



# **COLLINGWOOD AREA SCHOOL**

## **SENIOR SCHOOL COURSES**

# **2018**

## **NCEA STUDENT HANDBOOK**



Photograph by Troy Maddock

# INTRODUCTION - Tīmatanga Kōrero

## Our Vision - Moemoeā Creative, Collaborative, Connected, Confident

Tēnā koutou e ngā whānau o te kura o Aorere

We are delighted to share with you the Senior School Course Booklet for 2018. This year we are offering the same essential framework but with new opportunities, and improved levels of staffing to deliver these options. In 2018 we will have the Technology Area really humming with tool making, welding and metal work on offer within the traditional NCEA options. In addition we will be running an improved Outdoor Education course, again with new staff and a clearer focus on offering as much on our own doorstep as possible. Do remember the O.E. course is not one solely focussed on credits, but also in bringing balance to your studies and building essential life skills - and a time for you to have plenty of outdoor fun!

Obviously, this handbook outlines the subjects that are available for next year but it also provides you with information about the structure and requirements of the qualifications you can work towards. These qualifications include the traditional Levels 1, 2 and 3 NCEA pathways and the Vocational Pathways that sit alongside Levels 2 and 3 NCEA. Within your subject selection you need to take into consideration any previous results and your intended career pathway.

The senior timetable is flexible to match your needs. This means it is possible to change some subjects term-by-term depending on your interest and your progress. However, changes are only made after consultation with your subject teacher and your parents. In addition to the options, you will have a mentor assigned to you for one or two lessons each week. In this timetabled slot you will focus on goal setting, hauora, well being and career planning.

Do remember that because we are a relatively small kura, it is likely that we will have Level 2 and 3 courses will be running together. This is a real advantage because it means you have the opportunity to study a multi-level course.

Lessons will remain 50 minutes in length, although there will be some double periods of one hour and forty minutes, depending on the subject requirements. Above all else, you must make sure that your course selection allows you to meet the requirements of each level of NCEA, and for University Entrance and Scholarship. If you are not sure what this involves, then ask!

Although this booklet only includes the subjects taught here at CAS, you need to remember that almost any other subject you are interested in is possible through Distance Learning, Telford, the Correspondence School Te Aho o Te Kura Pounamu. Please do not think that just because it is not included in this booklet that you cannot take a subject. Again, talk to a mentor, subject teacher or Dean to see if your subject choice can be accommodated. Take the time to plan your whole course of study so you understand whether each subject choice moves you along the pathway you choose.

We look forward to working alongside you on the next step of your journey.  
Remember, if you have any questions, just ask.



Nō reira, noho ora mai rā  
Nā, Caroline Gray  
Tumuaki, Principal

# GUIDELINES FOR SENIOR SUBJECT SELECTION 2018

## YEAR 11 STUDENTS

- MUST TAKE 7 subjects (3 compulsory and 4 of choice)
- Compulsory subjects are: English, Mathematics and Science

## YEAR 12 STUDENTS

- MUST TAKE 6 subjects
- English is recommended for those looking at University and some tertiary study.
- If you are considering University read the UE requirements carefully.

## YEAR 13 STUDENTS

- MUST TAKE 5 subjects
- None are compulsory
- Students considering tertiary study must ensure that the course selected meets the tertiary entry requirements

## GUIDANCE FOR COURSE SELECTION

<b>Ability</b>	<b>+ Interest</b>	<b>+ Occupation</b>	<b>= Subject choice</b>
How good are you at a subject?	What do you enjoy?	If you don't know what you want to be, keep your options open by not specialising too soon	

- Plan your course selection through to the end of your secondary schooling. You should be checking the recommended entry requirements needed at the next level to ensure you will be eligible for entry into courses you wish to take in later years.
- Remember that Mathematics and Sciences beyond Level 1 are often basic requirements for many careers.
- Check that you have the necessary pre-requisites for university studies or specific tertiary and training courses.
- Research shows that the two main influences on subject choice are:
  - o What subjects your friends are taking
  - o Who is teaching a particular subjectNeither of these should influence your subject choice, as your friends may not be in the same class as you next year and no one yet knows who will be teaching specific 2018 subjects
- **CONCENTRATE ON WHAT YOU NEED FOR YOUR FUTURE.**
- Discuss your proposed course selection with:
  - o Your parents/caregivers
  - o Your teachers
  - o Your Dean or Mentor
  - o Senior Management
- Be aware that there are now a wide range of available subjects. Not only are there the typical school subjects but there are many others available from many sources. Do look carefully at the final section on Alternative Education.

## SUBJECT SELECTION and CONFIRMATION

It is really important that all students discuss their subject selections with your parents and caregivers, and with subject teachers if you are not sure of whether you need to take a particular subject.

**During the week prior to school starting for 2018** all students intending to study (NCEA L1 to L13) are required to meet with the Mentors or senior management to confirm their course for the year. Parents are welcome to come in at this point to discuss any concerns.

# QUALIFICATIONS IN THE SENIOR SCHOOL

## NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT - NCEA

To complete an NCEA certificate, students must earn credits. They attain credits by meeting standards in their chosen subject areas. Some standards will be assessed internally by the school and others will be assessed nationally in external examinations. Credits may be gained by achieving either through Achievement Standards or Unit Standards.

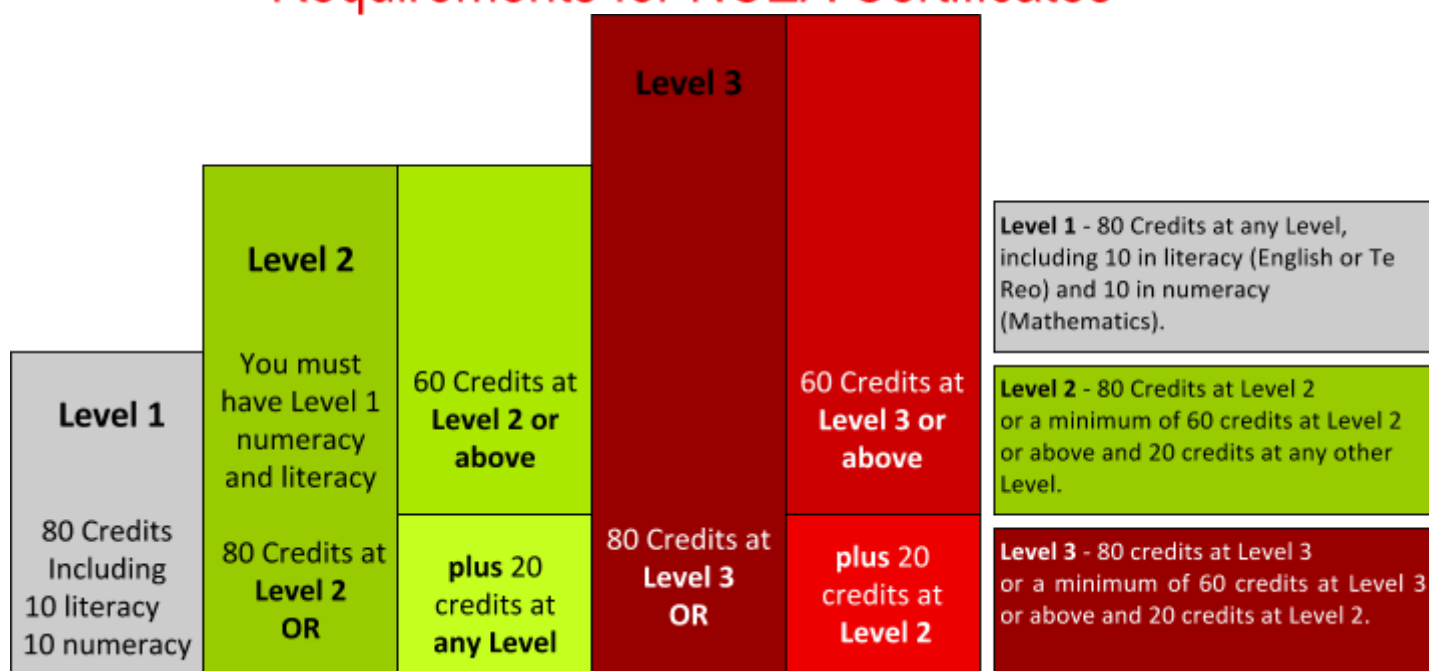
## ACHIEVEMENT STANDARDS

These may be achieved internally or externally. Achievement standards are designed so that satisfactory work is awarded an "Achieved" grade, good work receives a "Merit" grade and outstanding work receives an "Excellence" grade. These grades indicate how well a student has performed, but do not alter the number of credits gained for that standard.

## UNIT STANDARDS

These are all internally assessed and credits gained may count towards various National Certificates and NCEA. They differ from Achievement Standards in that in general they can only be achieved. Unit standards are industry based units of work.

## Requirements for NCEA Certificates



## LEVEL ONE LITERACY AND NUMERACY REQUIREMENTS

A minimum of 10 credits in both literacy and numeracy are required through either:

- Achievement standards - Specified achievement standards available through a range of subjects (minimum total of 10 credits in each), or
- Literacy standards and Numeracy Standards –this is a package of three unit standards (total of 10 credits - **all** three required).

NB\* Students need to gain literacy and numeracy through their Achievement Standards **or** the alternate Unit Standard – you cannot combine the two systems to get your 10 credits.

Students must have Level 1 numeracy and literacy before they can achieve their NCEA Level 2 certificate.

## CERTIFICATE ENDORSEMENT

- Students are able to achieve Level 1, 2 or 3 NCEA with Merit or Excellence Certificate Endorsements – this is recognition of consistently high achievement across subjects.

**Merit Endorsement at Level 1, 2 or 3**  
50 Credits at Merit or Excellence at the level of endorsement

**Excellent Endorsement at Level 1, 2 or 3**  
50 credits at Excellence at the level of endorsement

- Students can accumulate Merits and Excellences over more than one year and any entitled endorsement of a previous NCEA certificate will be awarded.

## COURSE (SUBJECT) ENDORSEMENT

- A student must gain 14 credits in a single year at Merit/Excellence in order to gain a course endorsement. Each student's achievement for course endorsement must include at least 3 credits at merit/excellence from internally assessed standards as well as 3 credits at merit/excellence from externally assessed standards. Excluded from this rule are Physical Education, Religious Studies and Level 3 Visual Arts.

## OTHER NATIONAL QUALIFICATIONS

- There are many National Certificates, National Diplomas and other qualifications. Credits gained at school for Levels 1, 2 and 3, together with those from further study and the workplace can be used towards these certificates and diplomas.
- To gain a National Certificate you must have a specified number of credits, usually gained over 2 years.
- Vocational Pathway Awards - these are based on six broad industry areas: Manufacturing and technology, Construction and infrastructure, Creative industries, Primary industries, Social and communication services, and the Services industry. This award sits alongside Level 2 and shows employers that you have the skills they might be looking for in their field of business. To gain this award you need Level 1 literacy and numeracy and 60 Level 2 or above standards (including 20 sector-related standards from the same sector pathway e.g. 20 Tourism credits for the Services industry)

## NEW ZEALAND SCHOLARSHIP

- Scholarship is a monetary award to recognise top Level 3 students
- It does not earn credits towards a qualification, but does appear on a student's Record of Achievement
- Scholarship in each subject can be gained at two levels, either 'Scholarship' or 'Outstanding Performance'
- The content assessed in each subject is the same as that covered in the Level 3 Achievement Standards
- Candidates may enter scholarship in one or more subjects and this decision is made mid-way through the year
- Students interested in scholarship should discuss it with their teachers early in the year
- There is a fee payable for Scholarship exams on top of the NCEA payment.

# UNIVERSITY ENTRANCE

To qualify for University Entrance through NCEA students need to achieve the following:

- **14 Level 3 credits in each of THREE subjects** from the approved subject list
- **10 credits in English at Level 2 or higher** (5 must be reading and 5 must be writing)
- **10 credits in Mathematics at Level 1 or higher**

U N I V E R S I T Y  E N T R A N C E	Level 3 or Higher 42 credits		
	14 credits in one “approved subject”	14 credits in another “approved subject”	14 credits in another “approved subject”
	Level 2 or Higher		
	10 credits in English or Te Reo Maori (including 5 reading , 5 writing)		
	Level 1 or Higher		
	10 credits in mathematics or statistics and probability		

- Students need to become increasingly aware of the importance of certificate endorsements especially at year 12 and 13. For example, a year 12 student can obtain a level 2 Excellence endorsement **that can lead** to university scholarships.
- Entry to university has become increasingly more restrictive and competitive in recent years. University Entrance is no guarantee to acceptance to University, it is simply a minimum standard that must be met. Entry will be dependent on numerous factors including number of applicants for a specific course of study and the level of achievement of your NCEA results. The better the endorsement, the more improved are your chances of acceptance to a particular course or university. Each university may also have additional requirements for entry to specific courses. It is advisable to see the Principal’s Nominee, Careers Advisor, or contact the University directly to check requirements.

## Approved University Entrance Subjects:

A list of University Entrance Approved subjects can be found on the reverse of your final subject selection form.

# Subject Selections

## English Level 1

<p><b>Overview:</b> Level 1 English requires students to describe and explain how texts work to create meaning. Students learn how to read a visual or written text for meaning, and show this in a clear and successful essay. Students also explore creating texts through a choice of internal exams. Speech making, creating a visual text and creative writing are some of the internals offered.</p>	
<b>Key areas of learning offered</b>	Oral language and performing arts, visual language, written language, research skills
<b>Explanation</b>	Analysis requires a more in-depth appreciation for how texts make meaning, and greater knowledge of the language features used to create the text.
<b>Internal vs External</b>	<b>Internal:</b> Yes <span style="float: right;"><b>External:</b> Yes</span>
<b>Standards</b>	<b>Achievement Standards:</b> Yes <span style="float: right;"><b>Unit Standards:</b> No</span>
<b>Recommended prerequisites</b>	It is helpful if the student is an independent reader.
<b>Pathways</b>	Senior English, media studies, university entrance and literacy development.

## NCEA L1 English Intended Learning Pathways in 2018

	Module	Assessment	Brief Description
Term 1	Produce formal writing.	90053 4 credits Literacy. Internal	Students choose a topic and produce their own written argument.
	Construct and deliver an oral text.	90857 3 credits Literacy. Internal	Students use their argument as a basis for a speech.
Term 2	Produce creative writing	90052 3 credits Literacy. Internal	Students follow a creative writing course. They polish a piece of work produced as part of the course for submission.
	Explain significant connections across texts, using supporting evidence.	90852 4 credits Literacy. Internal	Students complete independent study of how ideas work across a range of texts chosen by the student.
	Create a visual text.	90855 3 credits Literacy. Internal	Students make a visual text from a choice of mediums.

Term 3	Show understanding of specified aspects of studied visual or oral texts, using supporting evidence.	90850 4 credits Literacy. Internal	A full length film study and essay writing for exam.
Term 4	Revision		Revise essay writing and knowledge and understanding of the text for exam.

## English Level 2

<p><b>Overview:</b> Level 2 English looks more in depth at film and writing with an emphasis on analysis of texts. Level two builds on the skills learnt in level 1 and extends them further to encourage more independent thought in the student as they question and make links between the authors and directors works, with the world around them.</p>	
<b>Key areas of learning offered</b>	Oral language and performing arts, visual language, written language, research skills
<b>Explanation</b>	Analysis requires a more in-depth appreciation for how texts make meaning, and greater knowledge of the language features used to create the text.
<b>Internal vs External</b>	<b>Internal:</b> Yes <span style="float: right;"><b>External:</b> Yes</span>
<b>Standards</b>	<b>Achievement Standards:</b> Yes <span style="float: right;"><b>Unit Standards:</b> No</span>
<b>University Entrance</b>	All students entering level 2 English have the opportunity to gain University Entrance and subject endorsement. UE requires 5 Reading Credits and 5 Writing Credits. Endorsement requires a merit or excellence in the external exam, and 14 merit or excellent credits overall.
<b>Recommended prerequisites</b>	An ability to meet deadlines, time and resource management and an attitude of personal ownership over their education is a must for students at this level. Students who have attained a Merit endorsement or higher at level 1 are well placed to study English at Level 2 , but anyone with a range of internal and external passes at level 1 and who enjoys reading for pleasure should seriously consider English at Level 2.
<b>Path ways</b>	Senior English, media studies, university entrance and literacy development.



**NCEA L2 English**  
**Intended Learning Pathways in 2018**

	<b>Module</b>	<b>Assessment</b>	<b>Brief Description</b>
Term 1	Respond critically to specified aspect(s) of studied visual text(s), supported by evidence.  Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.	91099 4 credits Reading. External  91107 3 credits Reading	Introduction to text analysis. In-depth study of text and essay writing. This lays the foundation skills and ideas for all the student lead work in the following terms.
Term 2	Produce a selection of crafted and controlled writing.  Analyse significant connections across texts, supported by evidence.	91475 6 credits Writing. Internal  91104 4 credits Reading. Internal	Students choose from a range of possible internal options. They work in groups with others who have chosen the same options or independently. The deeper features of their work can come from the social, political, historical background and ideas and themes within the texts studied during Term 1.
Term 3	Create a crafted and controlled visual and verbal text.  Create and deliver crafted and controlled oral text.	91103 3 credits Internal  91102 3 credits Internal	
Term 4	Revision		Revise essay writing and knowledge and understanding of the text for exam.

### English Level 3

**Overview:** Level 3 English is the development of critical analysis of texts from a personal, critical and historical literary perspective. Students' assumptions and ideas are challenged through ongoing discussion, dialogue and research. We examine two texts in detail before creating our own portfolio of creative writing and formal work. There is a focus on digital and collaborative learning.

**Key areas of learning offered**

Critical Thinking, Oral language and performing arts, visual language, creative and formal written language, research skills & close reading skills.

**Explanation**

Students will study a range of film and written texts in term 1, where key ideas of critical analysis and themes are introduced and explored. In terms 2 and 3, students choose internals that explore these ideas further either by creating their own visual, oral or written texts in response. For example they may create a portfolio of their own work as well as giving a speech or performing a monologue.

**Internal vs External**

**Internal:** Yes

**External:** Yes

**Achievement vs unit standards**

**Achievement Standards:** Yes

**Unit Standards:** No

**University Entrance**

All students will have the opportunity to study for University entrance, Literacy credits and external exams. Exam entry decisions will be made in the middle of the year following close discussions with the student/teacher/parents and Senior Management. It is usual for students to sit an external exam.

<b>Recommended prerequisites</b>	Students are expected to be independent learners, and take much more leadership of their education, which prepares them adequately for work or further study. A love of reading for pleasure is very helpful to success. Students are also expected to manage their time and personal resources to meet the heavy demands of the course. It is vital to their progress that students meet deadlines.
<b>Pathways</b>	Senior English, Media Studies, Performing Arts, university entrance and literacy development.

<b>NCEA L3 English</b> <b>Intended Learning Pathways in 2018</b>			
	<b>Module</b>	<b>Assessment</b>	<b>Brief Description</b>
Term 1	Respond critically to specified aspect(s) of studied visual text(s), supported by evidence.	91473 4 credits External	Introduction to critical literary theory. Study of a range of texts and essay writing. This lays the foundation skills and ideas for all the student lead work in the following terms.
Term 2	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.  Respond critically to significant connections across texts, supported by evidence.	91475 6 credits Internal  91478 4 credits Internal	Students choose from a range of possible internal options. They work in groups with others who have chosen the same options or independently. The deeper features of their work can come from the social, political, historical background and ideas and themes within the texts studied during Term 1.
Term 3	Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language.  Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.	91477 3 credits Internal  91476 3 credits Internal	
Term 4	Revision		

## Physical Education Levels 1-3

<b>Overview:</b> In physical education the focus is on movement and its contribution to the development of the individuals and their communities. By learning in, through and about movement, physical activity and sport, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives. It fosters critical thinking and action, and enables students to understand the role and significance of physical activity for individuals and society.	
<b>Key areas of learning offered</b>	Physical safety, physical activity, sports studies and outdoor education
<b>Explanation</b>	Physical Education at Collingwood will be generally offered along the theme of Sports Education. A module will be offered each term with appropriate assessment being included to match the student's level of learning and achievement. It is possible that these standards might be offered in contexts separate to this.
<b>Internal vs External</b>	<b>Internal:</b> Yes <b>External:</b> No
<b>Standards</b>	<b>Achievement Standards:</b> Yes <b>Unit Standards:</b> No
<b>University Entrance</b>	Physical education is an approved subject for University Entrance
<b>Recommended prerequisites</b>	A moderate level of physical fitness is an advantage, but an enjoyment and willingness to develop personal physical, social and leadership skills is essential. Some assessment at levels 2 and 3 will require prior achievement to ensure success.
<b>Path ways</b>	Senior physical and outdoor education, university entrance and industry training opportunities.

### NCEA L1 - 3 PE

#### Intended Learning Pathways in 2018

The actual course may vary from the one below depending on the student's interests, level and needs.

	Module	Assessment	Brief Description
Term 1	Give it a Go - Sports Education	Lv1 90962	Developing personal enjoyment and group achievement working together to participate in a variety of games and activities.
Term 2	How do I work? - Sports Education	Lv1 90963	Develop understanding of the function of the body as it relates to the performance of a physical activity
	Being the Best - Sports Education	Lv2 91330, 91329 Lv3 91501, 91500	Developing skills and work on improving these in a selected physical activity. This is done by developing a training programme and gaining understanding on how to implement it to see changes in your body.
Term 3	Use interpersonal skills to coach an athlete or team	Lv1 90966	Demonstrate interpersonal skills in a group and explain how these skills impact on others.
	Plan an event - Sports Education	Lv1 90969	Take purposeful action to assist others to participate in Physical Activity
Term 4	Practice skills learnt over the year		Upgrade or complete any standards

## Outdoor Education Levels 2-3

**Overview:** The aim of this course is to give the students the opportunity to develop a variety of skills in a wide range of activities. This course will only offer a few credits as it is more about team building, personal health and well being and experiencing a wide range of activities. Activities may include kayaking, Waka Ama, biking, tramping, bushcraft, wild food gathering and processing, dive course, adventure tourism and Taiaha.

<b>Key areas of learning offered</b>	Physical safety, physical activity and outdoor education
<b>Explanation</b>	A module will be offered each term with appropriate assessment being included to match the student's level of learning and achievement. It is possible that these standards might be offered in contexts separate to this.
<b>Internal vs External</b>	<b>Internal:</b> Yes <b>External:</b> No
<b>Standards</b>	<b>Achievement Standards:</b> Yes <b>Unit Standards:</b> Yes
<b>University Entrance</b>	Physical education is an approved subject for University Entrance
<b>Recommended prerequisites</b>	A moderate level of physical fitness is an advantage, but an enjoyment and willingness to develop personal physical, social and leadership skills is essential. Some assessment at levels 2 and 3 will require prior achievement to ensure success.
<b>Path ways</b>	Senior physical and outdoor education, university entrance and industry training opportunities.

### NCEA L2 - 3 OE Intended Learning Pathways in 2018

	<b>Module</b>	<b>Assessment</b>	<b>Brief Description</b>
Term 1	Making a splash	Lv 2-3 U.S 4383/4384 Achieved at Level 2 no credits for level 3	Develop and progress the key skill associated with snorkelling through to scuba and advanced diving gaining PADI qualifications.
Term 2 to 4	A number of experiences and opportunities	May be some AS and US where appropriate	Activities could include kayaking, Waka Ama, biking, bushcraft, wild food gathering and processing, dive course, adventure tourism and Taiaha.

## Science - Level 1- 3

**Overview:** In Science students develop the skills, attitude and values to build a foundation for understanding the world. They come to appreciate that while scientific knowledge is durable, it is also constantly re-evaluated in the light of new evidence. They learn how scientists carry out investigation and they come to see science as a socially valuable knowledge system. They learn how science ideas are communicated and to make links between scientific knowledge and everyday decisions and actions.

<b>Key areas of learning offered</b>	<p><b>Biology</b> - Living things and how they interact with each other and the environment. Students develop an understanding of the diversity of life and life processes, of where and how life has evolved, of evolution as the link between life processes and ecology and of the impact of humans on all forms of life. As a result, they are able to make more informed decisions about significant biological issues. The emphasis is on the biology of NZ and its' unique fauna and flora and distinctive ecosystems.</p> <p><b>Chemistry</b> - The study of matter and the changes it undergoes. Students develop understandings of the composition and properties of matter, the changes it undergoes and the energy involved. They use their understanding of chemistry to make sense of the world around them. They learn to interpret their observations by considering the properties and behaviour of atoms, molecules and ions and use symbols and conventions of chemistry.</p> <p><b>Physics</b> – The study of a wide range of physical phenomena, which could include light, sound, heat, electricity, magnetism, waves, forces and motion. Students gain an understanding of interactions between parts of the physical world and of the ways in which they can be represented. Knowing about physics enable people to understand a wide range of contemporary issues and challenges and potential technological solutions.</p> <p><b>Planet Earth and Beyond</b> - The interconnecting systems and processes of the Earth, the other parts of the solar system and the universe beyond. Students learn that Earth's subsystems of geosphere, hydrosphere, atmosphere and biosphere are interdependent and that all are important. They come to appreciate that humans can affect these systems in both positive and negative ways. This includes the numerous interactions of Earth's four systems with the solar system.</p> <p><b>Horticulture</b> – The care, needs of and propagation of plants and how they can be used in landscaping. Students learn the needs of plants and how to care for them so they are productive – vegetables, fruit, flowers and houseplants. They will learn different methods of propagation and how to design and landscape an area with plants.</p>
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**Level 2 and 3 Science** courses can be taken term by term depending on the student's' interests and needs for their career pathway. The topics and order will depend on student choices. Courses can be a full course of internal and external Achievement Standards in a set Science or can be made up of a composition of Sciences e.g. Biology – ecology and cell biology, Horticulture – propagation of plants and soils, Chemistry – ions in solution and titrations.

This course is compulsory for Year 11 students but can be made up of both internal and external Achievement Standards in a wide range of topics in the fields of Biology, Chemistry, Geology, Physics and Astronomy. Generally students will sit 1 – 3 external exams and the rest will be internal Achievement Standards with a large practical component.

Science - Level 1		Overview
<b>Recommended entry requirement</b>	None	This course enables you to gain an understanding of the world in which we live and how it works. Topics include biology, chemistry, geology, physics and astronomy.  A practical investigation and research topic can be carried out in each topic.
<b>Path ways</b>	Leads to Level 2 Earth and Space Science, Horticulture, Agriculture, Biology, Chemistry and Physics	
<b>Additional Costs</b> Sci pad \$15	<b>Out of Class Activities</b>	<b>Assessment</b> Internal: Yes Literacy: Yes  External: Yes Numeracy: Yes

**NCEA L1 Science**  
**Intended Learning Pathways in 2018**

	<b>Module</b>	<b>Assessment</b>	<b>Brief Description</b>
Term 1	Demonstrate an understanding of aspects of acids and bases	90944 4 credits External	Builds on Year 10 work on Atomic theory and acids and bases. Basic essential chemistry required for any further study.
	Carry out a chemistry investigation with direction	90930 4 credits Internal	Following Scientific Method to prove or disprove a hypothesis. Involves planning and writing up an investigation.
Term 2	Demonstrate understanding of biological ideas relating to genetic variation	90948 4 credits External	Structure and role of DNA, inheritance, variation, cell division.
	Carry out a practical investigation in a biological context	90925 4 Credits Internal	Following Scientific Method to prove or disprove a hypothesis. Involves planning and writing up an investigation.
Term 3	Demonstrate understanding of aspects of mechanics	90940 4 credits External	Speed and motion, mass, weight, pressure and forces. Essential concepts in Physics.
	Carry out a practical physics investigation that leads to a linear mathematical relationship	90935 4 credits internal	Following Scientific Method to prove or disprove a hypothesis. Involves planning and writing up an investigation.
Term 4	Revision to prepare for external assessments		

**NCEA L2 Chemistry**  
**Intended Learning Pathways in 2018**

	<b>Module</b>	<b>Assessment</b>	<b>Brief Description</b>
Term 1	Demonstrate understanding of bonding, structure, properties and energy changes.	91164 5 credits External	Builds on L1 Atomic Structure. Bonding and shapes of molecules. Energy changes in chemical reactions.
	Carry out procedures to identify ions present in solution.	91162 3 credits Internal	Interpreting experimental observations to recognise the formation of precipitates and complex ions.
Term 2	Demonstrate understanding of the properties of selected organic compounds.	91165 4 credits External	Classifying and naming organic molecules. Identification of types of reaction.
	Carry out quantitative analysis.	91161 Internal 4 credits	Students will carry out a titration followed by mole calculations to collect quantitative data.
Term 3	Demonstrate understanding of oxidation-reduction.	91167 3 credits Internal	Identify oxidants and reductants and write balanced half equations to describe the the process of redox.
Term 4	Revision to prepare for external assessments.		

<b>Additional Costs</b> \$20.00	<b>Assessment</b> Internal: Yes      External: Yes Literacy: Yes      Numeracy: Yes
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<b>NCEA L3 Chemistry</b> <b>Intended Learning Pathways in 2018</b>			
	<b>Module</b>	<b>Assessment</b>	<b>Brief Description</b>
Term 1	Demonstrate understanding of thermochemical principles and the properties of particles and substances	91390 5 credits External	Builds on L2 Atomic Structure and bonding. Describing periodic trends, sub shells, properties of substances. Investigating enthalpy and entropy changes in chemical reactions.
Term 2	Demonstrate understanding of the properties of organic compounds	91391 5 credits External	Builds on L2 Organic compounds. Classifying and naming organic molecules. Identification of types of reaction.
Term 3	Demonstrate understanding of spectroscopic data in chemistry	91388 3 credits Internal	Interpret and decipher spectroscopic data to correctly identify species present.
	Demonstrate understanding of oxidation-reduction processes.	91393 3 credits Internal	Builds on on oxidation-reduction at L2 with an emphasis on the application of the processes used in industry.
Term 4	Revision to prepare for external assessments.		
<b>Additional Costs</b> \$20.00		<b>Assessment</b> Internal: Yes      External: Yes Literacy: Yes      Numeracy: Yes	

<b>Horticulture- Level 1</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	An interest in growing plants and the Horticultural Industry	To develop an understanding of and carry out basic plant propagation techniques, horticulture plant management practices, practical skills used in agricultural or horticultural production and soil management. Be able to design a landscape plan that reflects user requirements. Students can do any combination of the following standards AS90918 Carry out a practical agricultural or horticultural investigation. <b>(Internal)</b> AS90923 Demonstrate knowledge of basic plant propagation techniques. <b>(Internal)</b> AS90924 Demonstrate knowledge of horticultural plant management practices and related plant physiology <b>(External)</b> AS90157 Demonstrate practical skills used in agricultural or horticultural production. <b>(Internal)</b> AS90919 Demonstrate knowledge of soil management practices. <b>(External)</b> AS90922 Design a landscape plan that reflects user requirements <b>(Internal)</b>
<b>Path ways</b>	Leads to Level 2 Horticulture	
<b>Additional Costs</b> No	<b>Out of Class Activities</b> Field trips when appropriate	<b>Assessment</b> Internal: Yes      External: Yes Literacy: Yes      Numeracy: No

<b>Biology - Level 2</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	Level 1 Biology Achievement Standard	<p>This course covers four broad areas - ecology, cell biology, plant and animal studies and genetics and evolution.</p> <p>Students can do any combination of the following standards</p> <p>AS91153 Carry out a practical investigation in a biology context, with supervision. <b>(Internal)</b></p> <p>AS91154 Analyse the biological validity of information presented to the public <b>(Internal)</b></p> <p>AS91155 Demonstrate understanding of adaptation of plants and animals to their way of life. <b>(Internal)</b></p> <p>AS91156 Demonstrate understanding of life processes at the cellular level. <b>(External)</b></p> <p>AS91157 Demonstrate understanding of genetic variation and change. <b>(External)</b></p> <p>AS91158 Investigate a pattern in an ecological community, with supervision. <b>(Internal)</b></p> <p>AS91159 Demonstrate understanding of gene expression. <b>( External)</b></p> <p>AS91160 Investigate biological material at the microscopic level. <b>(Internal)</b></p>
<b>Path ways</b>	Level 3 Biology, university entrance, polytechnic entrance, vocational training.	
<b>Additional Costs</b> \$20.00	<b>Out of Class Activities</b> 2 x 1 day Field Trips	<p><b>Assessment</b></p> <p>Internal: Yes</p> <p>Literacy: Yes</p> <p>External: Yes</p> <p>Numeracy: Yes</p>

<b>Biology - Level 3</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	Level 2 Biology Achievement Standards	<p>This course covers plant responses and animal behaviour, a detailed research project on one animal or plant, homeostasis, evolution, primate and human evolution and biotechnology.</p> <p>Students can do any combination of the following standards</p> <p>AS 91601 Carry out a practical investigation in a biological context, with guidance. <b>(Internal)</b></p> <p>AS91602 Integrate biological knowledge to develop an informed response to a socio-scientific issue. <b>(Internal)</b></p> <p>AS91603 Demonstrate understanding of the responses of plants and animals to their external environment. <b>(External)</b></p> <p>AS91604 Demonstrate understanding of how an animal maintains a stable internal environment. <b>(Internal)</b></p> <p>AS91605 Demonstrate understanding of evolutionary processes leading to speciation. <b>(External)</b></p> <p>AS91606 Demonstrate understanding of trends in human evolution. <b>(External)</b></p> <p>AS91607 Demonstrate understanding of human manipulations of genetic transfer and its biological implications. <b>(Internal)</b></p>
<b>Path ways</b>	Leads to careers in medicine & health, ecology, veterinary & agricultural sciences and biotechnology.	
<b>Additional Costs</b> \$30.00	<b>Out of Class Activities</b> Field Trip	<p><b>Assessment</b></p> <p>Internal: Yes</p> <p>External: Yes</p>



<b>Earth and Space Science Level 2</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	Level 1 Science Achievement standards	This course is flexible and can cover Earth and Space science, Geology, Marine Science and Astronomy. A practical investigation in at least one of the topics will be carried out.
<b>Path ways</b>	Leads to Level 3 Earth & Space Science or Level 2 courses in Biology, Chemistry and Physics	Students can do any combination of the following standards AS91187 Carry out a practical Earth and Space Science Investigation. <b>(Internal)</b> AS912188 Examine an Earth and Space Science issue and the validity of the information communicated to the public. <b>(Internal)</b> AS91189 Investigate geological processes in a NZ locality. <b>(Internal)</b> AS91190 Investigate how organisms survive in an extreme environment. <b>(Internal)</b> AS91191 Demonstrate understanding of the causes of extreme Earth events in NZ. <b>(External)</b> AS91192 Demonstrate understanding of stars and planetary systems. <b>(External)</b> AS91193 Demonstrate understanding of physical principles related to the Earth System. <b>(External)</b>
<b>Additional Costs</b> None	<b>Out of Class Activities</b> Field Trip	<b>Assessment</b> Internal: Yes Literacy: Yes External: Yes Numeracy: Yes

<b>Earth &amp; Space Science Level 3</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	Level 2 Earth & Space Science	This course is flexible and can cover Earth and Space science, Geology, Marine Science and Astronomy. A practical investigation in at least one of the topics will be carried out.
<b>Path ways</b>	Leads to careers needing science. University entrance, polytechnic entrance, vocational training.	Students can do any combination of the following standards AS91410 Carry out an independent practical Earth and Space Science Investigation. <b>(Internal)</b> AS91411 Investigate a socioscientific issue in an Earth and Space Science context. <b>(Internal)</b> AS91412 Investigate the evidence related to dating geological event(s). <b>(Internal)</b> AS91413 Demonstrate understanding of the processes in the ocean system. <b>(External)</b> AS91414 Demonstrate understanding of processes in the atmosphere system. <b>(External)</b> AS91415 Investigate an aspect of astronomy. <b>(Internal)</b>
<b>Additional Costs</b> None	<b>Out of Class Activities</b> Field trip	<b>Assessment</b> Internal: Yes External: Yes

<b>Physics - Level 2</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	Level 1 Physics Achievement Standard	This course covers nuclear physics, light, electricity, magnetism, and mechanics (forces, velocity, acceleration, momentum and energy) and generally how the world works in a physical sense.
<b>Path ways</b>	Physics is required for many tertiary courses, eg architecture, physiotherapy, medicine.	Students can do any combination of the following standards; AS91168 Carry out a practical physics investigation that leads to a non-linear mathematical relationship. <b>(Internal)</b> AS91169 Demonstrate understanding of physics relevant to a selected context. <b>(Internal)</b> AS91170 Demonstrate understanding of waves. <b>(External)</b> AS91171 Demonstrate understanding of mechanics. <b>(External)</b> AS91172 Demonstrate understanding of atomic and nuclear physics. <b>(Internal)</b> AS91173 Demonstrate understanding of electricity and electromagnetism. <b>(External)</b>
<b>Additional Costs</b> Scipad \$20	<b>Out of Class Activities</b> None	<b>Assessment</b> Internal: Yes Literacy: Yes External: Yes Numeracy: Yes

<b>Physics - Level 3</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	Level 2 Physics Achievement Standards	A one year course studying nuclear physics, light, motion, electricity, waves. Students can do any combination of the following standards;
<b>Path ways</b>	Careers in engineering, medicine, architecture, design, aviation and computing.	AS91521 Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship. <b>(Internal)</b> AS91522 Demonstrate understanding of the application of physics to a selected context. <b>(Internal)</b> AS91523 Demonstrate understanding of wave systems. <b>(External)</b> AS91524 Demonstrate understanding of mechanical systems. <b>(External)</b> AS91525 Demonstrate understanding of Modern Physics. <b>(Internal)</b> AS91526 Demonstrate understanding of electrical systems. <b>(External)</b> AS91527 Use physics knowledge to develop an informed response to a socio-scientific issue. <b>(Internal)</b>
<b>Additional Costs</b> \$30.00	<b>Out of Class Activities</b>	<b>Assessment</b> Internal: Yes External: Yes

## Mathematics and Statistics Levels 1-3

**Overview:** In Mathematics and Statistics students are learning skills that are enhancing their thinking strategies and skills, problem solving abilities, skills related to logic, sequencing, ordering, deducting, refuting and skills relating to analysing and synthesising ideas. The language of Mathematics is based on numeric and alphabetic symbols which provide the best avenue for modelling not only real life events but also the abstract ideas and concepts that higher level Mathematics is about.

**Key areas of learning offered** Mathematics, Statistics, Probability

**Internal:** Yes **External:** Yes

**Achievement Standards:** Yes **Unit Standards:** No, except the Numeracy Unit Standards.

**Numeracy credits:** Yes, L1 and L2

**Available programs :** **Mathematics:** Yes **Statistics:** Yes **Combined programme:** Yes

**University Entrance:** All three programs are approved for university entrance upon achieving 14 credits in each.

**Prerequisites:** Level 1 Mathematics is compulsory for all year 11 students; some students may choose to work towards numeracy credits via designated Unit Standards during their Mathematics lessons.

Level 2 a pass in at least one Level 1 external exam is necessary.

Level 3 a successful pass in the relevant Level 2 achievement standards is required, and a pass in Level 1 Algebra standard.

**Career pathways:** Skills gained through Mathematics are used in all academic pathways such as researcher, scientist or lecturer, and a wide variety of trades and industries. Government industries, information technology, agriculture, engineering, geology, geography, programming, architecture, design industries, defence forces and trades such as electricians, plumbers, carpenters, builders, joiners, technicians, nursing (human, animal).

**Costs -** Achievement Standard booklets on topics with notes and write on exercises will cost \$5.00 each.

### NCEA L1 Mathematics

#### Intended Learning Pathways in 2018

**Overview:** Mathematics at Level 1 encompasses the three main branches of Number and Algebra, Geometry and Measurement, Statistics and Probability. This level of study is giving students the chance to gain a wide yet solid foundation in all three areas in order to give them an educated understanding on which they can base their preferences, choices and future pathways for L2 and beyond.

	Module	Assessment	Brief Description
Term 1	Life skills mathematics Number	AS 91026 4 credits internal	Apply Numeric reasoning in solving problems
	Measurement	AS 91030 3 credits internal	Apply measurement in solving problems
Term 2 and 3	Consolidation of a range of mathematics required for different subject areas and career pathways. Students may choose which standards best meet their needs	AS 91027 4 credits external AS 91028 4 credits external AS 91031 4 credits external AS 91029 3 credits internal AS 91032 3 credits internal AS 91033 3 credits internal AS 91034 3 credits internal AS 91038 3 credits internal	Apply algebraic procedures in solving problems Investigate relationships between tables, equations and graphs. Apply geometric reasoning in solving problems Apply linear algebra in solving problems  Apply right-angled triangles in solving measurement problems Apply knowledge of geometric representations in solving problems Apply transformation geometry in solving problems Investigate a situation involving elements of chance.
Term 4	Revision and preparation for externals and/or continue with internals		

## NCEA L2 Mathematics

### Intended Learning Pathways in 2018

**Overview: Mathematics at Level 2** includes the study of skills necessary for higher level, more abstract problem solving and the practical applications that applied mathematics caters for. At this level student still gain enough insight and practical skills for them to decide whether to follow a path with more practical elements or a path leading to scientific research based or academic pathways.

	Module	Assessment	Brief Description
Term 1	Revision and developing skills needed for interpretation and application of mathematics to new situations	AS 91256 2 credits internal AS 91258 2 credits	Apply coordinate geometry in solving problems Apply sequences and series in solving problems
Term 2 and 3	Consolidation of a range of mathematics required for different subject areas and career pathways. Students may choose which standards best meet their needs	AS91257 4 credits internal AS91259 3 credits internal AS91260 2 credits internal AS91264 4 credits internal AS91265 3 credits internal AS91268 2 credits internal AS91261 4 credits External AS91262 4 credits External AS91267 4 credits External	Apply graphical methods in solving problems Apply trigonometric relationships in solving problems Apply network methods in solving problems Use Statistical methods to make an inference Conduct an experiment to investigate a situation using statistical methods. Investigate a situation involving elements of chance using simulation Apply Algebraic methods in solving problems Apply calculus methods in solving problems Apply probability methods in solving problems
Term 4	Revision and preparation for externals and/or continue with internals		

## NCEA L3 Calculus

### Intended Learning Pathways in 2018

**Overview: Mathematics at Level 3** is giving students the tools and knowledge to specialise in their chosen field. At this level students can specialise to study in **Mathematics**, which incorporates skills relating to calculus and algebra, and **Statistics**, which incorporates skills related to data handling, analysis and inference **OR** a combination of both.

	Module	Assessment	Brief Description
Term 1		AS 91587 3 credits internal AS 91574 3 credits internal	Apply systems of simultaneous equations in solving problems Apply linear programming methods in solving problems
Term 2 and 3	Consolidation of a range of mathematics required for different subject areas and career pathways. Students	AS 91573 3 credits internal AS 91575 4 credits internal	Apply the geometry of conic sections Apply trigonometric methods in solving problems

	may choose which standards best meet their needs	AS 91578 6 credits External AS 91579 6 credits External AS 91577 5 credits External	Apply differentiation methods in solving problems Apply integration methods in solving problems  Apply the algebra of complex numbers in solving problems
Term 4	Revision and preparation for externals and/or continue with internals		

### NCEA L3 Statistics

#### Intended Learning Pathways in 2018

**Overview: Mathematics at Level 3** is giving students the tools and knowledge to specialise in their chosen field. At this level students can specialise to study in **Mathematics**, which incorporates skills relating to calculus and algebra, and **Statistics**, which incorporates skills related to data handling, analysis and inference **OR** a combination of both.

	Module	Assessment	Brief Description
Term 1		AS 91587 3 credits internal AS 91574 3 credits internal	Apply systems of simultaneous equations in solving problems Apply linear programming methods in solving problems
Term 2 and 3		AS 91580 4 credits internal AS 91581 4 credits internal AS 91582 4 credits internal AS 91583 4 credits internal AS 91584 4 credits External AS 91585 4 credits External AS 91586 4 credits External	Investigate Time Series data  Investigate bivariate measurement data  Use statistical methods to make a formal inference conduct an experiment to investigate a situation using experimental design principles Evaluate statistically based reports  Apply probability concepts in solving problems Apply probability distribution methods in solving problems
Term 4	Revision and preparation for externals and/or continue with internals		

## History Level 1

**Overview:** Level 1 History explores local, NZ, and world-wide subjects such as the Wahine Disaster and the Vietnam War. Students develop skills in evaluating evidence for reliability and usefulness in a historical context.

<b>Key areas of learning offered</b>	Research, note-taking, evaluation of evidence and report writing.
<b>Explanation</b>	Students will cover two or more moments in history and look closely at evidence and evaluate the usefulness of the evidence. They will also be expected to complete their own research by selecting relevant information and explaining why is useful or reliable. There may also be an opportunity for students to show their understanding of two different viewpoints of an issue or event.
<b>Internal vs External</b>	<b>Internal:</b> Yes <span style="float: right;"><b>External:</b> Yes</span>
<b>Standards</b>	<b>Achievement Standards:</b> Yes <span style="float: right;"><b>Unit Standards:</b> No</span>
<b>Recommended prerequisites</b>	An ability to research, use APA referencing & formatting, work independently through a number of steps and write reports or essays will be important in this subject.
<b>Pathways</b>	History, Social Sciences, Sociology, English, Anthropology

### NCEA L1 History Intended Learning Pathways in 2018

	<b>Module</b>	<b>Assessment</b>	<b>Brief Description</b>
Term 1	Carry out an investigation of an historical event, or place, of significance to New Zealanders.	91001 4 credits Internal	Students research aspects of an historical event and reach conclusions about the usefulness of information found.
	Demonstrate understanding of an historical event, or place, of significance to New Zealanders.	91002 4 credits Internal	Students write a report based on their research for 91001.
Term 2	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	91004 4 credits Internal	Students use understanding of two perspectives of an event to create a piece of writing.
Term 3	Interpret sources of an historical event of significance to New Zealanders.	91003 4 credits External	An exam where students are given a source booklet from a moment in NZ history, and are asked to evaluate the sources for information, usefulness and reliability.
Term 4	Revision		Revise essay writing and knowledge and understanding of the text for exam.

## Technology Levels 1-3

**Overview:** In Technology the emphasis is on developing practical skills. It fosters critical thinking, accuracy and a wide range of skills leading to a career or leisure activity which will enhance their lives.

### Key areas of learning offered

**Hospitality** – Students will develop skills and knowledge in food preparation, food presentation, safe food handling, food service and the hospitality industry.

**BCITO Wood** – An Industry based unit standard course which will develop workshop safety, hand and power tools while building the foundation skills in the carpentry and joinery trades.

**Engineering** - develop understanding of construction materials and the safe use of tools and machinery to develop engineering skills.

**Graphics** - An Achievement Standard course that develops skills and knowledge of freehand sketching, orthographic drawing, pictorial drawing, model making in response to media, architectural, environmental and technological design briefs.

**Computing** – A unit standard course that covers a broad range of computing and basic business administration skills. Use of core computer applications, software packages, hardware, problem solving and design for publication leading to National Certificates in Computing Level 2 and 3

**Automotive** - To develop understanding of the Automotive industry and skills related to the trades.

### Hospitality Level 1

Students can choose to do either a full or half year course in hospitality

	Module	Assessment	Brief Description
Term 1 and 2	Cookery Schools 1	US 21058 2 credits US 15900 4 credits US 15901 3 credits US 19770 2 credits	Career pathways in the hospitality industry Meat Fruit and vegetables Eggs and cheese
Term 3 and 4	Cookery Schools 2	US 15919 2 credits US 15920 2 credits US 15921 3 credits US 21059 2 credits	Hot finger food Sauce and soup Cake, sponge and scones Demonstrate knowledge of knives

### Hospitality Level 2

Students can choose to do either a full or half year course in hospitality

	Module	Assessment	Brief Description
Term 1 and 2	Cookery Schools 2	US 167 4 credits US 13285 2 credits US 13276 2 credits US 13283 2 credits	Food safety Knives Grilling Salads
Term 3 and 4	Cookery Schools 4	US 13271 2 credits US 13278 2 credits US 13280 2 credits US 13281 2 credits	Frying Roasting Fruit and vegetable cuts Sandwiches

Students can choose to do either a full or half year courses in BCITO, wood and metal

	<b>BCITO Levels 1-3</b>	Brief Description	Credits
Term 1-4	A variety of unit standards offered at levels 1-3 depending on the student's skills and interests	Unit standards at level 1-3 all cover areas such as safety, hand and power tools, materials leading to making projects such as a bookshelf, saw stool, outdoor chair, bedside cabinet or other agreed upon project.	Various depending on student skills and motivation
<b>Costs</b> Contribution of \$10 per term for course workbooks and materials		<b>Pathway</b> Leads to careers in the building industry	Assessment through internal unit standards only

	<b>Wood Levels 1-3</b>	Brief Description	Credits
Term 1-4	A variety of unit standards offered at levels 1-3 depending on the student's skills and interests	Unit standards at level 1-3 all cover areas such as safety, hand and power tools, materials leading to making projects such as wood carving, Furniture making, or other agreed upon project.	Various depending on student skills and motivation
<b>Costs</b> Contribution of \$10 per term for course workbooks and materials		<b>Pathway</b> Leads to careers in the building industry	Assessment through internal unit standards only

	<b>Metal Levels 1-3</b>	Brief Description	Credits
Term 1-4	A variety of unit standards offered at levels 1-3 depending on the students skills and interests	Unit standards at level 1-3 all cover areas such as safety, hand and power tools, welding, fitting and turning, forging, materials leading to making projects such as tool making, BBQ's, knives or other agreed upon project.	Various depending on student skills and motivation
<b>Costs</b> Contribution of \$10 per term for course workbooks and materials		<b>Pathway</b> Leads to careers in the building industry	Assessment through internal unit standards only

Students will need to complete a full year course within graphics

	<b>Graphics Levels 1-3</b>	Brief Description	Assessment
Term 1-4	A variety of achievement standards offered at levels 1-3 depending on the students skills and interests	During this course students will develop skills and knowledge of freehand sketching, orthographic drawing, pictorial drawing, model making in response to media, architectural, environmental and technological design briefs.	Various achievement standards depending on student skill and level
<b>Cost</b> Drawing instruments and materials		<b>Pathways</b> Level 1-3 study, tertiary study and careers in architectural design	Internal and external achievement standard course

Students can choose to do computing on a term by term basis

	<b>Computing</b>	Brief Description	Assessment
Term 1-4	A variety of unit standards offered at levels 1-3 depending on the student's skills and interests	Computing is a course that covers a broad range of computing and business administration skills. Use of core computer applications, software packages, hardware, problem solving and design for publication.	Various depending on student skills and motivation
<b>Cost</b> None		<b>Pathways</b> Leads towards National Certificate in Computing Levels 2-3 and careers computing industry	Assessment through internal unit standards only





Term 3	Produce a body of work informed by established practice, which develops ideas, using a range of media.	90916 12 credits External	Students produce art works related to their theme, and create a body of work in the form of two A2 folio boards, by looking at established artists' work for inspiration
Term 4	Demonstrate understanding of art works from a Maori and another cultural context using art terminology <i>and/or</i>  Produce a finished work that demonstrates skills appropriate to cultural conventions.	90913 4 credits Internal  <i>and/or</i>  90917 4 credits Internal	Revise essay writing and knowledge and understanding of the text for exam.  <i>and/or</i>  This is a very flexible unit of artwork that allows student to develop skills in a different conventions, for example jewellery, mural painting, or weaving .

<b>Visual Arts Level 2 Overview</b>			
<b>Students may be in mixed level classes and can choose options between Painting and Photography. or both. (Other options, eg Design, Printmaking and Sculpture are available on request)</b>			
	Module	Assessment	Brief Description
Term 1 Paint	Demonstrate an understanding of methods and ideas from established practice appropriate to Painting.	91306	This achievement standard informs students of established practice. It assists and develop understanding and ability to analyse and extend ideas.
Photo	Demonstrate an understanding of methods and ideas from established practice appropriate to Photography..	91307  <i>and/or</i>	This achievement standard informs students of established practice. It assists and develop understanding and ability to analyse and extend ideas.
Term 1 Paint	Use drawing methods to apply knowledge of conventions appropriate to design/painting/photography or printmaking etc.	91311 4 credits Internal	Generate, develop, re-generate, clarify and extend ideas, exploring ideas around a topic/theme of their choice.
Photo		91312 4 credits Internal	Students gather information around a topic of their choice, to inform their art works. They will incorporate the Elements of Art into their work to show their understanding of these conventions.
Term 2 Paint	Develop ideas in a related series of drawings appropriate to established painting/photography/printmaking	91316 4 credits Internal	Students build on their theme by looking at connections and possibilities of development of ideas as informed by established practice. (artist models and visual inspirations)  The above Internal Standards inform the body of work for the External portfolio boards.
Phot		91317 4 credits Internal	
Term 3 Paint	Produce a systematic body of art making conventions and ideas within painting/photography/printmaking	91321 12 Credits External	Students produce a portfolio of art works related to their theme, presented in the form of two A2 folio boards. Students' work is informed by established practice: developing, generating, re-generating, clarifying and extending ideas, showing understanding of art making conventions.
Phot		91322 12 credits External	
Term 4 Multi-media	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions.	91325 4 credits Internal	This is an optional group/craft/community project, of choice.
		Completion of all standards	This can be a *mural, *jewellery, *costume, *tattoo, *film etc
Students may still work on completion of projects. <i>and/or</i> Any other Visual Arts Internal standards, or the research topic.			

### Visual Arts Level 3

**Students need to have completed at least one Achievement Standard at Level 2 to continue with Level 3 Visual Arts.**

**Students need to have gained credits at Merit or Excellence for their External boards at level 2, should they want to enter External folios at Level 3**

**Students may be in mixed level classes and can choose options between Painting and Photography, or both. (Other options, eg Design, Printmaking and Sculpture are available on request)**

	Module	Assessment	Brief Description
Term 1 Paint	Analyse methods and ideas from established painting practice.	91441 4 credits Internal	Students build on their visual knowledge and processes and procedures of established practice through research and practical experience  Students can do any one or more of the following pathways: Painting and Photography
Photo	Analyse methods and ideas from established photography practice.	91442 4 credits Internal	Students build on their visual knowledge and processes and procedures of established practice through research and practical experience  Students can do any one or more of the following pathways: Painting and Photography
<i>And/or:</i>			
Term 1 Paint	Use drawing methods to apply knowledge of conventions appropriate to design/painting/photography or printmaking etc.	91446 4 credits Internal	Students build on their visual knowledge and processes and procedures of established practice through research and practical experience  Students can do any one or more of the following pathways: Painting and Photography
Photo		91447 4 credits Internal	
Term 2 Paint	Systematically clarify ideas using drawing informed by established practice in painting or photography.  Produce a systematic body of work that integrates conventions and regenerates ideas within painting or photography.	91451 4 credits Internal  91452 4 credits Internal	Students gather information around a topic of their choice, to inform their art works. They will incorporate the Elements of Art into their work to who their understanding of these conventions  This involves producing a systematic body of work that integrates conventions and regenerates ideas within painting or photography
Photo		91456/ 91457 14 credits External	
Term 3 Paint	Produce a systematic body of art making conventions and ideas within painting / photography / printmaking	91456 14 Credits External	Students produce a portfolio of art works related to their theme, presented in the form of three A2 folio boards. Students' work is informed by established practice: developing, generating, re-generating, clarifying and extending ideas, showing understanding of art making conventions.
Phot		91457 14 credits External	
Term 4 Multi-media	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions.	91460 4 credits Internal	Produce a resolved work that demonstrates purposeful control of skills appropriate to cultural context  Students may still work on completion of projects. <i>and/or</i> Any other Visual Arts Internal standards, or the research topic.

## Students will have the opportunity to take Art History in 2018

<b>Art History Levels</b>
<p><b>Overview:</b> Studying art history starts with taking a look at the timeline of major art periods, including the artists and events that defined these movements and the evolution of art over time. It is the study of visual images and objects, including painting, drawing, sculpture, architecture, photography, design etc</p> <p>“Art History develops the skills necessary to analyse and interpret a world that is saturated with images. It provides a deeper understanding of different cultural traditions and historical periods, and teaches us the importance of creativity and the freedom of the imagination”.</p>
<p><b>Key areas of learning offered:</b> Art History and Literacy accreditation University Entrance Approved</p>
<p><b>Pathways:</b> Graduates with this degree are employed in a range of jobs across the art gallery and museum sector, in heritage management and education, as well as in more diverse fields such as journalism, events management, marketing and architecture.</p>

Students can choose to do either a full or half year course in combination with other subjects

<b>Art History</b> Level One			
Students have a choice to do Art History at Level 2 or 3 with consultation of the teacher and their Mentor			
	Module	Assessment	Brief Description
Term 1	Demonstrate understanding of the subject matter of art works	91016 4 Credits' Internal	An imaginative inquiry into the choices artists make and the reason they choose certain subject matter.
Term2	Demonstrate understanding of links between context(s) and art works	91017 4 Credits Internal	Students look at and compare at least two art works and the links between them, with supportive evidence.
Term 3	Demonstrate knowledge of media and methods used to produce art works	91018 4 Credits Internal	Students are looking at how the artists create art works, and what media they use. It can be sculpture, moving image, paintings etc
Term 4	Demonstrate understanding of formal elements of art works, using art terminology	91015 4 Credits External	Students analyse art works, by identifying compositional choices and genres that artists use, by means of identifying the key elements of art in art works.  (Two more Externals are available, should a student choose to do them. Which means a further 8 credits)



<b>Gateway – Level 2-3</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	An interest in the chosen career path	Gateway offers students structured workplace placements across varied industries and businesses. Students pursue individual learning programmes, which allow them to gain new skills and knowledge in a workplace. Students are assessed in the workplace and will also study the relevant theory to contribute to NCEA credits. Students need to gain a minimum of 20 Credits in Gateway. These credits will be sourced from providers which may include Telford, Travel, Careers & Tourism, Porse etc.
<b>Path ways</b>	Pathway into vocational employment opportunities	
<b>Additional Costs</b> None	<b>Out of Class Activities</b> On site workplace placements	<b>Assessment</b> Internal: Yes External: No

<b>Correspondence - Level 1-3</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	Specific to Level and subject choice	Course selection is done through consultation with the senior dean and management. It is important that students who wish to pursue correspondence display appropriate self-discipline and management skills including good Year 10 results. Courses cover a large range of subjects not offered at school e.g., Accounting, Economics, Languages, Te Reo Maori, Home and Life Science, Horticulture and Music.
<b>Path ways</b>	A range of academic and career pathways specific to subject choice	
<b>Additional Costs</b> None	<b>Out of Class Activities</b> Generally no	<b>Assessment</b> A range of internal and externals specific to the subject

<b>Trades Academy</b>		<b>Overview</b>
<b>Recommended entry requirement</b>	A willingness to catch up on work missed when away on block courses.	Whenua Iti Outdoors (WIO) has been delivering Trades Academy programmes since 2013. The content of each course represents the basis for an engaging and experiential learning experience. courses have deliberately been designed to appeal to students who respond well to learning in a practical environment. All WIO courses are delivered in a block course format which includes overnights, each block is typically 4 days in length. Underpinning programme content is the development of crucial personal and social development skills. Courses can be <ul style="list-style-type: none"> <li>● <b>Adventure Tourism Leadership Level 2</b></li> <li>● <b>Adventure Tourism Leadership Level 3</b></li> <li>● <b>Manaakiu Tapoi introduction Level 2</b></li> <li>● <b>Manaakiu Tapoi introduction Level 3</b></li> <li>● <b>Uniformed Services Level 2</b></li> </ul>
<b>Path ways</b>	A range of academic and career pathways specific to subject choice	
<b>Additional Costs</b> None	<b>Out of Class Activities</b> Yes	<b>Assessment</b> A range of internal Unit Standards