ST ORAN'S COLLEGE
YEAR 11-13 COURSE HANDBOOK

EMPOWERING YOUNG WOMEN TO BE THE BEST THAT THEY CAN BE

Contents

Subject Choice Tips

This booklet is to help you plan your course of study for next year and beyond. To make useful decisions, you need to reflect on your skills, seek advice from knowledgeable adults, and seek up-to-date information on courses and careers for your future. The younger you are, the more important it is to keep your options open by choosing widely so as to have as wide a range of knowledge and skills as possible when you do make up your career mind. Specializing too early in one area has the disadvantage that, should your career plans change, you may be left without the skills and knowledge you need for your selected tertiary course. Many subjects have 'transferable skills' – that is, they can be useful for a whole range of careers. These skills are in high demand.

The range of subjects you choose should provide you with a course that is:

- *suited to your interests and abilities*
- *achievable – yet challenging*
- *relevant to your career aspirations*
- *provide pathways for future study*
- *relevant to the world of work patterns of the 21st century.*

Steps to make an informed decision:

1. Check out your career implications – will you keep your options open?
    - Work out all your current career ideas
    - Check the subject requirements
    - Weigh up the 'essential' subjects, then the 'useful' subjects
2. Think about your abilities – can you do well in these subjects?
3. Think about your interest levels – will you have the motivation?
4. Weigh up any differences between interests, abilities and career ideas
5. Talk it over with people who know you well
6. Read our Pathways Planning information (page 4)
7. Attend the St Oran's College Course Selection Evening (Week 6, Thursday 29 August, 6.00pm – 7.30pm in the school hall).

The ABC Subject Selection Checklist:

When you have made your choices, follow this simple checklist:

a. Ability and Attitude – are you able and will you be interested?

b. Balance – will you have a range of options open for future career ideas?

c. Choice – are they your own decisions or have you been swayed by others?

Every effort will be made to enable you to take the subjects you wish but not every combination can be guaranteed. Some subjects may not be offered if numbers for them are too small.

Pathways Planning

It is important to first do some research about your possible career path to help you make an informed decision.

Our careers website has all the information you need in one place including

- Links to careers websites
- University recommended subject information
- Liaison officer details

https://sites.google.com/storans.school.nz/careers-website/home?pli=1

Subject Selection: Forward Planning

We recommend the following subject planning guide to help you and your whānau make an informed choice about which subjects to take:

https://www2.nzqa.govt.nz/assets/Maori/NCEA-me-te-Whanau-Online-Guide.pdf

Course Selection for Year 11, 2025

All Year 11 students at St Oran's must study six subjects. This programme of study is made up of two types of subjects:

Four compulsory subjects: English, Mathematics, Science and Exploring Faith.

Three option subjects: Students choose three additional subjects from the Subject Progression Chart to make up a full programme of study.

Some courses have particular entry prerequisites, which you must meet to choose that subject, or entry is subject to the approval of the Head of Faculty/Dean.

Other factors to think about before choosing:

- Expectations. You take a course to develop the knowledge, skills and key competencies associated with that course. You will be enrolled in all the achievement standards offered in each subject. If you take a course you will be expected to participate in all learning. You attend all classes in that subject for the whole year unless there is a legitimate reason for absence.

- Subject Assessment Outlines. Each subject in this booklet lists the course content and the skills that will be developed and the types of assessment tasks to be used in 2025. The combination of achievement standards used for assessment purposes will be outlined in each class by the end of week 6, 2025.

- You must take English, Mathematics and Science.

- Do not choose a subject because your friends are choosing it – their talents may be quite different from yours.

- Keep your subject choices <u>varied</u> and <u>broad</u>: very specialised, job-specific courses are better done at tertiary level when you are more certain of your pathway.

- Think of your workload. Choose a set of subjects that provide you with a balance of internals and externals across the year.

- Many subjects can be started at either Level 1 or Level 2, or indeed Level 3. So don't worry about not fitting them all in in Year 11.

Course Selection for Year 12, 2025

Year 12 students can choose to study five subjects.

It is expected that all Year 12 students choose English, and a further four optional subjects. These can be from any of Levels 1 – 3 (if the timetable structure permits and your abilities and goals are appropriate).

All students will have one spell per week of Exploring Faith to support and extend their values' based learning.

The Wellbeing Strand is also offered. It is designed to support students in meeting the demands of a Level 2 course. Throughout this strand there will be the opportunity for some physical activity, to learn about nutrition for health, strategies for healthy living, study support as well as independent study time. There is no assessment in this strand.

If you indicate that you wish to study 6 subjects next year, you will be called to a meeting with a member of the SLT to discuss your extra-curricular and out of school commitments so that we can ensure your workload is manageable.

If you wish to attend university, look at the university literacy and numeracy requirements needed. If you are considering Auckland University, Level 2 English credits will assist you in obtaining their Academic English Language Requirement (AELR). However, it will not affect your admission into their programme. Please check the Auckland University website for details.

All our subjects are NZQA 'approved'.

In choosing subjects at this level, it is important students plan ahead:

- If you want to proceed to a Level 3 course in Year 13, choose subjects in Year 12 which will lead on to courses at that level.
- Be aware of subjects (pre-requisites) that you may need for your career aspirations – Year 12 is a good year to 'try them out' to see if they are 'your thing'.
- Be aware of the danger in specializing too early. Make sure you choose subjects that will give a good variety and breadth of basic skills-*transferable skills*-so a wide range of careers are open to you.
- Think about the workload your choices will require. This is particularly important at Year 12 for students to have good time management and independent learning skills. Your whole course needs to have a balance of internal and external assessment; that is, not all internals or portfolio work. Only two portfolio subjects can be taken at this level to keep breadth and control workload. Also look carefully at subjects that have lots of research assignments – make sure you get a balance – that all your choices are not covering the same skills.

There will be certain course entry requirements to enter most of our subject classes at Year 12.

Course Selection for Year 13, 2025

All Year 13 students take a course of five subjects, plus one spell of Exploring Faith.

Students who wish to go on to University are advised to choose five subjects at NCEA Level 3. If you mix Level 3 and Level 2 courses, you must carefully check that you can fulfill the requirements for university entrance. Checking this in February is a good safeguard. You will also want to achieve the GES (Guaranteed Entry Score).

There are no compulsory subjects at Level 3. However, students who are still not completely sure of their career interest should cover a range of subjects rather than study too many 'like' subjects which will limit the courses they could choose to do at tertiary level.

It is *essential* that all students check they are doing the subjects they need to do to qualify for the courses that are on their definite or maybe list for university. Universities change their requirements frequently.

Students have one non-contact spell per day. This is to provide them with the opportunity to better develop a wide range of self-management skills, including the independent study skills they will need to succeed at tertiary level and the skill of prioritizing across all their activities.

Some Level 3 courses have pre-requisites.

Entry to a Level 3 subject is not automatic. Students must have achieved particular pre-requisites so they are not being set up for failure because their skills are not up to those required in a particular subject. While some subjects can be begun at this level, others require certain pre-requisites. Please read the individual course pages *carefully* so you know what these pre-requisites are.

Students choosing subjects heavily weighted towards internal assessments need to consider whether they feel comfortable with the workload that this will require.

There is also an opportunity for Year 13 students to enter NCEA Scholarship exams. You can decide this in Term two next year.

Subject Progression Chart

Year 11 →	Year 12 →	Year 13	People to Ask
Visual Art Painting	Visual Art	Painting	Mr Paulet
Visual Art Photography	Design	Design	Ms Machin French
	Photography	Photography	Mrs Machin
		Art History	Mr Paulet
Digital Technology	Digital Technology	Digital Technology	Mr Harrison
Drama	Drama	Drama	Mrs Jones
Commerce	Economics	Economics	Mrs Kumar
	Business Studies 12/13	Business Studies 12/13	Mrs Kumar
English*	English	English	Ms Yuile
Product Design	Product Design	Product Design	Ms Hartley-Smith
Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Ms Hartley-Smith
Food Studies	Food Studies	Food Studies	Mrs Patel
French	French	French	Mrs Brasier
Geography	Geography	Geography	Mrs Andrews
History	History	History	Mr Bar Shalom
Mathematics*	Mathematics	Mathematics with Calculus	Mrs Phillips
	Mathematics with Statistics	Statistics and Mathematics	Mrs Phillips
Music	Music	Music	Mr Chatterton
Physical Education	Physical Education	Physical Education	Mr Ewens
Science*	Biology	Biology	Mrs Sagar
	Chemistry	Chemistry	Ms Craig (Level 3) Ms Sprague (Level 2)
	Physics	Physics	Mr Latailakepa
Spanish	Spanish	Spanish	Ms Kodama
Te Reo Māori	Te Reo Māori	Te Reo Māori	Ms Graham

You can also ask the Deans (Ms Machin French and Mrs Munn) and Careers Adviser (Mrs Collow)

* **Compulsory at this level**

Subject Selection Process

Step 1:

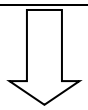
2024: T3 Week 5: SUBJECT SELECTION ASSEMBLY

For Year 11 and 12 students

Members of the SLT will meet with students during Hapori Time to discuss the subject selection process, choosing wisely and the implications for NCEA.

An email will be sent to students outlining the process for subject selection and reminding them where to find the information they need.

The *Course Selection Book*, *Subject Presentation Slide Shows* and *Frequently Asked Questions* documents, will be uploaded on the school website. Students need to read and view all material, research further online, seek advice from parents, caregivers, Deans, Whānau Group teachers and class teachers.

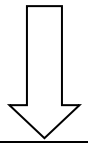


Step 2:

2024: T3 Week 6: COURSE BOOKLETS AND SUBJECT SELECTION EVENING

Students and whānau can attend the Subject Selection Evening on Thursday 29 August at 6pm in the school hall to talk to HoFs, TiCs and some tertiary providers in person about subject selection. Students and whānau of Year 11 (in 2025) can attend an NCEA information talk outlining the system and processes.

Subject selection opens on School Point for students to enter their choices electronically.



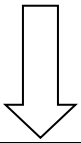
Step 3:

2024: T3 Week 7: STUDENTS CHOOSE SUBJECTS – by Friday 7 September midday

Students select subject choices online, through the KAMAR portal.

From these choices, students will be allocated to 2025 subject classes.

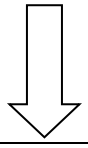
All students have access to the KAMAR Portal. Any problems see Ms de Ras or Ms Ford.



Step 4:

2024: T4 Week 1 - 3: (approx) **TIMETABLES FINALISED**

Students whose choices do not fit the lines will need to talk through their option possibilities with Mrs Ford.



Step 5:

2025: Friday 24 January: COURSES CONFIRMED or CHANGED

Should a student change their mind over the holidays, they are able to change their subject choice as long as the change fits the lines, and there is space in the class. No email about subject changes will be actioned until after Course Confirmation Day.

Level 1 Toi Ataata Pikitia / Visual Art Painting

In Level 1 Art students create a body of artwork that contributes to internal and external assessment. It covers a range of disciplines and skills. Art at Level 1 is an important introduction to the Level 2 and 3 Visual Arts courses: Painting, Photography and Design.

In Year 11 there are two options to choose from: 1. Painting or **2: Photo/Design**
IMPORTANT: Students may study a maximum of one practical Art or Photography options at NCEA Level 1, and two at NCEA Level 2 or NCEA Level 3. This course caters to both academic and non-academic students, however good time management skills and an ability to think creatively are essential.

Course Content	Skills Development	Type of Assessment Tasks
In this course students will create a series of practical art works that are based on a personalised theme. The Painting students select their own topic/theme. **Their work will cover the following areas:** **Drawing:** From observation and recording ideas and for planning and developing ideas in compositions etc. Students will use a range of different tools and media in their drawings. **Painting:** Developing ideas from drawings into paintings. Students will learn different painting techniques, apply painting conventions, use artist models and create meaning in their work. **Creating art works with different media:** This will/could include: **- Painting Classic and Contemporary** International and New Zealand **- Photography and Photoshop** used as a drawing tool in composing art works and as a recording tool. **- Collage and mixed-media Design:** An understanding of design principles will be developed throughout the course, with focus on formal elements such as composition, colour and use of text in art works.	**Students will develop skills in the following areas:** **Art making skills:** this will include learning to control and use a range of media and processes. **Creative thinking and imaginative skills** that will enable students to generate ideas in their work and be open to new possibilities. To communicate clearly and freely their own ideas, concepts and meaning. **Problem solving skills:** decision making and critical awareness, of their work and that of others. **Gaining knowledge** of existing art practice. **Managing their time** so that projects are generated, developed and refined by set deadlines. In Level 1 Art, students will be **encouraged to take risks in their work** and delve into new territory conceptually and practically.	**New curriculum for 2025 involves three compulsory standards which consist of:** **one internal and two externals.** Overall there are two internal standards and two externals. This is all practical art work. This year there is **only one folio panel required** and it will be externally assessment. **For extra credits** there is an optional internal standard that students can choose to do. Keep in mind that this will require extra time in and outside of school and includes site research. All work is due at the start of Term 4. ***Note:*** **There is no exam for this course.**
Maximum possible external credits: 10		**Maximum possible internal credits: 5 (or 10)**
Note: There is no prerequisite for this course, although is highly recommended that you complete the Junior Art course in Year 9 or 10. Students must be prepared to keep up with all tasks and attend holidays workshops while completing external portfolio assessment. This course is a pre-requisite to NCEA Level 2 Painting, Photography and Design. **Cost:** $124 (supplied art kit and course fees inclusive).		

Level 1 Toi Ataata / Visual Art
Tango Whakaahua & Hoahoa -Photography & Design

In Level 1 Art students create a body of artwork that contributes to internal and external assessment. It covers a range of disciplines and skills. Art at Level 1 is an important introduction to the Level 2 and 3 Visual Arts courses; Painting, Photography and Design.

In Year 11 there are two options to choose from: 1. Painting OR 2: Photo/Design

IMPORTANT: Students may study a maximum of one practical Art or Photography options at NCEA Level 1, and two at NCEA Level 2 or NCEA Level 3. This course caters to both academic and non-academic students, however good time management skills and an ability to think creatively are essential.

Course Content	Skills Development	Type of Assessment Tasks
The aim is to cater for those students that demonstrate a strong creative thinking, sense and ability but are not inclined towards painting as a practical outcome. The purpose of this course is to provide students with the appropriate level of skills and knowledge to effectively convey their ideas through a range of visual media of photography and digital processes. **In this course students will create a series of practical art works that are based on a theme.** This course focuses on the way images can be generated, developed, clarified, and extended using a range of visual photographic and design media. **Photography, typography and digital illustration and manipulation** are a key component in the development of this course, which finds its inspiration and conclusions from drawing with the camera or other digital means. **Students will produce an extensive body of work** that explores the use of a range of photographic and design conventions, resolving pictorial issues, relevant established practices of artists working in similar fields, and finally the production of a one panel folio demonstrating each students' abilities.	**Students will develop skills in the following areas:** **Art making skills:** this will include learning to control and use a range of media and processes. **Creative thinking and imaginative skills** that will enable students to generate ideas in their work and be open to new possibilities. To communicate clearly and freely their own ideas, concepts and meaning. **Problem solving skills:** decision making and critical awareness, of their work and that of others. **Gaining knowledge** of existing art practice. **Managing their time** so that projects are generated, developed and refined by set deadlines. In Level 1 Art, students will be **encouraged to take risks in their work** and delve into new territory conceptually and practically.	**New curriculum for 2025 involves three compulsory standards which consist of: one internal and two externals.** Overall there are two internal standards and two externals. This is all practical art work. This year there is **only one folio panel required** and it will be externally assessment. **For extra credits** there is an optional internal standard that students can choose to do. Keep in mind that this will require extra time in and outside of school and includes site research. All work is due at the start of Term 4. ***Note:*** **There is no exam for this course.**
Maximum possible external credits: 10	**Maximum possible internal credits: 5 (or 10)**	

Note: There is no prerequisite for this course, although is highly recommended that you complete the Junior Art course in Year 9 or 10. Students must be prepared to keep up with all tasks and attend holidays workshops while completing external portfolio assessment. This course is a pre-requisite to NCEA Level 2 Painting, Photography and Design.

Cost: $121 (supplied art kit and course fees inclusive).

Level 2 Toi Hoahoa / Art Design

This course encourages the exploration of design as an art form. Students will focus on developing their creative thinking and artistic skills. They will also build upon and develop design related processes, techniques, ideas and study existing works of prominent designers.

Course Content	Skills Development	Type of Assessment Tasks
In Level 2 Design students will create a series of brand identity material for their chosen theme. **The course will begin with an Illustration based workshop using a range of different media and techniques. These may include the following:** Photography Collage, pencil work and painting Digital Illustrator **Each student's illustrations are then developed further in Adobe Illustrator to create certain design projects. These may consist of the following:** Poster design Logo design Magazine double page spread design Poster/Billboard graphics Website/App social media design **Computer workshop:** It is compulsory for all design students to attend a one day workshop to learn Adobe Illustrator. **Portfolio:** Students will create a 2 panel portfolio that shows the development of the above projects done throughout the year.	Students will develop skills in the following areas: Gain an in-depth understanding of the design process and use it to produce promotional material for their chosen theme. Learn and apply the knowledge of design conventions to generate and develop ideas. Problem solving abilities, decision making and critical awareness, of their own work and that of others. Computer based skills using Adobe Photoshop and Illustrator. Illustration based techniques using drawing, handmade typography, collage and the use of craftsmanship skills. Develop project management skills and independent work habits. The ability to understand the needs of others when designing. Communication and collaboration skills, and the ability to give and receive feedback is built through class critiques.	There are *two* internal standards in this course. Plus, a 2 panel portfolio, which is externally assessed, due near the start of Term 4. ***Note:* there is no exam for this course.**

Maximum possible external credits: 12	**Maximum possible internal credits: 8**

Note: Students who have done Level 1 Art are given first option for this class, or at the discretion of the HOF

Cost: $120 (supplied art kit and course fees inclusive).

Laptop requirements for this course: To use Adobe Illustrator and other design/photography applications, student will require the minimum specifications as follows:

Macbooks: at least 8gb of ram (memory), storage at least 256 gb, operating system at least Catalina 10.15.7

Windows laptop: at least 8gb of ram (memory), storage at least 256gb, Windows 10 64 bit and at least a 13-inch screen.

Please note that iPads have a limited operating system. Therefore they are not adequate to be used for this course.

Level 3 Toi Hoahoa / Art Design

This course builds upon knowledge gained in Level 2 Art Design. Students will further develop an understanding of visual communication techniques and an appreciation of contemporary design practice and typography. Students will develop a theme with social purpose and, using a selection of design briefs, create a body of design work.

Course Content	Skills Development	Type of Assessment Tasks
In Level 3 Design students will create a series of brand identity material for their chosen theme. **The course begins with a typography based workshop using a range of different media and techniques. These may include the following:** Photography Collage, pencil work and painting Digital illustration **Each student creates designs that are developed further in Adobe Illustrator. These may consist of the following:** Zine Business card design Poster design Website skinning Packaging design Logo design Mobile Apps Flyer/Teaser design Poster/Billboard graphics Vehicle/Transportation flat-plan design Spatial/Installation design Social media **Computer workshop:** If the student has not done Level 2 Design, then it is compulsory to attend a one day workshop to learn Adobe Photoshop and Illustrator. **Portfolio:** Students will create a 3 panel portfolio that shows the development of the above projects.	Students will further develop skills in the following areas: • Identify a design problem and produce solutions whilst working through the design process. • Understand and apply principles associated with typography graphic. • Further develop and apply the knowledge of design and moving image conventions to generate and develop ideas. • Problem solving abilities, higher level thinking, decision making and critical awareness, of their own work and that of others. • Further develop computer based skills using Adobe Photoshop and Illustrator. • Project management skills and independent work habits. • Developing empathy and understanding of how design can impact the world for the better. • Communication and collaboration skills, and the ability to give and receive feedback through class critiques.	There are *two* internal standards in this course. Plus, a folio, which is externally assessed at the start of Term 4. ***Note:*** **there is no external exam for this course.**
Maximum possible external credits: 14	**Maximum possible internal credits: 8**	
Note: Either Level 2 Design is a prerequisite or at the discretion of the HOF. **Cost:** $135 (supplied art kit and course fees inclusive).		
Laptop requirements for this course: As per Level 2 Art Design		

Level 3 Hītori Toi / Art History

Art History is a visual history course. We study the development of art over time, and through this we get a chance to explore the forces which shaped society. We discover how the big technological, social and political changes of history impacted the style and techniques of the great artists. In turn, we explore how art can play a role in commenting on and shaping society. We will develop the literacy and critical thinking skills needed to examine, analyse, debate, appreciate and argue convincingly throughout our studies.

Course Content	Skills Development	Type of Assessment Tasks
The whakapapa of Art from Pre-History to Modernism. We will research, read, analyse, discuss and debate to learn about the development of art. From cave days, through the Classical Roman and Greek periods and the Renaissance we will journey right to the beginning of the 20th Century. **The mahi toi of Aotearoa:** Visit the Toi Art exhibitions at Te Papa and examine the different media and processes which have been used by NZ artists of the past and present. **The explosion of Early Modernism:** explore how abstract art developed in the early 20th Century and examine the style of artists such as Matisse, Picasso, Boccioni, Mondrian, Magritte, Dali and more. Learn about how important changes in society shaped art. **Changing ideas about the impact of art:** Research and analyse texts written about important artworks. Explore how their legacy continues today or how our perception of great artworks has changed when viewed with modern day eyes. Learn how to develop your own argument, gain confidence in your opinions and interpretations and develop the skills needed to write and argue convincingly.	**Students will develop skills in the following areas:** Researching, analysing, interpreting and presenting information in a variety of forms that include: Written reports, slide shows, class discussions and oral presentations. Understanding and using of appropriate art terminology. Interpreting signs, symbols and meanings in art. Analysing texts about art Using analysis to recognise art styles, techniques and formal and expressive properties of art Managing their time so that tasks are completed by set deadlines.	The four internal assessments will take the form of an analytical article, a research-based argument which combines two standards, and a visual presentation with annotations. There is one external standard assessed in the exam.
Maximum possible external credits: 4	**Maximum possible internal credits: 16**	
Note: There are no prerequisites for this course. You do not have to be an art student, but it is helpful to have an interest in History, English or Visual Arts. This subject includes UE Literacy credits.		

Level 2 Toi Ataata Pikitia / Art Painting

*This course follows on from Level 1 Art. It focuses on painting and students will explore different styles of painting in the development of their artwork. They will be encouraged to develop creative thinking and imaginative skills that will enable them to generate ideas in their work and be open to new possibilities***.**

Course Content	**Skills Development**	**Type of Assessment Tasks**
In Level 2 Art Painting students will select their own topic/theme, enlist artist models, layout and techniques for the year, within a general class theme. In their work they will be extending approaches and skills developed in Level 1 Art. This will include: **Drawing:** From observation and for development of ideas using a range of media and different approaches. **Painting:** Students will develop ideas from their drawings into paintings. They will explore a range of established artist models, their techniques and styles to develop new approaches to painting. **Mixed-media work:** Exploring the use of mixed-media, using techniques such as; collage and photo-release. **Portfolio:** Students will create a 2 panel portfolio of work that shows the development of their theme throughout the year.	Students will develop skills in the following areas: Painting skills Analysis of art works, students will gain knowledge in art elements such as composition, use of media, paint application, line, tone etc. Problem solving skills, decision making and critical awareness, of their work and that of others. Managing their time so that projects are generated, developed and refined by set deadlines Risk taking skills. Stepping outside their comfort zone, exploring different ways to paint. Creative thinking and imaginative skills that will enable students to generate ideas in their work and be open to new possibilities.	Students will be working on a continuous body of work throughout the year with assessment tasks being completed as part of this. There are 2 internal standards in this course and a two panel portfolio, which is externally assessed and due early in Term 4. ***Note:*** **There is no exam for this course.**
Maximum possible external credits: 12	**Maximum possible internal credits: 8**	
Note: Level 1 Art is desirable but not essential to do this course. **Cost:** $135 (supplied art kit and course fees inclusive).		

Level 3 Toi Ataata Pikitia / Art Painting

Level 3 Painting is a student driven course where students choose their own theme/subject matter and follow an independent pathway in developing their work for internal assessment. They create a three panel portfolio.

Course Content	Skills Development	Type of Assessment Tasks
In Level 3 Painting students will choose their own theme/ subject matter to base their year's work on. They will begin by working on two Internal standards and this work will also form the first part of their three panel portfolio. In Level 3 Painting students are expected to work on extending and developing their painting skills. As part of the course they will produce painting, drawing and mixed media work that is informed by the study and interpretation of established artist practice. In this work they will be endeavouring to systematically clarify, extend and regenerate ideas in developing their theme/subject matter. For their three panel portfolio students will be expected to produce a systematic body of work that synthesises conventions and regenerates a depth of ideas within painting practice.	**Students will develop skills in the following areas:** Analysis and understanding of art works, and established painting conventions. Students will gain greater knowledge in painting techniques and art elements such as composition, use of media, paint application, line, tone etc. Creative thinking and imaginative skills that will enable students to generate and develop ideas in their work and be open to new possibilities. Problem solving skills, higher level thinking, decision making and critical awareness, of their work, and that of others. Managing their time so that projects are generated, developed and refined by set deadlines. Risk taking skills. Stepping outside their comfort zone, exploring different ways to paint and develop their work.	Students will be working on a continuous body of work throughout the year with assessment tasks being completed as part of this. There are two internal standards in this course, done in the first part of the year. Plus, a three panel portfolio. Which is externally assessed, and is due early in Term 4. **Scholarship option available.** ***Note:*** **There is no exam for this course.**

Maximum possible external credits: 14	**Maximum possible internal credits: 8**

Note: Level 1 Art and Level 2 Art or Photography or Design are prerequisites, or at the discretion of the HOF.

Cost: $160 (supplied art kit and course fees inclusive).

Level 2 Toi Tango Whakaahua / Art Photography

This course encourages the exploration of photography as an art form. It involves learning digital camera technology and skills. Students will also gain knowledge and understanding of Adobe Photoshop.

Course Content	Skills Development	Type of Assessment Tasks
Art photography students will begin the year by learning to manually control their digital cameras to deal with a range of light conditions and achieve a variety of outcomes. Photoshop is taught in a full day course and throughout the year. This is used extensively for post-production editing and layout of work. Artist models are used to encourage exploration of new techniques e.g. lighting, composition and digital manipulations. Students are encouraged to work independently to establish their own theme for exploration and create a series of artworks developing individual ideas and personal interests. Students will create a 2 panel portfolio that shows the development of the above projects done throughout the year.	Students will develop: • Technical skills in digital photography and transferrable digital skills in: - Photoshop - File management - Printing - Camera control They will also learn how to solve problems when using digital software and investigate new techniques. • Skills in critical thinking, editing and sequencing of their work. • Visual communication of ideas. • The ability to explore ideas and experiment in their work to create something unique. • Understanding of composition devices and photographic conventions. • Independent work habits and time management of individual tasks.	There are two internal standards in this course, done in the first part of the year. Plus, a two panel portfolio. Which is externally assessed and due in week 1 of Term 4. ***Note*: there is no exam for this course.**

Maximum possible external credits: 12	**Maximum possible internal credits: 8**

Note: Level 1 Art is desirable but not a prerequisite. This is an intensive year's programme and students should have an enthusiasm for photography. For this course students **must provide their own digital camera that has full manual control over aperture and shutter speed.**

Cost: $120 (supplied art kit and course fees inclusive).

Laptop requirements for this course: To use photoshop and other design/photography applications, student will require the minimum specifications as follows:

Macbooks: at least 8gb of ram (memory), storage at least 256 gb, operating system at least Catalina 10.15.7

Windows laptop: at least 8gb of ram (memory), storage at least 256gb, Windows 10 64 bit and at least a 13-inch screen.

Please note that iPads have a limited operating system. Therefore they are not adequate to be used for this course.

Level 3 Toi Tango Whakaahua / Art Photography

Level 3 Photography is a student driven course where students choose their own theme/subject matter and follow an independent pathway in developing their work for internal assessment and a three panel portfolio.

Course Content	Skills Development	Type of Assessment Tasks
In Level 3 Photography students are expected to work on extending and developing their digital photography skills. As part of the course they will work on creating a series of artworks using artist models to inform the development of their work. Art photography students will revise and build on the camera skills learnt in Level 2 photography, experimenting with a range of new techniques, tailored to their individual projects. Students work to establish a theme based on their individual interests for exploration throughout the year. Ideas are explored to show systematic clarification, extension and regeneration in the development of a theme/subject matter.	Students will develop skills in the following areas: Creative thinking and imaginative stills that will enable students to generate and explore ideas visually. Time management will be developed by setting personal deadlines and working to them. The ability to draw from a range of inspiration sources to create new directions in their work. Problem solving and critical decision making when working individually and with others. Technical skills will be developed in: • Image composition • Lighting control • Camera control • Post production editing/manipulation • Editing for printing • File size management • Photoshop Presentation of work to clearly communicate ideas and processes.	Students will be working on a continuous body of work throughout the year with assessment tasks being completed as part of this. There are two internal standards in this course which will be completed in the first half of the year. Plus, an externally assessed three panel portfolio that is due near the start of Term 4. ***Note:*** **There is no external exam for this course.**

Maximum possible external credits: 14	**Maximum possible internal credits: 8**

Note: Level 2 Art Design or Photography is a prerequisite or at the discretion of the HOF. **Students must have their own digital camera that has full manual control over aperture and shutter speed for this course.**

Cost: $155 (supplied art kit and course fees inclusive).

Laptop requirements for this course: To use photoshop and other design/photography applications, student will require the minimum specifications as follows:

Macbooks: at least 8gb of ram (memory), storage at least 256 gb, operating system at least Catalina 10.15.7

Windows laptop: at least 8gb of ram (memory), storage at least 256gb, Windows 10 64 bit and at least a 13-inch screen.

Please note that iPads have a limited operating system. Therefore they are not adequate to be used for this course.

Level 2 Biology

Level 2 Biology is a course about living things and how they interact with each other and the world around them. In this course students explore population genetics to understand genetic variation and its impact on species evolution. They study cell biology examining the processes of photosynthesis, respiration, and cell transport to see how cells manage energy and substance movement. The course also covers gene expression, focusing on protein synthesis and metabolic pathways, showing how genetic information results in functional proteins that sustain life.

Course Content	Skills Development	Type of Assessment Tasks
Demonstrate understanding of life processes at a cellular level (External) We will examine the life processes that take place inside cells. We look at two important chemical processes - photosynthesis and respiration - as well as the essential process of cell division (mitosis), including DNA replication. **Demonstrate understanding of genetic variation and change (External)** Evolution describes how populations change over time. We look at the processes that promote and influence this change in populations. We also look at inheritance patterns and learn about the processes involved in creating genetic variation in our offspring through meiosis and mutation. **Demonstrate understanding of gene expression (External)** You will gain a good working knowledge of how genes are expressed. We look at how DNA contains the genetic information, and the mechanism that turns this information into proteins. We also look at mutations, enzymes and metabolic pathways and the environmental effect on what an organism looks like. **Carry out a practical investigation in a biology context, with supervision (Internal)** A practical investigation is an activity covering the complete fair test investigation process. **Investigate a pattern in an ecological community *'Where have all the Takahe gone?'* (Internal)** This assessment activity requires you to investigate and write a report about the effects of introduced mammals on the distribution of Takahe, an endangered endemic New Zealand bird. We will go on a field trip to Zealandia to observe the Takahe and collect some research information. As part of this study you will first look at what constitutes an ecological community, investigate different environmental factors and learn how adaptations can help individuals to be successful in their environment.	Ability to: - discuss key biological concepts - make links between the biological processes and concepts - communicate effectively by writing through, concise answers - integrate resource material to illustrate understanding - draw clear annotated biological diagrams. - use primary and secondary data to justify conclusions - use the scientific method accurately - plan, carrying out a practical investigation - use research skills - write a research report based on published scientific literature. - learn to reference correctly using APA referencing This course will also develop: - observation skills in the field - an appreciation of the fragility of New Zealand's native species.	End of unit tests Formative examination questions External examination A practical investigation and write up A written report in class time using researched material.
Maximum possible external credits: 12	**Maximum possible internal credits: 8**	
All students are eligible to enrol in Level 2 Biology; however, students who have not demonstrated consistent achievement in Year 11 Science are eligible to enrol in this course at the discretion of the Head of Faculty.		

Level 3 Biology

Level 3 Biology builds on Level 2 Biology however Level 2 Biology is not a pre-requisite.
In Level 3 Biology students explore how plants and animals adapt to their environments. Students will look at different ways plants react to abiotic and biotic factors, and how animals behave for survival and reproduction. The course also covers the unique evolution of animals and plants in New Zealand, showing how new species develop. Additionally, students study human evolution, tracing the history of different genus through fossils, genetics, and anatomy. This course helps you understand the diversity of life and how organisms adapt and evolve.

Course Content	Skills Development	Type of Assessment Tasks
Relationships between Organisms and their Environment (External) • Plant responses to the abiotic environment • Plant responses to the biotic environment • Animal behaviour in response to the abiotic environment • Animal behaviour in response to the biotic environment **Evolutionary Processes (External)** • The 'biological species concept'. • The formation of new species (Speciation) • How species remain reproductively isolated. • Natural Selection revisited. • Patterns of evolution – convergent/divergent/co-evolution • Punctuated equilibrium vs. gradualism as models for the rate of evolutionary change. **Human Biological and Cultural Evolution (External)** • General primate characteristics • General characteristics of apes • Differences between humans and apes, i.e. humans as hominins. • The biological evolution of humans • The cultural evolution of humans **Integrate biological knowledge to develop an informed response to a socio-scientific issue (Internal)** We will be investigating the concept of Pre-implantation genetic diagnosis (PGD) as a socio-scientific issue. An embryologist from "Fertility Associates" in Wellington will visit. **Demonstrate understanding of how an animal maintains a stable internal environment (Internal)** You will be taught the underlying concepts of the principle of homeostasis and learn about a number of homeostatic systems.	Link ideas from resource material and student's knowledge of biology Write coherent, fluent and succinct responses covering all aspects of questions Applying knowledge in new unfamiliar contexts using resource material Systems approach to learning – working cooperatively in a group. Apply scientific and technical knowledge Think critically, justify choices Effectively manage your time to work to a deadline How to reference correctly using APA referencing.	End of unit tests Practice progress examination questions External examination Written report based on research done for homework. A written report based on your understanding of homeostasis done in class time.
Maximum possible external credits: 13	**Maximum possible internal credits: 6**	

Level 3 Business Studies

*This is a Level 3 course for students in both **Years 12 and 13**.*

<table>
<tr><th>Course Content</th><th>Skills Development</th><th>Type of Assessment Tasks</th></tr>
<tr>
<td>Students will gain hands-on experience in setting up their own business entity under the Young Enterprise Scheme (YES). They will have an opportunity to work with outside mentors to plan a business activity they will carry out and evaluate.

Business Plan:
Students will start their own company and create their company logo, mission, vision, and goals. They will do this by identifying a need in the market and creating a new innovative sustainable product. They will then produce and sell products (and earn real profits).

Marketing Plan:
Students will research their target customer (age, location, wants, income etc.), take their prototype to market, and get feedback on their product. They will also decide the price they should sell their product for and design strategies to increase sales to achieve the goals of their organisation.

Strategic response to external factors:
Students will learn about the role of multinational organisations and the strategies they adapt to thrive in a global market.</td>
<td>Students will develop business skills, such as:
• business planning
• collecting, interpreting and presenting data for the businesses' success
• integrating data or information to support explanations
• understanding of the needs of different business stakeholders
• marketing
• transferring knowledge to new situations

In addition, students will also develop:
ICT skills:
• using social media for business promotion
• using virtual workspaces with confidence
• presenting the information clearly

Individual skills of:
• selecting relevant information
• time management skills

Interpersonal skills of:
• working collaboratively
• effective communication

Thinking skills of:
• critical thinking
• problem solving
• using logic and reasoning
• making judgements and decisions informed by evidence</td>
<td>For the internals:
• Choice of group or individually produced assessment: A marketing plan based on their own Young Enterprise business

• An activity with both group and individual assessment component: A business plan based on their own Young Enterprise business

For the external:
• Derived Grade Exam
• NCEA examination at the end of the year.</td>
</tr>
<tr><td>Maximum possible external credits: 4</td><td colspan="2">Maximum possible internal credits: 15</td></tr>
<tr><td colspan="3">Note: There are no course entry requirements.

Registration fee: Students can choose to work individually or in teams. There is a registration fee of $45 per student for participating in the Young Enterprise Scheme (YES), which will come out of the profit they make for their company.

Other: Start-up funds may also be required for the business activity. It is each team's responsibility to raise any start-up funds. The amount required will depend on the business selected.</td></tr>
</table>

Level 2 Chemistry

Chemistry explains the world around us. It goes on continuously, all around us; in plants that make food using the air and in animals that digest this food, in the burning of fuel and rusting of cars, in the formation of snow and ice, in the industries that supply us with all our household products, and in the many biological processes that maintain the living world. Students who study chemistry use their understanding of atoms, molecules, and ions – particles that are too tiny to be seen with our eyes – to explain and predict the properties and behaviour of different materials.

Course Content	Skills Development	Type of Assessment Tasks
Too small to see (External) Particles are too small to be seen. What is it that holds particles together at the atomic level? How does this relate to the properties of the elements and compounds we see? When particles come together or are pulled apart there is a change in energy. This can be useful to us or a requirement for a chemical reaction. **Organic World (External)** There is a huge number of different families of compounds in the natural world, all based around the properties of carbon atoms. Get to know some of these families and how they can be converted from one to another. **Electron Exchange (Internal)** Some of the most exciting reactions happen when electrons are exchanged between particles. Explore the concepts and symbolism of electron exchange. **It's not all one way (External)** Some reactions can easily be reversed and some cannot. Explore why this is and finally understand what is happening at the atomic level when acids and bases meet. **Mole Mania (Internal)** Chemistry becomes useful when we can calculate how much of a material is produced.	Link the imaginary world of the atomic level with what you see happening and describe this using the symbolism of chemistry. Using chemistry concepts and chemistry language, compare, contrast and justify. Accurately calculate values using chemistry ideas and simple algebra. Interpret diagrams and graphs. Use specialised equipment to make accurate measurements.	Individual scientific investigation using specialised equipment and calculations to find the concentration of a commercial product. External assessments including end of unit tests, derived grade examinations and NZQA examinations that assess understanding of chemistry concepts, terminology and calculations.
Maximum possible external credits: 13		**Maximum possible internal credits: 7**

All students are eligible to enrol in Level 2 Chemistry; however, students who have not demonstrated consistent achievement in Year 11 Science are eligible to enrol in this course at the discretion of the Head of Faculty.

Level 3 Chemistry

Level 2 chemistry introduced understanding of materials, chemical reactions and energy changes at the atomic level. Level 3 chemistry expands on this understanding.

Course Content	Skills Development	Type of Assessment Tasks
Too small to see (External) Another look at the molecular level of organisation, expanding on Level 2 understanding. There are more molecular shapes and more detail about electron structure. Finally find out how we know about electron structure. Energy changes in chemical reactions include both enthalpy changes and entropy changes. Calculate the energy changes for any chemical reaction from tables of measured values. **Organic world (External)** Expand your knowledge of organic chemistry with more functional groups: esters, amides, aldehydes, ketones and acid chlorides. Some interesting smells and learn how to make soap. How does soap work? **Electron exchange (Internal)** Electrochemical cells and electrolysis. More redox reactions but this time including how batteries work and how to plate one metal on another. **Solutions (External)** Pour two solutions together and get a bright yellow solid. Learn how this happens and why some solids will re-dissolve when excess solution is added. Calculate the pH of weak acids and bases and learn how to control pH in a solution using buffer solutions. Find out why acid-base titrations work and when they will not work. **Spectroscopy (Internal)** Having extracted and purified a promising anti-cancer compound from your sponge, you need to find the molecular structure so that this compound can be manufactured. Use evidence from three different machines to deduce the structure of the compound.	Link the imaginary world of the atomic level with what you see happening and describe this using the symbolism of chemistry. Using chemistry concepts and chemistry language, compare, contrast and justify. Accurately calculate values using chemistry ideas and simple algebra. Interpret diagrams and graphs. Integrate information to eliminate other possibilities and come up with a conclusion.	External assessments including end of unit tests, derived grade examinations and NZQA examinations that assess understanding of chemistry concepts, terminology and calculations. Written internal assessments that assess your ability to understand the chemistry concepts, terminology, calculations and ability to integrate information.
Maximum possible external credits: 15	**Maximum possible internal credits: 6**	

All students who demonstrated consistent achievement in Level 2 Chemistry are eligible to enrol in Level 3 Chemistry; however, students who have not demonstrated consistent achievement in Level 2 Chemistry are eligible to enrol in this course at the discretion of the Head of Faculty.

Level 1 DVC Design and Visual Communication

They say a picture paints a thousand words, ……so let me draw it for you so we can both understand.

Course Content	Skills Development	Type of Assessment Tasks
All work will be set in authentic context, where students have the opportunity to see that what they do in a classroom has real world applications. Design projects will have different skills built into each unit of work. Being assessed for both internal assessment and sent away for the external assessments at the end of the year. This is not a big portfolio subject and work for the externals will be compiled throughout the year. There is an element of applied math's in one of the specific technical drawing assessment. Critical thinking is a large part of this course. Being able to review their own work against specifications and review multiple solutions for their suitability is critical. This will be a relaxed atmosphere class.	A lot of self-management skills in this course will transfer to many other areas of future study: • Time management • Independent thinking • Critical thinking • Effectively dealing with challenges • Communicating thoughts effectively • Understanding the need to adapt • Analysing their own ideas • Independent thinking • Problem solving • Applied maths • Technical skills in drawing with instruments • Rendering and presentation skills • CAD computer aided drawing	**Internally and externally assessed** assignment tasks will be based on portfolio work, compiled during class projects within the fields of conceptual product design and spatial design, (architectural, environmental or landscape design): • The research into and creative use of design influences within the students own work • Bring mana to their own work as a designer by recognising the considerations of people within their design outcomes • Visually communicate their own design ideas with a variety of techniques • Instrumentally communicate technical details of their design outcomes
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	

Course Costs: $20 There is no additional pack the students need to buy themselves; they will still need a couple of stationary items and may have additional printing/photocopying costs.

Course entry requirements: Year 10 DVC

Level 2 DVC Design and Visual Communication

How do you explain the colour green without a picture? Visual literacy – more than one way to communicate.

Course Content	Skills Development	Type of Assessment Tasks
All work will be set in authentic context, where students have the opportunity to see that what they do in a classroom has real world applications. Design projects will have different skills built into each unit of work. Being assessed for internal assessment and having pages removed and sent away for the external assessments at the end of the year. This is not a big portfolio subject and work for the externals will be compiled throughout the year. There is an element of applied math's in several of the specific technical drawing assessments. Critical thinking is a large part of this course. Being able to review their own work against specifications and review multiple solutions for their suitability is critical. Student will be encouraged to incorporate their own interests into their design units. Managing their own time.	A lot of self-management skills in this course will transfer to many other areas of future study: • Time management • Independent thinking • Critical thinking • Effectively dealing with challenges • Communicating thoughts effectively • Understanding the need to adapt • Analysing their own ideas • Independent thinking • Problem solving • Applied maths • Technical skills in drawing with instruments • Rendering and presentation skills • CAD computer aided drawing	**Internally assessed** assignment tasks will be based on portfolio work, compiled during in class projects covering 2 out of the 3 topics below: • Use the characteristics of a design movement or era to inform own design ideas • Develop a spatial design through graphics practice OR • Develop a product design through graphics practice **External assessment:** (Pages sent away at the end of the year) • Use visual communication techniques to generate design ideas • working drawings to communicate technical details • instrumental perspective projection drawings
Maximum possible external credits: 10	**Maximum possible internal credits: 9**	

Course Costs: $20 There is no additional pack the students need to buy themselves; they will still need a couple of stationary items and may have additional printing/photocopying costs.

Course entry requirements: Year 11 DVC, (with teacher consultation, students who have taken DVC at Year 10 may be able to meet the demands of Level 2 DVC).

Level 3 DVC Design and Visual Communication

How do you see the future? Designing for authentic context incorporating real world values.

Course Content	Skills Development	Type of Assessment Tasks
All work will be set in authentic context, where students have the opportunity to choose their own applications of design in the fields of conceptual product design and/or spatial design, based on their own interests. Design projects will have different skills built into each unit of work. Being assessed for internal assessment and having pages removed and sent away for the external assessments at the end of the year. This is not a big portfolio subject and work for the externals will be compiled throughout the year. There will be elements of freehand drawing, model making and digital modeling. Critical thinking is a large part of this course. Being able to review their own work against specifications and review multiple solutions for their suitability is critical. Student will be developing their own briefs and specifications to reflect their own interests. Managing their own time.	A lot of self-management skills in this course will transfer to many other areas of future study: • Time management • Independent thinking • Critical thinking • Effectively dealing with challenges • Communicating thoughts effectively • Understanding the need to adapt • Analysing their own ideas • Independent thinking • Problem solving • Applied maths • Technical skills in drawing with instruments • Rendering and presentation skills • CAD computer aided drawing	**Internally assessed** assignment tasks will be based on portfolio work, compiled during class projects covering: • Develop a spatial design through graphics practice • Develop a product design through graphics practice **External assessment:** (Pages sent away at the end of the year) • Use visual communication techniques to generate design ideas *Scholarship assessment available*
Maximum possible external credits: 3	**Maximum possible internal credits: 12**	

Course Costs: $20 There is no additional pack the students need to buy themselves; they will still need a couple of stationary items and may have additional printing/photocopying costs.

Course entry requirements: Year 12 DVC, (with teacher consultation, students who have taken DVC at Year 11 may be able to meet the demands of Level 3 DVC).

Level 1 Digital Technologies

Welcome to the future… and to the realm of possibilities! This field of study leads to work in an industry that is actively seeking well-qualified women in technology. CS+X means combining your passions with in-demand computer science skills leading to well-paid, adaptable future careers. You will learn some of the core skills, techniques and practices that will be integral to creating the technologies of the future.

The following is an indication of the topic content, skills, learning and assessment tasks given.

<table>
<tr><th>Course Content</th><th>Skills Development</th><th>Type of Assessment Tasks</th></tr>
<tr>
<td>The Digital Technologies curriculum has evolved with innovations and developments beyond school, such as drones, 3D printing, Virtual Reality, A.I., Software Engineering and Design Thinking.

It has two branches: Computer Science (Computational Thinking) and designing and developing digital outcomes.

During the course, you will learn about both with software engineering tools and techniques. We will problem solve with collaborative tools and coding in the cloud with Replit and Github.

You will learn about what makes an effective web interface from how it looks to how it works and gives the user feedback. The external can give you subject endorsement.

You will make an app with Python code, (e.g. a quiz or arcade game) and a mini website with HTML & CSS.

We encourage teamwork and testing of your products.</td>
<td>Personal & Interpersonal skills include:
Problem solving, innovation, initiative, persistence
Time management
Curiosity and Creativity
Questioning / Evaluating
Understanding the needs of users
Ethical behaviour
Collaboration
Communication skills include:
Logical planning, structure and organisation of ideas
Attention to detail
Effective application of design conventions
ICT skills include:
Coding in Python, HTML, CSS, Javascript
Using GitHub version control
Testing and validating code
User-testing</td>
<td>There will be two internal projects in term 2 and three and one external exam in term four.

The internals include coding an app [Python software development] and web user interface development [HTML / CSS].

There will be a mix of theory & project-based practice.

You will work either individually or in groups to design and produce digital outcomes, such as 2D graphics (Photoshop), 3D modelling CAD / VR / website apps and Python computer programs.</td>
</tr>
<tr><td colspan="3">Note: We would recommend a reasonably powered laptop (rather than a Chromebook or iPad) for senior courses, such as a Windows i5 or i7.</td></tr>
<tr><td colspan="2">Maximum possible external credits: 5</td><td>Maximum possible internal credits: 13*
(*including one internal from Level 2 for 3 credits)</td></tr>
</table>

Level 2 Digital Technologies

Welcome to the future… and to the realm of possibilities! This field of study leads to work in an industry that is actively seeking well-qualified women in technology. CS+X means combining your passions with in-demand computer science skills leading to well-paid, adaptable future careers. You will learn some of the core skills, techniques and practices that will be integral to creating the technologies of the future.

The following is an indication of the topic content, skills, learning and assessment tasks given.

Course Content	**Skills Development**	**Type of Assessment Tasks**
The Digital Technologies curriculum has evolved with innovations and developments beyond school, such as drones, 3D printing, Virtual Reality, A.I., game development with Software Engineering and Design Thinking. It has two branches: Computer Science (Computational Thinking) and designing and developing digital outcomes. During the course, you will learn about both with software engineering tools and techniques. We will problem solve with collaborative tools and coding in the cloud with Replit and Github. You will learn about what makes an effective web interface from how it looks to how it works and gives the user feedback. You will make an app with Python code, (e.g. a quiz or arcade game). We encourage teamwork and testing of your products. In your second project you can choose the context, such as design a virtual art gallery or creating a VR space with 3D voxel models (for example like "Crossy Road")	**Personal & Interpersonal skills include:** • *Problem solving*, *innovation*, *initiative*, *persistence* • *Time management* • *Curiosity* and *Creativity* • *Questioning / Evaluating* • *Understanding the needs of users* • *Ethical behaviour* • Collaboration **Communication skills include:** • *Logical planning, structure and organisation of ideas* • *Attention to detail* • *Effective application of design conventions* **ICT skills include:** • Coding in Python, HTML, CSS, Javascript • Using GitHub version control • Testing and validating code • User-testing	There will be two internal projects and one external exam. The internals include coding an app [Python software development] and webVR (virtual reality) user interface development [HTML / CSS with Aframe.io and low polygon modelling]. There will be a mix of theory & project-based practice. You will work either individually or in groups to design and produce digital outcomes, such as 2D graphics (Photoshop), 3D modelling CAD / VR / website apps and Python computer programs. The external is a report presenting a summary of the development of one project written in a DCAT.
Maximum possible external credits: 3 (1 external)	**Maximum possible internal credits: 19** (4 internals)	
Note: Open entry to all Year 12 students. Level 1 Digital technologies *is no longer* a pre-requisite for Level 2. This course is subject to change to adapt to students' needs and interests.		

Level 3 Digital Technologies

Welcome to the future… and to the realm of possibilities! This field of study leads to work in an industry that is actively seeking well-qualified women in technology. CS+X means combining your passions with in-demand computer science skills leading to well-paid, adaptable future careers. You will learn some of the core skills, techniques and practices that will be integral to creating the technologies of the future.

The following is an indication of the topic content, skills, learning and assessment tasks given.

Course Content	**Skills Development**	**Type of Assessment Tasks**
The Digital Technologies curriculum has evolved with innovations and developments beyond school, such as drones, 3D printing, Virtual Reality, A.I., game development with Software Engineering and Design Thinking. It has two branches: Computer Science (Computational Thinking) and designing and developing digital outcomes. During the course, you will learn about both, with software engineering tools and techniques. We will problem solve with collaborative tools and coding in the cloud with Replit and Github. You will learn about what makes an effective web interface from how it looks to how it works; and how it gives the user feedback. You will make an app with Python code, (e.g. a quiz or arcade game). In your second project you can choose the context, such as design a virtual art gallery or creating a VR space with 3D voxel models (for example like "Crossy Road") or procedural generative art with coded CGI like a music video screensaver. We encourage teamwork and testing of your products; and getting authentic user feedback.	**Personal & Interpersonal skills include:** • *Problem solving*, *innovation*, *initiative*, *persistence* • *Time management* • *Curiosity* and *Creativity* • *Questioning / Evaluating* • *Understanding the needs of users* • *Ethical behaviour* • Collaboration **Communication skills include:** • *Logical planning, structure and organisation of ideas* • *Attention to detail* • *Effective application of design conventions* **ICT skills include:** • Coding in Python, HTML, CSS, Javascript Aframe.io • Using GitHub version control • Testing and validating code • User-testing and user experience methodologies	There will be two internal projects and one external exam. The internals include coding an app [Python software development] and either an interactive webVR (Aframe.io) a database driven website or a generative CGI (computer generated images) like for a music venue video [with either Python or Javascript canvas). There will be a mix of theory & project-based practice. You will work either individually or in groups to design and produce digital outcomes, such as 2D graphics (Photoshop), 3D modelling (Blender) / VR / website apps (Aframe.io or GODOT) and Python computer programs. The external exam is a DCAT report presenting a reflective analysis of the development process of one of your projects.
Maximum possible external credits: 3 (1 external)	**Maximum possible internal credits: 19** (4 internals)	
Note: Open entry to all Year 13 students. Level 2 Digital technologies *is no longer* a pre-requisite for Level 3. This course is subject to change to adapt to students' needs and interests.		

Level 1 Drama

Drama explores who we are, where we have come from, and where we could go, building students' confidence to physically express thoughts, feelings, and desires. Drama draws on the richness of diverse cultures to learn and create.

Course Content	**Skills Development**	**Type of Assessment Tasks**
"All the world's a stage"* – William Shakespeare** Drama focuses on creative performance. Through studying Drama, you can gain new skills, learn to walk in the shoes of others, and gain a deeper perspective on the ways in which drama can change the world. **CLASSROOM WITH NO DESKS - *How do we work in drama? Drama is a collaborative and supportive environment in which to experiment and learn. Classes are run in workshop format, with skills and ideas introduced and explored in a practical and fun manner. **THE ACTOR'S TOOLS - *How do we create a performance as an actor?*** We explore the techniques of voice, body, movement, and use of space to create and perform in a range of forms. Students will present a performance to whānau and friends. In 2023, Year 11 performed their show **The School Ball**. In 2022, they performed **Motormouth** to Year 7's. **PERFORMING - *How do we share our work with others?*** Performances will take place both within the class and to a wider audience. We look for opportunities to connect with wider community whenever possible. **CREATING DRAMA - *How can we make our own stories?*** Working in groups, we create our own original work by researching, selecting, and refining ideas to make a performance. In 2023 we created pieces in response to the children's book **Woolvs in the Sitee.** In 2024 we performed pūrākau to a primary school. **DRAMA IN AOTEAROA – *How does drama educate, entertain, heal, and transform our community?*** We investigate a range of theatre from Aotearoa to look at its purpose, and the way it has represented society in different historical times and contexts. Students will perform an extract from one of the works and reflect on its function, and its effects on communities. **WATCHING AND RESPONDING TO DRAMA - *How do we understand what we see?*** We will attend a range of theatre performances to discuss and respond to them. In 2024 we travelled out of town to Feilding to watch Dakota of the White Flats by Travelling group Read Leap	Much of the work in Drama is done in groups which develops collaboration and the ability to work with others to create, innovate and problem solve. Communication skills are developed including empathy, clarity of expression, giving and receiving feedback, and confidence. Personal skills that drama develops are imagination, artistry, flexibility, self-awareness, emotional intelligence, time-management, and creativity.	Group drama performance Group devising Written explanations and reflections Oral explanations
There is no cost to students for the theatre visits or any other activities. Course entry requirements are enthusiasm and a positive attitude. You do not have to have done Year 10 drama in order to do Level 1.		
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	

Level 2 Drama

Drama explores who we are, where we have come from, and where we could go, building students' confidence to physically express thoughts, feelings, and desires. Drama draws on the richness of diverse cultures to learn and create. Drama is interaction, action and reaction.

Course Content	Skills Development	Type of Assessment Tasks
How do we work in drama? The course is designed to be flexible and responsive to each class's interests and abilities. It is run in workshop format, with skills and ideas introduced and explored in a practical, fun environment. We work collaboratively with each other, with ideas, with text, with symbols and images, and with technologies to tell stories and challenge ideas. Drama is founded on principles of trust and empathy. ***How can we create a realistic performance as an actor****?* We explore Stanislavski's method for naturalistic acting using techniques of voice, body, movement and use of space to create and perform. Students work in pairs to present a series of scenes for assessment. ***How do we share our work with others?*** Performances will take place both within the class and to a wider audience of friends and family. Productions in the past have included "Love & Information", "Under Milk Wood", and "In Our Shoes". ***How can we make our own unique and original stories?*** Working in groups, we create our own original work by researching, selecting and refining ideas to make a performance. In In 2023, Drama students worked to create stories based on "Ko Wai Tātou – Who Are We?" and performed with students from Newlands College. ***How does drama change in different times and places?*** We look theatre in a range of modern and historical contexts, including in New Zealand and Te Ao Māori, in order to look at form and purpose. ***How do we understand what we see?*** We attend a range of theatre performances in order to discuss and respond to them in the external exam. In 2023 we attended "Prima Facie" at Circa Theatre.	Much of the work in Drama is done in groups which develops collaboration and the ability to work with others to create, innovate and problem solve Communication skills are developed including empathy, clarity of expression, giving and receiving feedback, and confidence Personal skills that drama develops are imagination, artistry, flexibility, self-awareness, emotional intelligence, time-management and creativity	Group drama Performance Group devising Written explanations Oral explanations External Exam
Maximum possible external credits: 4	**Maximum possible internal credits: 14**	
Note: Course entry requirements are enthusiasm and a positive attitude. There is no cost to students for the theatre visits or any other activities.		

Level 3 Drama

Drama explores who we are, where we have come from, and where we could go, building students' confidence to physically express thoughts, feelings, and desires. Drama draws on the richness of diverse cultures to learn and create. Drama holds a mirror up to our world.

Course Content	Skills Development	Type of Assessment Tasks
Working in drama The course is designed to be flexible and responsive to each class' interests and abilities. Working collaboratively to tell stories and challenge idea, drama is founded on principles of trust and empathy. At Level 3 there is the opportunity to undertake solo work, particularly if preparing for Scholarship. There are also opportunities for extension with students being able to complete options such as directing or scriptwriting. ***Making sense of the world*** We explore text in depth, looking at its historical context. Using techniques of voice, body, movement and use of space, students create performances informed by knowledge of their time and place. In past years, students worked on scenes from **Caryl Churchill's play *Top Girls*** which explore attitudes to women throughout history and how these applied in 1980's Britain. ***Sharing the work*** Performances will take place both within the class and to a wider audience. In 2022 students devised work for "Shakedown Aotearoa" at Bats Theatre. ***Telling our own unique and original stories*** Working alone or in pairs, we create our own original work by researching, selecting and refining ideas to make a performance. In previous years, students have devised around the topic **Heritage,** incorporating objects, stories and memories from their families' past. ***Drama in a variety of forms*** We look theatre in a range of modern and historical contexts, including in New Zealand and Te Ao Maori, in order to look at form and purpose. Our study has included **Epic Theatre, Laban Movement Theory** and **Marae Theatre.** In 2024 we studied the form of commedia dell'arte from the Italian renaissance, creating scenes and performing traditional stock characters in masks. ***Responding to what we see*** During the year we attend a range of theatre performances in order to discuss and respond to them in the external exam. In 2022 we attended "Skintight" at Circa Theatre, in 2024 – "Lizzie – the Musical" at Circa Theatre.	Much of the work in Drama is done in groups which develops collaboration and the ability to work with others to create, innovate and problem solve Communication skills are developed including empathy, clarity of expression, giving and receiving feedback, and confidence Personal skills that drama develops are imagination, artistry, flexibility, self-awareness, emotional intelligence, time-management and creativity	Group or solos drama performance Group or solo devising Written explanations Seminar presentation External Exam
Maximum possible external credits: 4	**Maximum possible internal credits: 14**	
Note: Course entry requirements are enthusiasm and a positive attitude. There is no cost to students for the theatre visits or any other activities.		

Level 1 Commerce

Level 1 Commerce will enable students to gain an understanding of how various participants in the New Zealand economy (consumers, producers and the government) make choices and the effect of those choices on society.

Course Content	Skills Development	Type of Assessment Tasks
The Level 1 Commerce course provides the fundamental knowledge of the business environment by combining the aspects of economic activity, accounting and business practices. **Decision-making:** Students will learn why McDonalds sell $1 frozen coke, sponsor local sports teams and have introduced self-select kiosks. They will do this by studying how and why producers make decisions. Students will learn why people buy less when the price of a product increases and why they buy more when advertising increases. They will do this by studying consumer demand and how choices are made. **Price determination:** Students will learn why Prada jandals are $800 and Warehouse jandals are $2; why cigarettes are taxed and why medicines are subsidised. They will learn why there are more concert tours when the price of tickets increases. **Interdependence:** Students will also gain an overall understanding of how the economy works – The Big Picture, by studying how the different sectors of the New Zealand economy are interdependent.	*Students will develop the skills to:* **Analyse business environment by**: • collecting, presenting and interpreting data or information • defining, describing and explaining concepts • illustrating concepts using information • integrating supporting data or information into the explanations • explaining the consequences and/or flow-on effects of decisions • linking explanations of decisions with the consequences and/or flow-ons • transferring knowledge to new situations *In addition, students will also develop:* **Individual skills of**: • selecting relevant information • interpreting data, diagrams and graphs • time management skills **Interpersonal skills of**: • working collaboratively • effective communication **Thinking skills of**: • critical thinking • problem solving • using logic and reasoning • making judgements and decisions informed by evidence **ICT skills**: • using virtual workspaces with confidence • accessing and using information appropriately • presenting the information clearly	**Internals**: • Combination of open book report and in class test based on information and scenarios provided **Externals**: • Case study based derived grade exam • NCEA examination at the end of the year. There will be one research activity including a field trip to a business in the Wellington region for practical understanding of the concepts learnt in class.

Maximum possible external credits: 5 (or 10) (Students will be able to do two external standards, should they want, with the content covered in class. Additional support will be provided to those interested in gaining all 20 credits for the subject).	**Maximum possible internal credits: 10**

Level 2 Economics

Level 2 Economics will enable students to gain an understanding of how various contemporary issues in the New Zealand economy interact (employment, growth and inflation). Students will also learn how economic concepts and models provide a means of analysing the issues and how the government can influence the issues.

<table>
<tr><th>Course Content</th><th>Skills Development</th><th>Type of Assessment Tasks</th></tr>
<tr>
<td>The Level 2 Economics course mainly focuses on the macro economy, looking into the role of government in an economy.

Economic Growth
Students will learn about the link between investment and the amount of goods and services the economy can produce now and in the future and how an economy's standard of living is directly linked to the economic growth of an economy. Students will also look at the negative effects that economic growth can have on the environment and on different groups in the economy.

Inflation
Students will learn about fluctuation in prices and the influence this has on economic activity. They will learn about how inflation is calculated; how printing money can cause price rises and why it is important the government tries to maintain low and stable price changes in the economy.

Unemployment
Students will learn about the types and cause of unemployment. What the unemployment statistics mean, the effects of unemployment on different groups in the economy and how rises in the minimum wage can create unemployment.

Government Policies
Students will learn about how the government can use policies to change economic activity. They will learn about the role of the Reserve Bank of NZ and how the Official Cash Rate can be used to influence the behaviors of consumers and producers. Overall, the government policies topic will allow students to understand the reasons behind government policies, which will allow students in the future to become informed voters.</td>
<td>Students will develop the skills to:

Analyse economic issues by:
• identifying, defining or describing the issues
• providing detailed explanations of causes of issues using economic models
• providing detailed explanations of the impacts of issues on various groups in New Zealand society
• comparing and/or contrasting causes and impacts of issues
• transferring knowledge to new situations

In addition, students will also develop:

Individual skills of:
• selecting relevant information
• interpreting data, diagrams and graphs
• time management skills

Interpersonal skills of:
• working collaboratively
• effective communication

Thinking skills of:
• critical thinking
• problem solving
• using logic and reasoning
• making judgements and decisions informed by evidence

ICT skills:
• using virtual workspaces with confidence
• accessing and using information appropriately
• presenting the information clearly</td>
<td>Internals:
• Open book report
• In class test based on information and scenarios provided

Externals:
• Topic tests
• Derived grade exam
• NCEA examination at the end of the year.

There will be a day trip to the Treasury and Reserve Bank of NZ or a Budget Q&A session for a practical understanding of the concepts learnt in class.</td>
</tr>
<tr><td colspan="2">Maximum possible external credits: 8</td><td>Maximum possible internal credits: 10</td></tr>
<tr><td colspan="3">Note: While Level 1 Commerce would be useful, it is not a prerequisite. The NCEA Level 2 Literacy requirement can be fully met through Level 2 Economics.</td></tr>
</table>

Level 3 Economics

Level 3 Economics will enable students to understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.

<table>
<tr><th>Course Content</th><th>Skills Development</th><th>Type of Assessment Tasks</th></tr>
<tr>
<td>The Level 3 Economics course focuses on both, the micro and macro economy, delving deeper into understanding of the functioning of the economy.

Efficiency of Market Equilibrium:
Students will learn why the free market results in efficient use of resources and that taxes, subsidies and other government intervention results in an inefficient use of resources. They will do this by studying the operation of markets and the interaction of supply and demand.

Macro-economic Influences:
Students will learn how increased consumer confidence in Australia would have an effect on the New Zealand economy. They will do this by understanding the input of the internal and external events and the response of the interactions between different sectors of the economy.

Micro-economic Concepts:
Students will learn if the producers should increase or decrease the price of their product to earn a higher profit. They will do this by understanding how people respond to changes in price.

Market Failure:
Students will learn why government intervention in markets is desirable in some situations e.g. to reduce pollution, to encourage use of public transport and to curb the use of demerit goods, such as cigarettes and alcohol. They will also learn why the government provides education and health care. They will do this by studying the mechanism and justifications for government intervention.</td>
<td>Students will develop the skills to:

Analyse economic issues by:
defining or describing economic concepts
constructing and using economic models
providing detailed explanations of how producers, consumers and the government make decisions
comparing and/or contrasting the impacts of changes in markets on the various participants in the markets
In addition, students will also develop:

Individual skills of:
selecting relevant information
interpreting data, diagrams and graphs
time management skills
Interpersonal skills of:
working collaboratively
effective communication
Thinking skills of:
critical thinking
problem solving
using logic and reasoning
making judgements and decisions informed by evidence
ICT skills:
using virtual workspaces with confidence
accessing and using information appropriately
presenting the information clearly</td>
<td>Internals:
Open book report
In class test based on information and scenarios provided
Externals:
Topic tests
Practice examination
NCEA examination at the end of the year.</td>
</tr>
<tr><td>Maximum possible external credits: 10</td><td colspan="2">Maximum possible internal credits: 10</td></tr>
<tr><td colspan="3">Note: Although Level 2 Economics would be very helpful, it is not a prerequisite for this course. However, if you have failed to achieve in Level 2 Economics, entry to this course may be denied. NCEA Level 3 Literacy requirement can be partially met through Level 3 Economics.</td></tr>
</table>

Level 1 English

Ko te reo te tuakiri - language is my identity
Ko te reo toku ahurei - language is my uniqueness
Ko to reo te ora - language is life

Course Content	Skills Development	Type of Assessment Tasks
Ko te reo te tuakiri | Language is my identity You will read short texts from authors of Aotearoa throughout the year and look at how these authors provide an important perspective on living and participating in Aotearoa New Zealand and the world. You will then experiment with presenting your perspective on the world through writing. **Ko te reo tōku ahurei | Language is my uniqueness** You will study the patterns and conventions of language in a specific context and demonstrate your understanding of how language can be shaped and manipulated so that you can use language with control. **Ko te reo te ora | Language is life** You will study extended texts (both teacher led and independently) looking at themes that connect to the human experience. You will respond to the ideas in a variety of forms, sharing your reaction and critical thinking.	Through empathising with characters when reading texts, students will develop social awareness and an understanding of others' situations. Through close-reading texts, students will develop the ability to discuss, interpret and articulate ideas. Students will develop the ability to ask thoughtful questions, be curious and draw evidence based conclusions. Through reading a selection of Māori texts, our students will develop an awareness of how aspects of te ao Māori are woven through New Zealand literature, and how the study of Māori texts plays a role in the process of honouring Te Tiriti o Waitangi. Students will draw on their knowledge of how language works to interpret and produce written, visual, and oral text. These skills will enable them to participate and communicate in society effectively.	Choice of: Creative writing Formal writing Essay writing Podcast Oral presentation Visual essay Vlog One external exam paper (close reading of unfamiliar texts)
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	

Level 2 English

"You are now entering the human heart."
Janet Frame

Course Content	Skills Development	Type of Assessment Tasks
"We read to know that we are not alone." ***CS Lewis*** You will read widely to broaden your horizons, develop empathy for others and link your individual personal experiences to the universal human experience. You will have an opportunity to present your viewpoint on an issue that you feel strongly about. **"Prose: words in their best order; poetry: the best words in the best order."** ***Samuel Taylor Coleridge*** You will explore how poetry, prose and non-fiction writing is crafted through analysing the author's careful selection of language. You will analyse how these techniques work together for a particular purpose. **"The Art of Writing is the art of discovering what you believe."** ***Gustav Flaubert*** You will add a variety of creative and formal writing to a portfolio throughout the year, editing, revising, and crafting for purpose and audience.	Discussion and independent thinking will further develop your ability to question, connect and challenge ideas. Empathising with characters when reading texts will develop your social awareness and an appreciation of the universal human experience. Close reading texts will develop your ability to analyse, justify and support your own interpretations. Through writing formal essays, you will continue to develop clear and concise written communication skills. Level Two has a particular focus on structuring an argument and applying knowledge to suit new situations. Constructing and delivering a persuasive speech will develop your oral and written language skills so that you communicate ideas to communicate with confidence and clarity. Presenting a selection of drafted and revised written pieces will extend your writing skills. Level Two focuses on crafting and structuring ideas effectively in order to command attention.	Literature essays Persuasive speech Writing portfolio Connections Unfamiliar text
Maximum possible external credits: 8	**Maximum possible internal credits: 13**	

Note: At least 10 credits at Level 1, including at least 1 external standard, are required as a prerequisite for this course. English is an expected part of the Level 2 programme.

If you wish for a guaranteed entry to Auckland University, you need 17 credits in either Level 2 or Level 3 English.

Level 3 English

"Books belong to their readers."
John Green

Course Content	Skills Development	Type of Assessment Tasks
The Female Condition Our passion-inspiring exploration of the trials, tribulations and victories of our female forebears culminates in you choosing your own specific area of focus and delving into this in more depth. Your written report on your area of study will identify similarities in diverse texts, and will discuss why these similarities exist and what we can deduct about our society and humanity based on these. Note: Some of the classes may choose an alternative umbrella topic.	Discussion, research and independent thinking will develop your ability to evaluate a body of work, identifying strengths, weaknesses and essential aspects of text. Close reading texts will further develop your ability to evaluate, justify and support your own interpretations. Close examination of the social context in which texts are written will further develop your social awareness and an appreciation of the universal human experience. Through writing formal essays, you will continue to develop clear and concise written communication skills. Level 3 has a particular emphasis on proposing and arguing a thesis. Constructing and delivering a tutorial to your classmates will develop your oral and written language skills in order to articulate an argument effectively.	Independent research report on a literature topic Formal literature essays (external examination) Oral presentation Close-viewing film essay
Maximum possible external credits: 8	**Maximum possible internal credits: 10**	
Note: At least 10 credits at Level 2, including one external standard are required as a prerequisite to this course. If you wish for a guaranteed entry to Auckland University, you need 17 credits in either Level 2 or Level 3 English.		

Level 1 Food and Health Studies

He oranga ngākau, he pikinga waiora. *Positive feelings in your heart will raise your sense of self-worth.*
Food and health studies is about engaging in the three key learning areas of ***food and nutrition****,* ***mental health****, and* ***relationship and sexuality education****. These strands are connected through the lens of hauora for individuals, whānau, and communities.*

We will be cooking once a week using food as a physical demonstration of our theoretical learning journey.

Course Content	Skills Development	Type of Assessment Tasks
Changes Teenage years are a period of significant change. This unit aims to investigate a range of changes that occur, exploring the impacts on the wellbeing of our ākonga. We will explore a range of wellbeing models, evaluating how we can manage change and create positive outcomes. Students will also look at how we manage change as we grow and develop. **Choices** Everyday we make choices on a range of issues that both have immediate and lasting impacts. We will explore a range of decision making models looking at how we evaluate information in a range of contexts. We will develop personal and interpersonal skills relating to decision making, focused on hauora, fairness and inclusivity. Students will select a context and follow the decision making process to evaluate an outcome. **Challenges** As we walk through life, we are faced with many challenging situations. We will explore how we manage challenges and enhance the wellbeing of individuals, whānau, and communities. We will investigate a range of current societal challenges and evaluate how we can utilise health promotion for positive outcomes. **Contexts could include:** Healthy eating, social media influencers, managing stress, dealing with relationship challenges, eating seasonally.	**Subject skills:** ● Nutrition knowledge ● Determinants of health ● Practical skills preparing and cooking food ● Food safety and hygiene ● Understanding diverse attitudes and values ● Health promotion **Personal skills**: ● Time management ● Initiative ● Reflecting on work ● Personal responsibility ● Developing social awareness and understanding the needs of other **Communications skills:** ● Listening to understand ● Respond appropriately and participate effectively in group discussions **Thinking skills:** ● Demonstrate, explain, and evaluate food and health information ● Prepare and produce food products ● Recognise and un-pack attitudes and values ● Evaluate wellbeing through the use of a model ● Critical thinking. Decoding and understanding information	Practical skills with reflection Report writing Practice Exam External exam Please Note: This course is developed in consultation with the students at the start of the year. The contexts may be modified to meet the interests of the students.
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	
Course cost: $205 (annual donation to assist with food costs which have a take home component e.g. prepared food that leaves the classroom in a container). This is subject to change.		

Level 2 Food Studies

Food studies is about understanding what influences the well-being of people through the processes of investigating, preparing, cooking, and serving food. At Level 2 the focus is the wellbeing of others.

Course Content	Skills Development	Type of Assessment Tasks
Kai in the community This unit investigates issues related to providing food for people with specific food needs e.g. allergies, veganism, sports people. As we enter a more diverse food world, it is important to develop well rounded nutritional knowledge to support friends and whānau who have diverse food needs. We look at how to provide a balanced diet and understand the factors that influence their food choices. **Hauora kai** Through this topic, we look at the nutritional needs as well as the holistic wellbeing requirements of a group of people who are engaging with a care provider. Previously the focus has been on toddlers or elderly, but the topic is negotiable based on the class interests. We go out into the community and visit a care provider to see first-hand how people are being cared for and we analyse the practices used relating to their wellbeing. **Barista training** We work with local barista to provide a barista qualification. We carry out training with them at school to gain knowledge and experience. We then train in the coffee room, our school cafe. Regular time slots are available each week. The class support our community through school events to gain real world experience making coffee. **Winter warmers** Product development is a growing industry governed by strict health and safety regulations. In this unit, we develop lasagne (or another food chosen by the class) to grow our understanding of processes and health and safety documentation to produce a consumer ready product. We develop a recipe and practice meeting specifications/ requirements for a high quality product.	**Food Studies skills include:** • Nutrition knowledge • Factors influencing food choices • Practical skills preparing and cooking food • Food safety and hygiene • Understanding ingredients **Personal Skills include**: • Time management • Initiative • Reflecting on work • Innovation • Personal responsibility • Developing social awareness and understanding the needs of others **Communications Skills include:** • Listening to understand • Responding appropriately and participate effectively in group discussion. **Thinking skills include:** describe, identify, define and compare nutritional information. Prepare and produce nutritious meals. Recognise and explain eating patterns. Think critically about what determines food choice	Practical skills In-class open book report writing Practice Exam External exam Please Note: This course is developed in consultation with the students at the start of the year. The standards and contexts may be modified to meet the interests of the students.
Maximum possible external credits: 4	**Maximum possible internal credits: 18**	
Course cost: $205 (annual donation to assist with food costs which have a take home component e.g. prepared food that leaves the classroom in a container). **Subject to change.**		

Level 3 Food Studies

Food studies is about understanding what influences the well-being of people through the processes of investigating, preparing, cooking, and serving food. Level 3 focuses on the wellbeing of New Zealand society.

Course Content	Skills Development	Type of Assessment Tasks
Is cooking optional? Are cooking skills in decline? Is sugar consumption through the roof? As a class, we select a nutritional issue affecting the wellbeing of New Zealand society. We carry out an investigation into the issue and find out what the future of New Zealand food looks like in this current state. **Putting it into action** This is where the rubber meets the road and you get to have an impact on the health of New Zealanders. Students take the nutritional issue they have investigated, and carry out some health promotion to try and combat the issue. This could look like teaching some classes or leading a community event to try and support change and to educate people about the issue selected. **Multinational corporation rule New Zealand** We are surrounded by advertising and fast food everywhere we go. This unit aims to equip students to face the current food world educated about food marketing and how these companies shape our food decisions. We focus in on a multinational company e.g. McDonalds and gain an understanding of how their tactics shape our eating decisions. This leads onto some research about how companies and advertising have an effect on the health and wellbeing of New Zealanders.	**Food Studies skills include:** • Nutrition knowledge • Factors influencing food choices • Practical skills preparing and cooking food • Food safety and hygiene • Understanding eating patterns **Personal Skills include**: • Time management • Initiative • Reflecting on work • Innovation • Personal responsibility • Developing social awareness and understanding the needs of others **Communications Skills include:** • Evaluating and responding to counterarguments • Listening to understand • Responding appropriately and participate effectively in group discussion. **Thinking skills include:** describe, identify, define and compare nutritional information. Prepare and produce nutritious meals. Recognise and explain eating patterns. Assess and compare nutritional information. Think critically about the wellbeing of all New Zealanders.	In-class open book report writing Practice Exam External exam Please Note: This course is developed in consultation with the students at the start of the year. The standards and contexts may be modified to meet the needs of the students.
Maximum possible external credits: 4	**Maximum possible internal credits: 15**	
Note: Level 2 Food Studies is recommended **Course Costs**: $185 (annual donation to assist with food costs which have a take home component e.g. prepared food that leaves the classroom in a container). **Subject to change.**		

Level 1 French

Ko tōu reo, ko tōku, te tuariki tangata. *Your language and my language are expressions of identity. Learning languages is about connecting to, and communicating with, people across different cultures and communities. The French language is the gateway to the culture, art, food and fashion of France, and French-speaking countries around the world.*

Course Content	Skills Development	Assessment Tasks
Me and My Whānau Largely a continuation and revision of what was learned in year 10, looking at your daily routines, the school day, life at home and your whanau. **My Social Life** What do you like to do after school and during the weekends? What about social interactions at school? We'll work on planning a gathering or outing, including sending invitations. We'll also compare common social activities in French speaking cultures with the ones we enjoy in Aotearoa. **My Home, My Town** What does your dream bedroom look like? What are the pros and cons of living in your street or suburb compared to being somewhere else? Can you describe some of the cool places to go in your town? We'll talk about everything including the weather! **Discovering The World** Let's go on a virtual holiday to somewhere amazing, like Paris or Tahiti! We'll learn to describe the places we're visiting, ask for – and give – directions to get around, and talk about some of the best places you've been. **Hauora – Health and Wellbeing** Food! What's the food like in French-speaking cultures compared to Aotearoa? We'll look at food, sports, the activities you enjoy and even the people you like to spend time with. Hauora is a holistic look at wellbeing taking in taha tinana (body), taha hinengaro (mental) and taha whanau (social). **Whakanui – Celebrations and Big Events** What are some of the big events and festivals that are important in New Zealand? How do they compare to those in French speaking cultures? You'll get to create a poster, video or podcast about a big event in the French speaking world. We'll also look at some of the differences between the ways we celebrate international holidays such as Easter or Kirihimete (Christmas) in Aotearoa and France.	Across all of the subjects in the course the skills we focus on include: **Personal and interpersonal skills:** Including developing the confidence to speak in public. Self-awareness and awareness of others both within our own culture and in other cultures. Empathy, global citizenship and cooperation. **Vocabulary and structures:** Including learning the level 1 vocab and grammatical structures and being able to communicate your opinions and ideas, as well as being able to use past, present and future tenses using more complex language. **Effective written communication skills:** Including being able to plan and execute in a variety of different formats, such as a vlog, a poster or a slideshow. **Listening and comprehension skills:** Including being able to gather relevant information in a variety of situations, understand formal and informal instructions and understand third party conversations. **Reading skills:** Including being able to understand a variety of texts on subjects that are relevant to you and show comprehension by answering questions in English. **Other skills and knowledge gained in French include:** Enhanced creativity and problem-solving skills Increased understanding of successful learning methods An appreciation of diverse backgrounds, experiences, and perspectives	**Recorded portfolio of a minimum of 2 interactions (internal examination):** argument debate discussion arrangements social chat persuasion advice instructions formal interaction **Submission of a project in written or spoken French or a combination of both (internal examination):** vlog poster slideshow storyboard digital scrapbook video recording **Listening examination (external)** **Reading examination (external)** **Vocabulary and grammar tests**
Trips: Wellington French movie festival (Term 1) Wellington trip discovering French places and people (Term 2 or Term 3) Triennial TAHITI trip (Term 3 once every three years)		
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	

Level 2 French

Ko tōu reo, ko tōku, te tuariki tangata. *Your language and my language are expressions of identity.*
Learning languages is about connecting to, and communicating with, people across different cultures and communities. The French language is the gateway to the culture, art, food and fashion of France, and French-speaking countries around the world.

Course Content	Skills Development	Type of Assessment Task
Youth In this course, we look at what it is to be a young person in the modern world. There is a big focus on your friendships as a teen as well as the relationships with both your parents and your schoolmates. One fun exercise is to write and deliver a speech at the wedding of your best French friend. **The Future** What are your plans? Do have dreams and aspirations? What does your future look like? We will talk about what you want to be and the places you want to see. **What is New?** The real emphasis in this part of the course is on technology and how we fit it into our lives. Mobile phones, social media, the "internet of things" – are we using it? Or is it using us? **Health** Yes, health is about keeping fit and eating right, drinking enough water and so on. But it's also about taking care of ourselves in other ways. For example, around alcohol. This is a chance to discuss a few of the issues some teens might face. **Myths and Legends** In this part of the course, we will look at the connection between the French speaking people of Tahiti and the Māori people of NZ and how the common myths and legends translate from French to Te Reo Māori. **France and Francophones** So many places around the world speak French! Let's start with France and its regions, then go all the way to countries like Tahiti, New Caledonia and even New Zealand's own Akaroa.	Across all of the subjects in the course the skills we focus on include: **Personal and interpersonal skills:** You will be able to confidently communicate information and express ideas, and gain the language skills to be effective in a variety of situations. **Vocabulary and structures:** Including learning the Level 2 vocab and grammatical structures and being able use language effectively through increasingly complex and varied texts. **Written communication skills:** You will be able to explore and justify varied ideas on *familiar matters*. This involves evaluating and giving explanations or evidence to support your own perspectives as well as either supporting or challenging those of other people. **Listening and comprehension skills:** You'll be able to demonstrate an understanding of a variety of spoken French texts on *familiar matters*. **Reading skills:** Similarly, you'll be able to show you understand a variety of written and/ or visual French texts. *Note that 'familiar matters' means things that you regularly encounter.	**Portfolio of writing examples:** letter poster survey email note blog postcard **Recorded speech** (as if at a wedding) **Listening practice** **Reading practice** **Vocabulary and grammar tests**
TRIPS: Wellington French movie festival (Term 1) Wellington trip discovering French places and people (Term 2 or Term 3) Triennial TAHITI trip (Term 3 once every three years)		
Maximum possible external credits: 10	**Maximum possible internal credits: 9**	
Note: 12 credits at Level 1 are required as a prerequisite.		

Level 3 French

Ko tōu reo, ko tōku, te tuariki tangata. *Your language and my language are expressions of identity.*
Learning languages is about connecting to, and communicating with, people across different cultures and communities. The French language is the gateway to the culture, art, food and fashion of France, and French-speaking countries around the world.

Course Content	Skills Development	Assessment Tasks
French Films Let's go to the movies! France has a thriving film industry. In fact, the movie business was born in France with the likes of the Lumière brothers and Georges Méliès. We'll go to the French Film Festival in Wellington where you'll watch and review one of the movies. **Working Hard for Your Money** If you have a part time job now, what kind of work is it? What are the benefits of having a job? If you don't, how would you get one? How about a trip to France? In the course, you'll apply to be an exchange student in France. **Technology in the Classroom** Is technology in the classroom helping your learning or holding you up? Is it a benefit or a distraction? You debate, you decide! Write a blog entry once the debate is done on how you feel. **The Environment** This is the future of the planet itself! What can we do to save the Earth? Talk to friends and find out what they would do about the environmental challenges facing the world if they were in power. Design a poster that will make people take action. **Challenging the Stereotype** What are French people *really* like? Is it all red wine and cheese? Are they all dressed in stripes, riding bikes and eating snails? You get to take a closer look at French people and write a magazine article on your findings. Are the stereotypes true? **A Trip to the Regions** France has 13 regions from Normandy to Corsica. Pick one you like the sound of, study it, and write something that will sell it to your classmates. You take on the role of tourism boss for the region.	Across all of the subjects in the course the skills we focus on include: **Personal and interpersonal skills.** The big difference between level 2 and level 3 is that you will be taken beyond your own immediate experience, expanding your cultural horizons. **Effective verbal and written communication skills:** You'll be able to move past the familiar and explore new and extended ideas. Both verbally and in written text, you will be evaluating information and giving explanations or evidence to support your own ideas as well as supporting or challenging those of others. **Vocabulary and structures:** Learning the level 3 vocab and grammatical structures, and being able to use language variably and effectively through increasingly complex and varied texts. **Listening and reading skills:** Being able to understand a variety of extended written, visual and spoken French texts and using your linguistic and cultural knowledge to establish implied meaning in both familiar and abstract matters.	**Portfolio of writing examples:** letter poster survey email note blog postcard **Recorded speech** (a film review) **Listening practice** **Reading practice** Vocabulary and grammar tests
TRIPS: Wellington French movie festival (Term 1) Wellington trip discovering French places and people (Term 2 or Term 3) Triennial TAHITI trip (Term 3 once every three years)		
Maximum possible external credits: 10	**Maximum possible internal credits: 8**	
Note: At least 10 credits at Level 2 are required as a prerequisite.		

Level 1 Geography

Te taiao is the space you stand in or observe. Geographers look at this space, the features and patterns on the Earth's surface, and how it has had, and will continue to have, consequences on people's decision-making and use of the land. We use a range of different practices to learn about these places and environments, both natural and cultural. Students of geography learn to think spatially and use maps, visual images and inquiry processes.

Course Content	Skills Development	Type of Assessment Tasks
Internal standards: **Explore te taiao using data** In this standard we will visit Martinborough, one of New Zealand's main wine producing regions to learn about the impact viticulture and tourism has had on this environment. We will use a variety of methods to collect primary data which we will interpret, present and analyse using digital tools to make judgements about these impacts. **Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao** Phenomena are features on the earth's surface. They include both natural and cultural features. In this standard we will focus on one phenomena and explain where it is located, why it is located there and the impacts of it on people and places. Contexts could include: the spatial distribution of natural events such as tsunamis, environments such as tropical rainforests, cultural features such as youthful/ageing populations, **External standards:** **Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific.** In this standard students will identify a geographic challenge faced by communities within the Aotearoa /Pacific region and a possible solution. They will explore the different perspectives and viewpoints which inform the decision-making. **Demonstrate understanding of how natural processes operate within te taiao** Aotearoa New Zealand experiences a wide range of natural processes which shape our natural environment. In this standard we will focus on developing our understanding of how the tectonic, coastal and fluvial processes operate within the Wellington Region, and explore the effects and responses resulting from these processes	**Social skills:** being able to work in groups and being empathetic, appreciating different values, perspectives and viewpoints on different aspects of geography, establishing and justifying personal value positions, contributing and participating in the community- global citizenship. **Fieldwork skills:** being able to gather information from the field using a variety of techniques such as surveying, questionnaires, field sketching, measuring, photographing, interviewing and observing. **Communication skills:** being able to present geographic information in a variety of forms such as essays, paragraphs, visuals, models, films, PowerPoint presentations. **Thinking skills:** being able to suggest hypothesis, generating and extending ideas, explain opinions or actions to make judgements and decisions informed by evidence. **ICT skills:** being able to use word processing/publishing to present information clearly, using a database to collate information. **Geographic resource construction skills:** drawing sketch and precis maps, diagrams, constructing models, constructing graphs, tables.	Research based field trip to Martinborough. In class open book report. Practice tests. School examination. NCEA examination.
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	
Course costs: Bus costs for field trips to Martinborough and the Wellington Region		

Level 2 Geography

We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is a subject which opens the door to this dynamic world and prepares us for the role of global citizens in the 21st century. Through studying Geography you will develop your appreciation of how places and environments are formed, how people and environment interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect.

Course Content	Skills Development	Type of Assessment Tasks
Tongariro Volcanic Region "Geography Outside the Classroom" Fieldwork brings the Tongariro Volcanic Region to life. Students will explore the region looking at variations in vegetation and relief. They will collect primary data to complete their research assessment. Students will also complete the Tongariro Crossing, regarded by many as the best one day walk in the Southern Hemisphere. **CSI Chicago – Crime in a Large Urban Area** This topic involves looking at the characteristics of crime and its location, why it exists and the social/ criminal behaviour of particular groups and individuals. **A contemporary Geographic Issue** We look at a current geographic issue affecting New Zealand. We identify the different perspectives held and evaluate possible solutions. Past studies have included the use of 1080 poison to control predators. **Tongariro Volcanic Regions** We build on the knowledge and understandings gained during our field trip to look at the process of volcanism and how it has created and changed the Tongariro environment. We look at the different perspectives held by people on how this environment should be used and the impact of these viewpoints. **Geographic Concepts and Skills** This involves using maps, graphs, photographs, diagrams, cartoons, images, statistics, text, models, internet, surveys, IT to explain geographic information.	**Social skills include:** being able to work in groups and being empathetic, appreciating different values, perspectives and viewpoints on different aspects of geography, establishing and justifying personal value positions, contributing and participating in the community- global citizenship. **Fieldwork skills include:** being able to gather information from the field using a variety of techniques such as surveying, questionnaires, field sketching, measuring, photographing, interviewing and observing. **Communication skills include:** being able to present geographic information in a variety of forms such as essays, paragraphs, visuals, models, films, PowerPoint presentations. **Thinking skills include:** being able to suggest hypothesis, generating and extending ideas, explain opinions or actions to make judgements and decisions informed by evidence. **ICT skills include:** being able to use word processing/publishing to present information clearly, using a database to collate information. **Geographic resource construction skills include:** drawing sketch and precis maps, diagrams, constructing models, constructing graphs, tables.	• Research based on four-day field trip to Tongariro. • In class open book reports. • Practice tests. • Practice examination.
Maximum possible external credits: 8	**Maximum possible internal credits: 11**	
Course cost: $380 approximately for a four-day trip to Tongariro. **Note:** No entry requirements; this course can be picked up by students who did not study Level 1 Geography. NCEA Level 2 Literacy and Numeracy requirement can be met through Level 2 Geography.		

Level 3 Geography

We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is a subject which opens the door to this dynamic world and prepares us for the role of global citizens in the 21st century. Through studying Geography you will develop your appreciation of how places and landscapes are formed, how people and environment interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect.

Course Content	Skills Development	Type of Assessment Tasks
River Dynamics – Te Awa Kairangi/Hutt River Te Awa Kairangi/Hutt River is a central feature of our Hutt environment. Students will look at the processes that operate in a river and develop a related hypothesis that they will test on a one day field trip to the river. **A Contemporary Geographic Issue** This study will provide students with the opportunity to apply geographic thinking to a real world situation. Students will investigate a geographic issue that is currently affecting people or places. They will explain how people's values and perceptions of the issue have led to their responses and will propose a suitable course of action. Students will be able to choose their own context if they wish. **A Global Pattern** As Geographers we will look at global patterns, the processes that have contributed to the pattern and how it impacts on people and the environment. Past studies have included the distribution of coral reefs and the spread of plastics in the ocean. **Tourism Development – A Cultural Process** Our study will focus on New Zealand with an emphasis on Rotorua. The topic will involve looking at why Rotorua has become a major tourist destination, what it offers tourists, where attractions and accommodation are located and why. We look at how Tourism Development affects the people and the place, particularly in these post-covid times. To bring this topic to "life" we will spend 4 days in Rotorua to look at the process of Tourism Development. **Geographic Concepts and Skills** This involves using maps, graphs, photos, diagrams, cartoons, images, statistics, text, models, internet, IT to explain Geographic information.	**Social skills include:** being able to work in groups and being empathetic, appreciating different values, perspectives and viewpoints on different aspects of geography, establishing and justifying personal value positions, contributing and participating in the community – global citizenship. **Fieldwork skills include:** being able to gather information from the field using a variety of techniques such as surveying, questionnaires, field sketching, measuring, photographing, interviewing and observing. **Communication skills include:** being able to present geographic information in a variety of forms such as essays, paragraphs, visuals, models, films, PowerPoint presentations. **Thinking skills include:** being able to suggest hypothesis, generating and extending ideas, explain opinions or actions to make judgements and decisions informed by evidence. **ICT skills include:** being able to use a spreadsheet to create graphs, GIS skills to include selecting, sorting and analysing spatial data. **Geographic resource interpretation skills include:** using maps, photographs, diagrams, cartoons, images, statistics, keys, graphs, text, models, internet, surveys, films and GIS to explain geographic information.	• Research based on a one day field trip to Te Awa Kairangi/Hutt River. • In class open book reports. • Practice tests. • Practice Examination
Maximum possible external credits: 8	**Maximum possible internal credits: 11**	
Course Cost: Four-day fieldwork trip to Rotorua – approximate cost $450. **Note:** There are no course entry requirements: This course can be picked up by students who did not study the Level 1 or 2 course. NCEA Level 3 Literacy requirement can be met through Level 3 Geography.		

Level 1 History

"A nation that doesn't know its history, its present is dull and future is foggy".

Course Content	Skills Development	Type of Assessment Tasks
Introduction to History: What is History and how is it constructed? How to determine what is historical significance? **The History of Aotearoa-New Zealand:** • The Wairau Affray (1843) • The Wellington Wars (1845-46) including the Battle on Boulcott Farm, Lower Hutt (1846) • The Invasion of Parihaka (1881) • The Black Civil Rights Movement in the US (1870-1965) • The 1975 Land March Hikoi • The 1981 Springbok Tour • New Zealand and the Gallipoli Campaign in WWI • The 28th Māori Battalion Contributions in WWII	History provides an explanation for the significant issues which NZers face today. It provides students with the knowledge and sense of perspective to comprehend and assess our changing society and contested historical events. • Gathering useful information • Processing information; assessing its reliability and evaluating it • Effective communication of historical information • Identifying and explaining different perspectives allows students to understand the psyche of the era, develop empathy and be more socially aware. **Introduction of the 'Five Key Historical Ideas':** 1. Historical narratives are constructed 2. Historical narratives are contested 3. Power relationships often drive history 4. Place shapes the historical narratives of peoples 5. Identity is interwoven with history and is shaped by turangawaewae, whakapapa, and whanaungatanga	**Internal** • 1.1 Engage with primary sources (research 5 credits) • 1.2 Report, Magazine Article, Visual or Audio Presentation (5 credits) **External** • 1.4 Interpreting perspectives essay/report (5 credits) • 1.3 Understanding of historical concepts task (5 credits)
Approximate course costs: A field trip to Boulcott's Farm in Term 1 at no cost Course entry requirements: Nil		
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	

Level 2 History

'Never Again'; The Study of Genocide.

Course Content	Skills Development	Type of Assessment Tasks
'Never Again'; The Study of Genocide Tragic events that shaped the world in the 20th century and the society we are living in. Students will understand how these global events bear significance to New Zealand and New Zealanders through New Zealand's involvement in the global stage. **The Holocaust During WWII and the Subsequent Creation of the State of Israel (1948).** Students will be able to study these historical events through the lense of the Cold War and connect it to the wider context of the Middle East Conflict. **The 1994 Rwandan Genocide** Students will learn about this tragic event which occurred despite the 'Never Again' vow of the United Nations. This will also incorporate the study of Africa in the pre-colonial, colonial and post-colonial eras.	History helps to explain the background and implications of issues society is facing today. It also allows students to examine New Zealand's involvement and role in the global stage. It also provides them with the knowledge and sense of perspective to comprehend and assess current events. Co-operative and interactive learning experiences. Following an effective research process: • Information gathering • Information processing, analysing and evaluating • Effective communication of information. Identifying and explaining various perspectives, which allows students to develop their empathy and social awareness. Literacy development requirements, for L2 NCEA, are fully covered in this course. Conceptual understanding of the **'Big Ideas'** historical ideas; significance, continuity & change, cause & effect, perspectives, the ethical dimension.	**Internal** • 2.1 Individual research about the theme 'Tragic Historical Events'. Student's choice of a topic to research. (4 credits). • 2.2 Essay, Report, Magazine Article about historical event with significance to New Zealand. (5 credits) • 2.4 Interpreting opposing perspectives held by two historians in an essay. (5 credits) **External** • 2.5 Examining the causes or effects of a historical event. (5 credits)
Course entry requirements: Nil Approximate course costs: Holocaust Research Centre, Wellington $30 **NOTE:** Students' NCEA L2 literacy requirements can be met through the L2 History course		
Maximum possible external credits: 5	**Maximum possible internal credits: 14**	

Level 3 History

"The future depends on what we do in the present"; Contested Historical Events

Course Content	Skills Development	Type of Assessment Tasks
Contested Historical Events: A contested event is an event or issue in history that is subject to debate between historians or arguments between-different groups of people. Here students get to explore key contested events that have affected New Zealand to a certain extent. They will then follow an individual area of study/research into a contested event of their choice for internal assessment. The Bering Blockade and Airlift (1948) as part of the 'Cold War' Context. The Indian Mutiny (1847-49) as part of British Imperialism.	History helps to explain the background and implications of issues society is facing today. It also allows students to examine how these events are of significance to New Zealand or New Zealanders. It also provides them with the knowledge and sense of perspective to comprehend and assess relevant global issues. • Co-operative and interactive learning experiences. • Following an effective research process: • Information gathering • Information processing, analysing and evaluating • Effective communication of information. • Correct referencing • Analysis of various perspectives, allowing students to develop empathy and social awareness. • Historiography- students will develop skills to be discerning when evaluating evidence and interpreting historians' different viewpoints. • Develop well-reasoned, logical and justified arguments. Conceptual understanding of the **'Big Six'** historical ideas; significance, continuity & change, cause & effect, perspectives, ethics, forces. History prepares students very well for study in the future.	**Internal** • 3.1 Individual research about the theme 'Contested Events'. Student's choice of a topic to research. (5 credits). • 3.2 Essay, Report, Magazine Article about contested historical event with a significance to New Zealand. (5 credits) • 3.4 Analyse and evaluate opposing perspectives held by two historians in an essay. (5 credits) **External** • 3.5 Analyse the causes or effects of a contested historical event. (6 credits)
Course entry requirements: Nil Approximate course costs: Holocaust Research Centre, Wellington $30		
Maximum possible external credits: 6	**Maximum possible internal credits: 15**	

Level 1 Mathematics

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related, but they use different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world.

Course Content	Skills Development	Type of Assessment Tasks
In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations. Students will solve problems involving fractions, decimals, percentages, integers, factors, ratios and standard form. Students will manipulate simple algebraic expressions and solve various types of equations. Students will investigate the link between tables, equations and graphs, patterns and relationships. Students will read and interpret statistical tables, graphs and associated text and solve problems using probability concepts. Students will carry out investigations and evaluate statistical reports.	**Subject specific:** ● Use symbols, graphs, and diagrams to help find and communicate patterns and relationships, and create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts **ICT**: ● Interpret, manipulate data in a spreadsheet ● Use a spreadsheet to create graphs ● Use graphic calculator to solve problems and model situations ● Use NZGrapher to produce and analyse graphs **Communication**: ● Clear and concise written communication ● Draw conclusions and make judgements based on evidence ● Interpret and analyse data ● Draw inferences from graphs, charts, tables **Personal/Interpersonal**: ● Collaboration ● Communication ● Cooperation	In class investigation exploring data using the statistical enquiry process with NZGrapher to analyse and report findings in a conclusion In class task using mathematical methods to explore problems that relate to life in Aotearoa and the Pacific Written report interpreting and applying mathematical and statistical information (in context) External examination (90 min)
This course is compulsory. **Approximate Course costs:** $130 graphic calculator		
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	

Level 2 Mathematics

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related, but they use different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world.

This course is for students who have a strength in algebra and mathematics in general and who feel that they might need mathematics later on for their studies or their careers.

Course Content	**Skills Development**	**Type of Assessment Tasks**
In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations. Students will manipulate rational, exponential, and logarithmic algebraic expressions. They will form and use linear and quadratic equations. Students will sketch the graphs of functions and their gradient functions and describe the relationship between these graphs. They will apply differentiation and anti-differentiation techniques to polynomials. Students will display the graphs of linear and non-linear functions and connect the structure of the functions with their graphs. They will form and use linear, quadratic, and simple trigonometric equations. Students will evaluate statistically based reports interpreting risk and relative risk. They will investigate situations that involve elements of chance. Students will compare theoretical continuous distributions, such as the normal distribution, with experimental distributions. They will be calculating probabilities, using such tools such as two-way tables, tree diagrams. Students will apply trigonometric relationships, including the sine and cosine rules, in two and three dimensions.	**Subject specific:** ● Use symbols, graphs, and diagrams to help find and communicate patterns and relationships, and create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts. **ICT**: ● Use graphic calculator to solve problems and model situations. **Communication**: ● Clear and concise written communication ● Draw conclusions and make judgements based on evidence ● Draw inferences from graphs, charts, tables. **Personal/Interpersonal**: ● Collaboration ● Communication ● Questioning ● Time management	In class task making real life choices and calculations. External examination
Maximum possible external credits: 13	**Maximum possible internal credits: 7**	
Course costs: $130 graphic calculator **Note:** Students must have gained at least merit in all Level 1 mathematics externals, or at the HoF discretion. Students who have good algebra skills usually have success in Level 2 mathematics as the course builds on a high level of existing knowledge from Level 1.		

Level 2 Statistics

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related, but they use different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world.

Course Content	Skills Development	Type of Assessment Tasks
In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations. We will carry out investigations using the statistical enquiry cycle. This will involve developing and carrying out plans for a range of situations including population inference. We will analyse the data using a variety of tools such as NZGrapher or iNZight to produce graphs and statistical measures. We will then conclude and reflect on the investigation process. We will have the opportunity to develop and extend our algebra skills by applying co-ordinate geometry techniques to points and lines. We will study networks and choose appropriate networks to find optimal solutions. We will learn about probability. This will involve calculating probabilities, using such tools such as two-way tables, tree diagrams. We will interpret risk and relative risk. This topic will also involve studying the normal distribution and its features to answer probability questions. Students will apply trigonometric relationships, including the sine and cosine rules in two and three dimensions.	**Subject specific:** ● Use symbols, graphs, diagrams and statistical language to help find and communicate patterns and relationships. ● Create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts. **ICT**: ● Interpret, manipulate data in a spreadsheet ● Use a database to collate information ● Use graphic calculator to solve problems and model situations. ● Use NZGrapher to produce and analyse graphs. ● Use Google Classroom. **Communication**: ● Clear and concise written communication ● Draw conclusions and make judgements based on evidence ● Interpret and analyse data ● Draw inferences from graphs, charts, tables ... ● Reflecting and evaluating results in context of the task. **Personal/Interpersonal**: ● Collaboration ● Communication ● Cooperation ● Organising a group of students ● Time management ● Personal organisational skills.	In class task making real life choices and calculations.. In class simulation assessment using the statistical enquiry cycle. In class make an inference about a population using the statistical enquiry cycle and using NZGrapher as a tool. In class investigation applying co-ordinate geometry techniques In class investigation to find solutions involving networks External examination on probabilities
Maximum possible external credits: 4	**Maximum possible internal credits: 13**	
Course costs: $130 graphic calculator **Note:** Students must have gained at least 10 mathematics credits from Level 1 as a prerequisite for this course.		

Level 3 Mathematics with Calculus

Calculus (from Latin calculus, literally "small pebble used for counting on an abacus") is the mathematical study of continuous change. It has two major branches, differential calculus (concerning rates of change and slopes of curves), and integral calculus (concerning accumulation of quantities and the areas under and between curves). The third part of the course is algebra with complex numbers.

Calculus is a part of modern mathematics education. This is an academic course for students with a strong background in mathematics. It will help prepare students for university courses with a significant degree of mathematical content. Today, calculus has widespread uses in science, engineering, economics and surveying.

Course Content	Skills Development	Type of Assessment Tasks
In a range of meaningful contexts, students will be engaged in thinking mathematically. They will solve problems and model situations – for example modelling tides using trigonometric functions. Students will manipulate complex numbers and present them graphically. Students will form and use trigonometric, polynomial, and other non-linear equations. Students will identify discontinuities and limits of functions. Students will choose and apply a variety of differentiation and integration techniques to investigate functions and relations, using both analytical and numerical methods. For example, investigate the spread of oil in an oil spill, cooling of a coffee cup. Students will form differential equations and interpret the solutions.	**Subject specific:** ● Use symbols, graphs, and diagrams to help find and communicate patterns and relationships, and create models to represent both real-life and hypothetical situations **ICT**: ● Use graphic calculator to solve problems and model situations. ● Use Geogebra to model different functions representing real life situations **Communication**: ● Clear and concise written communication, selecting and carrying out a logical sequence of steps ● forming and using a model to model real life situation ● Make decisions to choose a correct strategy and skill for a given problem. Check if the answers are correct and redo the question to reach the correct answer (reflect on own work). **Personal/Interpersonal**: ● Collaboration ● Communication ● Cooperation ● Time management	Students will be presented with practice tasks. Final assessment is NCEA Level 3 external assessment.
Maximum possible external credits: 17	**Maximum possible internal credits: 4**	
Course costs: $130 graphic calculator **Note:** Students must have gained at least merit in both AS 2.7 Calculus and AS 2.6 Algebra or at HOF discretion.		

Level 3 Mathematics and Statistics

Statistics is the exploration and use of patterns and relationships in data. This will equip students with effective means for investigating, interpreting, explaining, and making sense of the world.

Course Content	Skills Development	Type of Assessment Tasks
In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations. Statistics is the exploration and use of patterns and relationships in data. This will equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live. Students will make inferences from surveys and experiments. Students will use appropriate statistical graphs and tables to explore the data and communicate relevant detail and overall distributions. Students will use informed contextual knowledge to support explanations and to communicate findings. Students will calculate probabilities of independent, combined, and conditional events. Students will calculate and interpret expected values and standard deviations of discrete random variables.	**Subject specific:** • Use symbols, graphs, and diagrams to help find and communicate patterns and relationships, and create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts. **ICT**: • Interpret, manipulate data in a spreadsheet • Google classroom • Use iNZight to create graphs and summaries • Use a database to collate information • Use graphic calculator to solve problems and model situations. **Communication**: • Clear and concise written communication • Draw conclusions and make judgements based on evidence • Interpret and analyse data • Draw inferences from graphs, charts, tables ... **Personal/Interpersonal**: • Collaboration • Communication • Cooperation	In class task using iNZight/NZ Graphs making real life choices and calculations. Then writing a report based on the findings External examination Modelling real life situations to determine optimal solutions
Maximum possible external credits:12	**Maximum possible internal credits: 11**	
Note: Students must have achieved external AS 2.12 and gained a minimum of 15 credits from Level 2 Mathematics or Statistics.		

Level 1 Music

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa
Artistic excellence makes the world sit up in wonder

This dynamic course challenges students to advance their performance, composition and appreciation skills in music. Ākonga develop widely transferable capabilities and knowledge, such as self-management, collaboration, and articulation of creative concepts.

Course Content	**Skills Development**	**Type of Assessment Tasks**
The music course is designed to provide the environment and opportunity for ākonga to experiment, develop, and express their own artistic identity so they can flourish into creators, performers, and audiences of music. This is achieved through the following learning experiences: Developing experience of <u>performing music</u> in front of an audience; and participating in music-making. This is achieved by school-based performance opportunities where ākonga can share their music-making with others. <u>Composing music</u> and expressing ideas with intent. This is achieved through the creation of an original composition based on a theme/stimulus that is drawn from a range of sources across Aotearoa. Developing their musical skills through a programme of aural and/or notation tuition, culminating in a demonstration of growth in <u>musical skills</u>. <u>Exploring musical histories</u>, concepts, and analysis to help ākonga connect with their whakapapa and understand how music is used to explore a range of diverse worldviews. This is achieved by study of a range of different forms and styles of music from Aotearoa and beyond.	• Performance experience and confidence. • Communicate ideas and expression. • Build confidence, resilience and encourage positive risk taking. • Facilitate group learning and performance. • Grow presentation skills in an engaging and persuasive manner. • Ability to critique and evaluate quality of ideas. • Respond to and value other's contributions. • Generate creative musical ideas. • Investigate, analyse, and explain patterns, meaning, and symbols. • Appreciate expression, beauty and cultural influences. • Apply knowledge of sound in a technology context. • Evaluate and problem solve.	A selection of assessments will be drawn from this list: • Videoed group and/or solo performances • Practical classes • Oral presentation and/or written assignments • Composition submissions using music software.
Maximum possible external credits: 10 (or 5)	**Maximum possible internal credits: 10**	

This course is likely to be a pre-requisite to Level 2 Music – please discuss with Mr Chatterton if you're unsure.

Approximate Course Costs: We attend, where possible, professional performances (e.g. NZ Opera productions) and there is likely to be a minimal (approx. $10) charge for these tickets, unless works are included in our programme of study. All other activities are covered by the department.

Course entry requirements: Instrumental and/or singing skills should be at the <u>level</u> of **approximately** three years or more of individual and/or group itinerant tuition.

Level 2 Music

This dynamic course challenges students to advance their creative, performance and academic skills in music, building on the skills and knowledge undertaken as part of the Level 1 programme of learning. Students perform to live audiences, compose their own pieces and/or songs and build have scope in-depth knowledge of music theory, score reading and analysis. Skills learned in music help students to prepare for the increasing expectation of creativity and versatility in their future careers in addition to developing traditional academic skills.

Course Content	Skills Development	Type of Assessment Tasks
Music Level 2 is a flexible course which is co-constructed around student interests, strengths and musical development. It is a highly collaborative, supportive and creative environment for learning. Music Level 2 offers greater flexibility and in-depth study into performance, composition, musicology, listening and cultural investigations. Level 2 Music allows students to express themselves in a more sophisticated way. Students will enjoy working on extended performances and have a proactive approach to undertaking the exciting challenge of preparing repertoire for performance as a soloist and/or as a member of a group. In addition to performance, Level 2 students will also have the opportunity to grow their musicianship through the development of their skills in composition. Students will learn to compose in a more sophisticated and stylistic manner in traditional and contemporary forms both for instruments and vocals. There are also opportunities for students to demonstrate an in-depth understanding of the context of music through comparison and investigation tasks, evaluating contrasting styles of New Zealand music *(including, but not limited to: classical, pop, dance, musical theatre, world music, ballet, film music, jazz and/or electronic).* Traditional skills of music theory may also be undertaken for an external assessment as a way of further consolidating knowledge that can be applied for future performance and composition study.	• Performance experience and confidence • Enhance well-being, communicate ideas and expression. • Build confidence, resilience and encourage positive risk taking • Facilitate group learning and performance • Grow presentation skills in an engaging and persuasive manner • Ability to critique and evaluate quality of ideas • Respond to and value other's contributions • Generate creative musical ideas • Investigate, analyse, reorganise and explain patterns, meaning, features, make connections and use reasoning and logic • Appreciate expression, beauty and personal and cultural influences • Evaluate and problem solve	A selection of assessments will be drawn from this list: • Videoed group and solo performances • Class workshops • Practical classes • In-class tests • Oral presentation • Written assignments • External examination

Maximum possible external credits: 4-8 depending on externals selected	**Maximum possible internal credits: up to 20** depending on internal and/or external standards selected.

This course is highly likely to be a pre-requisite to Level 3 Music and Scholarship Music.
Course Costs: We attend where possible, professional performances e.g., NZ Opera productions and there is a minimal (approx. $10) charge for these tickets, unless works are included in our programme of study. All other activities are covered by the department.

Note: Year 11 Music is a likely prerequisite for this course; if you're unsure then Mr Chatterton is happy to advise. Instrumental or singing skills should be at the level of **approximately** four years or more of individual and/or group itinerant tuition.

Level 3 Music

This dynamic course challenges students to advance their creative, performance, academic and musical skills, leading to an in-depth application of all prior learning across all Achievement Standards. Students perform to live audiences, compose their own musical works and build an in-depth knowledge of music theory, score reading and analysis. Skills learned in music help students to prepare for the increasing expectation of creativity and versatility in their future careers in addition to developing traditional academic skills.

Course Content	**Skills Development**	**Type of Assessment Tasks**
Music Level 3 is a highly flexible course which is co-constructed around student interests, strengths and musical development. It is a very collaborative, supportive and creative environment for learning. Music Level 3 offers further flexibility and in-depth study into performance, composition, technology, musicology, listening and cultural investigations. Level 3 Music allows students to express themselves in a highly sophisticated way. Students will enjoy working on high-quality extended performances and they will have a proactive approach to undertaking the many exciting challenges of preparing demanding repertoire as a soloist and/or as a member of a group. In addition to performance, Level 3 students will also have the opportunity to demonstrate their sophisticated skills in composition or songwriting for a range of instruments, voices, styles and genres. There are opportunities for students to demonstrate a deep understanding of the context of music through comparison and investigation tasks, analysis tasks and evaluations of contrasting styles of music *(including, but not limited to: classical, pop, dance, musical theatre, world music, ballet, film music, New Zealand music, jazz and/or electronic).* Traditional skills of music theory may also be undertaken for an advanced external assessment as a way of further consolidating knowledge that can be applied for future performance and composition study, particularly for tertiary music study. The course is complimented by the Music Scholarship Extension for those students who wish to undertake advanced performance, analysis or composition portfolio to be assessed by an external assessor/moderator.	• Performance experience and confidence • Enhance well-being, communicate ideas and expression. • Build confidence, resilience and encourage positive risk taking • Facilitate group learning and performance • Grow presentation skills in an engaging and persuasive manner • Ability to critique and evaluate quality of ideas • Respond to and value other's contributions • Generate creative musical ideas • Investigate, analyse, reorganise and explain patterns, meaning, features, make connections and use reasoning and logic • Appreciate expression, beauty and personal and cultural influences • Create, interpret and manipulate data • Evaluate and problem solve	A selection of assessments will be drawn from this list: • Videoed group and solo performances • Class workshops • Practical classes • In-class tests • Oral presentation • Written assignments • Technology submissions • External examination
Maximum possible external credits: 4-12 depending on externals selected	**Maximum possible internal credits: up to 20** depending on internal and/or external standards selected.	
Scholarship Music is also available as an extension programme for students who meet the criteria. **Course Costs:** We attend where possible, professional performances e.g., NZ Opera productions and there is a minimal (approx. $10) charge for these tickets, unless works are included in our programme of study. All other activities are covered by the department. **Note:** Year 12 Music is a likely prerequisite for this course; if you're unsure then Mr Chatterton is happy to advise. Instrumental or singing skills should be at the level of **approximately** five years or more of individual and/or group itinerant tuition.		

Level 1 Physical Education

"Through positive, inclusive and meaningful learning experiences in Physical Education, you will develop the knowledge, understanding, skills, competencies and values that allow you to enhance your overall wellbeing and confidently continue to enjoy participating in physical activity"

<table>
<tr><th>Course Content</th><th>Skills Development</th><th>Assessment Tasks</th></tr>
<tr><td>Show Us Your Skills
You will get to play sport, develop your ability and show off your skills in a range of movement contexts. Throughout the year you will play a number of sports chosen by your class and hone your skills.

Teamwork Makes the Dream Work
Be part of an effectively functioning team and learn about how kotahitanga is promoted in movement. Your class will select a range of movement contexts and you'll show your ability to contribute to the team. Assume different roles in your team and work together to help everyone succeed.

Moving and Hauora
Movement can have a profound effect on the way we feel and our overall well-being. Explore how your movement experiences shape your Hauora and take time to move for enjoyment.

How We Move
You love to move and so do a lot of New Zealanders. Explore the biophysical and sociocultural factors that influence movement in Aotearoa across a range of contexts. Contexts could include; sport, recreation, cultural activities, and outdoor endeavours.</td><td>Interpersonal Skills
No matter where you end up in life, interpersonal skills will get you a LONG way! Learn how to develop teamwork, effective communication, organisation, giving and receiving feedback/feedforward and dealing with diversity. These skills will be developed through different sporting contexts.

Physical Motor Skills
The foundation of movement, physical skills can always be improved and developed. Students will decide on various contexts throughout the year and have the opportunity to develop these practical sporting motor skills.

Self-Management and Responsibility
Another invaluable skill for all areas of life. The art of managing yourself. Where better to practice this skill than in different physical challenges, games and activities.

Understanding of Well-being
Achieving a healthy balance in all areas of your life can be challenging at times. Learn how mental, physical, social, spiritual and emotional well-being are intertwined and how to enhance well-being for yourself and others.</td><td>Practical performance

Verbal reflections

Written reflections

Portfolio submission

Report writing

Demonstration of specific skills during various practical activities</td></tr>
<tr><td>Maximum possible external credits: 10
*These are done in class and submitted electronically - NO EXAM</td><td colspan="2">Maximum possible internal credits: 10</td></tr>
<tr><td colspan="3">The course will be created at the start of the year with consultation with the students, selecting a range of movement contexts that encompasses a variety of skills. Students will do all 4 standards.</td></tr>
</table>

Level 2 Physical Education

"Through positive, inclusive and meaningful learning experiences in Physical Education, you will develop the knowledge, understanding, skills, competencies and values that allow you to enhance your overall wellbeing and confidently continue to enjoy participating in physical activity"

Course Content	Skills Development	Assessment Tasks
Move to Improve How does your body function? Why does it move in this way? During this unit, you'll develop this understanding through relating this to the learning of physical skills. **Improving Well-being, Improving Training** Athletes don't improve just by participating in their chosen sport. So what does contribute to their improvement? Find out how to train effectively to enhance your own performance. **Show Us Your Skills** During this unit you have the opportunity to develop your skills within a sporting context and show how awesome you are! **Coaching a Team** Have you had a great coach before? What made them great? Could you be a great coach? Develop the strategies to be an effective leader and help to run a successful team. **The Great Outdoors** Participating in outdoor activities often involves risk. Through your own participation in outdoor activities, you will learn strategies to minimise high risk to ensure safe participation. **Let's Get Physical** When we participate in physical activity we often have to work with others. Can you participate responsibly to enhance the participation of both yourself and others? **Run Your Own Event** What makes a successful event? Develop the ability to work with others to implement your own physical activity event and determine what contributed to its success. **Let's Do It Together** Groups operate differently. Learn about group dynamics and the behaviours and practices that enable groups to form and perform.	**Motor Skills:** The foundation of movement; physical skills can always be further enhanced and refined. Throughout the course, students participate in a variety of practical sessions that allow them to apply a variety of motor skills. **Leadership Skills:** Opportunities throughout the course will arise for the development of leadership skills. Being able to motivate, encourage, support and inspire peers and fellow students through varying contexts will allow these skills to be developed. **Social Responsibility:** This involves developing respect, caring for others, self-motivation, personal responsibility for wellbeing and being a role model through physical activity contexts. **Interpersonal Skills:** Continue to build on developing teamwork, effective communication and organisation, giving and receiving feedback/feedforward and dealing with diversity. **Writing Skills:** Develop the ability to reflect on your participation through varying assessment tasks that often require written reports.	Practical performance Written Reflections Verbal Reflections Written Reports
Maximum possible external credits: 0 ***This course is fully internally assessed**	**Maximum possible internal credits: 17-22**	
The course will be created at the start of the year with consultation with the students, selecting a variety of standards that encompasses a range of contexts and skills.		

Level 3 Physical Education

"Through positive, inclusive and meaningful learning experiences in Physical Education, you will develop the knowledge, understanding, skills, competencies and values that allow you to enhance your overall wellbeing and confidently continue to enjoy participating in physical activity"

Course Content	Skills Development	Assessment Tasks
Back to the Future Remember the days of Midnight, swimming lessons or your first game of football (on ice). Reflect on influences of participation and non-participation in physical activities from years past, and devise plans to maintain physical activity into the future. **Serving for Success** Learn about why we move in a particular way or what technique works best. Compare your serve to Serena Williams by applying biophysical principles. Biophysical principles may include aspects of; biomechanics, principles and methods of training, exercise physiology and sport psychology. **Better than Before** Helps students develop their own skills in a particular sport through the use of planning and implementing a performance improvement programme. **Show us Your Skills** Choose from a variety of contexts to show the required skills against performance criteria. **The Journey Over the Destination** Investigate and recognise issues in safety management for outdoor activities and recognise strategies that reduce the risk. Will involve some Education Outside the Classroom. **PALs – Lead the Way** We expect everyone to be able to lead but not everyone has the skills. This achievement standard investigates leadership principles and students experience different forms of leadership through physical activity. **Devising Strategies** Learn how devising strategies are a key component to achieving goals. You will investigate through a practical context what strategies are, how to devise them and use reflection as a basis to modify and adapt these strategies to achieve your goals.	**Self-Reflection** Students need to reflect on what has happened before to make valid improvements to skill level, improvement process or experiences that influence lifestyle. **Physical Motor Skills** The foundation of movement, physical skills can always be improved and developed. Various contexts will be used throughout the year to strengthen understanding and develop practical sporting motor skills. **Critically Evaluating** Students will develop their ability to critically evaluate by making coherent and insightful judgements, questioning and challenging assumptions to make the situation better. **Perseverance & organisation** Students need to stay focused and learn to manage time effectively to fit in the commitments of being fully internally assessed. This includes being committed to practical activities.	Scrap book/ Google Slides Practical performance and participation. Education outside the classroom. Written reports through Google Classroom Verbal Submission
Maximum possible external credits: 0 ***This course is fully internally assessed**	**Maximum possible internal credits: 17 - 22**	
The course will be created at the start of the year with consultation with the students, selecting a variety of standards that encompasses a range of contexts and skills.		

Level 2 Physics

Physics is observable all around us; motion, caused by forces, resulting in changes of momentum and transfer of energy. Energy can travel as waves, electricity and magnetism allows us to use technology. Nuclear physics in the future could give us almost unlimited energy.

Course Content	Skills Development	Type of Assessment Tasks
Practical Investigation (Internal) To carry out a practical activity, draw graphs to find the gradient, work out a mathematical equation and write a conclusion. **Waves (External)** How energy travels in the universe. Draw diagrams, doing practicals and using mathematical equations to understand how light and water waves travel. **Mechanics (External)** Learning and applying physics principles of motion, force and momentum and energy. Using mathematical equations, physics concepts and diagrams to applied learned ideas to different situations. **Electricity and Magnetism (External)** How is electricity and magnetism used in modern technology? Understanding electricity and magnetism through problem solving and practicals. **Atomic and Nuclear Physics (Internal)** The history of the development of atom structure by Sir Ernest Rutherford	Individually carry out a practical, drawing graphs and interpreting the results to find a mathematical relationship. Use the scientific method to write up the practical. Draw diagrams to demonstrate physics ideas. Use formulae to complete multi step calculations. Understand physics concepts and apply these to the real world.	Individual practical activity. External assessments including end of unit tests, derived grade examinations and NZQA examinations that assess understanding of physics concepts, terminology and calculations.
Maximum possible external credits: 16		**Maximum possible internal credits: 7**

All students are eligible to enrol in Level 2 Physics; however, students who have not demonstrated consistent achievement in Year 11 Science are eligible to enrol in this course at the discretion of the Head of Faculty.

*It is **strongly recommended** that students enrolling in this course have passed the Level 1 Mathematics standard AS91947*
*It is **strongly recommended** that students taking this course will also be taking Level 2 Mathematics (not Level 2 Statistics).*

Level 3 Physics

Level 3 Physics builds on Level 2 Physics. It looks at different aspects of waves, mechanics, modern physics, electricity and magnetism. The practical assessment is investigated to a higher level.

Course Content	Skills	Assessment
Waves (External) Understand the Doppler effect and how energy travels in musical instruments. A deeper look at Young's experiment. **Mechanics (External)** Looking at mechanics in more detail. Using mathematical equations, physics concepts and diagrams to applied learned ideas to different situations. **Electricity and Magnetism (External)** Studying D/C and A/C electricity. **Modern Physics (Internal)** Studying nuclear physics and the atom in more detail. **Carry Out a Physical Practical Investigation (Internal)** To test a physical theory relating two variables in a non-linear relationship	Individually carry out a practical, drawing graphs and interpreting the results to find a mathematical relationship. Use the scientific method to write up the practical explaining the physics theory involved in the practical. Draw diagrams to demonstrate physics ideas. Use formulae to complete multistep calculations. Understand physics concepts and apply these to the real world.	Individual practical activity. External assessments including end of unit tests, derived grade examinations and NZQA examinations that assess understanding of physics concepts, terminology and calculations.
Maximum possible external credits: 16		**Maximum possible internal credits: 7**

All students who demonstrated consistent achievement in Level 2 Physics are eligible to enrol in Level 3 Physics; however, students who have not demonstrated consistent achievement in Level 2 Physics are eligible to enrol in this course at the discretion of the Head of Faculty.

Level 1 Product Design

Vary your day, combine analytical thinking and academic writing, with practical experimentation. A subject that values and rewards the journey taken and the lessons learnt.

This course is intervention by design: the use of practical and intellectual resources to develop products and systems (design outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of design practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

Course Content	Skills Development	Assessment Tasks
Stop re-inventing the wheel; Broaden your research skills, learn how to analyse what was, why it was and what it could be. Design principles go hand in hand with mātauranga Māori principles, researching and understanding past beliefs to have a platform to better understand how to move forward. Identifying stakeholders, their role in everything we do, and how they help us improve a product, by valuing the mana they bring. How to communicate design ideas visually. Get hands on with an introduction to a greater range of materials than at the junior level. Trailing ideas, trailing practical skills, analysing and comparing techniques and outcomes.	Skills in this course will transfer to many other areas of study and life **Life skills:** • Planning • Time management • Research • Critical thinking • Effectively dealing with challenges • Communicating thoughts effectively • Understanding the need to adapt • Hearing, respecting and applying others ideas and feed back • Analysing their own ideas and actions • Care of Health and Safety practices • Technical construction skills **Hands On Skills:** The practical skills can be personalised to work with what each student wants to design and the materials they want to work in. Be it textiles, wood, wire, resin, fibre glass etc. But basic skills across a range of these materials will be taught to all. Talk to the teacher if you have special requests and want to make sure the course will meet your needs.	**Internally assessed** assignment tasks will be based on portfolio work compiled during in class projects covering: • Develop a Materials and Processing Technology outcome for an authentic context • Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials **External assessment:** • Demonstrate understanding of sustainable practices and the development of a Technology design *This course has room for students to negotiate what their outcomes will be based on their own personal interests in resistant materials or fashion*
Maximum possible external credits: 5	**Maximum possible internal credits: 10**	

Course costs: $75 donation to assist with the costs of materials used in take home components. The cost of additional materials, if needed by a student for their individual project, will be their own responsibility.

Note: There is no pre-requisite for this course. A willingness to attempt new things, experiment and to grow from reflection is a must.

Level 2 Product Design

Design is never complete, that's why they continually come out with updated products. A subject that values and rewards the journey taken and the lessons learnt.

This course is intervention by design: the use of practical and intellectual resources to develop products and systems (design outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of design practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

Course Content	Skills Development	Assessment Tasks
Students can take this course in the direction they have interests in. Expand human possibilities by addressing needs and realising opportunities. Introduction and the use of selected planning tools to set achievable goals, establishing resources required and determining critical review points. Trial a variety of materials, or specialise in a chosen field you have a passion for. Take your practical skills to a higher level, gaining confidence in working independently.	Skills in this course will transfer to many other areas of study and life. **Life Skills:** • Planning • Time management • Research • Critical thinking • Effectively dealing with challenges • Communicating thoughts effectively • Understanding the need to adapt • Hearing, respecting and applying others ideas and feed back • Analysing their own ideas and actions • Care of Health and Safety practices • Technical construction skills **Hands On Skills:** The practical skills can be personalised to work with what each student wants to design and the materials they want to work in. Be it textiles, wood, wire, resin, fibre glass etc. But basic skills across a range of these materials will be taught to all. Talk to the teacher if you have special requests and want to make sure the course will meet your needs.	**Internally assessed** Assignment tasks will be based on portfolio work compiled during in class projects covering: • Using planning tools to complete an outcome • Designing a product to meet a brief and specifications • This course has room for a student to negotiate a standard. **External assessment:** • Communication of design ideas through drawing work.

Maximum possible external credits: 3	**Maximum possible internal credits: 16**

Course costs: $75 donation to assist with the costs of materials used in take home components. The cost of additional materials, if needed by a student for their individual project, will be their own responsibility.

Note: While Level 1 Design Technology would be useful, it is not a pre-requisite. A willingness to attempt new things, experiment and to grow from reflection is a must.

Level 3 Product Design

Broaden your horizons, see how you can improve others' lives and the global impacts of design with your skill, design prowess and practical experimentation. A subject that values and rewards the journey taken and the lessons learnt.

This course is intervention by design: the use of practical and intellectual resources to develop products and systems (design outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of design practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

Course Content	Skills Development	Assessment Tasks
Exploring alternative solutions evaluating these solutions against societal, cultural, environmental and resource availability. Understanding the complete life cycle of a product. Showing their understanding of how what we do reflects on the bigger picture. Develop a real life product. Work on confident communication by drawn, written and verbal means with stakeholders, to meet their requirements. Negotiate compromise between differing people's views. Have the confidence to attempt complicated skills, refining a product to produce a high quality outcome. Trailing ideas, trailing practical skills, analysing and comparing techniques and outcomes.	Skills in this course will transfer to many other areas of study and life. **Life Skills:** • Planning • Time management • Research • Critical thinking • Effectively dealing with challenges • Communicating thoughts effectively • Understanding the need to adapt • Hearing, respecting and applying others ideas and feed back • Analysing their own ideas and actions • Care of Health and Safety practices • Technical construction skills **Hands On Skills:** The practical skills can be personalised to work with what each student wants to design and the materials they want to work in. Be it textiles, wood, wire, resin, fibre glass etc. But basic skills across a range of these materials will be taught to all. Talk to the teacher if you have special requests and want to make sure the course will meet your needs.	**Internally assessed** assignment tasks will be based on portfolio work compiled during in class projects covering: • Using planning tools to complete an outcome • Designing a product to meet a brief and specifications • This course has room for a student to negotiate a standard. **External assessment:** • Communication of design ideas through drawing work.
Maximum possible external credits: 3	**Maximum possible internal credits: 16**	

Course costs: $75 donation to assist with the costs of materials used in take home components. The cost of additional materials, if needed by a student for their individual project, will be their own responsibility.

Note: While Level 2 Design Technology would be useful, it is not a pre-requisite. A willingness to attempt new things, experiment and to grow from reflection is a must.

Level 1 Pūtaiao / Science

Mā te whakaaro nui e hanga te whare; mā te mātauranga e whakaū. *Big Ideas create the house; knowledge maintains it. Before the wharenui is built, the foundation must be firm and level. In science, respect for evidence is the foundation on which all ideas are built. This course provides students with practical science skills, a foundation for senior science as well as an understanding of the connection between different areas of science.*

Course Content	Skills	Assessment
Pūtaiao is Young people have access to a huge volume of information from the internet and other sources. Ākonga will develop the skills to understand how science is communicated and miscommunicated. Engage in a range of science investigations, ākonga are more likely to think critically about information, data, and claims from the investigations of others. **Waka hourua (Internal)** Waka hourua are double-hulled sailing vessels used by the first settlers of Aotearoa. Ākonga will design and carry out an investigation that simulates a feature of waka hourua design. **Microbes in Aotearoa (Internal)** Microorganisms occupy a specific niche in their environment, but they do not exist in isolation. Ākonga will explore interconnections between the life processes of a microorganism and its environmental conditions. **Foundational Science** *Foundational science covers essential content that prepares ākonga for Level 2 Biology, Chemistry and/or Physics.* • ***Biology*** *- develop an understanding of genetic variation and the impact on a population in the context of species unique to Aotearoa.* • ***Chemistry*** *- explore the atomic world and linking this to the behaviour of acidic and basic solutions. Describe chemical reactions using symbolic language.* • ***Physics*** *- applying physics principles of motion, force and energy. Use mathematical equations, physics concepts and diagrams to apply learned ideas.*	**Subject specific** - Use the scientific method to accurately plan, carry out and evaluate a practical investigation - Use specialised equipment to make accurate measurements. - Interpret diagrams and graphs. - Use data to justify conclusions - Write a research report based on published scientific literature. - Use formulae to complete multi step calculations. **E-learning** - Use online science resources to access accurate science knowledge - Review and evaluate science knowledge - Interpret, manipulate data in a spreadsheet - Use a spreadsheet to create graphs **Thinking** - Analytical and critical thinking and problem-solving ability **Communication** - Clear and concise written and verbal communication - Make links between biological processes and concepts - Provide justified opinions drawing information from different knowledge systems **Personal/Interpersonal** - Collaboration - Communication - Cooperation	Practical investigations Group research and presentation Report writing Portfolio End of unit assessments
Maximum possible internal credits: 10		

Level 1 Spanish

Spanish is the third most widely spoken language and is used by over 450 million people in the world. By studying Spanish, students will gain insight into a rich history that has spanned the globe, not to mention a variety of cultures and societies.

<table>
<tr><th>Course Content</th><th>Skills</th><th>Assessment</th></tr>
<tr>
<td>Hapori/Whānau
Embark on an exciting journey into the heart of Hispanic family values! Discover how extended families, like in Māori culture, play a huge role, often living close by for support. Uncover the differences between formal and casual language and behaviour. We'll also connect with our own backgrounds, exploring how respect shines through in our families - whether it's in how we talk, use body language, or show our feelings. As we learn to understand different cultures and how they value family and respect, we will become excellent hosts when welcoming them to Aotearoa, whether on a business or personal level

Tourism and manaakitanga
Let’s visit amazing places in Hispanic countries! We will be looking at some fantastic places to visit and learn expressions around travel and tourism. The topic involves our past time activities in the past, present and future and looking at how to sell New Zealand tourism to the Hispanic world. The New Zealand Tourism Board would surely appreciate your input to promote New Zealand to 500 million Spanish speakers in the world! We will be comparing manaakitanga of Te Ao Māori and the Hispanic world.

Hauora
Peace of mind in case of medical emergencies/conditions. That is a very important factor when you travel. This topic involves expressing your health conditions and seeking a medical consultation. You will also be able to give some suggestions to people who need advice. We have Hispanic speakers in our community with very little English. Wouldn’t it be nice to help them out when they feel most vulnerable? We also discuss our lifestyle as well as comparing the New Zealand health system and Hispanic ones.</td>
<td>Across all of the topics in the course the skills we focus on include:

Personal and interpersonal skills:
The confidence to speak in public. Self-awareness and awareness of others both within our own culture and in other cultures. Empathy, global citizenship and cooperation.

Vocabulary and structures:
Learning the level 1 vocab and grammatical structures and being able to communicate your opinions and ideas, as well as being able to use past, present and future tenses using more complex language.

Effective written communication skills:
Being able to plan and execute in a variety of different formats, such as a postcard, letter or essay.

Listening and comprehension skills:
Including being able to gather relevant information in a variety of situations, understand formal and informal instructions and understand third party conversations.

Reading skills:
Being able to understand a variety of texts on subjects that are relevant to you and show comprehension by answering questions in English.</td>
<td>Interaction
Me kōrero tāua, me kōrero tātu
• Let’s Chat

Combination of written and spoken Spanish
• Ako tino
• Things of importance to me

Listening practice

Reading practice

Vocabulary and grammar tests</td>
</tr>
<tr><td colspan="3">Trips: Wellington International film festival (Term 3)
Spanish immersion Day (Interschool event)
Triennial Mexico trip (During the April holidays once every three years)</td></tr>
<tr><td>Maximum possible external credits: 10</td><td colspan="2">Maximum possible internal credits: 10</td></tr>
</table>

Level 2 Spanish

Spanish is the third most widely spoken language and is used by over 450 million people in the world. By studying Spanish, students will gain insight into a rich history that has spanned the globe, not to mention a variety of cultures and societies.

Course Content	Skills Development	Assessment Tasks
The Technology and Mass Media Do you know Spanish is the third biggest used language in the web? With your knowledge of Spanish, you will extend your audience/business clients to another level. You also will be able to appreciate significant resources on internet. We will be looking at the influences of internet and how publicity and technology have changed our lives. **The Film and Music Study** Did you know Spain is the third country in Europe in terms of going to the cinema? In this topic, we will be discussing types of film, reviewing the good and bad points of a film, analysing the role of cinema and trends in how and where films are seen. We also discuss types of music and role of music in people's lives. **The Fashion and Modern Society** Did you know that 48% of Spaniards confess that they spend significant amount of money on clothes and fashion? That is the highest in Europe. We will be discussing the role of sport in our lives as well as debating about healthy eating, work-related problems, how to achieve a good work/life balance. **Tourism** Did you know that 90% of Spaniards spend their holidays on the beach? Every year 80 million people visit Spain. It is an important industry. We will discuss holiday destinations, giving personal opinions about preferred activities. We also discuss problems created by tourism and how to tackle them. **Tikanga Māori** We will explore the similarities and differences between Hispanic culture and Tikanga Māori.	Across all of the subjects in the course the skills we focus on include: **Personal and interpersonal skills:** Including developing the confidence to speak in public. Self-awareness and awareness of views of others developing and sharing personal perspectives. Empathy, global citizenship and cooperation. **Vocabulary and structures:** Including learning the Level 2 vocab and grammatical structures and being able to communicate your opinions and ideas through increasingly complex and varied language. **Effective written communication skills:** Including being able to plan and execute in a variety of different categories. **Listening and comprehension skills:** Including being able to expand on relevant information with supporting details; and showing understanding of the implied meanings or conclusions within the text. **Reading skills:** Including being able to understand a range of texts on subjects that are relevant to you and show comprehension with supporting details; and summarise meaning by answering questions in English.	***Portfolio of writing*** School Journal Submission Choose from ***examples:*** *reviews, a real account, share an opinion on an issue, creative writing* ***Recorded speech*** *A wedding speech at your best Spanish speaking friend* ***Listening practice*** ***Reading practice*** *Vocabulary and grammar tests*
Maximum possible external credits: 10		**Maximum possible internal credits: 8**
Trips: Wellington International film festival (Term 3), Spanish immersion Day (Interschool event) Triennial Mexico trip (During the April holidays once every three years) **Note**: At least 12 credits in NCEA Level 1 Spanish is a prerequisite of the course.		

Level 3 Spanish

Spanish is the third most widely spoken language and is used by over 450 million people in the world. By studying Spanish, students will gain insight into a rich history that has spanned the globe, not to mention a variety of cultures and societies.

Course Content	Skills Development	Type of Assessment Tasks
Environment and Sustainable Living Do you know Spain is one of the most advanced countries in the development of solar energy, and it is one of the European countries with the most hours of sunshine? Spain is also the third in the world to produce wind power. We will be discussing our environment and consider collective and individual responsibilities in relation to contributing to protecting the planet. **Tikanga Māori and Multicultural Society** One in ten people in Spain are foreigners. How about New Zealand? We will find out reasons for immigration. We will also discuss the benefits and problems of migration as well as report on real experiences of immigration and integration. We will analyse how to eliminate racism, and their effectiveness. **Social Issues** Do you know that the wealthiest one percent own more than half of the global wealth? We will be examining international inequality by describing attitudes to wealth and poverty, the work of charities and governments. We also examine and discuss types of antisocial and criminal behaviour. **Hispanic World** Do you know a Spanish novel "Don Quixote" is the second most read book in the world after the Bible? In this topic, we will be analysing the hispanic world including its history and culture by exploring famous novels, artists, film directors.	Across all of the subjects in the course the skills we focus on include: **Personal and interpersonal skills:** Including developing the confidence to speak in public. Self-awareness and awareness of views of others developing and sharing personal perspectives. Empathy, global citizenship and cooperation. **Vocabulary and structures:** Including learning the level 3 vocab and grammatical structures and being able to communicate your opinions and ideas through increasingly complex to present, argue, and support points of view. **Effective written communication skills:** Including being able to adapt format, length, and style in writing to suit both purpose and audience. **Listening and comprehension skills:** Including being able to interpret opinions, attitudes, and emotions as well as recognise fine detail and draw inferences and conclusions. **Reading skills:** Including being able to get the gist of a wide range of texts, recognise fine detail and draw inferences and conclusions by answering questions in English.	**Portfolio of writing** a formal letter of application a personal blog entry an article in a school magazine. **Recorded speech** Presentation about a Spanish cultural practice/trend that includes analysis and interpretation. **or** Evaluation or a review of a Spanish cultural activity that you have participated in. **Listening practice** **Reading practice** Vocabulary and grammar tests
Maximum possible external credits: 10	**Maximum possible internal credits: 8**	

Trips: Wellington International film festival (Term 3),
Spanish immersion Day (Interschool event)
Triennial Mexico trip (During the April holidays once every three years)

Note: At least 10 credits in NCEA Level 2 Spanish is a prerequisite of this course.

Level 1 Te Reo Māori

"Whakarongo ki te reo Māori e karanga nei."
(Listen to the Māori language. It is calling.)

Course Content	Skills Development	Type of Assessment Tasks
Te Reo Māori and tikanga Māori are essential components of this country's bi-cultural foundations and vital knowledge for all people living in Aotearoa New Zealand. Level 1 students will be enrolled with Te Kura, the Correspondence School, and will complete all learning and assessments through their online material. They will have two supervision spells per week with Whaea Tanya.	**Receptive skills: listening, reading, viewing** **Listening** Make use of familiar and unfamiliar language to understand instructions and information in different contexts. Distinguish between past and present actions and states. **Reading** Make use of familiar and unfamiliar language to understand written instructions and information in formal and informal contexts. Distinguish between past and present actions and states. **Viewing** Understand and respond to various meanings, ideas, and effects in visual texts for different purposes and audiences. **Productive skills: speaking, writing, presenting** **Speaking** Initiate and sustain more extended conversations in different contexts. Give short talks in familiar contexts on familiar topics that relate to the past and present. Use appropriate pronunciation, stress, rhythm, and intonation. **Writing** Plan and write information using a range of text types on familiar topics, referring to past, present, and future time. **Presenting** Use combinations of visual and verbal language to communicate with different audiences for different purposes.	**Internal** **Oral** Speech presentation Conversation **Listening** Answering questions **Writing** Formal letter Recount **External** **Reading** Answering questions
Maximum possible external credits: 10	**Maximum possible internal credits: 10**	
Trips: Nga Manu Korero regional speech competition and possible Marae visit (which may incur a cost).		

Level 2 Te Reo Māori

"Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei"
(Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain)

Course Content	Skills Development	Type of Assessment Tasks
Te reo Māori and tikanga Māori are essential components of this country's heritage and are integral to the identity of all New Zealanders. **Course content** Level 2 students will be enrolled with Te Kura, the Correspondence School, and complete all learning and assessments through their online material.	**Receptive skills: listening, reading, viewing** **Listening** Understand much of what other speakers of Te reo Māori say about a range of topics across a range of spoken text types, formal and informal. Distinguish between facts and opinions and recognise intentions to persuade and influence. **Reading** Understand much of what is written in Te reo Māori about a range of topics across a range of written text types intended for different purposes and audiences. Distinguish between facts and opinions and recognise intentions to persuade and influence. **Viewing** Understand and respond to visual texts that have been created for a range of purposes and audiences. **Productive skills: speaking, writing.** **Speaking** Give talks on a range of topics in a range of contexts to entertain and persuade as well as to inform. Initiate and sustain conversations in Te reo Māori. Use appropriate pronunciation, intonation, rhythm, and stress. **Writing** Write accurately in Te reo Māori about a range of topics, using words and expressions that are appropriate to entertain and persuade as well as to inform.	Students will negotiate which internal and/or external assessments they complete, with guidance from Te Kura and Kaiako here at St Oran's College.
Maximum possible external credits: 12		**Maximum possible internal credits:** 16
Trips: Ngā Manu Kōrero regional speech competition and possible Marae visit (which may incur a cost).		

Level 3 Te Reo Māori

"Ko te kai a te rangatira he kōrero"
The food of a chief is communication

Course Content	Skills Development	Type of Assessment Tasks
Te reo Māori and tikanga Māori are essential components of this country's heritage and are integral to the identity of all New Zealanders. **Course content** Level 3 students will be enrolled with Te Kura, the Correspondence School, and complete all learning and assessments through their online material.	**Receptive skills: listening, reading, viewing** **Listening** Understand much of what other speakers of Te reo Māori say about a range of topics across a range of spoken text types, formal and informal. Distinguish between facts and opinions and recognise intentions to persuade and influence. **Reading** Understand much of what is written in Te reo Māori about a range of topics across a range of written text types intended for different purposes and audiences. Distinguish between facts and opinions and recognise intentions to persuade and influence. **Viewing** Understand and respond to visual texts that have been created for a range of purposes and audiences. **Productive skills: speaking, writing** **Speaking** Give talks on a range of topics in a range of contexts to entertain and persuade as well as to inform. Initiate and sustain conversations in Te reo Māori. Use appropriate pronunciation, intonation, rhythm, and stress. **Writing** Write accurately in Te reo Māori about a range of topics, using words and expressions that are appropriate to entertain and persuade as well as to inform.	Students will negotiate which internal and/or external assessments they complete, with guidance from Te Kura and Kaiako here at St Oran's College.
Maximum possible external credits: 12		**Maximum possible internal credits:** 16
Trips: Ngā Manu Kōrero regional speech competition and possible Marae visit (which may incur a cost).		

Dual Enrolment at the Correspondence School/Te Kura

Some students may be eligible to apply under the Te Kura Dual Enrolment Schedule, at no cost to the student, if one of these factors applies:

1. School is unable to offer a subject. The purpose is to offer a broader and more balanced curriculum. (Limit of four subjects per school.) At St Oran's, we prioritise Year 13 students under this category.

2. School has a small number of students studying the subject at Years 12 - 13. There is a maximum of 6 students in any subject level per school. (Limit of two subjects per school.)

3. Cultural affinity: student has a demonstrated family or cultural affinity with a particular ethnic group and requires tuition in that language. (Limit of one subject per school.)

Which students are suitable:

- Must be focused, disciplined and have proven themselves capable of working independently
- Can commit to 6 - 7 hours per week per subject
- Must have caregiver support
- Must have online access to the Te Kura resources
- Must submit work every month to remain enrolled
- Must submit all assessments and coursework by the due date, to remain enrolled

Process:

- Student discusses options with Ms De Ras and/or Ms Parsons
- Student completes a school Te Kura application form
- SLT accepts/declines request based on student suitability and our school criteria above
  Please note that priority is given to Year 13 students
- Caregivers are notified
- Caregivers complete Te Kura agreement form
- School dual enrols the student

What St Oran's College will provide to our students studying through Te Kura:

- A space for students to use, usually the library
- Our NZQA Principal's Nominee will carry out the school responsibilities as detailed in The Te Kura Dual Provider Partnership Agreement

What St Oran's College will not provide to our students studying by correspondence:

- Teaching programmes
- Assessment material
- Marking of assessments
- Feedback on assessments
- Reporting on assessments

Alternative Pathways: Wellington Trades' Academy (WTA)

The Trades' Academy is a year long training programme whereby students attend Whitireia/Weltec one or two days a week and study at school for the other days. It is hands-on learning which prepares students for employment or higher level study.

Possible areas of study include:

- Constructive trades
- Creative technology
- Engineering and automotive
- Hospitality
- Salon environment

Students must apply for this programme. Interested students should see Ms De Ras before they fill in their online subject selection.

National Qualifications - National Certificate of Educational Achievement

There are three NCEA (National Certificate of Educational Achievement) levels at school: Level 1, Level 2 and Level 3. These are the first three of the ten levels that make up the National Qualifications Framework.
St Oran's College does not offer alternative qualifications outside of the NCEA.

To be awarded Level 1	Students must have gained: • 60 credits at Level 1 • 10 credits from the new Numeracy or Te Pangaru standards • 10 credits from the new Literacy or Te Reo Māori matatini standards
To be awarded Level 2	Students must gain: • 60 credits at Level 2 or above • 10 credits from the new Numeracy or Te Pangaru standards (if not gained already) • 10 credits from the new Literacy or Te Reo Māori matatini standards (if not gained already)
To be awarded Level 3	Students must gain: • 60 credits at Level 3 or above • 10 literacy credits (if not gained already) • 10 numeracy credits (if not gained already)
To qualify for University Entrance	Students must have gained: • NCEA Level 3 • 14 Credits in each of three approved Level 3 subjects • A minimum of 5 reading credits and 5 writing credits (from the list of approved standards at Level 2 or higher)
To qualify for an Endorsement of a L1, L2 or L3 Certificate	Certificate endorsements are to acknowledge the high achievement of a student across their whole range of subjects. • For a certificate endorsed with Excellence, students require 50 credits at Excellence level across all their subjects. • For a certificate endorsed with Merit, students require 50 credits at either Merit or Excellence across all their subjects.
To get Discretionary Entrance	Usually, Level 2 endorsed with Merit from Year 12 and a strong recommendation from the school regarding independent study skills and self-management. Includes University Entrance Literacy and Numeracy requirements.
Returning from Overseas Exchange	Student must have completed Level 2. Also, usually Level 2 endorsed with Merit. Students need to inquire from the tertiary institution they wish to attend-preferably before they leave New Zealand.

Scholarship	Scholarship provides recognition and monetary reward in some instances to students in their final year of schooling. • Students are assessed against challenging standards and are expected to demonstrate high-level critical thinking, abstraction and generalization and to integrate, synthesise and apply knowledge, skills and understanding and ideas to complex situations. • Students enter at the same time as entering for Level 3. They can enter one subject or several. It can be a very useful opportunity for our able students to see how they measure up against their peers nationally. Scholarship Monetary Awards for 2025 will compromise: Single Subject Awards: • For candidates who get Scholarship in one of two subjects • A 'one-off' award of $500 per subject Top Subject Scholar Award: • For candidates who are top in one of the 35 Scholarship subjects • $2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study Scholarship Award: • For candidates who get three or more Scholarship subjects • $2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study Outstanding Scholar Award: • For the top 40-60 candidates who get three Scholarship subjects with at least two 'Outstanding' level or more than three Scholarships with at least one at 'Outstanding. • $5,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study Premier Award: • For the top 5 to 10 candidates who get at least three Scholarships at 'Outstanding' level. • $10,000 each year for three years as long as candidates maintain at least a 'B' grade average in tertiary studies. St Oran's College Scholarship: • Our school offers a Scholarship award of $250 per subject for any NCEA Scholarship received.
Entry to University and	To gain admission into a university, you will need to attain University Entrance and fulfil the degree-specific requirements for the degree you are applying for. It is

Guaranteed Entry Scores	essential that you look at the University website you are applying to. New Zealand universities have introduced a Guaranteed Entry Score (GES) for assured entry to undergraduate courses for specialised degrees. It is essential that you look at the University website you are applying for to be sure what the requirements are for guaranteed entry to these universities. See over for a few examples of how GES is worked out at Victoria. The Guaranteed Entry Score (GES) is based on: Your 80 best credits in approved subjects at Level 3 or higher. If you have fewer than 80 credits, it is based on what a student does have. Only 24 credits can be counted from any one subject.
New Zealand University Scholarships and Grants	There is a scholarship guide for Year 13 students available on the Moneyhub Website outlining the tertiary scholarships that are available for them to apply for. https://www.moneyhub.co.nz/scholarships-nz.html You can also connect to this through the school careers site.

Note:

1. Auckland University – Students need to gain University Entrance and meet the Academic English Language Requirement (AELR). If you don't meet the AELR you will need to attain it in your first year of study at Auckland University.

2. All subjects on the senior timetable at St Oran's are university approved. You can access a full list of approved subjects on the NZQA Website.

Examples of how the Guaranteed Entry to University works

Guaranteed Entry to Victoria University by G.E.S.

1. Example One: Rank Score = 210

a. Based on 80 best credits in all approved subjects, Level 3 or higher
b. If fewer than 80 credits, the rank score is based on what the student has
c. A maximum of 24 credits in each subject may be counted
d. Achievement or unit standards may be counted

Approved subject (best 24 credits per subject)	Excellence Credits (x4)	Merit Credits (x3)	Achieved Credits (x2)	
English	8	6	6	
History		6	10	
Stats & Modelling	4	4	16	
Geography		10	10	
French			24	
Sub Total	12	26	66	
Best 80 Credits	12	26	42	Rank Score
Calculate Score	(x4)48	(x3)78	(x2)84	**210**

60 credits at Achieved, in approved subjects, Level 3 or higher, equals 120 points

Example Two: Rank Score = 112

a. Based on 80 best credits in all approved subjects, Level 3 or higher
b. If fewer than 80 credits, the rank score is based on what the student has
c. A maximum of 24 credits in each subject may be counted
d. Achievement or unit standards may be counted

Approved subject (best 24 credits per subject)	Excellence Credits (x4)	Merit Credits (x3)	Achieved Credits (x2)	
English			14	
History			14	
Stats & Modelling			14	
Geography			14	
Gateway			-	
Sub Total			56	
Best 80 Credits			56(x2)	Rank Score
Calculate Score			UE – but not GES	**112**

60 credits at Achieved, in approved subjects, Level 3 or higher, equals 120 points