that they are ready to be assessed. External assessments will take the form of a written examination at the end of the year. The course will consist of a selection from the following internal and external Achievement Standards.

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| AS 91260 | Apply network methods in solving problems 2.5 | 2 Internal |
| AS 91265 | Conduct an experiment to investigate a situation using statistical methods 2.10 | 3 Internal |
| AS 91259 | Apply trigonometric relationships in solving problems 2.4 | 3 Internal |
| AS 91264 | Use statistical methods to make an inference 2.9 | 4 Internal |
| AS 91268 | Investigate a situation involving elements of chance using a simulation 2.13 | 2 External |
| AS 91267 | Apply probability methods in solving problems 2.12 | 4 External |
| AS 91256 | Apply co-ordinate geometry in solving problems 2.1 | 2 Internal |
| AS 91258 | Apply sequences and series in solving problems 2.3 | 2 Internal |
| AS 91263 | Design a questionnaire 2.8 | 3 Internal |
| AS 91266 | Evaluate a statistically based report 2.11 | 2 Internal |

**Future Directions**

This course is suited to students who would like to enter the workforce upon leaving school, gain a trade qualification, complete a course at a Polytechnic and or university.

# Mathematics

**Level:** **NCEA Level 2 Mathematics with Calculus**

**Pre-requisites:** Students must have achieved well in NCEA Level 1 Mathematics to enrol in this course and entry to this course is at the discretion of the Head of Mathematics.

**Equipment required:** This course requires students to have their own graphics calculator. NZQA states students without a graphics calculator are disadvantaged. A graphics calculator is also required for NCEA Level 3 Mathematics.

## Information:

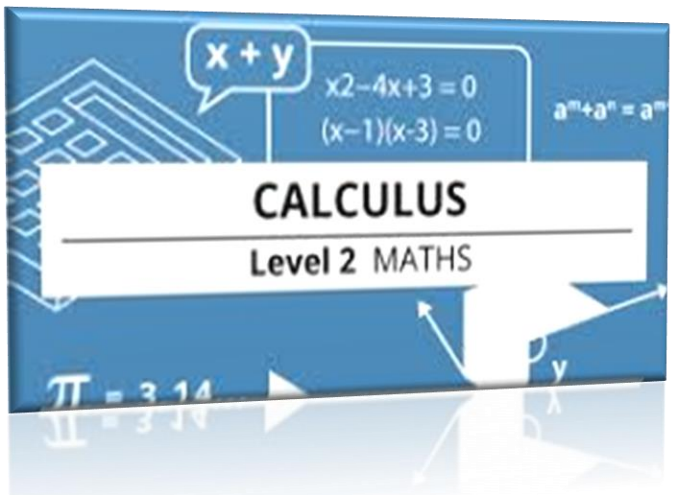
This course comprises of internally and externally assessed Achievement Standards and offers a maximum of 20 credits. Internal assessments will be sat throughout the year as each Achievement Standard is learnt and students can show that they are ready to be assessed. External assessments will take the form of a written examination at the end of the year. This course will consist of a selection from the following internal and external Achievement Standards.

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| AS 91256 | Apply coordinate geometry methods in solving problems 2.1 | 2 Internal |
| AS 91259 | Apply trigonometric relationships in solving problems 2.4 | 3 Internal |
| AS 91257 | Apply graphical methods in solving problems 2.2 | 4 Internal |
| AS 91269 | Apply systems of equations in solving problems 2.14 | 2 Internal |
| AS 91261 | Apply algebraic methods in solving problems 2.6 | 4 External |
| AS 91258 | Apply sequences and series in solving problems 2.3 | 2 Internal |
| AS 91060 | Apply network methods in solving problems 2.5 | 2 Internal |
| AS 91262 | Apply calculus methods in solving problems 2.7 | 5 External |

**Future Directions**

This course is suited to students who intend to study Calculus and/or Statistics at Level 3, intend to study Physics at Level 3 and/or intend to study Sciences, Infrastructure or Engineering at University.



# Mathematics

**Level:** **NCEA Level 3 with Statistics**

**Pre-requisites:** Students must have achieved well in NCEA Level 2 Mathematics with Statistics or Calculus to enrol in this course and entry to this course is at the discretion of the Head of Mathematics.

**Equipment required:** This course requires students to have their own graphics calculator. NZQA states students without a graphics calculator are disadvantaged. A graphics calculator is also required for NCEA Level 3 Mathematics.

## Information:

This course comprises of internally and externally assessed Achievement Standards and offers a total of 24 credits and provides students with the opportunity to gain University Entrance. Internal assessments will be sat throughout the year as each Achievement Standard is learnt and students can show that they are ready to be assessed. External assessments will take the form of a written examination at the end of the year. The course will consist of a selection from the following internal and external Achievement Standards.

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| AS 91583 | Conduct an experiment to investigate a situation using experimental design principles 3.11 | 4 Internal |
| AS 91574 | Apply linear programming methods in solving problems 3.2 | 3 Internal |
| AS 91580 | Investigate time series data 3.8 | 4 Internal |
| AS 91576 | Use critical path analysis in solving problems 3.4 | 2 Internal |
| AS 91581 | Investigate bivariate measurement data 3.9 | 4 Internal |
| AS 91585 | Apply probability concepts in solving problems 3.13 | 4 External |
| AS 91584 | Evaluate statistically based reports 3.12 | 4 External |
| AS 91586 | Apply probability distributions in solving problems 3.14 | 4 External |
| AS 91582 | Use statistical methods to make a formal inference 3.10 | 4 Internal |
| AS 91587 | Apply systems of simultaneous equations in solving problems 3.15 | 3 Internal |

**Future Directions**

This course is suited to students who would like to enter the workforce upon leaving school, gain a trade qualification, complete a course at a Polytechnic and or University.

# Mathematics

**Level:** **NCEA Level 3 with Calculus**

**Pre-requisites:** Students must have achieved well in NCEA Level 2 Mathematics with Calculus to enrol in this course and entry to this course is at the discretion of the Head of Mathematics.

**Equipment required:** This course requires students to have their own graphics calculator. NZQA states students without a graphics calculator are disadvantaged. A graphics calculator is also required for NCEA Level 3 Mathematics.

## Information:

This course comprises of internally and externally assessed Achievement Standards and offers a total of 24 credits and provides students with the opportunity to gain University Entrance. Internal assessments will be sat throughout the year as each Achievement Standard is learnt and students can show that they are ready to be assessed. External assessments will take the form of a written examination at the end of the year. The course will consist of a selection from the following internal and external Achievement Standards.

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| AS 91573 | Apply the geometry of conic sections in solving problems 3.1 | 3 Internal |
| AS 91574 | Apply linear programming methods in solving problems 3.2 | 3 Internal |
| AS 91575 | Apply linear trigonometric methods in solving problems 3.3 | 4 Internal |
| AS 91576 | Use critical path analysis in solving problems 3.4 | 2 Internal |
| AS 91577 | Apply the algebra of complex numbers in solving problems 3.5 | 5 External |
| AS 91578 | Apply differentiation methods in solving problems 3.6 | 6 External |
| AS 91579 | Apply integration methods in solving problems 3.7 | 6 External |
| AS 91587 | Apply systems of simultaneous equations in solving problems 3.15 | 3 Internal |

**Future Directions**

This course is suited to students who would like to enter the workforce upon leaving school, gain a trade qualification, complete a course at a Polytechnic and or University studying Sciences, Infrastructure or Engineering.

# Outdoor Recreation **(Two-year programme)**

**Level:** **Year 12 and 13**

**Cost:** The following activities in the Outdoor Recreation programme may incur a fee. The amount of the fee will be notified before the activity occurs. A large majority of the course is funded by STAR.
Adventure Based Learning (Ropes Course)
Bushcraft Sport Orientated Local Area Activities

**Pre-requisites:** Level 1 NCEA with Literacy and Numeracy. Mature, responsible, and physically active.

**Equipment Needed:** Most provided except for obvious personal gear e.g. boots, packs etc. Students also are required to have an interest in completing outdoor pursuits.

**Information:**
Some of the unit standards may not be carried out due to lack of time, standard updates or similar reasons. Wherever possible time is allowed for in the programme for reassessments or completion of unit standards. There will be changes made in order to best fit the requirements of final class numbers and year levels involved. This course is multi-level and runs over two years.

| Unit | Details | Level | Credits |
|---|---|---|---|
| ***Adventure Based Learning*** (held at Adventure Southland) | | | |
| 467 | Personal and social development through ABL | 2 | 3 |
| 473 | Personal and social development through high ropes | 2 | 1 |
| 468 | Assist in facilitation | 3 | 6 |
| 471 | Assist in facilitation of low ropes course activities for the development of participants | 3 | 6 |
| 474 | Assist in facilitation of high ropes course activities for the development of participants | 3 | 6 |
| 24663 | Demonstrate leadership while participating in an adventure-based learning programme | 3 | 3 |
| ***Bushcraft Orientated*** | | | |
| 425 | Experience day tramps | 2 | 3 |
| ***Snow Based*** | | | |
| 4596 | Snowboard on intermediate terrain | 2 | 3 |

| Unit | Details | Level | Credits |
|---|---|---|---|
| ***Land Based*** | | | |
| 431 | Navigate in good visibility on land | 2 | 3 |

# Physical Education and Health

**Level:** **NCEA Level 1**

**Pre-requisites:** Entry requirements for this course are successful completion of the Year 10 HPW programme, literacy and numeracy skills. Students also are required to be physically active. Students also are required to have a positive attitude playing a range of sports.

## Information:

Physical Education and Health provides students with an opportunity to build on existing sporting skills and gain new skills within a variety of movement contests. Students will learn to look after their body and develop their personal fitness as well as to demonstrate an understanding of the human body within a practical and theoretical environment. All standards assessed are Achievement Standards.

### Physical Education Achievement Standards

| Unit | Details | Credits |
|---|---|---|
| 90962 AS 1.1 | Participate actively in a variety of physical activities and explain factors that influence own participation | 5 Internal |
| 90963 AS 1.2 | Demonstrate understanding of the function of the body as it relates to the performance of physical activity | 5 Internal |
| 90964 AS 1.3 | Demonstrate quality movement in the performance of a physical activity | 3 Internal |
| 90966 AS 1.5 | Demonstrate interpersonal skills in a group and explain how these skills impact on others | 4 Internal |
| 90969 AS 1.8 | Take purposeful action to assist others to participate in physical activity | 2 Internal |

## Health Education Achievement Standards

| Unit | Details | Credits |
|---|---|---|
| 90971 AS 1.1 | Take action to enhance an aspect of personal well-being | 3 Internal |

# Physical Education and Health

**Level:** **NCEA Level 2**

**Pre-requisites:** Entry requirements for this course are successful completion of the Year 11 HPW programme, literacy and numeracy skills. Students also are required to be physically active.

## Information:

In this course students engage in both practical and theoretical components in a wide range of contexts. Students will apply different training principles and methods to a training programme while training for an event. They will learn how to develop and demonstrate interpersonal and social responsibility skills in a range of different sporting contexts, focusing on leadership. Students will also manage risk in different adventure-based learning activities.
All standards assessed are Achievement Standards.

## Physical Education Achievement Standards

| Unit | Details | Credits |
|---|---|---|
| 91329 AS 2.3 | Demonstrate understanding of the application of biophysical principles to training for physical activity | 4 Internal |
| 91330 AS 2.4 | Perform a physical activity in an applied setting | 4 Internal |
| 91332 AS 2.6 | Evaluate leadership strategies that contribute to the effective functioning of a group | 4 Internal |
| 91333 AS 2.7 | Analyse the application of risk management strategies to a challenging outdoor activity | 3 Internal |
| 91334 AS 2.8 | Consistently demonstrate social responsibility through applying a social responsibility model in physical activity | 3 Internal |

# Science

**Level:** **NCEA Level 1**

**Pre-requisites:** None

**Equipment Needed:** Calculator
Folder/Hard covered exercise book

## Achievement Standards (to be selected from)

| Standard | Details | Credits |
|---|---|---|
| 90930 Chem 1.1 | Carry out a practical chemistry investigation, with direction | 4 Internal |
| 90935 Phys 1.1<br>or<br>90940 Sci 1.1 | Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction<br><br>Demonstrate understanding of aspects of mechanics | 4 Internal<br>or<br>4 External |
| 90946 Sci 1.7 | Investigate the implications of the properties of metals for their use in society | 4 Internal |
| 90949 Sci 1.10 | Investigate life processes and environmental factors that affect them | 4 External |
| 90955 Sci 1.16 | Investigate an astronomical or Earth science event | 4 Internal |

**Future Directions**
Leads to Level 2 sciences such as Chemistry, Biology and Physics.

# Biology

**Level:** **NCEA Level 2 and 3**

**Equipment Needed:** 2B8 lecture book for notes.

**Information:**
Recommended to have passed Sci 1.10 Investigate life processes and environmental factors that affect them.

## Achievement Standards – Level 2

| Standard | Details | Credits |
|---|---|---|
| 91153 | Carry out a practical investigation in a biology context with supervision | 4 Internal |
| 91154 | Analyse the biological validity of information presented to the public | 3 Internal |
| 91156 | Demonstrate understanding of life processes at the cellular level | 4 External |
| 91157 | Demonstrate understanding of genetic variation and change | 4 External |
| 91160 | Investigate biological material at the microscopic level | 3 Internal |

## Achievement Standards – Level 3

| Standard | Details | Credits |
|---|---|---|
| 91601 | Carry out a practical investigation in a biological context, with guidance. | 4 Internal |
| 91602 | Integrate biological knowledge to develop an informed response to a socio-scientific issue. | 3 Internal |
| 91605 | Demonstrate understanding of evolutionary processes to leading to speciation. | 4 External |
| 91606 | Demonstrate understanding of trends in human evolution. | 4 External |
| 91607 | Demonstrate understanding of human manipulations of genetic transfer and its biological implications. | 3 Internal |

**Future Directions**
This course would be advantage to students wishing to continue into medicine, veterinary medicine, marine biology, nursing, horticulture, agriculture, entomology, zoology, environmental science, genetics or research science.

# Senior Chemistry

**Level:** **NCEA Level 2 and 3**

**Pre-requisites:** 14 credits in Level 1 Science including Achievement Standard 90944

**Equipment Needed:** Scientific Calculator
Folder/Hard covered exercise book

## Information:

Senior Chemistry will be composed of a selection of internal and external achievement standards chosen from the list below.

### Achievement Standards – Level 2

| Standard | Details | Credits |
|---|---|---|
| 91910 | Cary out a practical investigation into a substance present in a consumer product using quantitative analysis | 4 Internal |
| 91911 | Carry out an investigation into chemical species present in a sample using qualitative analysis. | 3 Internal |
| 91163 | Demonstrate understanding of the chemistry used in the development of a current technology | 3 Internal |
| 91164 | Demonstrate understanding of bonding, structure, properties and energy changes | 5 External |
| 91165 | Demonstrate understanding of the properties of selected organic compounds | 4 External |
| 91166 | Demonstrate understanding of chemical reactivity | 4 External |
| 91167 | Demonstrate understanding of oxidation-reduction | 3 Internal |

### Achievement Standards – Level 3

| Standard | Details | Credits |
|---|---|---|
| 91387 | Carry out an investigation in chemistry involving quantitative analysis | 4 Internal |
| 91388 | Demonstrate understanding of spectroscopic data in chemistry | 3 Internal |
| 91389 | Demonstrate understanding of chemical processes in the world around us | 3 Internal |
| 91390 | Demonstrate understanding of thermochemical principles and the properties of particles and substances | 5 External |
| 91391 | Demonstrate understanding of the properties of organic compounds | 5 External |
| 91392 | Demonstrate understanding of equilibrium principles in aqueous systems | 5 External |
| 91393 | Demonstrate understanding of oxidation-reduction processes | 3 Internal |

**Future Directions**

This challenging course leads on to Senior Chemistry or tertiary studies in Science and Agriculture. Tertiary studies could include the following fields: Agricultural Science, Chemical Engineer, Dentist, Doctor, Food Technologist, Geologist, Marine Scientist, Pharmacist, Physiotherapist, and Veterinarian.

# Senior Physics

**Level:** **NCEA Level 2 and 3**

**Pre-requisites:** 14 credits in Level 1 Science and Achievement Standard 90940

**Equipment Needed:** Scientific Calculator, protractor
Folder/Hard covered exercise book

## Information:

Senior Physics will be composed of a selection of internal and external achievement standards chosen from the list below. The standards chosen will be determined by the specific needs of the class.

### Achievement Standards – Level 2

| Standard | Details | Credits |
|---|---|---|
| 91168 | Carry out a practical physics investigation that leads to a non-linear mathematical relationship | 4 Internal |
| 91170 | Demonstrate understanding of waves | 3 External |
| 91171 | Demonstrate understanding of mechanics | 6 External |
| 91172 | Demonstrate understanding of atomic and nuclear physics | 3 Internal |
| 91173 | Demonstrate understanding of electricity and electromagnetism | 6 External |

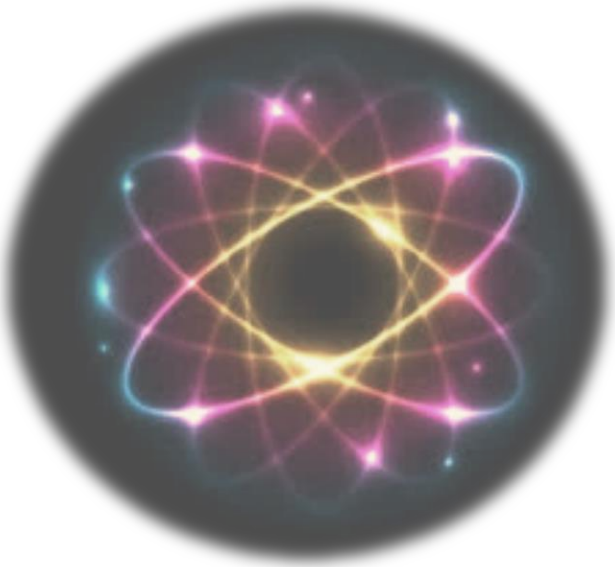
### Achievement Standards – Level 3

| Standard | Details | Credits |
|---|---|---|
| 91521 | Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship | 4 Internal |
| 91523 | Demonstrate understanding of wave systems | 3 External |
| 91524 | Demonstrate understanding of mechanical systems | 6 External |
| 91525 | Demonstrate understanding of Modern Physics | 3 Internal |
| 91526 | Demonstrate understanding of electrical systems | 6 External |

**Future Directions**

This challenging course leads on to second year Senior Physics or Tertiary study.

Tertiary studies could include the following fields: Aeronautics, Astronomy, Building Scientist, Computer Systems Engineer, Software Engineer, Electronics, Geophysics, Mechanical Engineer, Meteorologist, Physiotherapy, Surveyor and Veterinarian.



# Te Reo Māori

**Level:** **Level 1 (Year 11)**

**Equipment Needed:** **Clear file, exercise book and/or refill for notes and written activities.**

**Information:**
The course will see students increase both their vocabulary and grammar knowledge. In familiar contexts, they will be able to read, speak and write using Te Reo Māori

## Achievement Standards – Level 1

Students will complete a selection from the following standards (a minimum of 16 credits)

| Standard | Details | Credits |
|---|---|---|
| 6138 | Explain the role of whakataukī in relation to how Māori manage te taiao | 2 Internal |
| 15985 | Demonstrate knowledge of the use of rākau Māori | 3 Internal |
| 15990 | Demonstrate knowledge of a native bird and its significance to Māori | 4 Internal |
| 19670 | Describe the role of, and interactions between atua Māori in te taiao | 2 Internal |
| 7906 AS | Harvest and prepare harakeke and raranga kono | 4 Internal |
| 91085 AS | Whakarongo kia mōhio ki te reo o tōna ao | 6 Internal |
| 91089 AS | Waihanga tuhinga i te reo o tōna ao | 6 Internal |

**Future Directions**
This course will enable rangatahi to pursue Te Reo Māori at Level 2 & 3. Àkonga can carry cultural skills into almost any future career: Consultancy, Public Policy, Environmental Management, Teaching, Māori Studies, Human Resources, Business, Performing Arts, Visual Arts and many more.
The skills gained in this course will allow àkonga to more fully appreciate Te Ao Māori.

# Sustainability

**Level:** **Level 2 and 3 (Year 12 and/or Year 13)**

**Equipment Needed:** **N/A**

## Information:

Education for Sustainability allows you to run a project with focus on cultural, social, economic, or environmental sustainability in our community. You can work alone or in a group of two or three. You decide on your own sustainability topic, collect data and opinions, and plan how you will make a positive change in your community or support something you treasure to continue in future. You may condense your project into two terms or use the entire year to complete a deeper investigation and to take external examinations. Examples of past projects have been creating cultural sustainability through strengthening Kapa Haka at Aparima College and supporting social sustainability in Western Southland by holding a Woollyfest event. At Level 3 you can use Sustainability for a University Entrance kete.

### Achievement Standards – Level 2

| Standard | Details | Credits |
|---|---|---|
| AS90810 2.1 | Undertake a personal action, with reflection, that contributes to a sustainable future | Internal 4 credits |
| AS91734 2.5 | Develop a collaborative response that promotes a sustainable future, in relation to a current issue | Internal 4 credits |
| AS91733 2.4 | Demonstrate understanding of initiatives that contribute to a sustainable future | External 4 credits |
| AS90814 2.6 | Develop understanding of aspects of sustainability in different contexts | External 4 credits |

### Achievement Standards – Level 3

| Standard | Details | Credit |
|---|---|---|
| AS90828 3.1 | Evaluate a personal action that contributes towards a sustainable future | Internal 6 credits |
| AS90832 3.5 | Develop a strategy for an organisation that will contribute to a sustainable future | Internal 5 credits |
| AS91735 3.2 | Evaluate measures that may be taken to sustain and/or improve a biophysical environment | Internal 4 credits |
| AS91736 3.3 | Analyse how different worldviews, and the values and practices associated with them, impact on sustainability | External 4 credits |
| AS90831 3.4 | Analyse the impact that policies have on a sustainable future | External 5 credits |

**Future Directions**

Sustainability is becoming part of an increasing number of careers including Environmental scientist, Ecologist, Farming, Market gardening, Conservation, Tourism, Event organiser, Local government, Urban Planner, Landscape architect, Engineering, Water quality advisors, Corporate sustainability officer in Transport or Energy, Policymaker, Strategist, Lawyer.

# Visual Art - Toi Tu Waenga

**Level:** **NCEA Level 1**

**Pre-requisites:** None

**Equipment Needed:** A3 sketch book. A range of drawing pencils, pencils sharpener and an eraser.

## Information:

Students will complete the prescribed course for National Certificate of Educational Achievement – Level 1. The course consists of a possible 5 Achievement Standards.

The focus of the year involves exploration into Māori and European art traditions and contexts, the development of drawing and observation skills, the making of artworks, and exploration into a variety of art media and techniques including painting, photography and printmaking.

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| 90913 AS 1.1 | Demonstrate understanding of art works from Māori and other cultural contexts using art terminology | 4 Internal |
| 90914 AS 1.2 | Use drawing methods and skills for recording information using we and dry media | 4 Internal |
| 90915 AS 1.3 | Use drawing conventions to develop work in more than one field of practice | 6 Internal |
| 90916 AS 1.4 | Produce a body of work informed by established practice, which develops ideas, using a range of media | 12 External |
| 90917 AS 1.5 | Produce a finished work that demonstrates skills appropriate to cultural conventions | 4 Internal |

***NOTE* Student participation in 1.4 will be confirmed after discussion with student, HOD Visual Art and NZQA Principal's Nominee***

**Future Directions:** ***Employment Opportunities***

Students who study Art will find that it is a required, preferred or useful subject in any of the following occupations.

- Carver
- Conservator (Art gallery)
- Illustrator
- Mural artist
- Cartoonist
- Photographer
- Art teacher
- Body Artist
- Animator
- Clothing designer
- Display /window dresser
- Graphic designer
- Industrial designer
- Website developer
- Computer graphic designer
- Special effects – film
- Camera work – television, film
- Artist
- Jewellery designer
- Florist
- Lighting technician
- Architect
- Landscape design
- Hairdresser
- Interior designer
- Sign writing

# Visual Art - Toi Tu Waenga

**Level:** **NCEA Level 2**

**Pre-requisites:** To do Level 2 painting you should have achieved Level 1 painting preferably, NCEA Achievement Standard 1.4 Practical Art 12 credits.

**Equipment Needed:** A3 sketchbook and miscellaneous item relevant to the individual course of study (laptop, camera – if students have access to these).

## Information:

This course runs under the supervision of the Senior Art teacher, but maybe provided for by the Correspondence School according to numbers. Therefore, next year's programme includes achievement standards according to individual student needs and college course availability.

It is possible to study either photography or painting at Level 2 dependent on strengths or area of interest.

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| 91306 (painting) 2.1<br>91307 (photography) | Demonstrate an understanding of methods and ideas from established practice appropriate to painting or photography | 4 Internal |
| 91311 (painting) 2.2<br>91312 (photography) | Use drawing methods to apply knowledge of conventions appropriate to painting or photography | 4 Internal |
| 91316 (painting) 2.3<br>91317 (photography) | Develop ideas in a related series of drawings appropriate to establish painting or photography practice. | 4 Internal |
| 91321 (painting) 2.4<br>91322 (photography) | Produce a systematic body of work that shows understanding of art making conventions and ideas within painting or photography | 12 External |
| 91325 AS 2.5 | Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 4 Internal |

# Visual Arts – Toi Tu Waenga

**Level:** **NCEA Level 3**

**Pre-requisites:** You must have achieved at either Level 1 or Level 2 painting to undertake Level 3 painting.

**Equipment Needed:** A3 sketchbook and miscellaneous item relevant to the individual course of study (laptop, camera – if students have access to these).

## Information:

This course runs under the supervision of the Senior Art teacher, but maybe provided for by the Correspondence School according to numbers. Therefore, next year's programme includes achievement standards according to individual student needs and college course availability.

Students usually focus on two areas of strength or interest e.g. painting or photography for the year. Level 3 photography is challenging, but with a strong work ethic it is possible to undertake without prior experience in art.

## Achievement Standards

| Standard | Details | Credits |
|---|---|---|
| 91441(Painting) 3.1<br>91442(Photography) | Analyse methods and ideas from established painting or photography practice | 4 Internal |
| 91446(Painting) 3.2<br>91447(Photography) | Use drawing to demonstrate understanding of conventions appropriate to painting or photography | 4 Internal |
| 91451(Painting) 3.3<br>91452(Photography) | Systematically clarify ideas using drawing informed by established painting or photography practice | 4 Internal |
| 91456(Painting) 3.4<br>91457(Photography) | Produce a systematic body of work that integrates conventions and regenerates ideas within painting or photography practice | 14 External |
| 91460 3.5 | Produce a resolved work that demonstrates purposeful control of skills appropriate to visual arts cultural contexts | 4 Internal |

# My Choices