

Taieri College



Course Information

Year 12 & 13

2024

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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 NCEA Level 1, 2 or 3, students must achieve **60 credits** at that level **plus the 20 credit co-requisite** for literacy and numeracy from level 1. [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.

If you are not sure what subjects are required we recommend that you logon to www.careers.govt.nz Seek this information and choose the subjects required for your future. Look ahead.

Courses will run subject to numbers and subject availability.
Please note that some subjects carry activity costs.

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"

YEAR 12

Year 12 students face what will be a stimulating and challenging year. It is important that students organise themselves well from the beginning of the year, meet deadlines, keep up to date with tests and assignments and that they know exactly what the requirements are for assessment in each subject.

Few students will have a clear and final commitment to a career pathway at this stage of their education. Consequently, it is important that they keep their career options open by choosing a broadly based group of subjects.

It is most important that the subjects chosen for Year 12 provide a sound basis for Year 13 courses.

All Year 12 students are required to take an English course and five other subjects.

It is recommended that students maintain a broad education and take care that their subject choices will cover requirements for future careers.

Note: Some Level 2 and Level 3 subjects have prerequisites.

YEAR 13

Year 13 is an important one for all students attending secondary school. Not only is it important academically, but it is also an important year in terms of social development and developing and using leadership skills. Students should take responsibility for themselves and their own learning and also be willing to undertake some areas of school service. It will be a busy year for them and one in which they need to organise their time wisely.

Academically, it is a full year that must be seen as an immediate preparation for university, study in another tertiary institution or entering the workforce. By the beginning of the year each student should have some idea of their career pathway and strong goals must be established to help achieve this end. Subject choices for the year are extremely important.

Year 13 students are required to take either five or six subjects. If they are studying four or five Achievement Standard subjects at NCEA Level 3 they take five subjects, otherwise they take six.

Students who wish to obtain a University Entrance or Scholarship qualification need to check that the subjects they choose do lead to these qualifications. **If students plan to pursue university studies, they should be taking four or five University Entrance Approved NCEA Level 3 subjects.**

Note: Some Level 3 subjects have prerequisites.

UNIVERSITY ENTRANCE

It is important that students in Year 12 and 13 are fully aware of the requirements for University Entrance. This is an absolutely vital prerequisite for a number of career pathways, not just university.

University Entrance (UE) is the minimum requirement to go to a New Zealand university (and many other tertiary providers use this as a requirement as well).

To qualify you will need:

- Approved subjects - **42 credits at Level 3** or higher, made up of:
 - ✓ 14 credits, each in three *approved subjects*
- UE Literacy requirements - 10 credits in **UE Literacy** at Level 2 or higher, made up of:
 - ✓ 5 credits in reading (marked **R** in Lit/Num column)
 - ✓ 5 credits in writing (marked **W** in Lit/Num column)
- NCEA Level 3

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 the two Level 1 Literacy co-requisite standards or all three Literacy unit standards (pre 2024).
- Numeracy requirement: Minimum of 10 Level 1 credits from specified achievement standards (marked **N** in Lit/Num column) or the Level 1 Numeracy co-requisite standard or all 3 Numeracy unit standards (pre 2024).

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

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 12

Aims

- To prepare students for career pathways and opportunities within the Agribusiness sector.
- To develop a knowledge of basic facts, principles and theories in Agribusiness.
- To help students improve their knowledge and understanding of Agribusiness concepts.
- To provide students with opportunities to develop scientific skills and attitudes.
- To develop an appreciation of the impact science and technology has on our everyday lives.
- To develop a continuing interest in Agribusiness.
- To develop students reading, numeracy and comprehension skills.

Description

The Year 12 Agribusiness Course is designed to provide students with a broad Agribusiness experience. It covers the Agri-innovation, Agriscience, Agri-management and finance, and Agrimarketing concepts that provide students with the opportunity of pursuing a career in Agribusiness. The Year 12 Agribusiness course covers Level 7 of the National Curriculum and prepares students for NCEA Level 2 assessments.

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 Need to have 12 Credits in either Level 1 Agriculture and Horticulture Science or Level 1 Economics or HOD approval

Leads on to Level 3 Agribusiness
Employment in the agricultural or horticultural sectors.

Costs There will be a number of field trips that will have a cost. There will be a workbook cost of approximately \$25.00.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|----------|--------|-------|----------|---------------|
| Demonstrate understanding of future proofing influences that affect business viability. | | 91865 | 2 | Int | 4 |
| Conduct an inquiry into the use of organisms to meet future needs. | | 91866 | 2 | Int | 4 |
| Demonstrate understanding of a primary industry business structure that best meets the strategic needs of a business. | | 91867 | 2 | Int | 3 |
| Demonstrate understanding of cash flow forecasting for a business. | | 91868 | 2 | Int | 4 |
| Demonstrate understanding of how a large business responds to external factors | | 90844 | 2 | Ext | 4 |
| Total | | | | | 19 |

Target Year Group

Year 13

Aims

- To prepare students for career pathways and opportunities within the Agribusiness sector.
- To develop a knowledge of basic facts, principles and theories in Agribusiness.
- To help students improve their knowledge and understanding of Agribusiness concepts.
- To provide students with opportunities to develop scientific skills and attitudes.
- To develop an appreciation of the impact science and technology has on our everyday lives.
- To develop a continuing interest in Agribusiness.
- To develop students reading, numeracy and comprehension skills.

Description

The Year 13 Agribusiness course is designed to provide students with a broad Agribusiness experience. It covers innovation, science, management, finance and marketing concepts that provide students with the opportunity of pursuing a career in Agribusiness. The Year 13 Agribusiness course covers Level 8 of the National Curriculum and prepares students for NCEA Level 3 assessments.

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 Need to have 12 Credits in Level 2 Agribusiness or HOD approval

Leads on to Tertiary education.
Employment in the agricultural or horticultural sectors.

Costs There will be a number of field trips that will have a cost. There will also be a course workbook with a cost of approximately \$25.00.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|----------|--------|-------|----------|---------------|
| Analyse future proofing strategies to ensure long-term viability of a business. | R | 91869 | 3 | Int | 4 |
| Analyse how a product meets market needs through innovation in the value chain. | R | 91871 | 3 | Int | 4 |
| Demonstrate understanding of how internal factors interact within a business that operates in a global context | | 91379 | 3 | Ext | 4 |
| Develop a marketing plan for a new or existing product. | | 91382 | 3 | Int | 6 |
| Total | | | | | 18 |

Target Year Group

Year 12 (or above)

Aims

Students will develop their use of drawing and painting to create original works. They will communicate ideas and explore new techniques to enhance their artistic skills.

Description

The course consists of 2 Internal and 1 External Achievement Standard.

Students who require Literacy credits may also sit Achievement Standard 91306 .

The Internal standards are each worth 4 credits.

The External is worth 12 credits and is presented as a two panel Folio.

The skills developed in the Visual Arts

- Critical thinking
- Technical skills
- Problem solving
- Research and development
- Self-management

These feed into a variety of careers, such as; architecture, graphic design, web-design, illustration and the magazine industry, photography, fashion and the film industry.

Assessment Internal and External Achievement Standards

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

Pre-Requisites 12 NCEA level 1 credits in Art or Art Design, at Merit or above, or in consultation with the HOD of Art.

Leads on to Level 3 Painting

Costs \$100

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Use drawing methods to apply knowledge of conventions appropriate to painting | | 91311 | 2 | I | 4 |
| Develop ideas in related series of drawings appropriate to established painting practice. | | 91316 | 2 | I | 4 |
| Produce a systematic body of work that shows understanding of art making conventions and ideas with in painting | | 91321 | 2 | E | 12 |
| TOTAL | | | | | 20 |

Target Year Group

Year 12 (or above)

Aims

Students will complete Internal and External Achievement Standards in the field of Photography. Students will learn essential camera skills and digital editing tools.

Description

The course consists of 2 Internal and 1 External Achievement Standard. Students who require Literacy credits may also sit Achievement Standard 91307.

The Internal standards are each worth 4 credits.

The External is worth 12 credits and is presented as a two panel Folio.

The skills developed in the Visual Arts

- Critical thinking
- Technical Skills
- Problem solving
- Research and development
- Self-management

These feed into a variety of careers, such as; architecture, graphic design, web-design, illustration and the magazine industry, photography, fashion and the film industry.

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 12 NCEA level 1 credits in Art Creative Industries, or in consultation with the HOD of Art.

It is highly recommended to have a digital camera, as access to school cameras is limited.

Leads on to Level 3 Photography

Costs \$100 to cover folio panel.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Use drawing methods to apply knowledge of conventions appropriate to photography. | | 91312 | 2 | I | 4 |
| Develop ideas in related series of drawings appropriate to established photography practice. | | 91317 | 2 | I | 4 |
| Produce a systematic body of work that shows understanding of art making conventions and ideas with in photography. | | 91322 | 2 | E | 12 |
| TOTAL | | | | | 20 |

Target Year Group

Year 12 (or above)

Aims

Students will complete Internal and External Achievement Standards in the field of Design. They will use Photoshop and Illustrator tools as they work on text, layout and packaging material for original works that use text and image to communicate ideas.

Description

The course consists of 2 Internal and 1 External Achievement Standard.

Students who require Literacy credits may also sit Achievement Standard 91305.

The Internal standards are worth 12 credits.

The External is worth 12 credits and is presented as a two panel Folio.

The skills developed in the Visual Arts

- Critical thinking
- Technical Skills
- Problem solving
- Research and development
- Self-management

These feed into a variety of careers, such as; architecture, graphic design, web-design, illustration and the magazine industry, photography, fashion and the film industry.

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 12 NCEA Level 1 credits Level 1 credits in Art Creative industries, or in consultation with the HOD of Art.

It is highly recommended to have a digital camera.

Leads on to Level Three Design

Costs \$100 to cover folio panel

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Use drawing methods to apply knowledge of conventions appropriate to design | | 91310 | 2 | I | 4 |
| Develop ideas in related series of drawings appropriate to established design practice. | | 91315 | 2 | I | 4 |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within design | | 91320 | 2 | E | 12 |
| TOTAL | | | | | 20 |

Target Year Group

Year 13

Aims

Students will complete Internal and External Achievement Standards in the field of Painting. They will use a range of painting media to create conceptual works and explore the ideas of artists. All students will have the option to sit the Scholarship Exam.

Description

The course consists of 2 Internal and 1 External achievement standards.

The skills developed in the Visual Arts

- Critical thinking
- Technical Skills
- Problem solving
- Research and development
- Self-management

These feed into a variety of careers, such as; architecture, graphic design, web-design, illustration and the magazine industry, photography, fashion and the film industry.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, (no Internal credits are needed for endorsement at Level 3 Visual Arts).

Pre-Requisites 12 NCEA level 2 credits in an Art field at Merit or above, or in consultation with the HOD of Art.

Leads on to Tertiary study in the Arts, Photography, Design and Architecture
University Entrance Approved

Costs \$120

Achievement Standards

| Title | Lit/Num | Number | Level | Int/Ext | No of Credits |
|---|---------|--------|-------|---------|---------------|
| Use drawing to demonstrate understanding of conventions appropriate to painting | | 91446 | 3 | I | 4 |
| Systematically clarify ideas using drawing informed by established painting practice | | 91451 | 3 | I | 4 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice. | | 91456 | 3 | E | 14 |
| TOTAL | | | | | 22 |

Target Year Group

Year 13

Aims

Students will complete Internal and External Achievement Standards in the field of Photography. All students will have the option to sit the Scholarship Exam.

Description

The course consists of 2 Internal and 1 External Achievement Standards.

The skills developed in the Visual Arts

- Critical thinking
- Technical Skills
- Problem solving
- Research and development
- Self-management

These feed into a variety of careers, such as; architecture, graphic design, web-design, illustration and the magazine industry, photography, fashion and the film industry.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level, (no internal credits are needed for endorsement at Level 3 Visual Arts).

Pre-Requisites 12 NCEA level 2 credits in an Art field, or in consultation with the HOD of Art.

Leads on to Tertiary study in the Arts, Photography, Design and Architecture.

University Entrance Approved

It is highly recommended to have a digital camera as access to school ones is limited.

Costs \$120 to cover folio panel.

.Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Use drawing to demonstrate understanding of conventions appropriate to photography | | 91447 | 3 | I | 4 |
| Systematically clarify ideas using drawing informed by established photography practice | | 91452 | 3 | I | 4 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within photography. | | 91457 | 3 | E | 14 |
| TOTAL | | | | | 22 |

Target Year Group

Year 13

Aims

Students will complete Internal and External Achievement Standards in the field of design. They will explore digital programs to communicate ideas through text and image. All students will have the option to sit the Scholarship Exam.

Description

The course consists of 2 Internal and 1 External Achievement Standards.

The skills developed in the Visual Arts

- Critical thinking
- Technical Skills
- Problem solving
- Research and development
- Self-management

These feed into a variety of careers, such as; architecture, graphic design, web-design, illustration and the magazine industry, photography, fashion and the film industry.

Assessment

Internal and External Achievement Standards

Course Endorsement

Gaining 14 or more credits at Merit/Excellence level (no internal credits are needed for endorsement at Level 3 Visual Arts).

Pre-Requisites

12 NCEA level 2 credits in an Art field, at Merit or above, or in consultation with the HOD of Art.

Leads on to

Tertiary study in the Arts, Photography, Design and Architecture

University Entrance Approved

Costs

\$120 to cover folio panel

Achievement Standards

| Title | Lit/Num | Number | Level | Int/Ext | No of Credits |
|--|---------|--------|-------|---------|---------------|
| Use drawing to demonstrate understanding of conventions appropriate to design | | 91445 | 3 | I | 4 |
| Systematically clarify ideas using drawing informed by established design practice | | 91450 | 3 | I | 4 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within Design. | | 91455 | 3 | E | 14 |
| TOTAL | | | | | 22 |



Target Year Group

Year 12 (or above)

Aims

- To promote and develop the understanding of the occupational areas and structures of NZ Automotive Industry.
- To promote and develop the understanding of the functions and general location of motor vehicle systems.
- To promote and develop the understanding of the operation of two and four stroke petrol and diesel engines.
- To promote and develop the understanding of the fuel systems

Description

This course involves a mixture of theory and limited sessions of practical work, that will help students understand the basic principles of the Automotive Industry.

The theory learnt in Automotive can be used in a variety of careers including Automotive Engineering, Electrical and Machining and Small Engine Servicing, Vehicle Sales and Grooming

Credits from these go towards a range of National Certificates in Automotive. (Unit Standards can also be cross credited towards NCEA Level 2)

Assessment Internal

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

Pre-Requisites None but the ability to read and interpret information is desirable.

Leads on to Level 3 Automotive (building towards the National Certificate in Automotive Pre - Apprenticeship)

Costs None

Selection of Unit Standards (Indicative and subject to change)

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Function Location of automotive components | | 229 | 2 | | 4 |
| Occupational Areas in Auto Industry | | 21857 | 2 | | 2 |
| Demonstrate knowledge of petrol and diesel engines | | 30477 | 2 | | 4 |
| DKO the operation of a diesel fuel system | | 30437 | 2 | | 2 |
| DKO tools and equipment used in the motor industry | | 30476 | 2 | | 2 |
| DKO automotive cooling systems and engine coolant | | 30480 | 2 | | 2 |
| DKO vehicle or machine batteries | | 30572 | 2 | | 3 |
| TOTAL | | | | | 19 |

Target Year Group

Year 13



Aims

- To promote and develop the understanding of vehicle braking systems.
- To promote and develop the understanding of vehicle steering and suspension systems.
- To promote and develop the understanding of the operation of automotive charging and starting systems.
- To promote and develop the understanding of the fuel systems

Description

This course involves a mixture of theory and limited sessions of practical work, that will help students understand the basic principles of the Automotive Industry.

The theory learnt in Automotive can be used in a variety of careers including Automotive Engineering, Electrical and Machining and Small engine Servicing, Vehicle Sales and Grooming

Credits from these go towards a range of National Certificates in Automotive. (Unit Standards can also be cross credited towards NCEA level 3)

Assessment Internal

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

Pre-Requisites A background in Level 2 Automotive is recommended for this course.

Leads on to Building towards the National Certificate in Automotive Pre - Apprenticeship

Costs None

Selection of Unit Standards (Indicative and subject to change)

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| DKO brake systems | | 30568 | 3 | Int | 4 |
| DKO welding in the motor industry | | 30570 | 3 | Int | 3 |
| DKO automotive charging and starting systems | | 30563 | 3 | Int | 4 |
| DKO ignition systems | | 30574 | 3 | Int | 3 |
| DKO an electronic fuel injection (EFI) system | | 30436 | 3 | Int | 2 |
| DKO steering and suspension systems | | 30366 | 3 | Int | 2 |
| | | | | | 18 |

Target Year Group

Year 12

Aims

- To develop a knowledge of the living world and its complexity
- To develop understanding of issues of survival, conservation and the way in which ecosystems work
- To develop skills in gathering, processing and interpreting biological information

Description

This course involves the study of living things and their interaction with each other and with the environment. The topics studied include cells and cell processes, genetics, ecology, human impacts and sustainability and the rocky shore. The skills developed in Biology are of use in many career fields. This subject is eligible for course endorsement.

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 15 credits from Level 1 Science including AS92022 Standard 90948 or Head of Department approval.

Leads on to Level 3 Biology
Course endorsement available

Costs Approximately \$20 for Workbook
This course includes a 3 day trip to Aoraki/Mt Cook. The total cost of the field trip is approximately \$250. Financial assistance may be available.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Carry out a practical investigation in a biology context, with supervision | | 91153 | 2 | Int | 4 |
| Investigate a pattern in an ecological community, with supervision | | 91158 | 2 | Int | 4 |
| Explain how human activity in a biophysical environment has consequences for a sustainable future | R | 90811 | 2 | Int | 4 |
| Demonstrate understanding of life processes at the cellular level | W | 91156 | 2 | Ext | 4 |
| Demonstrate understanding of genetic variation and change | W | 91157 | 2 | Ext | 4 |
| | | | | | 20 |

Target Year Group

Year 13

Aims

- To develop a knowledge of the living world and its complexity
- To develop understanding and knowledge of molecular biology
- To develop skills in gathering, processing and interpreting biological information

Description

The topics studied are Biological Practical Investigation, Ecotourism and the Otago Peninsula, Organisms and their Environment, Homeostasis and Human Evolution. This subject is eligible for course endorsement.

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 16 credits in Level 2 Biology or Head of Department approval

Leads on to Further study at tertiary levels
University Entrance Approved

Costs Approx. Field trips - approximately \$80
Course workbook – approximately \$20

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Carry out a practical investigation in a biological context, with guidance | | 91601 | 3 | Int | 4 |
| Integrate biological knowledge to develop an informed response to a socio-scientific issue | R | 91602 | 3 | Int | 3 |
| Demonstrate understanding of the responses of plants and animals to their external environment | R W | 91603 | 3 | Ext | 5 |
| Demonstrate understanding of how an animal maintains a stable internal environment | R | 91604 | 3 | Int | 3 |
| Demonstrate understanding of evolutionary processes leading to speciation (optional) | R W | 91605 | 3 | Ext | 4 |
| Demonstrate understanding of trends in human evolution | R W | 91606 | 3 | Ext | 4 |
| TOTAL | | | | | 19 |

Target Year Group

Level 2

Aim

- ♦ To provide an opportunity for students to develop the skills necessary to successfully enter the workforce.

Description

This programme has been designed to cater for the needs of the students to assist them to decide regarding their future career pathway. It also caters for the students who have been selected to be on the **Gateway Programme** who are interested in a career in a particular industry, are ready to learn and are work ready. (**Entry to the Gateway programme is not automatic – students must apply and be interviewed to assess their suitability**). Careers is unit standards based.

Students who demonstrate through the year that they are 'work ready' may be offered the chance of a work placement. Students may also be offered targeted unit standards based on their personal career pathway plans.

Students will also participate in the **Youth Employment Programme** which features ten workshop sessions that focus on identifying and developing knowledge of the seven main employability skills – positive attitude, resilience, teamwork, thinking skills, willingness to learn, self-management and communication skills. This excellent programme enhances employability and can also involve volunteering and work experience for all participants.

Assessment Internal

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

Pre-Requisites None but success is much more likely with NCEA L1. Sound literacy skills would be beneficial.

Leads on to Employment, Apprenticeships, National Certificates, Tertiary Study

Costs \$30 (may vary if taking additional units)

The programme is under review and new standards may be added.

| Career Preparation | | | | | |
|--|-------------|---------|-------|-------------|-----------|
| Unit Standards | Lit/ Num | Number | Level | Int/ Ext | Credits |
| <i>Demonstrate knowledge of workplace health and safety requirements *</i> | | 497 | 1 | Int | 3 |
| Maintain personal presentation and a positive attitude in a workplace involving customer contact | | 62 | 2 | Int | 3 |
| Produce a targeted cv (<i>curriculum vitae</i>) | | 4252 | 2 | Int | 2 |
| Complete a work experience placement | | 10780 | 2 | Int | 3 |
| Employment Skills | | | | | |
| Demonstrate knowledge of job search skills | | 4253 | 2 | Int | 3 |
| Complete work experience | | 10780 | 2 | Int | 3 |
| Explore career options and their implications | | 12383 | 2 | Int | 3 |
| Additional personally chosen US that matches student interest, pathway planning | | Various | 2 | Int | 3 |
| TOTAL | | | | | 23 |

* to be completed if not already done as this is a requirement for the work-based component of the programme.

Target Year Group

Level 3

Aim

- ♦ To provide an opportunity for students to develop the skills necessary to successfully enter the workforce.

Description

This programme has been designed to cater for the needs of the students to assist them to decide regarding their future career pathway. It also caters for the students who have been selected to be on the **Gateway Programme** who are interested in a career in a particular industry, are ready to learn and are work ready. (**Entry to the Gateway programme is not automatic – students must apply and be interviewed to assess their suitability**). Careers is unit standards based.

Students who demonstrate through the year that they are 'work ready' may be offered the chance of a work placement. Students may also be offered targeted unit standards based on their personal career pathway plans.

Assessment Internal

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

Pre-Requisites None but success is much more likely with NCEA L2. Sound literacy skills will be beneficial.

Leads on to Employment, Apprenticeships, National Certificates, Tertiary Study

Costs \$30 (may vary if taking additional units)

The programme is under review and new standards may be added.

| Unit Standards | Lit/ Num | Number | Level | Int/ Ext | Credits | |
|--|-------------|---------|-------|-------------|--------------|-----------|
| Plan a career pathway | | 4251 | 3 | Int | 2 | |
| Demonstrate knowledge of the management of drug and/or alcohol-related problems in the workplace | | 1296 | 3 | Int | 4 | |
| Describe from an employee perspective, ways of dealing with employment relationship problems | | 1980 | 3 | Int | 3 | |
| Apply hazard identification & risk assessment procedures in the workplace | | 17602 | 3 | Int | 4 | |
| Demonstrate knowledge of a specified workplace | | 30911 | 3 | Int | 3 | |
| Evaluate credit options & managing debt | | 3491 | 3 | Int | 3 | |
| Evaluate options to increase personal income | | 28098 | 3 | Int | 3 | |
| Develop a plan to achieve a long term personal financial goal | | 28100 | 3 | Int | 4 | |
| Additional personally chosen US that matches student interest, pathway planning | | Various | 2 | Int | 3 | |
| *Options to complete individual standards in chosen fields to make up subject credits. | | | | | TOTAL | 29 |

Target Year Group

Year 12 (or above)

Aims

- To investigate the materials that make up our world
- To develop understanding of the properties and behaviour of substances
- To develop scientific skills and attitudes

Description

This course provides the skills and basic knowledge for students intending to pursue a variety of scientific, technical and health related careers. The topics studied include atomic structure and bonding, carbon chemistry, types of chemical reactions, the mole and chemical calculations and inorganic chemistry.

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 15 credits in Level 1 Science or Head of Department approval

Leads on to Level 3 Chemistry

Costs Course workbook – approx. \$20

The course will be selected from this range of Achievement Standards

| Title | Lit/ Num | Achievement Standard | Level | Int/ Ext | No of Credits |
|--|-------------|-------------------------|-------|-------------|------------------|
| Carry out a practical investigation into a substance present in a consumer product using quantitative analysis | | 91910 | 2 | Int | 4 |
| Carry out an investigation into chemical species present in a sample using qualitative analysis | | 91911 | 2 | Int | 3 |
| Demonstrate understanding of bonding, structure and energy changes | | 91164 | 2 | Ext | 5 |
| Demonstrate understanding of the properties of selected organic compounds (optional) | | 91165 | 2 | Ext | 4 |
| Demonstrate understanding of chemical reactivity | | 91166 | 2 | Ext | 4 |
| Demonstrate understanding of the chemistry used in the development of a current technology (optional) | | 91163 | 2 | Int | 3 |
| TOTAL | | | | | 23 |

Target Year Group

Year 13

Aims

- To investigate the materials that make up our world
- To develop understanding of the properties and behaviour of substances
- To develop scientific skills and attitudes

Description

At this level students of Chemistry need a sound understanding of chemistry ideas and the ability to think logically. The topics studied follow on from those in Level 2 Chemistry and includes atomic structure and bonding, energetics of physical and chemical processes, redox, acid-base and precipitation reactions and spectroscopy. Students will also complete a practical investigation involving research and analytical techniques.

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 16 credits in Level 2 Chemistry including achievement in two external assessments or Head of Department approval.

Leads on to Courses at Tertiary level that may require a background in Chemistry e.g. Health Sciences, Nursing, Engineering, Environmental and Marine Sciences, Teaching, Forensics, Geology.

University Entrance Approved

Costs: Course workbook – approx. \$20
Field Trip to Otago University – approx. \$15

The course will be selected from 5/6 of these Achievement Standards

| Title | Lit/ Num | Achievement Standard | Level | Int/ Ext | No of Credits |
|---|-------------|-------------------------|-------|-------------|------------------|
| Carry out an investigation in chemistry involving quantitative analysis | | 91387 | 3 | Int | 4 |
| Demonstrate an understanding of spectroscopic data in chemistry | | 91388 | 3 | Int | 3 |
| Demonstrate understanding of thermochemical principles and the properties of particles and their substances | | 91390 | 3 | Ext | 5 |
| Demonstrate an understanding of equilibrium principles in aqueous solutions | | 91392 | 3 | Ext | 5 |
| Demonstrate an understanding of oxidation – reduction processes | | 91393 | 3 | Int | 3 |
| Demonstrate understanding of the properties of organic compounds (optional) | | 91391 | 3 | Ext | 5 |
| TOTAL | | | | | 25 |

Target Year Group

Year 13

Aims

- To prepare students for NCEA Achievement Standards Level 3
- To develop skills of analysis and research
- To understand how our society developed

Description

This is a language rich Level 3 course of study which prepares you for entry to a tertiary institution. You will be expected to study four topics in some depth all related to the civilizations of classical Greece and Rome. This will enable you to understand the origins of much of our society. Our focus will be on: art, literature, law, philosophy, politics, the military, and religion.

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, but 12 credits or better at NCEA Level 2 English would be an advantage

Leads on to Law, teaching, journalism, theatre, art gallery/museum work, art restoration, anthropology
University Entrance Approved
 Suitable for Subject Endorsement

Costs None

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Analyse ideas and values of the classical world | R W | 91394 | 3 | Ext | 4 |
| Analyse the significant features of work(s) of art in the classical world | R W | 91395 | 3 | Ext | 4 |
| Analyse the impact of a significant historical figure on the classical world | R W | 91396 | 3 | Ext | 6 |
| Demonstrate understanding of significant ideology(ies) in the classical world | R | 91397 | 3 | Int | 6 |
| Demonstrate understanding of the lasting influences of the classical world on other cultures across time | R | 91398 | 3 | Int | 6 |
| TOTAL | | | | | 26 |

COMPUTING & INFORMATION TECHNOLOGY L2COM

Target Year Group

Year 12 (or above)

Aims

- Strengthen Your Brain: Enhance Your Reasoning and Problem-Solving Abilities
- Tech Wizardry: Master Information Technology Skills and Knowledge
- Unleash Your Inner Techie: Learn About Computing Processes and Equipment
- Level Up Your Future: Unlock an Industry-Recognized Pathway for Further Study

Description

This course will be of benefit to all students, no matter what other subjects you are studying. The course is all about maximizing the power of Office365 tools. Believe me, the skills you'll pick up in Computing will come in handy in any career you choose. Computers are taking over the job scene, so being able to rock those programs is a must. This hands-on course will focus on all those real-life applications you'll be using in the workforce. Get ready to level up!

Unit Standards will be offered throughout the course, building towards the New Zealand Certificate in Computing User Fundamentals Level 2. (Unit Standards are also credited towards NCEA Level 2). Students will work individually using mainly the Microsoft Office 365 software.

Assessment Internal

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

Pre-Requisites None

Leads on to Level 3 Computing & Information Technology (building towards the New Zealand Certificate in Computing Intermediate User Level 3).

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

Unit Standards

| Title | Lit/Num | Number | Level | Int/Ext | No of Credits |
|--|---------|--------|-------|---------|---------------|
| Use the main features and functions of a word processing application for a purpose | | 29769 | 2 | Int | 4 |
| Manage files and folders using digital devices | | 29772 | 2 | Int | 2 |
| Use digital tools securely, safely, ethically and legally | | 32975 | 2 | Int | 5 |
| Demonstrate knowledge of computing hardware, software and terminology to select digital tools for specified purposes | | 29782 | 2 | Int | 5 |
| Use the main features and functions of a desktop publishing application to create documents | | 29774 | 2 | Int | 4 |
| Use the main features and functions of a database application to create and test a database | | 29777 | 2 | Int | 3 |
| Use the main features and functions of a presentation application for a purpose | | 29771 | 2 | Int | 3 |
| Use the main features and functions of a spreadsheet application for a purpose | | 29770 | 2 | Int | 4 |
| TOTAL | | | | | 30 |

COMPUTING & INFORMATION TECHNOLOGY L3COM

Target Year Group

Year 13

Aims

- To build upon the skills and knowledge recognised in the New Zealand Certificate in Computing Level 2.
- To provide an industry recognised qualification and career path.
- This qualification aims to provide a qualification for initial employment in computing and enhance readiness for further study in computing and related fields. It can lead to the New Zealand Certificate in Computing (Level 4) or one of the National Diplomas in Computing at Levels 5, 6 and 7.
- To further develop skills and knowledge of Information Technology.
- To further develop skills and knowledge of computing processes and equipment.

Description

This course will be of benefit to all students, no matter what other subjects you are studying. The course is all about maximizing the power of Office365 tools. Believe me, the skills you'll pick up in Computing will come in handy in any career you choose. Computers are taking over the job scene, so being able to rock those programs is a must. This hands-on course will focus on all those real-life applications you'll be using in the workforce. Get ready to level up!

Unit Standards will be offered throughout the course, building towards the New Zealand Certificate in Computing Intermediate User Level 3. (Unit Standards are also credited towards NCEA Level requirements).

Students will work individually using mainly the Microsoft Office 365 software

Assessment Internal

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

Pre-Requisites Level 2 Computing & Information Technology is desirable but not essential.

Leads on to It can lead to the National Certificate in Computing (Level 4) or one of the National Diplomas and Degree courses in Computing at Levels 5, 6 and 7 such as Business Computing, Computer Technician, Software Development etc.

Costs None. Students will need to ensure they monitor and top up their printing account regularly.

Unit Standards (A selection from the following standards)

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Use a desktop publishing application to produce documents | | 29792 | 3 | Int | 4 |
| Produce and use a database to provide a solution for organisational use | | 29787 | 3 | Int | 3 |
| Produce a spreadsheet for organisational use | | 29786 | 3 | Int | 5 |
| Develop and evaluate an interactive website for organisational use | | 29788 | 3 | Int | 5 |
| Create and customise business documents | | 32003 | 3 | Int | 6 |
| | | | | | 23 |

Target Year Group

Year 12

To allow students to:

- Enhance employable skills like innovation, collaboration, leadership, confidence, creative thinking, problem solving, time management.
- Allow students to learn about themselves, collaborate with others 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 2 Dance is a mixture of theory and practical Dance skills. Students study a range of dance styles for performance and perform several dances as an individual and part of a group in their course. Students work to choreograph their own work, challenging ideas of societal norms in a creative and expressive way.

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 Entrance to course with Curriculum Director of Arts approval.

Leads on to Level 3 Dance, Tertiary dance studies and Scholarship Dance.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Choreograph a solo dance to communicate an intention | | 91206 | 2 | Int | 4 |
| Perform a theatre dance to communicate understanding of the dance | | 91208 | 2 | Int | 4 |
| Perform a repertoire of dance | | 91209 | 2 | Int | 6 |
| Demonstrate understanding of a range of choreographic processes | | 91210 | 2 | Ext | 4 |
| Provide an interpretation of a dance performance with supporting evidence | | 91211 | 2 | Ext | 4 |
| TOTAL | | | | | 22 |

Target Year Group

Year 13

To allow students to:

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

Description

Level 3 Dance is a mixture of theory and practical Dance skills. Students study a range of different dance genres for knowledge and performance, performing dances, as both an individual and as part of a group. Students work to choreograph their own work, challenging ideas of societal norms in a creative and expressive way.

Students have the option of completing Dance Scholarship alongside L3 Dance, as the work aligns with the standards completed in the Level 3 Course.

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 Entrance to course with Curriculum Director of Arts approval.

Leads on to This course prepares students for tertiary Dance study.

University Entrance Approved

Cost: Potential field trip costs

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Demonstrate Understanding of Dance Performance Practices | | 91593 | 3 | Int | 4 |
| Perform a Solo or Duet Dance | | 91590 | 3 | Int | 4 |
| Perform a Repertoire of Contrasting Dances | | 91592 | 3 | Int | 6 |
| Perform a Group Dance | | 91591 | 3 | Int | 4 |
| Choreograph a Dance to Develop and Resolve Ideas | | 91589 | 3 | Int | 4 |
| Demonstrate Understanding of the Development of Dance in Aotearoa/NZ | R | 91595 | 3 | Ext | 4 |
| Analyze a Dance Performance | W | 91594 | 3 | Ext | 4 |
| TOTAL | | | | | 30 |

DIGITAL TECHNOLOGY - INFORMATION MANAGEMENT L2DGT

Target Year Group

Year 12 and 13

Aims

- To use computer software to access, process, manipulate and integrate information
- To develop and apply problem solving skills
- To demonstrate knowledge and application of key design principles in the management of information.

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.

This course offers Achievement and Unit Standards at Level 2. The course is fully internally assessed. Students may also work towards gaining credits for the National Certificate in Computing and Business Administration.

Skills developed are used in all career areas and cover a range of applications

Assessment Internal

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

Pre-Requisites A reasonable level of success at L1DGT or approval from Teacher in charge.

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

Achievement/Unit Standards *A selection from the following:*

| Title | Lit/ Num | Number | Level | Int | No of Credits |
|---|-------------|--------|-------|-----|------------------|
| Achievement Standards: | | | | | |
| Use advanced techniques to develop a database | | 91892 | 2 | Int | 4 |
| Use advanced techniques to develop a digital media outcome | | 91893 | 2 | Int | 4 |
| Use advanced programming techniques to develop a computer programme | | 91896 | 2 | Int | 3 |
| Unit Standards: | | | | | |
| Compose and enter text to create and manage business documents | | 32002 | 2 | Int | 3 |
| | | | | | 14 |

DIGITAL TECHNOLOGY - INFORMATION MANAGEMENT L3DGT

Target Year Group

Year 13

Aims

- To use computer software to access, process, manipulate and integrate information
- To develop and apply problem solving skills
- To demonstrate knowledge and application of key design principles in the management of information.

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.

This course is fully internally assessed, and students may obtain credits towards NCEA at the level studied. Students may also work towards gaining credits for the National Certificate in Computing and Business Administration.

Skills developed are used in all career areas and cover a range of applications

Assessment Internal University Entrance Approved

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

Pre-Requisites A reasonable level of success at L2DGT or approval from Teacher in charge.

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

University Entrance Approved

Achievement/Unit Standards

A selection from the following

| Title | Lit/ Num | Number | Level | Int | No of Credits |
|---|-------------|--------|-------|-----|------------------|
| Use complex techniques to develop a computer programme | | 91906 | 3 | Int | 6 |
| Use complex techniques to develop a digital media outcome | | 91903 | 3 | Int | 4 |
| Use complex techniques to develop a database | | 91902 | 3 | Int | 4 |
| Create and customize business documents | | 32003 | 3 | Int | 6 |
| | | | | | 20 |

DESIGN & VISUAL COMMUNICATION (GRAPHICS) L2DVC

Target Year Group

Year 12 (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 graphic 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 and visual 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.

Description

Design and Visual Communication covers a wide range of skills, including the use of Freehand Sketching to produce design drawings that communicate concepts, design development and design outcomes using appropriate conventions. The use of an identified design era is also used to inspire and incorporate into student's own design thinking. Students are to undertake homework as necessary to meet project milestones and produce the volume of work necessary for subject success.

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

Successfully completed the Level 1 Design and Visual Communication Course at the level of Merit/ Excellence, or Head of Department approval.

Leads on to

Level 3 Design and Visual Communication

Costs

None

Selection of Achievement Standards (Indicative and subject to change)

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Use visual communication techniques to generate design ideas (Freehand sketching) | | 91337 | 2 | Ext | 3 |
| Produce working drawings to communicate technical details of a design (CAD and/ or Instrumental drawing) | | 91338 | 2 | Ext | 4 |
| Use the characteristics of a design movement or era to inform own design ideas (Freehand sketching) | | 91340 | 2 | Int | 3 |
| Develop a Product Design through Graphics Practice (Freehand sketching) | | 91342 | 2 | Int | 6 |
| TOTAL | | | | | 16 |

DESIGN & VISUAL COMMUNICATION (GRAPHICS) L3DVC

Target Year Group

Year 13

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 graphic 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 and visual 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.

Description

Design and Visual Communication covers a full range of freehand design sketching skills (for the Internal course component) and the use of Instrumental and/ or CAD drawings (for the External course component). These skills are all invaluable for those wishing to follow careers in architecture, mechanical design, engineering design, advertising, town planning etc. It is also very useful for those wishing to take up one of the many trades. Students are expected to undertake an appropriate amount of homework, so they meet project milestones and produce the volume of work necessary for subject success.

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 Merit endorsement at Level 2 or in consultation with the Curriculum Director.

Leads on to Tertiary study

University Entrance Approved

Costs None

Selection of Achievement Standards (Indicative and subject to change)

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Initiate design ideas through exploration (Freehand Sketching) | | 91627 | 3 | Ext | 4 |
| Produce working drawings to communicate production details (CAD and/ or Instrumental Drawings) | | 91631 | 3 | Ext | 6 |
| Resolve a product design through graphics practice (Freehand Sketching) | | 91630 | 3 | Int | 6 |
| TOTAL | | | | | 16 |

DRAMA

L2DRA

Target Year Group

Year 12 or above

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

Level 2 Drama is a mixture of theory and practical Drama skills. Students study a variety of plays for performance. Students also learn about stage craft, production design, voice production and start work on Drama theorists. Level 2 Drama uses literacy skills such as inference and subtext and will help expand your memory. Students are also required to attend a variety of live theatre performances during the year.

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

Level 1 Drama 12 Credits minimum. HOD approval is essential if Level 1 Drama has not been completed. Preference will be given to those who have done Level 1 Drama.

Leads on to

L3 Drama

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Apply drama techniques in a scripted context | R | 91213 | 2 | Int | 4 |
| Discuss a drama/theatre form or period with reference to text | R | 91215 | 2 | Ext | 4 |
| Use complex performance skills associated with a drama/theatre form or period | R | 91216 | 2 | Int | 4 |
| Perform substantial acting role in a scripted production | R | 91218 | 2 | Int | 5 |
| Discuss drama elements, techniques conventions and technologies within live performance | | 91219 | 2 | Ext | 4 |
| TOTAL | | | | | 21 |

Extension standards are offered to those who are interested.

Target Year Group

Year 13

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.
- Opportunity to do scholarship drama

Description

Level 3 Drama is a course where students can choose the standards that fit their interests and strengths. There are a huge variety of scripts and performance styles to choose from, such as: Ancient Greek, Modern, Surrealism and New Zealand plays, devising or script work. Students can choose to explore directing or script writing. Multiple drama theorists are explored to direct and shape the fantastic performances that the students will give. Students are required to attend a variety of live theatre performances during the year.

Assessment

Internal and External Achievement Standards and Scholarship

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

Level 2 Drama 10 credits. Preference is given to those students who have completed Yr12 Drama. HOD approval is essential if Level 2 Drama has not been completed.

Leads on to

Tertiary study

University Entrance Approved

Achievement Standards: Students can choose from the following:

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Interpret scripted text to integrate drama techniques. | R | 91512 | 3 | Int | 4 |
| Devise and perform a drama to realise a concept. | | 91513 | 3 | Int | 5 |
| Interpret a prescribed text to demonstrate knowledge of a theatre form or period. | R W | 91514 | 3 | Ext | 4 |
| Select and use complex performance skills associated with a drama form or period. | R | 91515 | 3 | Int | 4 |
| Perform a substantial acting role in a significant production. | R | 91517 | 3 | Int | 5 |
| Demonstrate understanding of a live drama performance. | W | 91518 | 3 | Ext | 4 |
| Script a drama suitable for live production. | W | 91519 | 3 | Int | 5 |
| Direct a drama performance | R | 91520 | 3 | Int | 5 |

Extension standards are offered to those who are interested.

Target Year Group

Year 12

Aims

- To explore the economic issues of trade, growth, inflation, unemployment and inequality so that students gain an understanding of their causes, consequences and government policies that can address them.
- To develop economic research skills.

Description

This year long course introduces students to five of the major macro-economic issues faced by any Western-style government: Trade, Growth, Inflation, Unemployment and Inequality. Students will learn to use simple statistical and graphical tools to help in analysing them and will consider a range of possible government policy actions related to these issues. Although the focus of the course is success in the three hour end of year exam there are also internally assessed research projects undertaken during the year.

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 Level 1 Economics is helpful. Sound literacy and numeracy skills are essential for success in this subject. As a guide, students will have gained more than half of the Level 1 credits they entered for in English and Maths.

Leads on to

Level 3 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 approximately \$30).

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Analyse inflation using economic concepts and models | | 91222 | 2 | Ext | 4 |
| Analyse economic growth using economic concepts and models. | | 91224 | 2 | Ext | 4 |
| Analyse unemployment using economic concepts and models. | R | 91225 | 2 | Int | 4 |
| Analyse how government policies and contemporary economic issues interact. | R | 91227 | 2 | Int | 6 |
| Analyse a contemporary economic issue of special interest using economic concepts and models. | R | 91228 | 2 | Int | 4 |
| | | | | | 22 |

Target Year Group

Year 13

Aims

- To analyse the market economic system
- To understand why governments sometimes intervene in the market
- To appreciate a macroeconomic perspective of the NZ economy
- To develop economic research skills

Description

This year long course introduces students to tertiary level micro-economic and macro-economic analysis. Students will explore graphical representations of consumer and producer decisions and the market. They will learn why Western-style governments intervene in the market's processes. The course examines government monetary and fiscal policies before concluding with a model which incorporates all major sectors of the economy. Although the focus of the course is a three hour exam at the end of the year there are also two internally assessed research projects during the year.

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, although some study of Economics in earlier years is helpful. Well-developed literacy and numeracy skills are also essential for successfully undertaking the course. As a guide, students will have gained more than half of the Level 2 credits they entered for in English and Maths. Students intending to take commerce subjects at University or Polytechnic should seriously consider taking Level 3 Statistics in addition to this subject.

Leads on to

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

University Entrance Approved

Costs

There may be a field trip to Wellington. Students will be required to purchase a course workbook (cost approximately \$20).

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Demonstrate understanding of the efficiency of market equilibrium. | R W | 91399 | 3 | Ext | 4 |
| Demonstrate understanding of micro-economic concepts. | R | 91401 | 3 | Int | 5 |
| Demonstrate understanding of government interventions to correct market failures. | R | 91402 | 3 | Int | 5 |
| Demonstrate understanding of macro-economic influences on the New Zealand economy. | R W | 91403 | 3 | Ext | 6 |
| | | | | | 20 |

Target Year Group

Year 12 (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 2
- To provide students with the opportunity to meet the **minimum literacy requirements for entering university.**

Description Level 2 Achievement Standards are offered in order to meet the literacy requirements for students entering university. Students will require 5 credits in Reading [R] and 5 credits in Writing [W]. You will be expected to study and complete

- at least four short stories or poems by different writers
- an extended written text [a novel]
- a Shakespearean play
- a film study
- a prepared speech
- creative writing
- formal writing
- personal reading

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 15 or more Level One credits from English Achievement Standards. Preference will be given to students who achieve a **Merit** or better grade in 90052, 90053, 90849, 90850, 90851.

Leads on to Level 3 English [ENG]
Level 3 English [ENC]

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|----------|--------|-------|----------|---------------|
| Analyse written texts | L R W | 91098 | 2 | Ext | 4 |
| Analyse visual texts | L W | 91099 | 2 | Ext | 4 |
| Analyse unfamiliar texts | L R W | 91100 | 2 | Ext | 4 |
| Produce a selection of crafted and controlled writing | L W | 91101 | 2 | Int | 6 |
| Construct and deliver a crafted and controlled oral text | L | 91102 | 2 | Int | 3 |
| Form developed personal response to independently read texts supported by evidence | L R | 91106 | 2 | Int | 4 |
| | | | | | 25 |

Target Year Group

Year 12

Aims

- To improve and develop communication skills that will be needed in today's world.
- To read with insight, awareness and for enjoyment.
- To teach students to write effectively in practical situations.
- To make connections between texts and the world they live in.
- To prepare students for NCEA Level 2.
- To provide a UE Literary pathway

Description

This is a Level 2 course of study which means that you are working towards obtaining Level 2 NCEA.

You will be expected to study and complete

- At least two extended written texts [a novel or play]
- a film study
- formal writing
- creative writing
- personal reading
- an assessment linking and connecting the texts studied

Assessment Internal and External Achievement Standards

Course Endorsement Gain 14 or more credits at Merit/Excellence level with a minimum of 3 from external assessment.

Pre-Requisites Need to have 12 Credits at Level 1 English including Formal and Creative writing [90052 and 90053] or HOD approval

Leads on to Level 3 ENC. (Entry to L3ENC is restricted to students who have achieved at least 10 Level 2 credits.)

Achievement Standards

| Title | Lit/ Num | Number | Level | Int | No of Credits |
|---|-------------|--------|-------|-----|------------------|
| Produce a selection of crafted and controlled writing | L W | 91101 | 2 | Int | 6 |
| Form developed personal response to independently read texts supported by evidence | L R | 91106 | 2 | Int | 4 |
| Analyse significant connections across texts, supported by evidence | L | 91104 | 2 | Int | 4 |
| Construct and deliver a crafted and controlled oral text | L | 91102 | 2 | Int | 3 |
| Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence | L | 91107 | 2 | Int | 3 |
| Analyse written text | L R W | 91098 | 2 | Ext | 4 |
| TOTAL | | | | | 24 |

Target Year Group

Year 12 (and above)

Aims

- To improve and develop communication English 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 Vocational Pathways and English in the workplace.

Description

This is a Level 2 course of study which means that you are working towards completing further internally assessed English standards. There are no external examinations.

You will be expected to study

- short stories and poems
- at least one extended written texts [novels/ plays]
- at least two films

Students will complete

- a reading assessment
- a formal writing assessment
- an oral presentation assessment
- a static image
- a "connections" assessment connecting the texts studied
- a piece of research

Assessment Internal Achievement Standards and Unit Standards

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

Pre-Requisites Achieved literacy in L1ENL.

Leads on to Level 2 ENC

Achievement Standards and Unit Standards

| Title | Lit/ Num | Number | Level | Int | No of Credits |
|---|-------------|--------|-------|-----|------------------|
| Write a short report | | 3492 | 2 | Int | 3 |
| Select, read and assess texts on a topic | | 2989 | 2 | Int | 3 |
| Write business correspondence for the workplace | | 3488 | 2 | Int | 3 |
| Analyse significant connections across texts, supported by evidence | L | 91104 | 2 | Int | 4 |
| Construct and deliver a crafted and controlled oral text | L | 91102 | 2 | Int | 3 |
| Use information literacy skills to form developed conclusion(s) | L R | 91105 | 2 | Int | 4 |
| TOTAL | | | | | 20 |

Target Year Group

Year 13

Aims

Students will become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers by:

- Developing and improving their oral and written skills
- Developing an appreciation of literature

Description

This is a Level 3 course of study, which means that you are working with material which will prepare you for entry to a tertiary institution.

The course provides students with the opportunity to gain NCEA Level 3 by studying and investigating

- New Zealand and World Literature, including a Shakespearean text
- A feature film
- A theme across a range of texts
- The ideas, purposes, language features, structure and organisation of texts

Students will also develop their creative and formal writing skills; their speaking skills as well as their ability to gather, process and interpret information from a range of sources.

There is also an opportunity for students to sit Scholarship English.

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 12 credits or better at NCEA English Level 2 including 4 credits from externally achieved standards

Leads on to Tertiary study.
University Entrance Approved

Achievement standards

| | Lit/ Num | Number | Level | Int/Ext | Credit |
|---|-------------|--------|-------|---------|--------|
| Respond critically to studied written texts. | L R W | 91472 | 3 | Ext | 4 |
| Respond critically to studied visual texts. | L W | 91473 | 3 | Ext | 4 |
| Respond critically to unfamiliar written texts. | L R W | 91474 | 3 | Ext | 4 |
| Produce a selection of fluent and coherent writing. | L W | 91475 | 3 | Int | 6 |
| Create and deliver a fluent and coherent oral text. | L | 91476 | 3 | Int | 3 |
| Respond critically to significant connections across texts. | L | 91478 | 3 | Int | 4 |
| Total | | | | | 25 |

Target Year Group

Year 13

Aims

- To write effectively in a range of styles.
- To read with insight, awareness and enjoyment.
- To develop a personal appreciation of literature.
- To provide an English course that builds on the skills of Level 1 and 2 for students who have been successful in the ENC or ENG courses at those levels.
- To provide students with the opportunity to gain literacy credits for entrance to university: 5 credits Writing [W] and 5 credits Reading [R], by assessing against the Level 3 criteria.

Description

This is a Level 3 course of study which means that you are working towards obtaining the necessary Level 3 credits for tertiary study. The course also provides students with the opportunity to build on the NCEA credits achieved in the previous year.

You will be expected to study and complete

- an extended written text [a novel]
- at least one film study
- creative writing
- formal writing – including various assessment reports
- personal reading
- an oral presentation assessment

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 10 English credits from Level 2.

Leads on to Tertiary study.
University Entrance Approved

Achievement Standards

| Title | Lit/ Num | Number | Level | Int | No of Credits |
|--|-------------|--------|-------|-----|------------------|
| Respond critically to studies written text | L R W | 91472 | 3 | Ext | 4 |
| Respond critically to unfamiliar text | L R W | 91474 | 3 | Ext | 4 |
| Create and deliver a fluent and coherent oral text | L | 91476 | 3 | Int | 3 |
| Create a fluent and coherent visual text | L | 91477 | 3 | Int | 3 |
| Respond critically to significant connections across texts. | L | 91478 | 3 | Int | 4 |
| Develop an informed understanding of literature and/or language using critical texts | L R | 91479 | 3 | Int | 4 |
| Total | | | | | 22 |

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 Grammar book \$50

| A selection of EL Unit Standards | 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 |

GATEWAY (as part of Careers class) L2&3GAT

Target Year Group: Year 12 or 13

Aims

- To provide a range of structured learning opportunities in the workplace
- That students are required to achieve a minimum of 20 credits related to the workplace.

Description

The Gateway programme is offered to Year 12 and 13 students who are interested in a career in a particular industry, are ready to learn and are work-ready. Entry is not automatic – students must apply and be interviewed to assess their suitability to gain a Gateway placement.

Students who have been selected on the Gateway Programme must select the Careers option in order to gain the credits necessary for the programme as this is not a separate course. The credits required are offered in the Careers option.

Gateway students are likely to spend one day a week during Terms 2 and 3 at their work placement. ***Due to changes in the criteria for University Entrance, it is recommended that students who are considering enrolling at university do not take this course.***

It is recommended that students do **not** take both Gateway and PRM as both these courses have a workplace component which could have an effect on their school attendance and work load.

Assessment Internal

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

Pre-Requisites If you are considering applying for Gateway you must choose **L2CAR or L3CAR.**

Leads on to Employment, Apprenticeships, National Certificates, Tertiary Study

Costs None

For a list of standards offered, see the L2CAR or L3CAR page.

A Gateway Information evening will be held on Wednesday 11 October 2023 from 7pm - 7.30 pm in the Performing Arts Centre.

- Gateway Application forms will be available at the information night and the careers office.
- Applications must be received in the Careers office by 3.00pm on Friday 27 October 2023.
- Gateway interviews will be held in the Careers office on the week starting the 6th November and applicants will be notified of the appointment via their school email.

Target Year Group

Year 12 (or above)

Aims

- To develop students' knowledge and understanding of both natural and cultural environments in a range of settings;
- To further develop their understanding of important geographic ideas and skills, and be able to apply them;
- To extend students' problem solving and decision making skills through the development of higher order thinking.

Description

The course has two externally assessed standards including a study of the natural landscape of the South Island High Country, and a standard assessing geographic skills.

There are four internally assessed standards, one involving fieldwork. At the end of Term 1 there will be a three day trip to the Aoraki Mt Cook area with the Level 2 Biology class. Students will gather information for their Education for Sustainability standard which investigates the impact of human activity in the Aoraki Mt Cook National Park. Students will also continue their GIS skills development that began in L1 Geography; probe into the issue of South Dunedin and its future; and study a topic at the global scale.

Assessment Internal and External Achievement Standards

Pre-Requisites Achievement Standards in Level 1 Geography or Level 1 English, or HOD approval.

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

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.

Costs

L2 Geo Skills book (purchased at start of the year)
Field trip to Aoraki Mt Cook (approximately \$200 for the three day trip).
Financial assistance may be available.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | Credits |
|---|-------------|--------|-------|----------|-----------|
| Demonstrate geographic understanding of a large natural environment | R | 91240 | 2 | Ext | 4 |
| Apply concepts and geographic skills to demonstrate a geographic understanding of a given environment | | 91243 | 2 | Ext | 4 |
| Explain how human activity in a biophysical environment has consequences for a sustainable future | R | 90811 | 2 | Int | 4 |
| Explain aspects of a contemporary New Zealand geographic issue | | 91245 | 2 | Int | 3 |
| Explain a geographic topic at a global scale | | 91246 | 2 | Int | 3 |
| Apply spatial analysis, with guidance, to solve a geographic problem | | 91247 | 2 | Int | 3 |
| TOTAL | | | | | 21 |

Target Year Group

Year 13

Aims

- To build knowledge and understanding of how people and the environment interact through both natural and cultural processes;
- To encourage students to become more aware and knowledgeable about global and local geographic issues, and important geographic ideas;
- To further develop both geographic and literacy skills, as well as higher order thinking, so students are able to critically analyse, to creatively problem solve, and to justify decisions.

Description

The course covers a diverse range of topics including an in-depth study of the natural processes that have created the Taieri River Catchment, and the application of geographic skills. These topics are both assessed in the November external examination.

The course also covers internally assessed topics including a study of Tropical Coral Reefs, a contemporary geographic issue, a significant event, and the extension of spatial analysis skills using GIS to solve a geographic problem.

Towards the end of Term 1 we will go on a three night field trip travelling to Te Anau and Milford Sound to learn about the relationship between people and the environment.

Assessment

Internal and External Achievement Standards

Pre-Requisites

Achievement Standards in Level 1 or 2 Geography or Level 1 English, or HOD approval. Previous Geography study is an advantage but students with a high level of literacy, a real interest in the subject, and who are keen to apply themselves could consider Level 3 Geography.

Leads on to

Careers in many areas including environmental science, surveying, resource planning, a range of Regional Council and City Council work, conservation, tourism, meteorology, cartography and engineering.

University Entrance Approved.

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.

Costs

Fieldtrip - cost payable at the time (approximately \$400)

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | Credits |
|--|-------------|--------|-------|----------|---------|
| Demonstrate understanding of how interacting natural processes shape a NZ geographic environment | R W | 91426 | 3 | Ext | 4 |
| Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills. | R W | 91429 | 3 | Ext | 4 |
| Analyse a significant contemporary event from a geographic perspective | R | 91428 | 3 | Int | 3 |
| Analyse aspects of a contemporary geographic issue | R | 91431 | 3 | Int | 3 |
| Analyse aspects of a geographic topic at a global scale. | R | 91432 | 3 | Int | 3 |
| Apply spatial analysis, with consultation, to solve a geographic problem | | 91433 | 3 | Int | 3 |
| TOTAL | | | | | 20 |

Target Year Group

Year 12

Aims

- To explore and analyse issues that confront and challenge youth, and to inform them of real risks and appropriate health-enhancing choices
- To explain risk and protective factors that contribute to people's ability to manage change situations and recommend a combination of personal, interpersonal and societal strategies to maintain the protective factors and/or minimise the risk factors
- To create a plan and take action that supports the well-being of students in the wider College
- To explore issues around abuse of power and Human Rights
- To examine social construction of gender and sexuality and issues around social justice and non-discrimination

Description

This course is a full achievement standard course and requires a good level of literacy and ability to express ideas. The recurring theme is exploring the relationship between personal, interpersonal and societal influences on wellbeing. The focus is not just on physical wellbeing, but includes social, mental and emotional, and spiritual aspects. With deeper understandings of themselves, this strengthens a young person's identity. The focus is also on advocacy and supporting others, and Level 2 Health provides opportunities to do so.

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 At least 10 Credits in Level 1 Health (or other literacy-based subject)

Leads on to A wide range of health-related careers

Costs \$30 for workbook.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Analyse an adolescent health issue | | 91235 | 2 | Ext | 5 |
| Evaluate factors that influence people's ability to manage change | | 91236 | 2 | Int | 5 |
| Take action to enhance an aspect of people's well-being within the school or wider community | | 91237 | 2 | Int | 5 |
| Analyse an interpersonal issue(s) that places personal safety at risk | | 91238 | 2 | Ext | 4 |
| Analyse issues related to sexuality and gender to develop strategies for addressing the issues | | 91239 | 2 | Int | 5 |
| TOTAL | | | | | 24 |

Target Year Group

Year 13

Aims

- To analyse and research a range of health issues in NZ society and globally
- To review literature and identify credible sources as part of researching skills
- To challenge assumptions in several contexts and view issues from different perspectives
- To reflect on how values, beliefs and actions contribute to, or detract from, equitable health outcomes for individuals and groups in society.
- To develop skills in advocacy, communication, and networking.
- To explore wider health issues that affect greater humanity, and relate these to social justice, non-discriminatory and equitable practices that enhance wellbeing at personal, interpersonal and societal levels

Description

This course requires students to develop research skills, critical thinking skills, and interpersonal skills. They will analyse a health issue in NZ society, investigate a range of health practices in contemporary NZ society (Western Scientific Medicine vs Contemporary Alternative Medicine and Traditional Medicine) and examine a contemporary dilemma or ethical issue in relation to well-being. Students also explore an International Health Issue, and analyse well-being in a global context.

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 At least 15 Credits from Level 2 Health or any literacy-based subject. The academic nature of the research requires this.

Leads on to A range of Health-related careers, including University and Health Sciences.
University Entrance Approved

Costs \$30 for Workbooks

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Analyse a health issue for a particular group within NZ society | R | 91461 | 3 | Int | 5 |
| Analyse an international health issue | R W | 91462 | 3 | Ext | 5 |
| Explain a range of health practices currently used in NZ | R | 91463 | 3 | Int | 5 |
| Explain a contemporary dilemma or ethical issue in relation to well-being | R | 91464 | 3 | Int | 4 |
| TOTAL | | | | | 19 |

Target Year Group

Year 12 or above

The content of Level 2 History course focuses on the theme of “Impacts of War”. Within this theme we look at major forces that have impacted on the course of history. Nationalism is an underlying force that influences all of the case studies at Level 2.

Description

History prepares you 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 covered:

- ◆ Origins of World War One
- ◆ Gallipoli and its significance to New Zealand society
- ◆ Vietnam War and its consequences
- ◆ New Zealand’s involvement in the Vietnam War and its significance to those involved, and impacts on our society.

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: 14 Level 1 credits in English and/or History including the Essay standard, or approval from HOD

Leads on to: Level 3 History

| Achievement Standards | Lit/ Num | Number | Level | Int/ Ext | Credits |
|---|-------------|--------|-------|-------------|---------|
| Carry out an inquiry of an historical event or place that is of significance to New Zealanders. | R | 91229 | 2 | Int | 4 |
| Examine an historical event, or place, of significance to New Zealanders | R | 91230 | 2 | Int | 5 |
| Examine causes and consequences of a significant historical event | R W | 91233 | 2 | Ext | 5 |
| Examine how a significant historical event affected New Zealand society | R W | 91234 | 2 | Ext | 5 |
| | | | | | 19 |

Target Year Group: Year 13

Aims:

For students to:

- Develop understanding of their heritage through a focus on early New Zealand;
- Build on the skills of independent historical research developed in Levels 1 and 2;
- Develop a critical approach to historical sources by exposing them to the varying interpretations and debates that result from historical study.

Description:

All work covered in Level 3 History is centred on 19th Century New Zealand.

There is a selection of topics included within this unit such as the Early Contact Period, the Treaty of Waitangi, immigration, the Wakefield Scheme, the New Zealand Wars, Vogel's development policies, society, attitudes and suffrage for New Zealand women.

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: 20 Level 2 credits in English and/or History including AS in essay writing, or HOD approval.
Students new to History who have strong literacy skills and want to understand the history of their country and our world and to gain historical research skills could take this subject.

Leads on to: University study of history, politics, law, journalism, foreign affairs, anthropology, theology, Maori studies etc.
University Entrance Approved.

The course will be selected from this range of Achievement Standards

| Achievement Standards available | Lit/Num | Number | Level | Int/Ext | Credits |
|--|---------|--------|-------|---------|---------|
| Research an historical event or place of significance to New Zealanders, using primary and secondary sources | R | 91434 | 3 | Int | 5 |
| Analyse an historical event, or place, of significance to New Zealanders. | R | 91435 | 3 | Int | 5 |
| Analyse different perspectives of a contested event of significance to New Zealanders. | R | 91437 | 3 | Int | 5 |
| Analyse the causes and consequences of a significant historical event. | R W | 91438 | 3 | Ext | 6 |
| Analyse a significant historical trend and the force(s) that influenced it | R W | 91439 | 3 | Ext | 6 |
| | | | | | 27 |

Aims

- To prepare students for employment in the Hospitality industry in either full-time or part-time employment.
- To prepare students for further study relating to the Hospitality industry, such as Polytech courses and other related providers.

Description

This practical course includes developing the skills necessary to work in industry. Taieri College provides a commercial kitchen environment which has been approved by Service IQ. Students will gain credits in US 167 – the food safety Unit Standard which is essential for students working in the Hospitality industry. Students will be working towards a National Certificate in Hospitality.

Assessment Internal

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

Pre-Requisites Students with an interest in food preparation and presentation. Level 1 Hospitality would be an advantage.

Leads on to Level 3 Hospitality, further study at a Tertiary institution and industry based careers in Hospitality.

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 |
|--|-------------|--------|-------|-------------|------------------|
| Practise food safety methods in a food business | | 167 | 2 | Int | 4 |
| Prepare fruit and vegetable cuts | | 13280 | 2 | Int | 2 |
| Prepare and present basic sandwiches for service | | 13281 | 2 | Int | 2 |
| Prepare and present salads for service | | 13283 | 2 | Int | 2 |
| Cook food items by frying | | 13271 | 2 | Int | 2 |
| Cook food items by roasting | | 13278 | 2 | Int | 2 |
| Handle and maintain knives in a commercial kitchen | | 13285 | 2 | Int | 2 |
| Cook foods by grilling | | 13276 | 2 | Int | 2 |
| NB. Students have the ability to complete US 7285 to gain knowledge of commercial espresso coffee and preparation through a weekly coffee club | | | | | |
| TOTAL | | | | | 18 |

Aims

- To prepare students for employment in the Hospitality industry in either full-time or part-time employment.
- To prepare students for further study relating to the Hospitality industry, such as Polytech courses and other related providers.

Description

This practical course includes developing the skills necessary to work in industry. Taieri College provides a commercial kitchen environment which has been approved by Service IQ. Students will gain credits in US168 – the food safety Unit Standard which is essential for students working in the Hospitality Industry.

Assessment Internal

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

Pre-Requisites Students with an interest in food preparation and presentation. Level 1 & 2 Hospitality would be an advantage and highly recommended.
 US 167 – Safe Food Practices is a pre-requisite for all practical cookery unit standards at Level 2 and 3.
 US 13285 - Knife Handling is a prerequisite for all practical / cookery unit standards at Level 2 and 3.

Leads on to Further study at a tertiary institution and industry- based careers in Hospitality

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 |
|--|-------------|--------|-------|-------------|------------------|
| Demonstrate knowledge of food contamination hazards and control methods in a food business | | 168 | 3 | Int | 4 |
| Demonstrate knowledge of culinary products and terms | | 18497 | 3 | Int | 8 |
| Demonstrate knowledge of basic nutrition in commercial catering | | 13343 | 3 | Int | 5 |
| Prepare and cook pickles, chutneys and preserves in a commercial kitchen | | 13331 | 3 | Int | 4 |
| TOTAL | | | | | 21 |

* Students without Level 2 Food Safety Standards must complete Unit Standard 167 alongside Unit Standard 168 for pre-entry to industry. They must also complete US 13285 in Knife Handling skills.

MATHEMATICS Achievement Standards L2MAT

Target Year Group

Year 12

Aims

- To develop and extend students' understanding of mathematics as a tool in many areas.
- To maintain and improve students' mathematical skills, understanding and confidence.
- To encourage accurate and efficient use of the calculator at appropriate times.
- To encourage accurate and effective communication skills in mathematics.
- To prepare students for Level 3 Mathematics.

Description

This course builds on the L1MAT course and covers all skills needed to progress towards Level 3 Mathematics. Calculus is introduced and more abstract processes in algebra are developed.

Assessment Both 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 18 credits in NCEA Level 1 Mathematics Achievement Standards, including at least Achievement grade in Algebra (AS 91027 and 91028). Head of Department approval is required if these standards have not been met.

Leads on to L3 MAC (for students with achieved or better in at least three of AS 91257, 91259, 91261 and 91262 or Head of Department approval)
L3 MAS (for students successful in 91264 and 91267 and most standards)
L3 MAG (for students with at least 12 credits and who achieved 91267)

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/Ext | No. of Credits |
|---|-------------|--------|-------|---------|-------------------|
| Apply graphical methods in solving problems | N | 91257 | 2 | Int | 4 |
| Apply trigonometric relationships in solving problems | N | 91259 | 2 | Int | 3 |
| Algebra Apply algebraic methods in solving problems | N | 91261 | 2 | Ext | 4 |
| Apply calculus methods in solving problems | N | 91262 | 2 | Ext | 5 |
| Use statistical methods to make an inference | N | 91264 | 2 | Int | 4 |
| Apply probability methods in solving problems | N | 91267 | 2 | Ext | 4 |
| TOTAL | | | | | 24 |

The course may be adapted to meet the needs of students.

MATHEMATICS Achievement Standards L2MAS

Target Year Group

Year 12

Aims

- To develop and extend students' understanding of the mathematics used in everyday areas with a particular emphasis on statistics.
- To maintain and improve students' mathematical skills, understanding and confidence.
- To encourage accurate and efficient use of the calculator at appropriate times.
- To prepare students for L3MAS or L3MAG.

Description

This course is intended for students who have struggled with the more abstract aspects of mathematics but who wish to continue to develop mathematical skills necessary for future success in higher level Mathematics.

Assessment Internal Achievement Standards, with one External Achievement Standard.

Course Endorsement Available if the students sit the external Probability Methods standard.

Pre-Requisites Completion of L1MAT.
Students of L1MAS with all credits gained, including at least 2 Merit grades (and at least one of those is 91035 or 91038), and HOD approval may do this course.

Leads on to L3MAS (Students with at least 14 credits gained and Merit in at least 2 of 91264, 91267 and 91268)
L3MAG (Students with at least 12 credits gained and achieved AS91267)

Achievement Standards

| Title | Lit/Num | Number | Level | Int/Ext | No of Credits |
|---|---------|--------|-------|---------|---------------|
| Apply sequences and series in solving problems | N | 91258 | 2 | Int | 2 |
| Apply coordinate geometry methods in solving problems | N | 91256 | 2 | Int | 2 |
| Apply network methods in solving problems | N | 91260 | 2 | Int | 2 |
| Use statistical methods to make an inference | N | 91264 | 2 | Int | 4 |
| Investigate a situation using a simulation | N | 91268 | 2 | Int | 2 |
| Apply probability methods in solving problems | N | 91267 | 2 | Ext | 4 |
| TOTAL | | | | | 16 |

The course may be adapted to meet the needs of students.

MATHEMATICS Achievement / Unit Standards L2MAF

Target Year Group

Year 12

Aims

- To develop financial understanding and personal financial capability.
- To develop mathematical skills needed in the community and workplace.
- To encourage accurate and efficient use of the calculator at appropriate times.

Description

This course is intended for students who struggle with the more abstract aspects of mathematics and who wish to continue to develop mathematical skills necessary to cope with everyday living. This course is mainly financial capability unit standards, which have a large literacy component. Note that these assessments are mostly Level 2 Unit Standards.

Assessment Internal Unit Standards and one Achievement Standard

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

Pre-Requisites L1 NCEA numeracy and literacy requirements met and HOD approval. This course is not recommended for students who took L1ENL.

Achievement / Unit Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|---------|-------|-------------|------------------|
| Analyse the effect of significant life events at different life stages on personal financial income | | 28092 | 2 | Int | 3 |
| Produce a balanced household budget and adjust the budget to reflect changing financial circumstances | | 28094 | 2 | Int | 3 |
| Demonstrate understanding of insurance products for personal financial capability | | 28096 | 2 | Int | 3 |
| Analyse and select banking products and services in relation to personal finances | | 28097 | 2 | Int | 3 |
| Explain taxation and other deductions relating to personal income | | 24695 | 2 | Int | 2 |
| Apply network methods in solving problems | N | AS91260 | 2 | Int | 2 |
| Perform calculations for a tourism workplace <i>*Note: This unit standard may also be assessed in L2TOU. Students who take both courses will be given an alternative unit to complete.</i> | | 18237 | 2 | Int | 3 |
| TOTAL | | | | | 19 |

The course may be adapted to meet the needs of students.

Target Year Group

Year 13

Aims

- Differentiate and use derivatives to solve problems.
- Integrate functions and solve problems by integration, differential equations or numerical methods.
- Solve problems and equations involving trigonometric functions.
- Manipulate real and complex numbers and solve equations.
- Solve problems involving linear programming and simultaneous equations.

Description

Mathematics – Calculus is a University approved subject and is recommended for students with an interest in Mathematics or Physical Sciences. It is difficult for students to pick up Calculus at University if they have not taken this course in Year 13.

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 L2 MAT Achieved at least three of AS 91257, 91259, 91261 and 91262.
Or Head of Department approval.

University Entrance Approved

Leads on to University Calculus papers

Achievement Standards

| Title: | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|----------|------------------|
| Apply linear programming methods in solving problems | N | 91574 | 3 | Int | 3 |
| Apply trigonometric methods in solving problems | N | 91575 | 3 | Int | 4 |
| Apply the algebra of complex numbers in solving problems (optional*) | N | 91577 | 3 | Ext | 5* |
| Apply differentiation methods in solving problems | N | 91578 | 3 | Ext | 6 |
| Apply integration methods in solving problems | N | 91579 | 3 | Ext | 6 |
| Apply systems of simultaneous equations in solving problems | N | 91587 | 3 | Int | 3 |
| TOTAL | | | | | 22/27 |

The course may be adapted to meet the needs of students.

Target Year Group

Year 13

Aims

- To carry out a statistical investigation using the statistical enquiry cycle.
- To use critical path analysis to solve project management problems.
- Solve problems involving linear programming and simultaneous equations.
- Apply probability concepts and distributions to investigate situations that involve elements of chance.

Description

This course has been designed for students who wish to continue Mathematics at Level 3, but do not have the algebraic proficiency necessary for Calculus or the desire to do Statistics. This course is appropriate for students needing Level 3 Mathematics as a University Entrance subject. If your desired University Course recommends background learning of Calculus or Statistics, you should take those instead.

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 L2MAT or L2MAS course with at least 12 credits gained and you have achieved AS91267 Probability Methods.
Or Head of Department approval.

University Entrance Approved

Leads on to 14 credits or more gained in this subject is a third of the Level 3 credits needed for University Entrance.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|----------|------------------|
| Apply linear programming methods in solving problems | N | 91574 | 3 | Int | 3 |
| Use critical path analysis in solving problems | N | 91576 | 3 | Int | 2 |
| Investigate Time Series Data | N | 91580 | 3 | Int | 4 |
| Apply probability concepts in solving problems | N | 91585 | 3 | Ext | 4 |
| Apply probability distributions in solving problems | N | 91586 | 3 | Ext | 4 |
| Apply systems of simultaneous equations in solving problems | N | 91587 | 3 | Int | 3 |
| TOTAL | | | | | 20 |

The course may be adapted to meet the needs of students.

Target Year Group

Year 13

Aims

- To develop skills in data interpretation and critically evaluate statistical reports.
- Apply probability concepts to investigate situations that involve elements of chance.
- To carry out a wide range of statistical investigations using the statistical enquiry cycle.
- To develop skills of applying mathematical processes to support other subjects.

Description

Statistics is a University approved subject and is recommended for students wanting a mathematics course to complement their own main area of interest, such as Commerce, Sciences, Geography. Statistics is a pre-requisite for a number of University courses.

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 L2MAT course completed and achievement in AS91264 and AS91267 or
L2MAS course with at least 14 credits gained and Merits in at least two of AS91264, AS91267 and AS91268.

University Entrance Approved

Leads on to University Statistics papers
14 credits or more gained in this subject is a third of the Level 3 credits needed for University Entrance.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|----------|------------------|
| Investigate time series data | N | 91580 | 3 | Int | 4 |
| Investigate bivariate measurement data | N | 91581 | 3 | Int | 4 |
| Use statistical methods to make a formal inference | N | 91582 | 3 | Int | 4 |
| Conduct an experiment to investigate a situation using experimental design principles | N | 91583 | 3 | Int | 4 |
| Evaluate Statistically based reports | N R W | 91584 | 3 | Ext | 4 |
| Apply probability concepts in solving problems | N | 91585 | 3 | Ext | 4 |
| TOTAL | | | | | 24 |

The course may be adapted to meet the needs of students.

Target Year Group

Year 12

Description

Media Studies involves a study of the relationship between the media and its audience, understanding media genre and understanding how the media presents a range of viewpoints on an issue or idea. Student will also plan, design a media product and produce a developed media product.

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 12 Credits in Level 1 English. Or HOD English approval.

Leads on to L3 Media Studies.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|----------|------------------|
| Demonstrate understanding of the relationship between a media product and its audience. | W | 91248 | 2 | Ext | 3 |
| Demonstrate an understanding of media genre. | W | 91251 | 2 | Ext | 4 |
| Produce a design and plan for a developed media product using a range of conventions. | | 91252 | 2 | Int | 4 |
| Complete a developed media product from a design and plan using a range of conventions. | | 91253 | 2 | Int | 6 |
| Write a developed media text for a specific target audience | W | 91255 | 2 | Int | 3 |
| TOTAL | | | | | 20 |

Target Year Group

Year 13

Description

Media Studies students explore how the media operates within societal contexts and, the place of media in society. These societal contexts can include historical, economic, social, cultural and political perspectives. The analysis of media texts, using appropriate media terminology, gives students the ability to understand how meanings are created in texts. Students also make media products that can entertain, inform, and challenge.

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.

Prerequisites

12 credits in Level 2 Media Studies **AND** Level 2 Literacy in English (5 credits for reading and writing from Level 2 English).

Or HOD English approval.

University Entrance Approved

Leads to

Tertiary study in Media Studies, Broadcasting or Journalism.

| Title | Lit/Num | Number | Level | Int/Ext | No. of Credits |
|--|---------|--------|-------|---------|----------------|
| Demonstrate understanding of an aspect of a media industry | R W | 91490 | 3 | Ext | 4 |
| Produce a design for a media product that meets the requirement of a brief | | 91494 | 3 | Int | 4 |
| Produce a media product to meet the requirements of a brief | | 91495 | 3 | Int | 6 |
| Demonstrate understanding of a media genre and society | R W | 91493 | 3 | Ext | 4 |
| Write a media text to meet the requirements of a brief | W | 91497 | 3 | Int | 3 |
| TOTAL | | | | | 21 |

Target Year Group

Year 12

Aims

- To develop performance skills
- To develop compositional and instrumentation 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, public speaking, problem solving, memory skills

Description

This course is predominantly practical based as the majority of credits come from the performance and composition achievement standards. Students are expected to spend a large part of class time rehearsing their solo and group performances and working on writing their own compositions and instrumentation.

Assessment Both internal and external – subject endorsement available.

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 four years of itinerant music lessons. Students must have passed NCEA Level 1 Music or Grade 3 Royal School of Music Theory exam. HOD approval is required if a student did not complete Level 1 Music.

Leads on to Level 3 NCEA Level 3 course

Costs \$30 to cover consumables

Achievement Standards – students will select a programme of 18-26 credits from the following.

(Other standards are also available for extension with HOD approval.)

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|----------|--------|-------|----------|---------------|
| Present two substantial pieces of music as a featured soloist. | | 91270 | 2 | Int | 6 |
| Perform a substantial piece of music as a featured soloist on a second instrument. | | 91274 | 2 | Int | 3 |
| Demonstrate ensemble skills by performing a substantial piece of music as a member of a group. | | 91272 | 2 | Int | 4 |
| Compose two substantial pieces of music. | | 91271 | 2 | Int | 6 |
| Demonstrate knowledge of conventions in a range of music scores. | | 91276 | 2 | Ext | 4 |
| Devise an instrumentation for an ensemble. | | | 2 | Int | 4 |
| Investigate an aspect of NZ Music. | | 91278 | 2 | Int | 4 |
| Examine the significance for self, others and society of a sporting event, a physical activity, or a festival | | 91331 | 2 | Int | 4 |
| TOTAL | | | | | 35 |

Target Year Group

Year 13

Aims

- To develop performance, compositional, instrumentation skills
- To understand music from different cultures, genres and styles
- To develop understanding of harmonic and tonal analysis and structure
- Enhance employable skills like innovation, collaboration, leadership, confidence, creative thinking, public speaking, problem solving, memory skills

Description

This course is designed to give students a choice of specialising in their chosen areas within performance, research, composition, and/or music theory.

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 five years of itinerant music lessons. Students must be willing to perform in front of an audience. Students must have passed NCEA Level 2 Music or Grade 5 Royal Schools of Music Theory exam. HOD approval is required if a student did not complete Level 2 Music.

Leads on to

University studies –Bachelor of Music, Bachelor of Art, Commercial Music degrees
University Entrance Approved

Costs

\$30 to cover consumables

Achievement Standards- from a selection of the following:

(Other standards are also available for extension with HOD approval.)

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Perform two programmes of music as a featured soloist. | | 91416 | 3 | Int | 8 |
| Perform a programme of music as a featured soloist on second instrument. | | 91417 | 3 | Int | 4 |
| Demonstrate ensemble skills by performing two substantial pieces as a member of a group. | | 91418 | 3 | Int | 4 |
| Communicate musical intention by composing three original pieces. | | 91419 | 3 | Int | 8 |
| Research a Music Topic. | R | 91425 | 3 | Int | 6 |
| Compose Three Imaginative Songs That Express Imaginative Thinking | | 91849 | 3 | Int | 8 |
| Demonstrate understanding of harmonic and tonal conventions in a range of music scores | | 91421 | 3 | Ext | 4 |

Target Year Group

Year 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 predominantly practical based as most 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.

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

Leads on to Level 3 Music Technology Level 3 course

Achievement and Unit Standards – students will work on a range the following standards to gain credits

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|---------|-------|----------|------------------|
| Demonstrate knowledge of the development and usage, of music technology equipment and techniques | | US27657 | 2 | Int | 4 |
| Demonstrate and apply knowledge of sound for a performance context using control and enhancement processes. | | US27703 | 2 | Int | 4 |
| Compose two substantial pieces of music | | AS91271 | 2 | Int | 6 |
| Apply knowledge of Midi Sequencing | | US32302 | 2 | Int | 3 |
| Apply knowledge of a Music Notation application | | US32303 | 2 | Int | 3 |
| Devise an instrumentation for an ensemble | | AS91273 | 2 | Int | 4 |
| Investigate an aspect of NZ Music | | AS91278 | 2 | Int | 4 |

Target Year Group

Year 13

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 predominantly practical based as most 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.

Assessment Internal Achievement and 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

Leads on to University studies –Bachelor of Music, Bachelor of Art, Commercial Music degrees

University Entrance Approved

Achievement and Unit Standards – students will work on a range the following standards to gain credits

| Title | Lit/Num | Number | Level | Int/ Ext | No of Credits |
|--|---------|---------|-------|----------|---------------|
| Select and apply a range of processes to enhance sound in a performance context. | | US28007 | 3 | Int | 6 |
| Communicate musical intention by composing three original pieces of music | | AS91419 | 3 | Int | 8 |
| Operate a Midi Sequencing application | | US32304 | 3 | Int | 4 |
| Operate a Music Notation application | | US32305 | 3 | Int | 4 |
| Research a Music Topic | | AS91425 | 3 | Int | 6 |

Target Year Group

Yr 12 and above.

Aims

- To take a more in depth look at human movement
- Look at how and why athletes train their bodies for the sports they compete in
- Look at different factors that affect performance
- Participate in physical activity

Description

On completion of this programme students will:

- Have studied principles of anatomy, biomechanics, skill learning, methods of training, sports psychology
- They will have learnt about risk management strategies in the outdoors
- They will have been socially responsible in a variety of different physical activity contexts
- Have demonstrated physical proficiency in an applied setting. (Possible options, mountain biking, Turbo Touch, Aquathlon)

Assessment Internal

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

Pre-Requisites 10 credits at level 1 PED and at least 8 credits from English level 1 or HOD approval.

Leads on to Level 3 PED, University and Polytechnic courses

Costs Approximately \$150 (possible gym charges \$20 (depends on course) Trip costs mountain biking \$100 and Scuba \$30)

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills | | 91328 | 2 | Int | 5 |
| Demonstrate understanding of the application of biophysical principles to training for physical activity | | 91329 | 2 | Int | 4 |
| Perform a physical activity in an applied setting | | 91330 | 2 | Int | 4 |
| Consistently demonstrate social responsibility through applying a social responsibility model in physical activity | | 91334 | 2 | Int | 3 |
| Analyse the application of risk management strategies to a challenging outdoor activity | | 91333 | 2 | Int | 3 |
| TOTAL | | | | | 19 |

Target Year Group

Year 13

Aims

- To promote personal health and physical development
- To acquire knowledge so that the student is able to design both skill learning and fitness improving programmes
- To provide opportunities for critical thinking in physical activity
- Participate in physical activity

Description

On completion of this programme students will:

- Have designed and participated in and evaluated a personal fitness programme with the aim of participating in a triathlon
- Be able to appraise performance of a skill and take part in a programme that will allow them to improve performance
- Have questioned and challenged their own assumptions around physical activity

Assessment Internal

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

Pre-Requisites 15 credits at level 2 PED or HOD approval

Leads on to: University study and polytechnic courses
University Entrance Approved

Costs Squash instruction and court hire \$30, trip costs (cross country ski trip) \$275 approx

Depending on the make-up of the class a course will be designed around the needs of the students.

Achievement Standards

| Title | Lit/Num | Number | Level | Int/Ext | No of Credits |
|---|---------|--------|-------|---------|---------------|
| Analyse a physical skill performed by self or others | | 91499 | 3 | Int | 3 |
| Evaluate the effectiveness of a performance improvement programme | | 91500 | 3 | Int | 4 |
| Demonstrate quality performance of a physical activity in an applied setting | | 91501 | 3 | Int | 4 |
| Examine a current physical activity event, trend, or issue and its impact on New Zealand society (optional) | R | 91502 | 4 | Int | 4 |
| Analyse issues in safety management for outdoor activity to devise safety management strategies | R | 91504 | 3 | Int | 3 |
| Examine contemporary leadership principles applied in physical activity contexts | R | 91505 | 3 | Int | 4 |
| TOTAL | | | | | 18-22 |

Target Year Group

Year 12 & 13

Aims

- To view physics as useful, challenging and enjoyable.
- To develop a wide range of scientific skills and attitudes
- To acquire the physics skills necessary for further study and/or physics related employment

Description

Physics is the study of the physical world around us. The course involves a mixture of theoretical learning, experimental work, problem solving, discussion and individual study. The subject provides useful background knowledge and skills for students intending to pursue a variety of scientific, engineering, electronic and technical careers.

Assessment Internal and External Achievement Standards

Course Endorsement Gaining 14 or more credits at Merit/Excellence level 2, with a minimum of 3 from external assessment and 3 from internal assessment qualifies for course endorsement.

Pre-Requisites 15 credits from Level 1 Science including AS92047
Demonstrate ability in Level 1 Algebra
Head of Department approval.

Co-Requisite Entry into or completion of L2MAT

Leads on to Level 3 Physics
This course prepares students for tertiary studies

Costs **None**

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Carry out a practical physics investigation that leads to a non-linear mathematical relationship. | | 91168 | 2 | Int | 4 |
| Demonstrate understanding of waves. [optional] | | 91170 | 2 | Ext | [4] |
| Demonstrate understanding of mechanics. | | 91171 | 2 | Ext | 6 |
| Demonstrate understanding of atomic and nuclear physics | | 91172 | 2 | Int | 3 |
| Demonstrate understanding of electricity and electromagnetism | | 91173 | 2 | Ext | 6 |
| Demonstrate understanding of stars and planetary systems | | 91192 | 2 | Ext | 4 |
| TOTAL | | | | | 23 |

Target Year Group

Year 13

Aims

- To promote a view of physics as a human activity, including its applications, technological developments and relevance to lives of people
- To develop knowledge and understanding of physics
- To develop skills of investigation and inquiry

Description

Topics of study include Experimental uncertainties, Electricity and Electromagnetism, Atomic and Nuclear Physics, Atmospheric Physics and Mechanics.

This course is intended to follow-on from the Level 2 Physics course.

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 A minimum of 14 credits in Level 2 Physics and Head of Department Approval
Completion of L2MAT

Co-Requisite Preferably enrolled in L3 Calculus or L3 General Mathematics

Leads on to This course prepares students for tertiary studies
University Entrance Approved

Costs None

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship. | | 91521 | 3 | Int | 4 |
| Demonstrate understanding of wave systems | | 91523 | 3 | Ext | 4 |
| Demonstrate understanding of Modern Physics. | | 91525 | 3 | Int | 3 |
| Demonstrate understanding of mechanical systems. | | 91524 | 3 | Ext | 6 |
| Demonstrate understanding of electrical systems | | 91526 | 3 | Ext | 6 |
| Use physics knowledge to develop an informed response to a socio-scientific issue [Optional] | R | 91527 | 3 | Int | [3] |
| TOTAL | | | | | 17 |

PRIMARY TRADES ACADEMY L2PRM & L3PRM

Target Year Group

Year 12 and Year 13

Aims

- To provide senior students with a vocational pathway to enter a career in the primary industries – agriculture or horticulture.

Description

- The Primary Trades Academy is an initiative linking high school, Primary ITO and primary industry employers.
- Level 2 PRM is the second year of the two-year Primary Trades Academy.
- Level 2 PRM is a combination of theory and practical unit standards.
- Students will complete the New Zealand Certificate in Primary Industry Skills (Level 2)

Assessment Internal

Pre-Requisites

- **L2PRM** - It is recommended that students have been part of the Level 1 PRM Programme,
- Students will need to provide their own **wet weather gear** and **clothing** suitable for the **workplace**.
- **L3PRM** – *by application and interview only*

Leads on to: New Zealand Certificates in Agriculture or Horticulture (Level 3)
Modern Apprenticeships with Primary ITO Polytech or University study

Costs None

Training and Work Placement:

- Students will learn the unit standard theory at school and will gain the practical unit standards during work placement on a farm, nursery, gardens or orchard.
- Training and assessment will be undertaken by the teacher in the classroom and workplace supervisor in the workplace.
- Students will keep a workbook noting activities and details of the work placement.
- Students will spend one day a week during Terms 1, 2 and 3 at their work placement.
- Students are able to change their work placement in order to experience a range of farming experiences.

Unit Standards will be offered through Primary ITO and external providers.

Students will choose one of the following industry electives;

- Dairy Farming
- Livestock Farming (Sheep/Cattle/Deer)
- Horticulture

Students have the option of completing a course focusing on safe use and maintenance of chainsaws.

Target Year Group

Year 12, 13

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 the 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 12

Aims

- To challenge students to accept a sport leadership role within the school both as event planners and coaches
- To increase understanding and knowledge of sport and outdoor pursuits
- To provide an alternative type of learning to NCEA (achievement standard based study) which is more applied in nature.

Description

Upon completion of the programme students will:

- Have had outdoor pursuit opportunities (Surfing, Mountain Biking, High Ropes, Caving)
- Be accredited with NZQA achievement and unit standards if they complete the required performance criteria, which contribute to their NCEA qualification.
- Have developed a range of physical and Interpersonal skills, both in delivery and as a participant.

Assessment Internal**Course Endorsement** Not available in this course**Pre-Requisites** At least 10 credits and participation in all activities in L1 SPR**Leads on to** Pathways to tertiary study such as Otago Polytechnic, Otago Institute of Sport and Adventure and further afield.**Costs** Approximately \$235 (\$100 Surfing, \$75 Mountain biking, \$60 Caving and High Ropes). Course costs are subsidised by STAR funding.**Achievement / Unit Standards**

| Title | Lit/ Num | Number | Le vel | Int/ Ext | No of Credit s |
|--|-------------|--------|-----------|-------------|----------------------|
| Demonstrate safe practices for participation in high ropes course activities | | 473 | 2 | Int | 1 |
| Demonstrate mountain biking skills on grade 2 terrain | | 457 | 2 | Int | 2 |
| Examine the implementation and outcomes of a physical activity event or opportunity | | 91335 | 2 | Int | 3 |
| Consistently demonstrate social responsibility through applying a social responsibility model in physical activity | | 91334 | 2 | Int | 3 |
| Perform a physical activity in applied setting | | 91330 | 2 | Int | 4 |
| Demonstrate skills for an overnight tramp | | 26249 | 2 | Int | 2 |
| Complete Orange Orienteering courses | | 32852 | 2 | Int | 2 |
| Whakatipu-Tangata personal contribution to a group outdoor activity. | | 3284 | 2 | Int | 3 |
| TOTAL | | | | | 20 |

Target Year Group

Year 13

Aims

- To challenge students to accept a sport leadership role within the school as a facilitator of physical activity.
- To increase understanding and knowledge of sport and outdoor pursuits. Contexts could include: Tramping, kayaking, ultimate frisbee, rock climbing and mountain biking, Skiing and snow safety.
- Students will have the opportunity to put into practice the skills they have learnt in Level 1 and 2 and plan a multi-day expedition.
- To provide an alternative type of learning to NCEA (achievement standard based study) which is more applied in nature.

Description

Upon completion of the programme students will:

- Have had outdoor pursuit opportunities.
- Be accredited with NZQA units if they complete the required performance criteria, which contribute to their NCEA qualification.
- Have developed a range of physical skills, both in delivery and as a participant.

Assessment Internal**Course Endorsement** Not available in this course.**Pre-Requisites** At least 10 credits and participation in all outdoor activities at Level 2 SPR**Leads on to** Pathways on to tertiary study at the Otago Polytechnic, Otago Institute of Sport and Adventure, or further afield.**Costs** Approximately \$250 skiing and \$150 for multi day expedition**Achievement / Unit Standards**

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|-------------|--------|-------|-------------|------------------|
| Coach beginner level participants through skill development activities for a selected sport | | 31677 | 3 | Int | 4 |
| Plan a beginner level coaching session for sport participants | | 22771 | 3 | Int | 6 |
| Demonstrate quality performance of a physical activity in an applied setting | | 91501 | 3 | Int | 4 |
| Prepare for an overnight activity | | 32841 | 3 | Int | 3 |
| Participate in and evaluate a self-contained multiday trip in an outdoor context | | 32850 | 3 | Int | 3 |
| Analyse issues in safety management for outdoor activity to devise safety management strategies. OPTIONAL | | 91504 | 3 | Int | 3 |
| TOTAL | | | | | 20 (23) |

Target Year Group Year 12

Aims:

- To further extend students' research, design and practical skills in Textiles Technology
- To evaluate how advanced techniques and processes perform in relation to a range of specialist fabrics.
- To demonstrate an understanding of the physical and behavioural characteristics of textiles and evaluate the impact of these properties on performance.
- To plan, design, document and create a small range of products and/or garments that meet the specifications of a negotiated design brief.

Description

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 have the option to enter their work into local Fashion Award shows such as Hokonui, Wool-on and Bernina runways. 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 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 desirable to have studied Textiles Technology at Level 1. However, students who can demonstrate a commitment to meet the exacting practical and written standards of this programme will only be considered in **consultation with the HOD**.

Leads on to: Level 3 NCEA Achievement Standards 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, diversional therapy and specialist technology teaching.

Costs \$150. There will be additional costs involved depending on the individual project choices.

Achievement Standards

| Title | Lit/ Num | Number | Level | Int/Ext | No of Credits |
|--|-------------|--------|-------|---------|------------------|
| Undertake effective development to make and trial a prototype. | | 91357 | 2 | Int | 6 |
| Demonstrate understanding of how technological modelling supports risk management | | 91358 | 2 | Ext | 4 |
| Implement advanced procedures using textile materials to make a specified product with special features. | | 91345 | 2 | Int | 6 |
| Make advanced adaptations to a pattern to a person or item. | | 91350 | 2 | Int | 4 |
| TOTAL | | | | | 20 |

Target Year Group

Years 13

Aims:

- To further extend students' research, design and practical skills in Textiles Technology
- To evaluate how advanced techniques and processes perform in relation to a range of specialist fabrics.
- To demonstrate an understanding of the physical and behavioural characteristics of textiles and evaluate the impact of these properties on performance.
- To plan, design, document and create a small range of products and/or garments that meet the specifications of a negotiated design brief.

Description

Students will select their own project in relation to their interests in either the interior, print design, product or garment design areas. They will be provided with the opportunity to create their own fabric print or pattern, which they will use to create their intended outcome. Students will have the option to enter their work into local Fashion Award shows such as Hokonui, Wool-on and Bernina runways. 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.

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 desirable to have studied Textiles Technology at Level 2 and gained at least 14 credits. However, students who can demonstrate a commitment to meet the exacting practical and written standards of this programme will only be considered in **consultation with the HOD**.

Leads on to 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, diversional therapy and specialist technology teaching.

University Entrance Approved

Costs \$175. There will be additional costs involved depending on the individual project choices. Students are encouraged to purchase their own materials for NCEA.

Achievement Standards:

| Title | Lit/Num | Number | Level | Int/Ext | No of Credits |
|---|---------|--------|-------|---------|---------------|
| Develop a prototype considering fitness for purpose in the broadest sense. | | 91611 | 3 | Int | 6 |
| Implement complex procedures to create an applied design for a specified product. | | 91623 | 3 | Int | 4 |
| Undertake a critique of a technological outcome's design. | R W | 91613 | 3 | Ext | 4 |
| Draft a pattern to interpret a design for a garment. | | 91626 | 3 | Int | 6 |

Total 20

N.B. There MAY be opportunity for some students to negotiate with the HOD of Textiles Technology an individual programme with a mixture of some Textiles Unit/Achievement Standards.

Target Year Group

Year 12/13

Aims

- To consolidate on the work completed in Year 11
- To develop understanding of Māori history.
- To develop and learn Māori Karakia and Waiata
- To introduce the importance of Māori Tourism.
- To further develop students' knowledge of Māori Culture.

Description

The focus of this course caters specifically to Māori knowledge, tourism, pedagogy and skills that will be transferrable within the national education system and in work places in Aotearoa.

Assessment Internal Assessment

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

Pre-Requisites It is desirable to have studied Tikanga Māori at Level 1 or with HOD approval.

Leads on to Further study in Tikanga Māori and Te Reo Māori.

Costs \$50 (approximately) for resource booklets, noho marae and day trips.

Unit Standards for LEVEL 2 - Teacher will select from a range of these Unit Standards.

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|----------|--------|-------|----------|---------------|
| Examine different accounts of Māori migration prior to Pākehā contact. (US) | | 16043 | 2 | Int | 6 |
| Describe historical events of one hapū or iwi. (US) | | 16044 | 3 | Int | 4 |
| Describe the life and achievements of a Māori leader. (US) | | 16045 | 3 | Int | 3 |
| Examine and recite appropriate karakia in tourism Māori. (US) | | 17784 | 3 | Int | 5 |
| Explain the importance of respecting Māori customs and practices in tourism Māori. (US) | | 17786 | 3 | Int | 5 |
| TOTAL | | | | | 23 |

Unit Standards for LEVEL 3 - Teacher will select from a range of these Unit Standards.

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|---|----------|--------|-------|----------|---------------|
| Explain the place of pūrākau or pakiwaitara in Māori history. (US) | | 16041 | 3 | Int | 6 |
| Identify and explain kaitiaki practices in tourism Māori. (US) | | 17791 | 3 | Int | 5 |
| Demonstrate knowledge of key forms of Māori communication and the significance of Māori identity in tourism Māori. (US) | | 17391 | 3 | Int | 5 |
| Explain the value and benefits of whānau in tourism Māori. (US) | | 17578 | 3 | Int | 4 |
| Examine and recite appropriate karakia in tourism Māori. (US) | | 17784 | 3 | Int | 5 |
| Explain the importance of respecting Māori customs and practices in tourism Māori. (US) | | 17786 | 3 | Int | 5 |

Target Year Group

Year 12 (or above)

Aims

The Academy Aims to provide students with an alternative education programme, providing the foundation for personal development and encouragement to achieve their potential by gaining national qualifications in a variety of trades.

**Description**

This course is open to Year 12 and 13 students who have a keen interest in Engineering, Plumbing, Gas fitting and/or the Automotive Industry. This Academy runs in conjunction with Level 2 and 3 Automotive Studies and Basic Mechanical Engineering for **12 hours per week** for the whole school year.

The course is centred on ITO unit standards which when successfully completed will give the students credit towards Level 3 Automotive Pre-Apprentice, Level 4 National Certificate in Mechanical Engineering.

Full time Trades Academy students will take TAT (Theory), TAW (Workshop) and AUT. Students must take TAT and TAW to gain entry to Trades Academy but AUT is optional. AUT can also be taken as a stand- alone course.

Full time Trades Academy students need to apply for this course using the Trades Academy Application form.

Vocational Pathways

or

With further studies at a training institution, such as a Polytechnic registered training organisations students may enter –

- Automotive Engineering
- Automotive Parts and Accessories
- Brakes Service Engineering
- Panel Beating
- Spray Painting
- Tyre Services
- Mechanical Engineering
- Machining and Tool Making
- Fabrication Heavy and Light

BASIC MECHANICAL ENGINEERING L2/3TAW & L2/3TAT

Target Year Group

Year 12 (or above)



Aims

- To provide students with the skills and knowledge to successfully achieve basic engineering standards.

Description

NB Both TAT and TAW courses are compulsory for Trades Academy students.

Engineering is used within design, creating tools, building, engines, machines, and structures.

The One- year Mechanical Engineering course has been developed to include both the knowledge and the skills that will help students understand elementary engineering unit standards.

Students will work individually using engineering machinery and hand tools. Initially completing theoretical and practical elements at Level 2, then in the next year, moving onto Level 3 based activities as skills and knowledge progress.

Assessment Internal. NB. Students are required to demonstrate a combination of practical and theoretical proficiency in order to attain course success.

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

Pre-Requisites Success at level 1 in Mechanical Engineering an advantage, including a genuine interest in the industry and/ or similar experience will be considered. Entry at HOD's discretion.

Leads on to Level 4 National Certificate in Mechanical Engineering

Costs \$100 to cover materials & consumables only

Selection of Unit Standards (Indicative and subject to change)

| Title | Lit/ Num | Number | Level | Int/ Ext | No of Credits |
|--|-------------|--------|-------|-------------|------------------|
| Level 2 Unit standards | | | | | |
| Demonstrate and apply knowledge of mechanical engineering drawings and geometric construction in MaPS environment | | 32051 | 2 | Int | 4 |
| Demonstrate knowledge of and apply good work practices when performing machining operations in MaPS environment | | 32053 | 2 | Int | 7 |
| Demonstrate knowledge of and apply good work practices when performing simple fabrication operations in MaPS environment | | 32055 | 2 | Int | 7 |
| Level 3 Unit standards | | | | | |
| Demonstrate knowledge of and produce development drawings and patterns for three-dimensional objects in MaPS environment | | 32052 | 3 | Int | 4 |
| Produce components by performing engineering machining operations in MaPS environment | | 32054 | 3 | Int | 7 |
| Perform fabrication operations in MaPS environment | | 32056 | 3 | Int | 7 |
| TOTAL | | | | | 36 |

Target Year Group

Year 12 or above

Aims

- To develop skills and knowledge useful for further study or employment in the New Zealand Tourism industry

Description

This course is made up of industry-based Unit Standards which cover a wide range of topics to provide students with a general introduction to the Tourism industry.

Topics include:

- The business of Tourism
- Tourist destinations in New Zealand
- World Destinations
- Work roles in Tourism
- Perform calculations for Tourism and Travel
- Knowledge and use of the internet in a tourism workplace
- Tourist characteristics and needs



Assessment Internal

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

Pre-Requisites None

Leads on to Level 3 Tourism, and further study or employment in travel, tourism and hospitality

Costs Approximately \$40 for a field trip

Unit Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | Credits |
|---|-------------|--------|-------|----------|-----------|
| Work roles in Tourism | | 24728 | 2 | Int | 3 |
| Tourist characteristics | | 24732 | 2 | Int | 3 |
| Destination New Zealand | | 24731 | 2 | Int | 4 |
| Perform calculations for Tourism and Travel | | 18237 | 2 | Int | 3 |
| The Business of Tourism | | 24730 | 2 | Int | 4 |
| World Tourist destinations | | 24729 | 2 | Int | 4 |
| Use of the internet in tourism | | 23767 | 2 | Int | 2 |
| Social and cultural impacts | | 24726 | 2 | Int | 2 |
| TOTAL | | | | | 25 |

Target Year Group

Year 13

Aims

- To develop skills and knowledge useful for further study or employment in the New Zealand Tourism industry
- To gain level 3 credits towards Level 3 NCEA by studying industry-based Unit Standards.

Description

Students will continue to develop their understanding of the Tourism industry and gain in-depth knowledge of key tourist destinations. There is the opportunity to travel to Fiordland for three days on the Level 3 Tourism fieldtrip.

Year 13 students who have not studied Level 2 Tourism can study BOTH Level 2 and Level 3 Tourism (2 option lines) if they wish to.

Topics include:

- Destination Australia and Destination Pacific Islands
- Knowledge of the tourism industry
- New Zealand as a tourist destination



Assessment Internal

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

Pre-Requisites None

Leads on to Further study or employment in travel, tourism and hospitality.
This is **not** an Approved subject for University Entrance

Costs Fieldtrip to Fiordland - cost payable at the time (approximately \$400)

Unit Standards

| Title | Lit/ Num | Number | Level | Int/ Ext | Credits |
|---|-------------|--------|-------|----------|---------|
| Describe and promote a New Zealand tourist destination | | 24733 | 3 | Int | 4 |
| Demonstrate knowledge of the Tourism industry | | 23766 | 3 | Int | 5 |
| Destination Pacific Islands | | 3727 | 3 | Int | 5 |
| Explain the importance of Māori place names, and use reo Māori greetings and farewells in tourism | | 31070 | 3 | Int | 4 |
| Destination Australia | | 18211 | 3 | Int | 5 |
| TOTAL | | | | | 23 |

Target Year Group

Year 12

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 hand 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 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 3 Woodwork (**Level 3 units to be done by Year 13 students** – units lead on to a National Certificate in Carpentry).

Costs **\$200 to cover materials & consumables. (Project range for this course is provided by the teacher. Pupils who complete course projects to an industry standard may go on to design and make their own project. 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 an apply safe working practices in a BCATS work place | | 24354 | 2 | Int | 4 |
| Garden Furniture | | 12932 | 2 | Int | 8 |
| Identify, select, maintain and use portable power tools for BCATS projects | | 24350 | 2 | Int | 6 |
| Demonstrate knowledge of and use specified fixed machinery in the construction of BCATS projects | | 24351 | 2 | Int | 6 |
| TOTAL | | | | | 24 |

Target Year Group

Year 13

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 hand 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 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 **Successful completion of the Level 2 BCATS course** having demonstrated enthusiasm for building and construction related careers (Or entry with CD's permission).

Leads on to National Certificate in Carpentry

Costs **\$200 to cover materials & consumables. (Pupils may design and make their own project. 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 |
|--|---------|--------|-------|---------|---------------|
| Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment | | 29677 | 3 | Int | 2 |
| Communicate and work collaboratively in a stage 3 BCATS project | | 29680 | 3 | Int | 5 |
| Select, use, and maintain tools, equipment and machinery for a Stage 3 BCAT project | | 29682 | 3 | Int | 4 |
| Undertake a Stage 3 BCATS project | | 29684 | 3 | Int | 12 |
| TOTAL | | | | | 23 |

WORK SKILLS

SKI

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.