

Taieri College



Course Information

Year 11

2024

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Note: Courses will run subject to numbers and teacher availability.

INTRODUCTION

NCEA – Learning and Assessing for the 21st Century

New Zealand's national qualification for school learners is the National Certificate of Educational Achievement (NCEA). To gain NECA Level 1, students must achieve **60 credits plus the 20 credit co-requisite** for literacy and numeracy.

[Note: the standards counted for co-requisite **cannot** count towards the 60 credits]

The NCEA allows students to gain credit for skills and knowledge in subjects that are not suited to examinations (such as Art) and to work towards a national qualification at a pace that suits them best. As well, NCEA gives students the opportunity to gain credits from standards developed by industry.

Under NCEA, students are assessed through a combination of external examinations and internal assessments (this applies to most subjects).

The Achievement Standards, both internally and externally assessed, are marked using Standards Based Assessment. The result is shown as: Achieved, Achieved with Merit, Achieved with Excellence. NCEA reports how well a student does in each of the separate skills and knowledge in a course.

YEAR 11

Year 11 students are required to take:

an English course (either Achievement Standard ENE, ENG or Achievement & Literacy Unit Standard ENL),

a Mathematics course (either Achievement Standard MAE, MAT, or Achievement & Numeracy Unit Standard MAN),

and four other subjects.

All students are strongly recommended to take a Science as these are required in a wide range of careers. L1 Science is an essential pre-requisite for L2 BIO, CHE and PHY.

Students must select their subjects with reference given to their ability, course pathways for Year 12 and 13 and their interests.

All student subject selections are reviewed by the Year 11 Dean.

To gain NCEA Level 1, 2 or 3 the Level 1 literacy and numeracy co-requisite must be met.

- Literacy requirement: Minimum of 10 Level 1 credits from specified achievement standards (marked **L** in Lit/Num column) or **both** of the two literacy standards (some students have already gained these in Year 10)
- Numeracy requirement: Minimum of 10 Level 1 credits from specified achievement standards (marked **N** in Lit/Num column) or the numeracy standard (some students have already gained this in Year 10)

Other course booklets are available on our website: <http://www.taieri.school.nz>

Senior booklets can be found under "Academic/Senior Programme NCEA"

Junior booklets can be found under "Academic/Junior Programme"

COURSE OVERVIEW

US = Unit Standards assessment

* = approved subject for University Entrance requirements

Year 9	Year 10	Level 1	Level 2	Level 3
English	English	English	English Media Studies	English * Classical Studies * Media Studies *
French Japanese Māori	Māori Tikanga Māori	French [on-line] Japanese [on-line] Māori	French [on-line] Japanese [on-line] Māori	French * [on-line] Japanese * [on-line] Māori
Mathematics	Mathematics	Mathematics	Mathematics	Calculus * Statistics * General Mathematics*
Science	Science	Science	Physics Chemistry Biology	Physics * Chemistry * Biology *
Agriculture / Horticultural Science	Agriculture / Horticultural Science	Agriculture and Horticulture Primary Trades Academy (US)	Agribusiness Primary Trades Academy (US)	Agribusiness* Primary Trades Academy (US)
Social Studies	Social Studies	Geography History	Geography History Tourism (US)	Geography * History * Tourism (US)
Physical Education Sport and Exercise Studies	Physical Education Sport Pursuits Sports Science	Physical Education Sport and Recreation	Physical Education Sport and Recreation (US)	Physical Education* Sport and Recreation (US)
			Careers (US) Gateway (US)	Careers (US) Gateway (US)
Health in core	Health	Health	Health	Health *
Art	Art Painting Art Street Art Art Photography Art Cartooning	Art	Painting Design Photography	Painting * Design * Photography*
Music (Core) Performance Music	Music Music technology	Music Music technology	Music Music technology	Music * Music technology
Drama	Drama	Drama	Drama	Drama *
Dance	Dance	Dance	Dance	Dance *
Economics	Economics	Economics	Economics Accounting [on-line] Agribusiness	Economics * Accounting* [on- line] Agribusiness*
Food Technology	Food Technology	Hospitality (US)	Hospitality (US)	Hospitality (US)
Hard Materials Technology Jewellery and Leather Technology	Hard Materials Technology	Engineering Technology (US) Building and Construction(US)	Trades Academy (US) Building and Construction(US) Automotive (US)	Trades Academy (US) Building and Construction(US) Automotive (US)
Design and Visual Technology	Design and Visual Technology	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication*
Textiles Technology	Textiles Technology	Textiles Technology	Textiles Technology	Textiles Technology*
Digital Technology	Digital Technology	Digital Technology	Digital Technology Computing & Information Technology (US)	Digital Technology* Computing & Information Technology (US)

Target Year Group

Year 11

Aims

- To provide senior students with an academic pathway to enter a career in the primary industries.

Description

This course is designed to give students who have an interest in agriculture or horticulture a chance to learn the application of science and technology in a context that is real and visible, and to develop an understanding of primary production in New Zealand.

Students will have opportunities to learn in mix of theoretical and practical settings.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites None

Leads on to Level 2 Primary Trades Academy
Level 2 and 3 Agribusiness

Costs \$25

Title	Lit/Num	Standard	Level	Int/Ext	No. of credits
Demonstrate understanding of a life process and how it is managed in a primary production system.	L	91928	1	Int	6
Demonstrate understanding of factors that influence the purpose and location of primary production.		91929	1	Int	5
Demonstrate understanding of how soil properties are managed in a primary production system.		91930	1	Ext	5
Demonstrate understanding of sustainability considerations that influence primary production management practices.		90920	1	Ext	4
TOTAL					20

Target Year Group

Year 11

Aims

Students who enjoy the Arts are welcome into this course. They will use handmade processes combined with digital tools to create fine art products. These feed into the creative industries such as careers in Architecture, Design, Illustration, Web Development, Photography, Commercial Printing, Technology, and the Fine Arts. The course is set at level 6 of the Visual Arts Curriculum.

Essential skills developed are:

- . Critical thinking
- . Technical ability
- . Problem solving
- . Research and development
- . Self-management
- . Community awareness

Description

Throughout the year, students will explore a range of media in response to the theme of “My Place”. They will investigate the history and culture of their surroundings to create visual responses in Drawing, Painting, Printing and Photography, of their place in Aotearoa.

Assessment 2 Internal and 2 External Achievement Standards

Pre-Requisites Completion of a semester in Year 10 Visual Arts/ DVC/Graphics/Textiles or an interview with the HOD Art.

Costs \$100

Achievement Standards

Title	Lit/Num	Standard	Level	Int/Ext	No. of credits
Explore the art of Aotearoa through visual inquiry		91912	1	Int	5
Create resolved artworks		91913	1	Int	5
Explore art processes		91914	1	Ext	5
Create a body of work		91915	1	Ext	5
TOTAL					20

DESIGN AND VISUAL COMMUNICATION (GRAPHICS) L1DVC

Target Year Group

Year 11 (or above)

Aims

- To promote in students the development of enquiry and discrimination skills and encourage initiative, ingenuity, and resourcefulness through activities based on real situations in visual communication.
- To provide a variety of design and drawing experiences that are challenging, creative, useful, and enjoyable and that draw upon students' interest and cultural background.
- To plan and implement design communication programmes that will promote awareness and understanding of technologies, of their applications, and of economic and environmental issues and that will encourage the exercising of aesthetic values.
- To stimulate self-confidence, self-esteem, and a pride in achievement through enabling all students to achieve personal success in this subject.

Description

Design and Visual Communication covers a full range of product and spatial design, draughting and computer aided design skills, which are invaluable for those wishing to follow careers in architecture, mechanical design, engineering/product design, town planning etc.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites It is necessary to have completed the Year 10 course to a proficient level and/ or where the student has a passion for design and drawing. The internal course work is freehand sketching, and the external course work can be produced using CAD and/ or instrumentally.

Leads on to Level 2 Design and Visual Communication

Costs \$40 – plus optional components if required

The selection of Achievement standards is congruent with student needs, and/ or strengths.

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Generate product or spacial design ideas using visual communication techniques in response to design influences (1.1)		92000	1	Int	5
Use representation techniques to visually communicate own product or spacial design outcome (1.2)		92001	1	Int	5
Develop a product design informed by the consideration of people (1.3)		92002	1	Ext	5
Use instrumental drawing techniques to communicate own product or spacial design outcome (1.4)		92003	1	Ext	5
Total					20

Target Year Group

Year 11

Aims

- ♦ Demonstrate an understanding of the role of digital tools and systems for managing information
- ♦ Be able to use digital tools to design and construct systems to manage information for a specific purpose
- ♦ Demonstrate an understanding of the types of digital media and how they are created
- ♦ Be able to create and publish a quality digital media product using appropriate media tools.

Description

This course provides a dynamic and future focused framework to provide students with challenging and exciting opportunities to build their skills and knowledge as they develop a range of outcomes through technological practice. This course continues to support students' technological literacy to the point where they exit schooling.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites Year 10 DGT to a proficient level (Or with TIC approval)

Leads on to Level 2 and 3 Digital Technology and Computing & Information Technology

Costs Students will need to ensure they monitor and top up their printing account regularly.

Achievement/Unit Standards:
A selection from the following:

Achievement Standards	Lit/Num	Number	Level	Int/Ext	No of Credits
Create a computer program (1.1)		92004	1	Int	5
Develop a digital technologies outcome (1.2)		92005	1	Int	5
Demonstrate understanding of useability in human computer interfaces (1.3)		92006	1	Ext	5
Design a digital technologies outcome (1.4)		92007	1	Ext	5
Unit Standards					
Produce a spreadsheet from instructions using supplied data		18743	1	Int	2
Produce simple desktop published documents using templates		2792	1	Int	2
Use computer technology to create and deliver a presentation from given content		5946	1	Int	3
Total					27

Target Year Group

Year 11

To allow students to:

- Enhance employable skills like innovation, collaboration, leadership, confidence, problem solving, time management.
- Allow students to learn about themselves, gain empathy, and critique society.
- Expose students to performance opportunities both in College and in the industry.
- Use the skills they have learned to gain recognition at NCEA.
- Increase literacy through interpreting, analysing and memorizing information.

Description:

Level 1 Dance is a mixture of theory and practical Dance skills. Students study a range of dance styles for performance. They perform dances as an individual and in groups and work to creativity link their theoretical knowledge with the technical aspects of dance in practise. Students will gain valuable skills, learning to communicate through movement and interpret meaning from movement.

Assessment:

Two Internal and Two External Achievement Standards.

Course Endorsement:

14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites:

Entrance to course with Curriculum Director of Arts approval.

Leads on to

Level 2 and Level 3 Dance

Costs: Potential field trips

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Compose a Dance Sequence in Response to a Given Brief (1.1)		91936	1	Int	5
Perform Dance Sequences (1.2)		91937	1	Int	5
Demonstrate Understanding of the Relationship Between Key Features and Cultural Context of a Dance Genre or Style (1.3)		91938	1	Ext	5
Demonstrate Understanding of the Application of the Elements of Dance in a Performance (1.4)		91939	1	Ext	5
TOTAL					20

Target Year Group

Year 11

Aims

- Increase literacy through interpreting, analysing, memorising and bringing texts to life.
- Enhance employable skills like innovation, collaboration, leadership, confidence, creative thinking, public speaking, problem solving, memory skills.
- Allow students to learn about themselves, gain empathy, and critique society.
- Expose students to performance opportunities both in College and in the industry.

Description

The course consists of internally assessed achievement standards and externally assessed achievement standards. Level 1 Drama is a mixture of theory and practical Drama skills. You will be expected to study:

- A range of plays for performance
- Devising
- Drama components
- Professional theatre

Students will complete the following:

- Perform a short script accompanied by a reflective report
- Devise a drama accompanied by a reflective report
- A full scale performance accompanied by a statement of intention
- A report on professional theatre

Assessment 2 Internal and 2 External Achievement Standards.

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites Open entry. Preference will be given to those who have already taken Year 10 Drama

Leads on to Level 2 Drama

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
1.1 Explore the Function of Theatre Aotearoa		91940	1	Int	5
1.2 Participate in Creative Strategies to Create a Drama		91941	1	Int	5
1.3 Use Drama Techniques to Perform a Scripted Role for an Audience		91942	1	Ext	5
1.4 Respond to a Drama Performance		91943	1	Ext	5
TOTAL					20

Target Year Group Year 11 [or above]

Are you intrigued by the inner workings of economies, the art of decision-making, and the dynamics of businesses? If so, the world of commerce beckons you to embark on a journey of exploration and growth. Economics isn't just about numbers and transactions; it's a subject that empowers you to understand and shape the very fabric of society. By studying this subject, you'll delve into the intricate blend of accounting, economics, and business concepts, equipping yourself with the knowledge and skills to navigate the economic landscape and contribute to sustainable solutions.

Scarcity means that decisions must be made about how to use and enhance available resources. Organisations must use their resources and act in a way which is viable. Otherwise, they will not be able to sustain themselves or their pūtake. This understanding of scarcity and resource management is fundamental to the field of economics, as it drives the necessity for effective decision-making and allocation of resources within businesses and societies.

What will I learn?

- That pricing is determined by market forces, including supply and demand.
- That various factors influence the viability of a business – including many that are outside of the company's control.
- How businesses are often formed in response to a perceived opportunity in the market.
- How businesses use various tools to inform their decision-making processes.
- How key decisions impact a range of stakeholders.
- How businesses evolve in response to changing market conditions or events.
- Explore the concept of interdependence and how different groups rely on each other within the economy.

Assessment Internal and External Achievement Standards

Course Endorsement

Gaining 14 or more credits at Merit/Excellence level, with a minimum of one Achievement Standard gained from external assessment, qualifies for course endorsement.

Pre-Requisites

None. A background in junior Economics is very helpful. Sound literacy and numeracy skills are essential for success in this subject, especially if it is the first time doing Economics. Students **not** enrolled in ENE or ENG and MAS or MAT courses are likely to find the course content and skills difficult.

Leads on to

Years 12 and 13 Economics
Polytechnic and University level Economics
Employment in Banking, Finance, Insurance, Industry, Civil Service

Costs

Students will be required to purchase a course workbook (cost approx \$25)

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Demonstrate understanding of an organisation's financial decision making.	N	92028	1	Int	5
Demonstrate understanding of price determination for an organisation.		92029	1	Int	5
understanding of how interdependent financial relationships are affected by an event.	L	92030	1	Ext	5
Demonstrate understanding of how an organisation's financial viability is affected by an event	L	92031	1	Ext	5
TOTAL					20

Target Year Group

Year 11 [or above]

Aims

- To develop and improve oral and written communication skills.
- To write effectively in a range of styles.
- To develop personal growth and appreciation of literature.
- To prepare students for NCEA Achievement Standards Level 1
- To provide students with the opportunity to meet the NCEA Literacy co-requisite requirements

Description

The course consists of internally assessed achievement standards and externally assessed achievement standards. You will be expected to study

- short stories and poetry
- at least 2 extended written texts [a novel, drama script or non-fiction]
- a film

Students will complete the following

- a presentation either on a language study or literature study topic
- creative writing
- formal writing
- reading and understanding unfamiliar texts [comprehension].
- theme study- study how a theme is presented across a range of texts

Assessment 2 Internal and 2 External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites L1ENE – students are teacher-selected and will need to have achieved excellent results in their classroom work, CAT results, Year 10 examinations.

Leads on to L2 English [ENG]

Achievement Standards

Title	Lit/Num	Number	Level	Int/Ext	Credits
1.1 - Language in Context – Demonstrate an understanding of how context shapes verbal language use.	L	91924	1	Int	5
1.2 - Demonstrate understanding of specific aspects of studied text.	L	91925	1	Int	5
1.3 - Develop ideas in writing using stylistic and written conventions.	L	91926	1	Ext	5
1.4 - Demonstrate understanding of significant aspects of unfamiliar text.	L	91927	1	Ext	5
TOTAL					20

Target Year Group

Year 11 [or above]

Aims

- To develop and improve oral and written communication skills.
- To write effectively in a range of styles.
- To develop personal growth and appreciation of literature.
- To prepare students for NCEA Achievement Standards Level 1
- To provide students with the opportunity to meet the NCEA Literacy co-requisite requirements

Description

The course consists of internally assessed achievement standards and externally assessed achievement standards. You will be expected to study

- short stories and poetry
- at least 2 extended written texts [a novel, drama script or non-fiction]
- a film

Students will complete the following

- a presentation either on a language study or literature study topic
- creative writing
- formal writing
- reading and understanding unfamiliar texts [comprehension].
- personal reading

Assessment 2 Internal and 2 External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites Open entry

Leads on to L2 English [ENG] L2 English [ENC]

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	Credits
1.1 - Language in Context – Demonstrate an understanding of how context shapes verbal language use.	L	91924	1	Int	5
1.2 - Demonstrate understanding of specific aspects of studied text.	L	91925	1	Int	5
1.3 - Develop ideas in writing using stylistic and written conventions.	L	91926	1	Ext	5
1.4 - Demonstrate understanding of significant aspects of unfamiliar text.	L	91927	1	Ext	5
TOTAL					20

Aims

- To improve and develop communication skills that will be needed in today's world.
- To allow students more time to work through the oral, written and visual strands of the English Curriculum.
- To prepare students for NCEA Level 1.
- To provide students with the opportunity to meet the NCEA Literacy co-requisite requirements

Description

This is a Level 1 course of study which means that you are working towards obtaining Level 1 NCEA by completing internally assessed standards. The focus for the first half of the year is on achieving the 10 Literacy co-requisite credits. Once those are achieved students will be offered a limited range of A.S. You will be expected to study and complete

- at least four short stories
- at least one extended written text [a novel]
- a film study
- static images
- oral discussions and presentations
- creative and formal writing

Assessment Internal Achievement Standards and Literacy Standards. The focus is on the 2 Literacy Standards. Other standards may be offered if time and student progress allows.

Course Endorsement Not available in this course because there are no externally assessed Achievement Standards.

- **Pre-Requisites** L1ENL – students are teacher-selected if they require additional literacy support in order to achieve Level 1 NCEA. This selection is based on classroom work, CAT results, NCEA Co-Requisite achievement.

Leads on to L2ENL provided the Literacy Standards are achieved.

This does not lead on to tertiary study.

Achievement / Unit Standards

Title	Lit/ Num	Number	Level	Int/ Ext	Credits
1.1 - Language in Context – Demonstrate an understanding of how context shapes verbal language use.	L	91924	1	Int	5
1.2 - Demonstrate understanding of specific aspects of studied text.	L	91925	1	Int	5
32403 – Read written text to understand ideas and information.	L	32403	1	Ext	5
32405 – Write text to communicate ideas and information.	L	32405	1	Ext	5
TOTAL					20

Target Year Group

Year 11 – 13 Stage 1 -4 ELLP

Aims

- To find each learner’s starting point in oral, listening, reading and written language and track this through regular assessment.
- To promote fluency and accuracy in the use of reading, writing, speaking and listening skills
- To develop the base of the student’s vocabulary and grammar knowledge.
- To provide additional or alternative support to help ESL students learn to communicate confidently in English and cope with learning in the mainstream curriculum.
- To provide a pathway to achieving the English literacy credits required to gain Level One NCEA

Description

- The course focuses on key English skill areas: Reading, Writing, Speaking, Listening, Grammar and Vocabulary.
- Support will be given to achieve the NCEA credits they are being assessed in all mainstream classes including English.
- For some ESL students at YEAR 11 - 13 this may be their only English Course.
- The course will be designed around Level 1 - 4 EL Unit Standards and aligned to the ELLP document.
- To increase understanding and knowledge of New Zealand and its culture.

Assessment Internal English Language (EL) Unit Standards

Pre-Requisites The course is open to ESL students in Year 11-13 at the discretion of HOD ESL.

Leads on to It contributes to the pathway for NCEA, plus IELTS, TOEFL preparation if required

Costs

EL Unit Standards (Selection from)	Number	Level	Int/Ext	Credits
Read and understand basic texts on very familiar topics	27982	1	Int	8
Write basic texts on very familiar topics	27996	1	Int	8
Read and understand simple texts on familiar topics	27983	2	Int	8
Write simple texts on familiar topics	27999	2	Int	8
Demonstrate understanding of simple spoken information on familiar topics	28022	2	Int	5
Participate in basic spoken personal exchanges	27988	1/2	Int	10
Participate in simple spoken exchanges on personal and familiar topics	27991	2	Int	10
Read and understand texts on familiar topics	28056	3	Int	5
Write texts on familiar topics	28068	3	Int	5
Demonstrate understanding of spoken information on familiar topics	28050	3	Int	5
Present information on a familiar topic	28064	3	Int	5

Target Year Group Year 11 (or above)

Aims

- To increase students' knowledge and awareness of the earth they inhabit, and their impact on it through the understanding of concepts such as sustainability, resource management and hazard preparation, all of which are important to both people and the environment;
- To encourage the development of higher order thinking through the study of local and global geographic issues; and to develop both geographic and literacy skills.

Description

Students will study both local and global environments. They will delve into key concepts and terminology, gaining insights into the Taieri Plain's history and its interconnectedness with people. Students will engage in projects, such as planning for a local McDonald's location and planning for sustainable future cities. They will investigate the global patterns of megacities, and tectonic processes, including volcanoes and earthquakes, and their far-reaching impacts. They will also look into issues with climate change, tropical cyclones, and their effects on Pacific Islands. Students will employ Geographic Information Systems (GIS) and research techniques to enhance their understanding of the world.

Geography helps us develop crucial Key Competencies, including critical thinking, communication, collaboration, and problem-solving. It connects with other subjects like Science, Technology, Mathematics, Social Sciences, and English.

Geography opens doors to exciting career pathways in areas like planning, environmental management, community development, and technology. Geographers work with data, using technology like GIS and satellites, to make maps and analyze the environment.

Assessment Internal and External Achievement Standards

Course Endorsement

Gaining 14 or more credits at Merit/Excellence level, with a minimum of one Achievement Standard gained from external assessment, qualifies for course endorsement.

Pre-Requisites Achievement grades in Year 10 Social Studies and/or English examinations, or HOD Approval.

Leads on to Level 2 and 3 Geography, Level 2 and 3 Tourism, and further on to careers in environmental science, engineering, resource planning and many other areas.

Costs Geo 1.4 Skills book (purchased at the start of the year) \$25
Field trip cost payable at the time

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	Credits
Demonstrate understanding of spatial distribution of phenomena and its impacts within te taiao	L	91932	1	Int	5
Explore te taiao using data	N	91933	1	Int	5
Demonstrate understanding of how natural processes operate within te taiao	L	91934	1	Ext	5
Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific.	L	91935	1	Ext	5
TOTAL					20

Target Year Group

Year 11

Aims

- To develop understanding of the concept of hauora, wellbeing
- To explore issues relating to alcohol and drugs
- To analyse influences on adolescent eating patterns and make healthy recommendations
- To understand strategies for promoting positive sexuality
- To develop strategies for managing changing states of health

Description

This course is internally and externally assessed through achievement standards. This is a full academic course where the students will work towards 20 credits that will contribute to NCEA Level 1. Skills developed in Health education are applicable to students' lives now and in the future. They will gain more awareness of the complexities of health issues surrounding them, and develop skills to make more informed, healthier and safer lifestyle choices.

Assessment

Internal and External Achievement Standards

Course Endorsement

Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-requisites

Successful completion of Year 9/10 Health and Physical Education program. It does require a reasonable level of literacy.

Leads on to

Level 2 and Level 3 Health and provides a foundation for any health-related career goal

Costs

\$30 for workbook

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	Credits
Demonstrate understanding of wellbeing through the application of a model of Health		92008	1	Int	5
Demonstrate understanding of a decision-making process in a health related situation		92009	1	Int	5
Demonstrate understanding of personal, interpersonal and societal factors that influence Hauora		92010	1	Ext	5
Demonstrate understanding of strategies that enhance Hauora		92011	1	Ext	5
TOTAL					20

Target Year Group:

Year 11 or above

Aims:

- Develop an understanding of themselves as New Zealanders, and of New Zealand's relationship with the rest of the world.
- To develop an awareness and understanding of other people's heritage, cultures, and shared values; and the differences between them.
- To develop an understanding of some major trends and developments in society, both in New Zealand and the world.
- To give students the essential skills of research and analysis.
- To give students the tools to form intelligent perspectives and opinions on controversial issues.

Description:

The main aim of Level 1 History is to help students see where New Zealand fits into the global community. Many of the topics covered emphasise the link between global events and New Zealand. It is a subject for the curious and those seeking to know more about the world's current problems. History prepares students for many careers. The skills of analysis, research and communication are sought after by employers and are fundamental to life-long learning. History students find work in law, the public sector, politics, diplomatic service, media and business.

Topics that may be studied in Level 1 History include:

- Black Civil Rights in the USA, with comparisons made to New Zealand's race relations.
- Origins of World War Two, with New Zealand's involvement in this war, such as the Māori Battalion.
- Events from New Zealand's history such as the bombing of the Rainbow Warrior and the 1981 Springbok Tour.

Pre-Requisites

Achievement at Merit in Year 10 for essay, or similar results in English with the approval of the HOD of History.

Leads on to: Level 2 History

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	Credits
Engage with a variety of primary sources in a historical context.		92024	1	Int	5
Demonstrate understanding of the significance of a historical context.	L	92025	1	Int	5
Understanding of historical concepts in historical contexts.	L	92026	1	Ext CAA*	5
Demonstrate understanding of perspectives in a historical context.	L	92027	1	Ext	5

*CAA: Common Assessment Activity-online web-based assessment.

Aims

- To develop safe food handling practices and personal hygiene skills in food production.
- To develop practical preparation and cooking skills used in the hospitality industry.
- To demonstrate nutritional knowledge in food preparation.

Description

This practical course includes developing the skills necessary to work in industry, with a focus on gaining credits towards a National Certificate in Hospitality. Topics include food safety practices, and the preparation, cooking and presentation of various types of food.

Assessment Internal

Course Endorsement Not available in this course because there are no externally assessed Achievement Standards.

Pre-Requisites Successful completion of a Year 10 FDT semester programme preferred but not essential

Leads on to Level 2 and 3 Hospitality Industry based standards

Costs **\$220 for food resources required for weekly practical assessments and reassessments.**

Unit Standards

A selection of Unit Standards from the following: (indicative and subject to change)

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Prepare and present meat in the hospitality industry		15900	1	Int	4
Prepare and present fruit and vegetables in the hospitality industry		15901	1	Int	3
Prepare and present egg and cheese dishes in the hospitality industry		19770	1	Int	3
Prepare and present sauce and soup in the hospitality industry		15920	1	Int	2
Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry		15921	1	Int	3
Prepare and present hot finger food in the hospitality industry		15919	1	Int	2
Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry		21059	1	Int	2
Identify career pathways in the hospitality industry		21058	1	Int	2
Demonstrating knowledge of terminology used for food and recipes (Extension work)		15982	2	Int	2
International cookery preparations and presentations of dishes (Extension work)		22234	2	Int	4
6 Credits are on offer with the two extension Unit Standards.					21
TOTAL					

Target Year Group

Year 11

Big Ideas and Significant Learning

- The **five main language skills** necessary for effective communication, namely **listening, speaking, reading, writing** and **cultural awareness**, are interrelated, and this will be reflected in the teaching and learning programme for Te Reo Māori.
- It is vital that students demonstrate contextual understanding of Te Reo Māori with **accuracy, fluency** and **cultural integrity**.
- It is also important that students contribute to the revitalisation of the language for the good of the collective.

Key Competencies in Te Reo Māori

- Students will apply a range of communicative skills in a variety of contexts that will enable them to express their thoughts in te reo Māori with accuracy, fluency, cultural integrity and gain an understanding of language revitalisation.
- Students of Te Reo Māori will develop self-managing skills and strategies that will enable them to know when to lead or follow, and when and how to act independently or collectively for the benefit of te ao Māori.
- Students of Te Reo Māori will apply creative and critical thinking, as well as metacognitive processes to make sense of information, experiences and ideas which will inspire them to be lifelong learners of te reo Māori.
- Students of Te Reo Māori, in tandem with learning tikanga Māori, will strengthen their own identity, therefore, providing a strong foundation for them to create and nurture relationships with others and the environment.
- The ideas, values and attitudes developed from a Māori worldview expressed through te reo Māori will enable students of Te Reo Māori to be culturally confident and competent to participate in and contribute to Māori language and culture revitalisation within their communities..

Assessment

Internal and External Achievement Standards

Course

Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3

Endorsement

from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites

Year 10 Maori

Leads on to

Further study in Maori L2 and L3.

Costs

\$50 (approximately) for resource booklets, marae trips and waka ama. \$200 Takapō Trip.

Achievement / Unit Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Te Reo Māori 1.1 - Te kōrero mō te ora o te reo I mua I te tau 1970 Students will communicate about the vitality of the language before 1970.		92092	1	Int	6
Te Reo Māori 1.2 - Te whakapuaki whakaaro I runga I te āta rere o te reo Students will communicate ideas with emerging fluency.		92093	1	Int	4
Te Reo Māori 1.3 Te tautohu I ētahi mātāpono Māori kei roto I te reo Students will identify Māori principles embedded in the language.		92094	1	Ext	4
Te Reo Māori 1.4 Te whakapuaki whakaaro I runga I te tika haere o te reo Students will communicate ideas with emerging accuracy.		92095	1	Ext	6
TOTAL					20

Aims

- To develop and extend understanding of mathematical methods and use them to solve problems related to life in New Zealand.
- To build statistical capabilities and use data to conduct investigations.
- To build mathematical and statistical literacy skills, allowing students to form perspectives, assessments and evaluations.
- To develop and extend mathematical reasoning using number, measurement, geometry, and algebra.

Description

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationship in data. These two disciplines are related but involve different ways of thinking and solving problems. This course builds on Year 10, covers all skills needed to progress towards Level 2 Mathematics and includes both mathematical and statistical topics.

This course covers the same topics as our L1MAT course but content will be taught at a faster pace and targeted at higher levels of achievement.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites Students are teacher selected for this course, based on their Year 10 results.

Leads on to L2MAT or L2MAS

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
1.1 Explore data using a statistical enquiry process	N	91944	1	Int	5
1.2 Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific.	N	91945	1	Int	5
1.3 Interpret and apply mathematical and statistical information in context	N	91946	1	Ext	5
1.4 Demonstrate mathematical reasoning	N	91947	1	Ext	5
TOTAL					20

Aims

- To formulate mathematical or statistical approaches to solving problems.
- To confidently use their knowledge to solve problems.
- To consider the reasonableness of solutions and reflect on how these were chosen.
- To develop and extend understanding of mathematical methods and use them to solve problems related to life in New Zealand.
- To build statistical capabilities and use data to conduct investigations.

Description

Numeracy is a foundational skill that enables access to further learning, develops important life skills, and allows people to fully engage in work and in their communities.

This course is designed for students who have not yet achieved the numeracy standard US32406 and need more time to develop their knowledge and skills. The focus for the first half of the year is on achieving the 10 Numeracy co-requisite credits. In the second half of the year students will be offered a limited range of A.S.

Assessment Numeracy CAA and Internal Achievement Standards

Course Endorsement Not available in this course because there are no externally assessed Achievement Standards.

Pre-Requisites Students are teacher-selected if they require additional numeracy support in order to achieve Level 1 NCEA. This selection is based on classroom work, assessment results, NCEA Co-requisite achievement.

Leads on to Students who achieve the Numeracy and Literacy co-requisites may choose to take our Financial Maths Course (L2MAF) if they would like develop their financial capabilities.

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
32406 Use Mathematics and Statistics to meet the numeracy demands of a range of situations	N	32406	1	Ext	10
1.1 Explore data using a statistical enquiry process	N	91944	1	Int	5
1.2 Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific.	N	91945	1	Int	5
TOTAL					20

Aims

- To develop and extend understanding of mathematical methods and use them to solve problems related to life in New Zealand.
- To build statistical capabilities and use data to conduct investigations.
- To build mathematical and statistical literacy skills, allowing students to form perspectives, assessments and evaluations.
- To develop and extend mathematical reasoning using number, measurement, geometry, and algebra.

Description

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationship in data. These two disciplines are related but involve different ways of thinking and solving problems. This course builds on Year 10, covers all skills needed to progress towards Level 2 Mathematics and includes both mathematical and statistical topics.

For 2024 and 2025, the credits gained in this course may contribute towards the 10-credit numeracy co-requisite if students have not achieved the numeracy standard US32406. However, if the credits from this course are used for numeracy, they can no longer be used towards the 60 credits for NCEA level 1.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites Achievement of the numeracy standard US32406 or HOD approval.

Leads on to L2MAT or L2MAS

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
1.1 Explore data using a statistical enquiry process	N	91944	1	Int	5
1.2 Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific.	N	91945	1	Int	5
1.3 Interpret and apply mathematical and statistical information in context	N	91946	1	Ext	5
1.4 Demonstrate mathematical reasoning	N	91947	1	Ext	5
TOTAL					20

MECHANICAL ENGINEERING TECHNOLOGY L1MET

Target Year Group

Year 11 (or above)

Aims

- To provide students with a well-balanced practically orientated course
- To develop lifelong skills
- Stimulate self-esteem, confidence and a pride in paying attention to detail

Description

The course has been developed for students interested in mechanical engineering or wishing to pursue careers in maintenance and general engineering, marine and fabrication engineering or machining and tool making.

The three units intended to provide students with a well-balanced, practical course that combines the following basic skills and knowledge.

- Workshop and Workplace Health and Safety
- Workshop Process, Techniques and Tools
- Fastening, Assembly and Welding Process
- Basic Arithmetic and Applied Geometry
- Simple Design and Construction Methods

Assessment Internal

Course Endorsement Not available in this course because there are no externally assessed Achievement Standards.

Pre-Requisites None, although completion of a Year 10 Hard Materials course is an advantage in being accepted for the course

Leads on to National Certificate in Mechanical Engineering (level 2)

Costs \$75 to cover the cost of material used in the take home projects

Achievement / Unit Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Demonstrate basic engineering workshop skills under close supervision		22923	1	Int	12
Develop a simple product using engineering materials		22924	1	Int	10
Demonstrate knowledge of safety procedures in a specific engineering workshops		22926	1	Int	2
TOTAL					24

Target Year Group

Year 11

Aims

- To develop performance skills
- To develop compositional skills
- To develop aural skills
- To understand music from different cultures, genres and eras
- To develop musical knowledge through score reading
- Enhance employable skills like innovation, collaboration, leadership, confidence, creative thinking, problem solving, memory skills

Description

This course is largely practical based and provides students with performance and compositional opportunities throughout the year. Students will also learn theoretical and aural music skills on the journey to completing these performances and compositions. Students also develop a greater understanding of music through study of recent, historical and Māori musical works.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites Students need to be able to play a musical instrument in order to take this course (the voice is considered an instrument) and performance skills must reflect three years of itinerant music lessons. Students must have a willingness to learn basic theoretical knowledge and have a willingness to perform in front of people. HOD approval required if student did not do Year 10 Music.

Leads on to NCEA Level 2 course

Costs \$30 to cover consumables

Achievement Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Use music skills in a music style (1.1)		91948	1	Int	5
Demonstrate performance skills (1.2)		91949	1	Int	5
Demonstrate understanding of music in relation to contexts (1.3)		91950	1	Ext	5
Shape music ideas to create an original composition (1.4)		91951	1	Ext	5
TOTAL					20

Target Year Group

Year 11, 12

Aims

- To develop music technology skills
- To develop MIDI and note imputation skills
- To develop sound industry knowledge and skills
- To understand connection between performer and stage crew
- To develop music sound production skills
- Enhance employable skills like innovation, collaboration, leadership, confidence, creative thinking, problem solving, memory skills

Description

This course is designed for students who enjoy computer and technology use in music but may not necessarily be a performer or song writer. This course is practically based, as most of the credits come from using sound equipment and music technology applications and equipment. Students are expected to spend a large part of class time practising the skills they are being taught. Having your own laptop computer is an advantage.

If there is time the Lighting and Event Management Unit Standards will also be available.

Assessment Internal Unit Standards with Achievement, Merit, Excellence opportunities.

Course Endorsement No Course Endorsement available.

Pre-Requisites Willingness to be an active learner as this is a practical course.

Costs \$30 to cover consumables

Unit Standards – students will work on the following standards to gain 20 credits

Title	Number	Int/Ext	No. of Credits
Demonstrate and apply knowledge of sound technology for a performance context . (SOND 1)	US26687	Int	4
Demonstrate and apply introductory knowledge of Midi sequencing.	US32300	Int	2
Demonstrate and apply introductory knowledge of a music notation application.	US32301	Int	2
Demonstrate and apply knowledge of lighting for an entertainment and event context	US26686	Int	4
Describe and apply knowledge of an entertainment and event production process by assisting in a production role	US26691	Int	3
*1.4 Shape music ideas to create an original composition	91951	Ext	5
		Total	15/20

* This standard is an option if students are not also taking L1MUS

Target Year Group Year 11

Aims

This is the foundation course for those students who are serious in their intention to continue study of Physical Education to Level 2 and 3. Physical Education promotes the concept of 'total well-being' by;

- Focusing on personal health and physical development and encouraging the student to develop self-management skills to enhance their well-being
- Development of physical skills in several sporting areas
- Developing the knowledge and interpersonal skills that will enable the students to work effectively with others at school and in the wider community
- Enhance student knowledge on how the body works

Description

This is a full year academic course that offers 20 Achievement Standard credits at Level 1. It is generally split between two practical and two theory based periods each week. Practicals involve a variety of team and individual sports.

Assessment Internal Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level qualifies for course endorsement.

Pre-Requisites Successful completion of a Year 10 Health and Physical Education program.

Leads on to Level 2 and 3 PED, Level 2 and 3 SPR, University and Polytechnic courses in health science, education, health, sports coaching and the exercise industry.

Costs: Up to \$50 depending on class interests and ability. Contexts could include, kickboxing, gym visits, bowling, golf.

Achievement Standards

Title	Lit/Num	Number	Level	Int/ Ext	No of Credits
Apply movement strategies in an applied setting		92016	1	Int	5
Demonstrate understanding of how Kotahitanga is promoted in movement through the application of strategies.		92017	1	Int	5
Demonstrate understanding of a personal movement experience on Hauora		92018	1	Ext	5
Demonstrate understanding on influences on movement in Aotearoa		92019	1	Ext	5
TOTAL					20

Target Year Group

Year 11

Aims

To provide senior students with a vocational pathway to enter a career in the primary industries.

Description

- The Primary Trades Academy is designed to give students the knowledge, skills and understanding (including practical trade skills and work experience) needed for a head start in an industry related career.
- The Primary Trades Academy is a two-year programme in which students will be studying towards the New Zealand Certificate in Primary Industry Skills (Level 2).
- Students will be involved in field visits to at least 15 areas associated with different Primary Sectors including overnight trips to South Canterbury and Central Otago. Students are required to keep a logbook of these visits.

Assessment Internal

Pre-Requisites Students will need to provide their own *wet weather gear, appropriate footwear and clothing* suitable for the field visits.

Leads on to Primary Trades Academy - Level 2 PRM
Modern Apprenticeships with Primary ITO
Polytech or Rural Polytech study

Standards Assessed

Title	Lit/ Num	Number	Level	Credits
Describe the opportunities, advantages, and disadvantages of rural employment		19137	1	2
Monitor and interpret weather information		19138	2	4
Describe hydration, nutrition and sleep in relation to physical well-being of agricultural workers		19145	2	4
Undertake general garden maintenance		23780	1	5
Open and draw out a coil of wire, tie knots, join wire, and prepare wire for transport and storage		24832	2	5
Identify and maintain fencing tools and equipment, and identify fencing construction materials and wire types		24833	2	3
Demonstrate understanding of the New Zealand primary sectors and industries		29633	2	4
TOTAL				27

Target Year Group

Year 11

Aims

- To develop an understanding of the world, built on current scientific theories.
- To use scientific knowledge to make informed decisions about the communication, application and implications of Science as these relate to their own lives, different cultures and the sustainability of the environment.
- To learn that Science involves particular processes and ways of developing and organising knowledge.
- To use their scientific knowledge and skills for problem solving and developing further knowledge.

Description

This course is designed to develop science capability skills and a comprehensive scientific knowledge base for students to be active citizens in this world and to allow further study in Biology, Chemistry and Physics at Level 2 and 3.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level qualifies for course endorsement.

Pre-Requisites Evidence of achievement in Year 10 Science.

Leads on to Biology, Chemistry and Physics at Level 2
Tertiary Providers and training organisations often suggest a Science background as appropriate preparation for courses.

Costs Resource books \$30

Science Standards

Title	Lit/ Num	Number	Level	Int/Ext	Credits
Demonstrate understanding of the use of a range of scientific investigative approaches in a context.		91921	1	Int	5
Demonstrate understanding of the relationship between a microorganism and the environment		92020	1	Int	5
Demonstrate understanding of genetic variation in relation to an identified characteristic	L	92022	1	Ext	5
Demonstrate understanding of energy in a physical system	N	92047	1	Ext	5

Target Year Group

Year 11

Aims

- To develop an understanding of the world, built on current scientific theories.
- To use scientific knowledge to make informed decisions about the communication, application and implications of Science as these relate to their own lives, different cultures and the sustainability of the environment.
- To learn that Science involves particular processes and ways of developing and organising knowledge.
- To use their scientific knowledge and skills for problem solving and developing further knowledge.

Description

This course is designed to develop science capability skills and a comprehensive scientific knowledge base for students to be active citizens in this world and to allow possible further study in Biology, Chemistry and Physics at Level 2 and 3. This course has more of a focus on internally assessed standards compared to the L1SCI course.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level qualifies for course endorsement.

Pre-Requisites Evidence of achievement in Year 10 Science.

Leads on to Biology, Chemistry and Physics at Level 2
Tertiary Providers and training organisations often suggest a Science background as appropriate preparation for courses.

Costs Resource books \$30

Science Standards

Title	Lit/ Num	Number	Level	Int/Ext	Credits
Demonstrate understanding of the use of a range of scientific investigative approaches in a context.		91921	1	Int	5
Demonstrate understanding of the relationship between a microorganism and the environment		92020	1	Int	5
Demonstrate understanding of a physical phenomena		92045	1	Int	5
Demonstrate understanding of genetic variation in relation to an identified characteristic	L	92022	1	Ext	5

Aims

To develop and demonstrate the following key competencies:

- Thinking
- Relating to others
- Using languages, symbols and text
- Managing self
- Participating and contributing

Description

This is a unique course structured around the NZ Curriculum which is aimed at improving students' educational opportunities. This programme provides the opportunity for students to develop transferable skills through an area of personal interest.

Students will work towards the NZ Certificate in Foundation Skills Level 1 or NZ Certificate in Skills for Living Level 1. This qualification is intended to assist students engage with learning to prepare them for further learning and employment. This complements NCEA Level 1 by establishing a structured framework for learning which focuses the core capabilities needed for educational progression with particular emphasis on numeracy, literacy and language.

Assessment Internal.

Course Endorsement Not available in this course because there are no externally assessed Achievement Standards.

Pre-Requisites None.

Leads on to Opportunities for further study/employment

Costs \$20 to cover consumables
\$25 workbook

Target Year Group

Year 11

Aims

This course is aimed at those students who have an interest in Physical Education and Outdoor Education concepts. This course is assessed through a mixture of Achievement Standards and Unit Standards.

Description (Potential course)

This is a full year's course offering 19 credits at level 1. Each week comprises 3 practical periods and 1 theory-based period. Practical activities include but not limited to; Basketball, Korfbal, Fitness Training, Day Walks, Kayaking, Mountain biking and others to be confirmed.

Assessment Internal Standards

Course Endorsement Course endorsement is not available in this course.

Pre-Requisites Successful completion of, and engagement in, the Year 10 Physical Education and Health program.

Leads on to Level 2 Sport and Recreation and could do Level 2 PED in consultation with the HOD of PE
Careers in the exercise industry, education, health and sports coaching.

Costs Course related costs will be advised throughout the year, such as kayaking, transport to tramping, boogie boarding, kickboxing, gym visits (approx. \$60)

Achievement / Unit Standards

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Apply movement strategies in an applied setting		92016	1	Int	5
Demonstrate knowledge of Preparation for an outdoor activity		32837	1	Int	2
Participate in a day tramp		425	1	Int	2
Whakatipu Tangata – Personal Awareness		32842	1	Int	3
Participate in an overnight camp		426	1	Int	2
Manage Personal Physical Fitness		505	1	Int	3
Demonstrate mountain biking on a grade 1 terrain		20137	1	Int	2
Demonstrate paddling a craft on flat water		20818	1	Int	2
TOTAL					21

Target Year Group

Year 11 (or above)

- Further develop students' skills in technology using textiles.
- Provide a pathway for students who wish to gain NCEA Level One credits
- Provide students with introductory textiles skills which may be directly transferable into design applications
- Involve students in a 'hands on' creative learning experiences, developing skills which will enhance their sense of personal well-being.

Students will explore contemporary street wear fashion and modern textile practices. They will be provided with the opportunity to create their own logo/branding and develop an outfit (or product) that is unique and reflects their individual aesthetic. Students will be given the opportunity to extend both their practical skills and technical knowledge through this course. Additionally, they will build on literacy and writing skills in their external and internal work throughout the year.

Assessment: Internal and External

Course Endorsement: Gaining 14 or more credits at Merit/Excellence level, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites: Preference will be given to **students who have studied Textiles in Y10.**
Otherwise, **prior consultation with the HOD is essential.**

Leads on to Achievement Standards at Level 2 and 3 and tertiary education in a variety of subjects related to; technology, product, material sciences, fashion, magazine and graphic design, communication design, advertising, textile, hair or floral artistry and specialist technology teaching.

Costs \$120. There will be additional costs involved depending on the individual project choices.

Achievement Standards:

Title	Lit/ Num	Number	Level	Int/ Ext	Credits
Develop a Materials and Processing Technology outcome for an authentic context ((1.1)		92012	1	Int	6
Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials (1.2)		92013	1	Int	6
Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design (1.3)		92014	1	Ext	4
Demonstrate understanding of materials and techniques for a feasible Materials and Technology outcome (1.4)		92015	1	Ext	4
TOTAL					20

Target Year Group

Year 11

Aims

- To promote and develop the use of hand tools
- To promote and develop an understanding in setting and operating Machinery used in Construction
- To promote and develop an understanding of basic joints in furniture making
- To promote and develop the correct selection and use safety equipment
- To promote and develop an understanding and correct use of portable hand tools

Description

The programme is designed specifically to provide a progressive pathway for students in the Building, Construction and Allied Trades (BCATS). The unit standards used are from the Building, Construction and Industry Training Organisation (BCITO). Credits from the unit standards can be also be cross credited towards NCEA.

Students who participate in the Construction programme are enabled with the necessary skills and knowledge required to work safely with a variety of hand and machine tools, as used by industry. It also develops literacy, numeracy, self-management, group work and communication skills. Students can go on to consider apprenticeships or further training in a variety of trades such as: building, construction, plumbing, drain- laying, roofing, gas-fitting, painting and decorating, infrastructure, flooring and joinery and on to diploma study.

Assessment Internal

Course Endorsement Not available in this course because there are no externally assessed Achievement Standards.

Pre-Requisites None but to cope with this course it is desirable to have an interest in carpentry, joinery and be keen to learn hand skills.

Leads on to Level 2 Wood Building & Construction

Costs **\$150 to cover materials & consumables. (Prior consultation will be done with parent/ caregiver if project costs exceed the basic Costs)**

Selection of Unit Standards (Indicative and subject to change)

Title	Lit/ Num	Number	Level	Int/ Ext	No of Credits
Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project		24352	1	Int	2
Apply elementary workshop procedures and processes for BCATS projects		24356	1	Int	8
Use joints for a BCATS project		25920	1	Int	3
Use Hardware and Fastenings		25919	1	Int	2
Demonstrate knowledge of BCATS trades involved in the construction of a residential building		31512	1	Int	2
				Total	17

Target Year Group

Year 11, 12 and 13 Supported and Scaffolded Learning

Aim

To provide an opportunity for students to develop the knowledge and skills that enable them to participate in work and in the community.

Description

This programme has been designed to cater for the needs of the students who require some form of support with their learning and to assist them to make decisions regarding their future pathways.

Assessment Internal

Course Endorsement Not available in this course because there are no externally assessed Achievement Standards.

Pre-Requisites None

Leads on to Opportunities for study and employment

Costs \$20 to cover consumables

Course Outline – Stage 1

Module 1 - Personal Skills	Module 2 – Preparing for Work	Module 3 – Workplace Skills
Students will look at setting personal goals in relation to a work pathway (either paid or unpaid employment). They will look at personal qualities, skills, personal presentation, and work preferences. They will also study the process of finding a job.	Students will look at how to keep themselves safe, such as using social media and workplace harassment. They will look at how to actively listen, share ideas and resolve conflict and how to interact in the workplace, such as use of body language and personal conduct.	Students will look at applying basic skills and practices in a workplace context and the basic rights and responsibilities needed for work. In preparation for leaving school, they will look at the facilities and services available in the community to meet their needs.

Unit Standards (Supported Learning)

As this programme is offered to Year 11, 12 and 13 students, students will work on the module best suited to their needs.

Title	Year	Number	Level	Int/Ext	No of Credits
Set personal goals	1	29305	1	Int	4
Plan a personal work pathway	1	29309	1	Int	4
Demonstrate strategies to ensure personal safety	1	29301	1	Int	4
Demonstrate interpersonal skills in familiar contexts	2	29302	1	Int	4
Demonstrate behaviours appropriate to different types of relationships and contexts	2	29303	1	Int	4
Maintain Hauora - personal health and well-being	2	29300	1	Int	4
Apply basic skills and practices in a workplace context	3	29310	1	Int	8
Act in accordance with the basic rights and responsibilities needed for work	3	29311	1	Int	8
Access and use facilities and services in the community	3	29299	1	Int	4

Target Year Group

Year 11, 12 and 13

Aim

To provide access to a range of courses not available at Taieri College, and to enable students to direct their own learning pathway.

Description

On-line courses are offered at Taieri College to Year 11, 12 & 13 students who are interested in taking courses not normally available at Taieri College. Recent courses taken by Taieri College students have included French, Japanese and Accounting.

Entry is not automatic – students must apply, be considered in terms of their suitability for accessing an on-line course and be placed on a short list to gain a course placement. Often courses have a restriction on participant numbers so early enrolment would be encouraged. A high level of self-management and motivation is required to complete course work and assessments while working independently throughout the school year.

On-line courses are offered largely through NetNZ and Te Kura [The Correspondence School]. They support the concept of classrooms without walls, where students and educators have the flexibility to connect with their classes 24 hours a day, 7 days a week. Contact with tutors is maintained via email and course websites.

NetNZ students will spend one period in contact time with their course teacher via an on-line video link, and three periods in independent learning as directed by their course teacher. Support is offered in the school by the e-Dean, Mr Kevin Knowles.

Courses available can be found on the following websites.

- NetNZ: <http://netnz.org>
- Te Kura: <https://www.tekura.school.nz/subjects-and-courses/>

Numbers are limited and the use of on-line courses is prioritised for the continued study of subjects offered at school that do not usually progress up to L3 due to low numbers.

If you have any questions feel free to contact Mr Knowles, the school e-Dean, through the school office.