

Senior Curriculum Handbook

Contents

| | |
|--|-------------|
| Introduction | Page 2 |
| What Should I Do Now? | Page 3 |
| Choosing a Course of Study | Page 4 |
| Subject Links | Page 5 |
| People to See About Subject Choices | Page 6 |
| NCEA | Page 7 |
| Special Assessment Conditions | Page 8 |
| Derived Grades | Page 9 |
| Appealing Internal Results in NCEA Assessments | Page 10 |
| Late Work and Student Absence | Page 11-12 |
| Breaches of Rules and Misconduct in Assessment | Page 13 |
| Reassessment | Page 14 |
| Careers Advice | Pages 15-16 |
| Vocational Pathways | Pages 17-19 |
| Subjects for Careers – General Guidelines | Page 20 |
| How Do I Qualify for University Entrance? | Pages 21-23 |
| NCEA Level 1 Course Index | Page 25 |
| NCEA Level 2 Course Index | Page 50 |
| NCEA Level 3 Course Index | Page 81 |

Introduction

This book has been prepared to assist students in making an informed choice about the courses they will take next year. It contains details relating to the variety and nature of subjects that are available at *Hutt International Boys' School* at Years 11, 12 and 13.

The information regarding course content is accurate at the time of printing. After this time, if changes have been made, the version of the handbook on the HIBS website will contain more up-to-date information.

It is important that students do not select a subject unless they are certain to follow through with that course of study and its requirements for the entire year. Withdrawal from a subject during the academic year is strongly discouraged as this impacts student achievement.

Every endeavour will be made to accommodate student requests, but where this is not possible because of class numbers or subject clashes, one of these options is available:

- Combine different year level studies in the same subject.
- Ask the student to select an alternative subject.
- Apply for Correspondence School programmes.

What Should I Do Now?

Study this course booklet carefully, discuss it with your Parents/Caregivers, Subject Teachers, Tutor Teacher, HOD, Housemaster, Careers Adviser and Director of Curriculum.

Attend the Subject Information Evening scheduled for Monday evening, Term 3, Week 5.

Identify your goals.

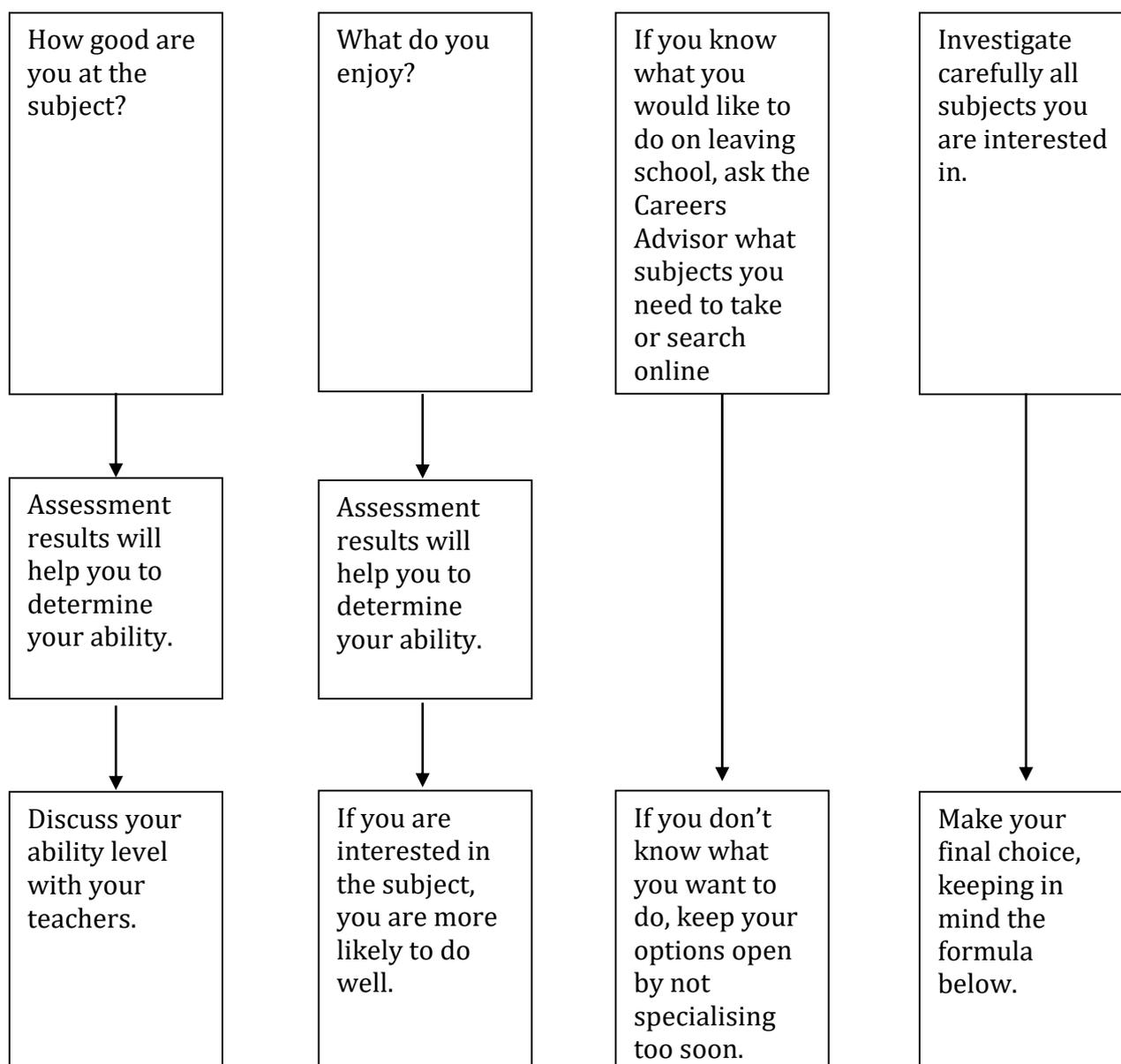
- Do you need a specific result for entrance into a tertiary institution?
- What do you hope to achieve in employment?
- What alternative pathways do you want to keep open?
- What subjects do you have to take to achieve these goals?
- What standards do you have to reach in the various courses to ensure Year level promotion as well as tertiary entry?
- Who can you see to get the right advice?

You should not just look at next year in isolation, but plan for your study and career pathways for later years.

Choose your subjects with care as subject changes made later **may** be difficult to cater for.

Carefully note entry requirements for subjects you might intend taking. Note entry requirements for subjects you might take in later years at school, Polytechnic or University.

Choosing a Course of Study



Here is a formula that may help you:

ABILITY + INTEREST + OCCUPATION = SUBJECT CHOICE

If you need help with your choice of subjects, please ask:

- Your present Subject Teacher
- Your Tutor Teacher or Housemaster
- Head of Department
- Director of Senior Students
- Director of Curriculum.

or search www.careers.govt.nz (Careers NZ) for more information.

Students wanting to consider study options beyond the HIBS school curriculum should discuss options with either Viv Hullena or Jeanie Moore.

| SUBJECT LINKS ACROSS ALL YEAR LEVELS | | | | | |
|--------------------------------------|------------------------------|------------------------------|--|---|--|
| Year 7 & 8 | Year 9 | Year 10 | Year 11 (NCEA Level 1) | Year 12 (NCEA Level 2) | Year 13 (NCEA Level 3) |
| English | English | English | English | English | English |
| Mathematics | Mathematics | Mathematics | Mathematics Mathematics Alternative | English Alternative Mathematics Mathematics with Statistics | English Alternative Calculus Statistics Mathematics |
| Science | Science | Science | Science Alternative Science Specialised | Biology Chemistry Physics | Biology Chemistry Physics |
| Social Studies | Social Studies | Social Studies | Geography | Geography | Geography |
| Physical Education Health | Physical Education Health | Physical Education Health | History Physical Education | History Physical Education | History Physical Education |
| Music Performing Arts | Music Performing Arts | Music Drama | Music Drama | Music Drama Media Studies | Music Drama Media Studies |
| Visual Arts | Visual Arts | Visual Arts | Visual Arts | Painting Photography Visual Arts Design | Painting Photography Visual Arts Design |
| | DVC | DVC | DVC | DVC | DVC |
| Design Technology | Design Technology | Design Technology | Design Technology | Design Technology | Design Technology |
| Digital Technologies | Digital Technologies | Digital Technologies | Digital Technologies | Digital Technologies | Digital Technologies |
| Chinese | Chinese | Chinese | Chinese | Chinese | Chinese |
| French | French | French | French | French | French |
| Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| Te Reo Māori (Year 8) | Te Reo Māori | Te Reo Māori | Te Reo Māori | Te Reo Māori | Te Reo Māori |
| | Business Studies | Business Studies | Economics Accounting | Economics Accounting Business Studies | Economics Accounting Business Studies |
| Understanding Faith | Understanding Faith | Understanding Faith | Aviation | Aviation | Aviation |
| | | | | Gateway | Gateway |

People to See About Subject Choices

Individual Subject Teachers
Tutor Teacher

Heads of Department:

| | |
|------------------------------|---------------------|
| English _____ | Mrs J Dewar |
| Mathematics _____ | Mr I Clark |
| Sciences _____ | Mrs B MacKechnie |
| Social Sciences _____ | Mr P Hoeksma |
| Foreign Languages _____ | Ms M Chouremootoo |
| Technology & DVC _____ | Mr D Waterson |
| Digital Technology _____ | Mr S Jenkins |
| Commerce _____ | Ms J Moore |
| Physical Education _____ | Mr A Watts |
| Visual Art _____ | Mrs D Smith |
| Music _____ | Mr G McMillan-Perry |
| Performing Arts _____ | Mr P Cotton |
| Learning Support _____ | Mrs R Beach |
| | |
| Careers Adviser _____ | Ms J Moore |
| Director of Curriculum _____ | Ms V Hullena |

The Careers Library is available to students at all levels, including parents and the School community throughout the day. In the Careers Library you can access information about careers, education and training vocational pathways, job requirements and tertiary course prerequisites. The Careers Adviser has the latest information available. Career's information is also available on the web at www.careers.govt.nz

National Certificate of Educational Achievement (NCEA)

NCEA is a system of assessment based on the national standards set in each subject. Students can be awarded one of three grades for passing an Achievement Standard: Achieved, Achieved with Merit or Achieved with Excellence. Unit Standards are generally passed at Achievement level, although some may be able to be achieved with Merit or Excellence. Both Achievement Standards and Unit Standards count towards NCEA.

In each subject different aspects of skills, knowledge and understanding are assessed separately. Each aspect can earn a different number of credits. NCEA results provide a profile of student achievement across all subjects.

The assessments are designed to suit the context, skill or knowledge being assessed. Skills and knowledge that can be assessed by examination will be included in end of year examinations run by NZQA. Most internal assessments involve skills, for example: giving a speech, making a product, carrying out research or completing laboratory work.

For a student to be awarded NCEA Level 1 they must achieve 80 credits from anywhere on the New Zealand Qualifications Framework (NZQF). Of these, 10 credits must be achieved in prescribed literacy standards and 10 credits must be achieved in prescribed numeracy standards.

For a student to be awarded NCEA Level 2 they must achieve 80 credits, 60 of which must be from standards at Level 2 or above. Students must also have met the Level 1 literacy and numeracy requirements.

For a student to be awarded NCEA Level 3 they must achieve 80 credits, 60 of which must be from standards at Level 3 or above. The remaining 20 credits must be from Level 2 or higher.

High achieving students can receive an endorsed NCEA. Students who receive 50 credits at Excellence level gain an NCEA endorsed with Excellence and 50 credits at Merit level (or Merit and Excellence) are needed to gain an NCEA endorsed with Merit.

Students can also receive a course endorsement for any of the courses they are taking. In order to do this they need 14 or more credits at Merit or Excellence at the lower level that supports the endorsement. This must include at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (with the exception of Physical Education and Level 3 Visual Arts) in each course.

You may like to explore NCEA further by watching the How NCEA Works video at the address below:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/video/>

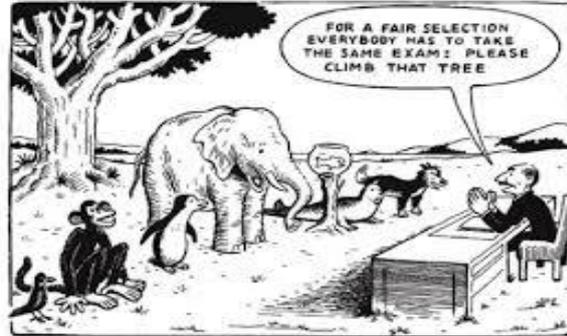
Special Assessment Conditions (SAC)

What are Special Assessment Conditions (SAC)?

SAC's are a change in the way assessments are normally approached for NCEA.

SAC's may include:

- Reader and/or Writer.
- Computer use.
- Extra time.
- Separate Accommodation.
- Rest Breaks.



Why have SAC's?

'NZQA grants entitlement to Special Assessment Conditions so that approved candidates may be fairly assessed and have access to assessment for National Qualifications. Special Assessment Conditions are approved so that entitled candidates can demonstrate their knowledge, skills and understanding, without providing unfair advantage over other candidates.'

2014 NZQA Special Assessment Guidelines

Students with **Specific Learning Differences (SLD)** or **long-term medical, sensory or physical conditions**, may be eligible for Special Assessment Conditions if there is a significant barrier to their performance in both internal and external assessments.

Students with **Specific Learning Differences** may have either a current Cognitive Assessment from a Level C Assessor/Registered Educational Psychologist or a School Evidence application. A Cognitive Assessment is valid for 4 years. This report must state the assessor's recommendation for SAC, with the required supporting evidence.

It is preferable for parents to have these reports completed and sent to the school, by the end of Year 10, as applications for SAC close Mid-March the following year.

The school can provide Alternative Evidence to support a student's application. This information is valid for one year.

Students with **long-term medical, sensory or physical conditions**, require supporting documentation from a Registered Medical Professional.

Please note: Students who have a significant injury which will impact on assessment performance, after Labour weekend, will receive a Derived Grade. Prior to Labour weekend – if there will be long term rehabilitation or effect, they can apply for 'a writer or rest breaks'.

The Head of Learning Support oversees the Special Assessment Applications.

For further information, please contact Rachel Beach, Head of Learning Support.

Derived Grades

In the case of external assessment:

1. Candidates who have been clearly disadvantaged through illness or misadventure, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control (this includes where the death of a family member or close acquaintance or national representative duties have prevented them from sitting examinations or otherwise presenting materials for external assessment), may apply to the New Zealand Qualifications Authority (NZQA) for a Derived Grade.
2. Except in exceptional circumstances, Derived Grades will only be granted as a result of a circumstance that occurred no more than one month before the start of examinations or the submission of work for other external assessment. The New Zealand Qualifications Authority may vary these conditions for performance-based external standards.
3. An applicant for a derived grade must:
 - Access and complete the New Zealand Qualifications Authority's application form and submit it to the school by the closing date. These forms are available from the school or from the NZQA website
 - Supply a copy of their admission slip with the application
 - Supply appropriate medical or documentary evidence
4. Derived grades are only possible where the school has grades recorded from valid end-of-topic tests or practice exams. Due to the Quality Assurance process required for assessment events to be validated, this will mean that external examination grades will be derived from the Term 4 Internal Evidence examination results in nearly all cases.
5. Where there is no grade from practice assessments for an external standard, whether that is because a student was absent or didn't complete an assessment, or because the timing of the teaching has meant that no practice assessment was given, no Derived Grade will be possible.
6. Candidates can apply to NZQA to gain prior approval if selected for national representation in a sport or approved activity when this clashes with NZQA examinations at the end of the year.

Appealing Internal Results in NCEA Assessments

Assessment results received by a student may be subject to appeal.

1. For each assessment event the criteria for Achievement, Merit and Excellence will be made clear to the student.
2. On receipt of the marked assessment, students will be reminded of their right of appeal and be given the opportunity to discuss their grade with the class teacher /subject marker.
3. All appeals should be written on the appeals form which is available from the classroom teacher.
4. Appeals must be made within one week from the time the assessment is returned to the student.
5. Each student will be required to sign off his result to indicate his agreement with the grade allocated.
6. Where the student and class teacher/marker are unable to reach an agreement on the allocated grade the matter will be passed to the HOD for final judgment.
7. When the HOD is also the class teacher/marker the decision may be referred to the Director of Curriculum. In such a case, the decision of the Director of Curriculum will be final.

Late Work and Student Absence

Unless covered in the procedures outlined below, NCEA Internal assessment work that is submitted after the assessment date will NOT be marked.

1. Clear instructions of the timing of an assessment event and the date for submission of work will be given in writing.
2. Notice of at least one week must be given for assessment events.

Absence

(a) Absence for reasons which are beyond the student's control (e.g. sickness or bereavement).

A student's absence during an assessment event needs to be supported by documentation (e.g. doctor's certificate) within three school days of returning in order to be regarded as legitimate.

A student who is legitimately absent from an assessment event will be given the opportunity of assessment at the earliest convenient time for the teacher. If this is not possible within one week of the original assessment event, then it is likely that the student will have lost the opportunity for this assessment and must apply for reassessment (see Reassessment Procedures). Alternatively, a teacher may be able to use existing evidence to award a grade.

(b) Absence because of school trips (e.g. field trips, sports or music events)

Assignment and project work which is due during the period of absence must be submitted prior to the student being away.

Tests and in-class assessments will be treated in the same manner as for (a) above.

(c) Absence because of national representation in a sport or approved activity (e.g. selection for New Zealand Under 17 Football team to attend an international tournament)

Assignment and/or project work which is due during the period of absence must be submitted prior to the student being away.

Tests, examinations and in-class assessments will be eligible for in-school Derived Grades where possible. The Derived Grade will be based on evidence gathered prior to the missed test or examination.

NZQA requires HIBS to gather a copy of:

- The documentary evidence (e.g. letter) from the national body verifying that the student is representing a nationally selected event or team.
- The dates of the competition/event.
- A copy of the travel arrangements.

Please note: NZQA will allow for reasonable travelling time to and from the event. However, if the student chooses to go early or stay on for additional touring or a holiday, the examinations or assessments missed in this time do not meet the criteria for a derived grade.

(c) “Self-interest” absence (e.g. family holidays, non-school sports or music events).

Assignment and/or project work which is due during the period of absence must be submitted prior to the student being away.

Students will receive no grade for any tests or in-class assessments missed. They may apply for reassessment if it is available.

(d) “Wilful” absence or refusal to hand in work for assessment.

If a student has had an adequate opportunity to prepare for an assessment event but does not submit work for marking at the set time and date or is wilfully absent from the assessment, then they will receive a Not Achieved result for that standard with no further opportunities for reassessment.

If a student has had an adequate opportunity to achieve but fails to achieve, a Not Achieved result will be reported.

Breaches of Rules and Misconduct in Assessment

(a) Authentication of a Student's Work

Assessments submitted by a student must be the student's own work.

1. A student may be required to discuss his assessments with the teacher or HOD to clarify any concerns that have arisen regarding the authenticity of the work.
2. A student may be required to submit plans, drafts, worksheets or log-books used in the preparation of the final copy of an assessment or be told to retain them until work has been assessed.
3. On submission of work, a student is to acknowledge in writing all resources used and the names and status of any person quoted.
4. Just before, upon, or after submission of an assessment, a student may be asked to demonstrate his skills, knowledge and understanding of the work by discussion with the teacher, a report to the class, or a written task.
5. A student (and/or his parents) may be asked to sign a declaration at the time of submission that the work is the student's own.
6. Students must not copy the assessment work of others nor provide undue assistance to other students during an assessment.
7. Students may not copy (plagiarise) the knowledge, ideas or work of others. This includes published and unpublished information belonging to someone else. HIBS uses Turnitin as a plagiarism checking tool to help ensure fair, robust and rigorous assessment processes, including the marking of student assessment tasks.

(b) Misconduct during an Assessment Event

The behaviour of a student must not hinder others in the assessment process.
The supervisor of an assessment event has the authority to remove a student who they believe has interfered with or impeded another student during that assessment event.

(c) Consequences

Where a student breaches any of the above procedures (numbers 1-6) or others laid out by the School or Department, the student will be referred to the Director of Curriculum. The consequence will be the awarding of a Not Achieved grade and no further opportunity for assessment in that Standard during that calendar year. In regard to a breach of number 7 above, the final decision will be made by the subject HOD.

(d) Appeals

All appeals, regarding accusations of breaches of rules or misconduct in an assessment, must be made in writing to the Director of Curriculum.

Reassessment

(a) Formal Reassessment

When it is feasible, students will be given a second opportunity to achieve in an internally assessed Achievement Standard or Unit Standard.

1. Not all internally assessed Achievement Standards and Unit Standards are available for formal reassessment. Students will be informed verbally and via a handout at the start of the year, which standards are available for reassessment.
2. After receiving their results, students will be informed of any reassessment opportunity which might be available.
3. Any reasonable costs involved in reassessment are to be met by the student.
4. The opportunity occurs after additional teaching and learning have taken place.
5. The reassessment event will have the same assessment criteria as the original assessment event but will differ in content.

(b) Resubmission and the use of Other Evidence

In certain situations, in particular where the further evidence required is minimal, teachers may use their professional judgement to use evidence gathered in other ways, ie. the teacher may:

1. Have the student provide further written evidence from the same task, for example, by developing an answer further.
2. Use evidence from work during the teaching programme, where this is valid, authentic and meets the criteria.
3. Talk to the student to elicit evidence that may not have been provided in the activity.
4. Use evidence from other assessment procedures rather than requiring the student to repeat the entire formal assessment.

Careers Advice

It is important that students entering Years 11 and 12 have started a career plan and have begun to invest time and energy into thinking about options available when they leave school.

Careers information is freely available to all senior students and the Careers library is updated regularly. A selection of Careers Tools are also available on line at www.kiwicareers.govt.nz. This includes Career Quest which is a questionnaire about a student's interests, skills and academic ability – it then offers a selection of jobs to investigate based on the results of this survey. There are also details on approximately 700 jobs on their online database.

Year 11 and 12 students will be interviewed in the middle of each year to discuss career options, course selections and goals.

Teachers can help with choices and options but the final decision must be the student's. Often this is a time-consuming process and will involve research, writing to organisations, visiting tertiary providers, visiting Careers Expos, discussing jobs with people in the workplace, and work experience where possible arranged by the student. This must not be left until the last Term at school.

When making subject choices, here are a few specific points to note:

- Check if you need to take English. From 2016, Auckland University required students to have 17 credits from Level 2 and/or Level 3 English.
- Mathematics should not be discarded lightly. It is a prerequisite for many University and Polytechnic courses and many careers, including the Defence Forces. Mathematics develops skills which are sought after in many areas.
- Physics and/or Chemistry are necessary for many science-based courses and are difficult to pick up at a tertiary institution without a school background in them.
- Competency in a second language opens many career doors and is a sought after second major in some degrees.
- Students intending to do Engineering should take Calculus and Physics. Some branches of Engineering need Chemistry as well.
- Students intending to do Architecture should consider Physics and Calculus as useful subjects, though they are no longer compulsory prerequisites. Highly recommended for Architecture is an Art subject such as DVC, Art or Visual Art Design.
- Students intending to major in Computer Studies should take Calculus.
- Students intending to study Commerce at University should have a good background in Mathematics. Calculus is very useful for those majoring in Economics or Money and Finance. Accounting and Economics are useful but not essential prerequisites.

- There is no longer direct entry into Medicine. All students need to complete a Health Science First Year. Entry to second year Medicine will be based on grades combined with UCAT test results. Students looking to study Health Sciences should take all three sciences.
- Very good marks in Year 13 subjects may mean that some University courses can be started at 200 level. Credit is not given for the 100 level course not taken. This is up to the Faculty concerned.

Many Universities are introducing additional entrance criteria that must be achieved alongside University Entrance. These can differ from University to University so it is important to check the exact criteria for the University a student wishes to attend. The most common criteria are outlined below:

Students are given a rank score based on their Level 3 results. Only standards (either US or AS) from approved subjects count towards this score. The best 80 credits achieved by the student are considered. For every Excellence credit a student is awarded 4 points, then 3 points for Merit credits and 2 points for Achieved credits. For example, say a student achieved 60 credits in Level 3 approved subjects of which 30 were Achieved and 30 were Merit. His score would be $30 \times 3 + 30 \times 2 = 150$ points.

Once the students have their rank score the University will set a cut off point for students wishing to enter based on how many places they can offer. Victoria University is currently using a Guaranteed Entry Score. As a general rule of thumb, 150 points will currently get you into most courses, though some courses set this higher, particularly Auckland University. Auckland University also has specific subject and rank score requirements for all of its degrees. Students are advised to research this to find out how much they need.

Our recommendation based on this current system is for any Year 13 students wishing to keep University open as an option, to do at least four or more approved subjects and aim for as many Merits and Excellences as possible.

Vocational Pathways

What are Vocational Pathways?

The Vocational Pathways align standards with six industries and help students see how their learning and achievement is valued in the 'real world'.

In each course description, a number between 1-6 is indicated which identifies whether the Achievement or Unit Standards listed are linked to a Vocational Pathway.

| Vocational Pathways Key | |
|-------------------------|-------------------------------|
| 1 | Construction & Infrastructure |
| 2 | Manufacturing & Technology |
| 3 | Primary Industries |
| 4 | Service Industries |
| 5 | Social & Community Service |
| 6 | Creative Industries |

How to Achieve a Vocational Pathways Award

To achieve a Level 2 Vocational Pathways Award students need to:

- Achieve NCEA Level 2.
- Achieve 60 credits in 'recommended' Standards.
- A minimum of 20 credits out of the 60 need to be from ***Sector Related Standards***.

What are 'Recommended' Standards and 'Sector Related' Standards?

Recommended Standards are standards that have been identified as relevant to that industry across the board. Achieving them indicates that students are learning skills and knowledge valued by that industry. Many of these come from Achievement Standards alongside some Unit Standards. Many 'Recommended' Standards appear in a number of different Industry Pathways.

Sector Related Standards are often Unit Standards (US) alongside some Achievement Standards. These are more specifically related to a particular industry.

Examples of Careers in each Pathway

Construction & Infrastructure – Builder, Civil Engineer, Earthworks, Interior Designer, Project Manager, Quantity Surveyor, Architectural Draughtsman, Plumber, Fabrication Engineer, Landscape Architect, Tiler, Locksmith.

Manufacturing & Technology – Food Technologist, Game Developer, Industrial Designer, Mechanical Engineer, Medical Laboratory Scientist, Panelbeater, Programmer, Telecommunications Engineer, Web Developer.

Primary Industries – Agricultural Scientist, Biosecurity Officer, Biochemist, Farmer, Environmental Engineer, Geologist, Marine Biologist, Stock and Station Agent, Vet, Microbiologist, Winemaker, Geophysicist.

Service Industries – Lawyer, Brewer, Restaurant Manager, Chef, Courier, Dietitian, Economist, Events Manager, Financial Advisor, Fitness Instructor, Funeral Director, Hotel Manager, Human Resources Advisor, Meteorologist, Navy Officer, Outdoor Recreation Guide, Pharmacist, Property Manager, Real Estate Agent, Sales Representative.

Social & Community Service – Audiologist, Chiropractor, Counsellor, Dentist, Teacher, Firefighter, GP, Interpreter, Minister of Religion, Police Officer, Psychologist, Social Worker, Teacher Aide, Security Guard.

Creative Industries – Actor, Artist, Costume Designer, Copywriter, Exhibition Manager, Industrial Designer, Sound Technician, Musician, Photographer, DJ, Scriptwriter, Television Presenter, Tour Manager.

How to find information about the credits students have achieved already towards each Pathway

Students can log on to either the NZQA website or the HIBS Portal to see their results and Vocational Pathways standards to date. More general information about Vocational Pathways is available at www.youthguarantee.net.nz/vocational-pathways/

To find out specific details about which standards are in each pathway, including Standards not offered at HIBS, go to the above link and select ‘resources’ and then scroll down to ‘detailed vocational pathway booklets.’

Included below are FAQ for students making choices and how they relate to Vocational Pathways.

If I am interested in a particular industry should I only take courses that are linked to that Pathway?

No, there are a number of reasons to choose particular subjects and the Vocational Pathways are only one of them. You need to choose the subjects that are right for you – this may include being influenced to choose a subject due to the Pathway link but it might also be that you are keeping your options open over a number of Pathways and/or exploring different Pathways or you enjoy a subject that is not listed as a recommended subject (students often find that they achieve well at a subject they enjoy).

Do I have to choose a Pathway?

No – they are provided to give you a picture of what subjects are identified as being related to study for particular industries.

I want to study Mechanical Engineering at Auckland University – do the Pathways mean that I can choose any of those subjects identified as Recommended Standards or Sector Related Standards in the Manufacturing and Technology Pathway and that will help me get into my course?

No – you will need to concentrate on the requirements that Auckland University have to secure a place in Engineering – taking Mathematics and Physics at Level 2 so you can take Calculus and Physics at Level 3 as they require that you achieve 17 External credits in Level 3 Calculus and 16 External credits in Level 3 Physics and get an Entry Score of 250 – your additional subjects should be ones that will enable you to achieve UE and the 250 Entry Score.

How do I get Sector Related Standard credits?

Some of the Sector Related Standards are available as Achievement Standards – you will check the detailed Pathway booklets for these lists. For many of the Unit Standard credits you will need to do Gateway as a subject or talk to the Careers Advisor to register your interest in relevant STAR courses that might be offered by outside Providers that year. Availability of these credits is not guaranteed as we are dependent on outside providers offering suitable course options.

What if I don't know what I am interested in or where my strengths lie?

You can use the Vocational Pathways to give you an indication of where your strengths might lie. Have a look at which Industries contain the credits you have achieved/are studying and use that as a starting point for finding out more about careers in this area. If you want to explore more, talk to the Careers Advisor about your interest in any opportunities that might arise to do STAR courses which help you gain the Sector Related Standards, in particular Pathways. Upcoming courses are advertised in the School Daily Notices and by email to the senior year level where appropriate.

Subjects for Careers – General Guidelines

| | Chemistry | Biology | Physics | Statistics | Calculus | English + | Other * |
|---|-----------|---------|---------|------------------------------------|----------|--------------|---|
| Medicine, Dentistry, Pharmacy, Physio | ** | ** | ** | ** | ** | * | Statistics or Calculus |
| Engineering | ** | | ** | | ** | | Design Technology, Chemistry not needed for some branches |
| Architecture | | | * | | * | * | Design or Art or DVC. English rich subject required for Auckland University |
| PE/Sports | | * | | * | | | PE |
| Computer Science, Software Engineering, Digital Media | | | * | * | * | | Computing |
| Accounting | | | | * | | * | Accounting, Economics |
| Economics/ Finance | | | | * | * | | Economics, Accounting |
| Psychology | | * | | * | | * | Or other English rich subject |
| Geology | | | | * | | | Geography |
| Surveying | | | * | * | * | * | Geography |
| Marketing | | | | * | | * | |
| Law | | | | | | ** | Classical Studies, History |
| Aviation | | | * | | | | Physics to Level 2 |
| Music | | | | | | | Music |
| Languages | | | | | | | Languages |
| Construction Trades | | | | ** Any Mathematics course | | * | Design Technology |
| Design | | | | | | | Design or Art** |
| Medical Radiation Therapy | | ** | ** | ** | ** | * | Calculus or Statistics |

***strongly recommended *recommended +or other English rich subject like History or Classics*

Note: these are broad guidelines only. Individual course requirements of Universities should always be checked. Auckland University has very specific requirements – always check these if you wish to keep Auckland as an option.

How Do I Qualify for University Entrance?

The criteria for the minimum requirement for entry to University are given in the table below:

| |
|--|
| Achievement of NCEA Level 3 (60 credits at Level 3 or higher and 20 credits at Level 2 or higher). |
| 14 credits in each of three subjects from the list of approved subjects. |
| The remaining credits to achieve NCEA Level 3 may come from either Achievement or Unit standards. |
| UE numeracy – 10 credits at NCEA Level 1 or higher from specified Achievement Standards or three specific numeracy unit standards. |
| UE literacy – 10 credits (five in reading and five in writing) from specific Level 2 and Level 3 Achievement Standards which are designated as UE Literacy reading and/or UE Literacy writing. These are achievable in a range of subjects. |

| Approved Subjects offered at HIBS | | |
|-----------------------------------|-------------------------------|-------------------------|
| Accounting | Biology | Business Studies |
| Calculus | Chemistry | Chinese |
| Design Technology | Design & Visual Communication | Digital Technologies |
| Drama | Economics | English |
| English Alternative | French | Geography |
| History | Mathematics | Media Studies |
| Music | Physical Education | Physics |
| Spanish | Statistics | Te Reo Māori |
| Visual Arts Design | Visual Arts Painting | Visual Arts Photography |

Planning a course

Students need to make sure that they:

- Are taking at least three NCEA Level 3 subjects from the approved list, preferably four or five
- Have the necessary Literacy credits already or are taking them this year
- Have the necessary Numeracy credits at Level 1 or above

Scholarship

- Scholarship is an award, not a qualification, i.e. no credits are assigned to the achievement of Scholarship
- Scholarship is a ranking examination with the top 2-3% of the cohort receiving scholarships. The cohort is all of the Level 3 candidates in that subject
- Content is restricted to the content of the Level 3 Achievement Standards but the skills required may not be the same. Scholarship requires synthesis, analysis and exposition
- Scholarship results won't be released until mid-February, so it is unlikely that they will be used as an entry requirement for university courses
- The financial rewards are:

Single Subject Award – A 'one-off' award of \$500 per subject for up to 2 subjects.

Scholarship Award – Students who get 3 Scholarship subjects receive \$2000 each year for three years as long as students maintain a 'B' grade average in tertiary study.

Top Subject Scholar Award – Students who are top in one of the 27 Scholarship subjects receive the same as for a Scholarship Award.

Outstanding Scholar Award – The top 40-60 students who get 3 Scholarship subjects with at least 2 at Outstanding level or more than 3 Scholarships with at least 1 at Outstanding level receive \$5000 each year for 3 years as long as students maintain a 'B' grade average in tertiary study.

Premier Award – The top 5-10 students who get 4 or more results at Scholarship or Outstanding level, including at least 3 at Outstanding level receive \$10,000 each year for 3 years as long as they maintain at least a 'B' grade average in tertiary studies.

Tertiary Scholarships

Currently there are over 3000 different Scholarships available to tertiary students. We encourage students to research those Scholarships that are available and to apply as appropriate.

Starting points for research includes www.generosity.org.nz/giv-me/. This is available for free to HIBS students and in most Public libraries. Students wishing to access this website need to contact Ms Moore to gain login instructions. Looking at tertiary institution websites is also a good starting point. Most websites will provide information about the scholarships they have available.

Scholarships are available in a number of areas. The most often awarded area is for Academic Excellence. Students who gain NCEA Level 2 with Excellence enhance their ability to win a scholarship in this category. There are a variety of other scholarships available which may include Equity (e.g. disability, financial need, Maori and Pacific Island students), Sporting ability and Leadership. Specialised scholarships are also available for things like areas of particular interest. Scholarships are available at both Polytechs and Universities.

Discretionary Entrance

Students must apply for Discretionary Entrance to be able to attend University from Year 12. You must have achieved the University Entrance literacy and numeracy standards in NCEA or equivalent from Cambridge International Examinations and International Baccalaureate.

You will normally need to have an NCEA Level 2 certificate endorsed with Merit or better.

- If you are applying directly from Year 12, you will need to have strong support from an adviser at your school. Your adviser's confidential recommendation will support your maturity, motivation, capability and readiness to undertake degree-level study.
- If you are applying after an overseas exchange, you will need to provide written evidence of your study overseas, and an adviser's confidential recommendation as above. (**Note:** you will need to complete Year 12/NCEA Level 2 before you go overseas).
- If you are planning an overseas exchange you will need to complete Year 12 and gain an NCEA Level 2 certificate before you go overseas.
- You must be at least 16 years of age by the time you start your study at University.

NCEA Level 1 Course Index

| | |
|---|------------|
| Accounting | Page 25 |
| Aviation Year 11 – NCEA Level 2/3 | Page 26 |
| Chinese | Page 27 |
| Design Technology | Page 28 |
| Design & Visual Communication (DVC) | Page 29 |
| Digital Technologies | Page 30 |
| Drama | Page 31 |
| Economics | Page 32 |
| English | Page 33 |
| French | Page 34 |
| Geography | Page 35 |
| History | Page 36 |
| Mathematics | Page 37 |
| Mathematics Alternative | Page 38 |
| Music | Page 39 |
| Physical Education | Page 40 |
| Science Specialised | Page 41-42 |
| Science Alternative | Page 43-44 |
| Spanish | Page 45 |
| Te Reo Māori | Page 46-47 |
| Visual Arts | Page 48 |

Accounting (ACC) – NCEA Level 1

Minimum Entry Standard: None, though Year 10 Business Studies provides an introduction.

Level 1 Accounting introduces basic accounting processing, financial statements and decision making. Processing is covered through the Accounting cycle – journals, ledgers, bank reconciliations and balance day adjustments. Income Statements, Balance Sheets (Statement of Financial Position), budgets and basic Cash Flow Statements are constructed from the Trial Balance and other data. Students analyse Financial Statements through ratios and percentages and interpret these to explain the consequences for a business. The context is mainly the sole proprietor. A set of accounts for a Club or Society alongside a Treasurer’s report are also produced.

Level 1 Accounting is suitable for those wishing to study Accounting or other Commerce subjects in the future and for students who want a basic understanding for running their own business. Accounting introduces some of the language and concepts that are essential for running a successful business such as profitability, liquidity and cashflow.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Demonstrate understanding of accounting concepts for small entities. | 1.1 AS90976 | 3 | External | 3, 4, 6 |
| Process financial transactions for a small entity. | 1.2 AS90977 | 5 | Internal | 4, 6 |
| Prepare financial statements for sole proprietors. | 1.3 AS90978 | 5 | External | 4, 6 |
| Prepare financial information for a community organisation’s annual general meeting. | 1.4 AS90979 | 4 | Internal | 4, 6 |
| Interpret accounting information for sole proprietors. | 1.5 AS90980 | 4 | External | 3, 4, 6 |
| Optional Standard Make a financial decision for an individual or group. | 1.6 AS90981 | 3 | Internal | 4, 6 |
| TOTAL CREDITS | | 24 | | |

Progression on to NCEA Level 2: To study Accounting at Level 2 it will be necessary to have achieved 16 credits in Level 1 Accounting which must include ACC 1.3, or upon negotiation with the HOD Commerce. Students who have achieved NCEA Level 1 endorsed with Excellence including Mathematics and/or Economics endorsed with Excellence will be considered.

Aviation (AVN) – Year 11

NCEA Level 2/3

Year 11 students studying Aviation cover a course made up of Level 2 Aviation industry Unit Standards and the two Level 3 Unit Standards which contribute towards a Private Pilot's Licence (PPL). Six months before their 16th birthday, students can begin flight training at Paraparaumu Airport with Kapiti Aero Club.

Course Content:

| Unit Standards | Standard Number | Number of Credits | Level | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--------------------------------|-----------------|-------------------|-------|-------------|------------------------------|
| History of Aviation | US19585 | 5 | 2 | Internal | 4 |
| NZ Aviation Support Structures | US19586 | 3 | 2 | Internal | 4 |
| NZ Civil Aviation Industry | US19587 | 2 | 2 | Internal | 4 |
| Principles of Flight | US20677 | 3 | 2 | Internal | 4 |
| Aviation Career Paths | US20676 | 3 | 2 | Internal | 4 |
| Flight Radio Telephony | US23424 | 3 | 3 | External | - |
| Human Factors | US23425 | 5 | 3 | External | - |
| TOTAL CREDITS | | 24 | | | |

Progression to NCEA Level 3: This course in Aviation leads directly to the Aviation course covered in Year 12.

Chinese (CHI) – NCEA Level 1

Minimum Entry Standard: Either two years of study OR one year of study together with a recommendation from your teacher of Chinese or Chinese as a fluently spoken language at home.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Listening comprehension. | 1.1 AS90868 | 5 | External | 3, 4, 5, 6 |
| Prepared speech in Chinese. | 1.2 AS90869 | 4 | Internal | 3 |
| Conversations in Chinese. | 1.3 AS90870 | 5 | Internal | 4, 5, 6 |
| Reading comprehension. | 1.4 AS90871 | 5 | External | 4 |
| Writing in Chinese with access to reference materials. | 1.5 AS90872 | 5 | Internal | 4, 6 |
| TOTAL CREDITS | | 24 | | |

Progression on to NCEA Level 2: To study Chinese at Level 2 it will be necessary to have achieved 15 credits in Level 1 Chinese, or at the discretion of the HOD Languages and the class teacher.

Design Technology (DET) – NCEA Level 1

Note: This course is structured around Technology Achievement Standards with a focus on Construction and Mechanical Technologies.

Minimum Entry Standard: A satisfactory level of achievement in Year 10 Design Technology or at the discretion of the HOD Design Technology & DVC.

Level 1 Design Technology encourages students to think critically about the man-made world both as designer-makers and consumers.

The conceptual design project develops understanding of modern day manufacturing techniques with a focus on 3D printing technologies. It uses a variety of CAD software to develop products and 3D printing to model and test design ideas into a developed working prototype.

The second project explores a Context and develops the skills necessary to identify issues and potential solutions. A prototype is built and tested resulting in a detailed analysis and appreciation of products being fit for purpose.

There are no end of year exams, instead all coursework counts towards assessment with a written technical report being compiled throughout the year.

Design Technology feeds into a range of careers, including Engineering, Research and Development, Manufacturing, Civil Construction, Building Construction and Product Design but also develops the critical thinking and research analysis skills necessary to excel in a wide range of professions. The attention to 3D printing prepares students for the rapidly changing career profile empowering them to excel in the global market.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|---|-----------------|------------------------|-------------|------------------------------|
| Undertake brief development to address a need or opportunity. | 1.1 AS91044 | 4 | Internal | 1, 2, 3, 6 |
| Demonstrate the use of design ideas to produce a conceptual design for an outcome. | 1.3 AS91046 | 6 | Internal | 1, 2, 3, 6 |
| Undertake development to make a prototype. | 1.4 AS91047 | 6 | Internal | 1, 2, 3, 6 |
| Optional Standard Demonstrate understanding of how technological modeling supports decision making. | 1.5 AS91048 | 4 | External | 1, 2, 3, 6 |
| Demonstrate understanding of how materials enable technological products to function. | 1.6 AS91049 | 4 | External | 1, 2, 3, 6 |
| TOTAL CREDITS | | 20 24 | | |

Progression on to NCEA Level 2: Entry to the Level 2 course requires achievement of at least 14 credits in Level 1 Design Technology or at the discretion of the HOD Design Technology & DVC.

Design & Visual Communication (DVC) – NCEA Level 1

Minimum Entry Standard: A satisfactory level of achievement in Year 10 DVC.

Students work on two projects in Level 1 Design and Visual Communication, consolidating their learning from Year 9 and 10.

Both Product Design and Architectural Design are covered during the year with a focus on research and design idea creation whilst developing the ability to work on freehand drawing techniques, orthographic and 3D formal drawing principles.

Study in DVC can lead into a range of careers, including Architectural and Graphic Design, Engineering, Research and Development, Manufacturing, Building Technologies and Product Design but also develops critical thinking and research analysis skills necessary to excel in a wide range of professions.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|------------------------------|
| Produce freehand sketches to communicate own design ideas. | 1.30 AS91063 | 3 | External | 1, 2, 6 |
| Produce instrumental, multi-view orthographic drawings that communicate technical features of own design ideas. | 1.31 AS91064 | 3 | External | 1, 2, 6 |
| Produce instrumental paraline drawings to communicate own design ideas. | 1.32 AS91065 | 3 | External | 1, 2, 6 |
| Use rendering techniques to communicate the form of own design ideas. | 1.33 AS91066 | 3 | Internal | 1, 2, 6 |
| Use the work of an influential designer to inform own design ideas. | 1.34 AS91067 | 3 | Internal | 2, 6 |
| Demonstrate the development of a design idea communicated through graphics practice. | 1.35 AS91068 | 6 | Internal | 1, 2, 6 |
| Promote design work to an audience using visual communication techniques. | 1.36 AS91069 | 4 | Internal | 1, 2, 6 |
| TOTAL CREDITS | | 25 | | |

Progression on to NCEA Level 2: To study DVC at Level 2 it will be necessary to have achieved 18 credits in Level 1 DVC or at the discretion of the HOD Design Technology & DVC.

Digital Technologies (DGT)–NCEA Level 1

The Digital Technologies course aims to provide an understanding of digital technology in terms of the following Achievement Standards: desktop publishing, the fundamentals of website design and layout, website creation and an introduction to computer programming. In general students will complete the Achievement Standards course. However, this can be supplemented with Unit Standards for students where required.

Course Content:

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|------------------------|--------------------------|--------------------|-------------------------------------|
| Use planning tools to guide the technological development of an outcome to address a brief | 1.2 AS91045 | 4 | Internal | 1, 2, 3, 6 |
| Develop a design for a digital outcome | 1.2 AS91878 | 3 | Internal | 1, 2, 3, 4, 5, 6 |
| Develop a digital outcome to manage data | 1.3 AS91879 | 4 | Internal | 2, 3, 6 |
| Develop a digital media outcome | 1.4 AS91880 | 4 | Internal | 2, 3, 5, 6 |
| Develop a computer program | 1.7 AS91883 | 4 | Internal | 2, 6 |
| Optional Standard Demonstrate an understanding of human computer interaction | 1.10 AS91886 | 3 | External | 2, 6 |
| TOTAL CREDITS | | 19 22 | | |

Drama (DRA) – NCEA Level 1

Minimum Entry Standard: Ability to perform in front of an audience.

The NCEA Level 1 Drama course has an emphasis on students devising their own work whilst developing a sound knowledge of dramatic techniques, elements and conventions. These are the building blocks and tools used to structure, enhance and bring meaning to Drama. Students are also required to study, select and use features of a specific theatre form in a performance. They are required to perform an acting role in a scripted drama and attend a live professional theatre performance during the year. There is an external exam paper requiring students to demonstrate the use of drama aspects within a live performance.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Drama Performance (Apply drama techniques in a dramatic context). | 1.1 AS90006 | 4 | Internal | 4, 6 |
| Drama Creation (Devise and perform a drama). | 1.2 AS90997 | 5 | Internal | 4, 6 |
| Drama Performance (Select and use features of a drama/theatre form in a performance). | 1.4 AS90999 | 4 | Internal | 4, 6 |
| Drama Performance (Perform an acting role in a scripted production). | 1.6 AS90009 | 5 | Internal | 4, 6 |
| Drama Studies (Demonstrate understanding of the use of drama aspects within live performance). | 1.7 AS90011 | 4 | External | 4, 6 |
| TOTAL CREDITS | | 22 | | |

Progression on to NCEA Level 2: To study Drama at Level 2 it is recommended that a student should have achieved at least 16 credits in Level 1 Drama. However, if this is not the case, entry into this course can be discussed further with the HOD Drama.

Economics (ECO) – NCEA Level 1

Minimum Entry Standard: None, although Year 10 Business Studies does provide an introduction.

Level 1 Economics provides an introduction to important concepts such as Opportunity Cost, Economic decision making, Producer decisions, Interdependence, Supply, Demand and Market Equilibrium. The course focuses on microeconomic issues taken from the perspective of individual consumers and producers. It builds on the concepts studied in Year 10 Business Studies, but is also suitable to be taken by students with no prior knowledge. Level 1 Economics is suitable for anyone interested in gaining an understanding of the interactions within New Zealand markets and how this affects the wider society.

Course Content:

| Achievement | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|------------------------------|
| Demonstrate understanding of consumer choices, using scarcity and/or demand. | 1.1 AS90983 | 4 | External | 3, 4, 6 |
| Demonstrate understanding of decisions a producer makes about production. | 1.2 AS90984 | 5 | Internal | 3, 4, 6 |
| Demonstrate understanding of producer choices, using supply. | 1.3 AS90985 | 3 | External | 3, 4, 6 |
| Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium. | 1.4 AS90986 | 5 | External | 3, 4, 6 |
| Demonstrate understanding of the interdependence of sectors of the New Zealand economy. | 1.6 AS90988 | 3 | Internal | 3, 4, 5, 6 |
| TOTAL CREDITS | | 20 | | |

Progression on to NCEA Level 2: To study Economics at Level 2 it will be necessary to have achieved 15 credits in Level 1 Economics or by negotiation with the HOD Commerce.

Some students who have not studied Economics at Level 1 but have achieved highly in other subjects and have a proven work ethic may apply to enter Level 2 Economics.

English (ENG) – NCEA Level 1

Minimum Entry Standard: Year 10 English.

The Year 11 English course is firmly based in the development of literacy and communication skills which are vital for all students in whatever field of study they pursue in the senior school and beyond. A focus on the skills of close reading, writing, speaking and visual expression based on a wide range of diverse and enjoyable texts, forms the basis of the course. Students acquire the ability to research, make discerning choices about the ideas they find, a vital skill in the modern age where they are beset with huge amounts of information and develop their confidence as independent and responsible thinkers and communicators.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Show understanding of specified aspect(s) of studied written text(s), with supporting evidence. | 1.1 AS90849 | 4 | External | 1, 2, 3, 4, 5, 6 |
| Show understanding of specified aspect(s) of studied visual or oral text(s), with supporting evidence. | 1.2 AS90850 | 4 | External | 1, 3, 4, 5, 6 |
| Show understanding of significant aspects of unfamiliar written texts through close reading, with supporting evidence. | 1.3 AS90851 | 4 | External | 1, 2, 3, 4, 5, 6 |
| Produce creative writing | 1.4 AS90052 | 3 | Internal | 1, 3, 4, 5, 6 |
| Produce formal writing | 1.5 AS90053 | 3 | Internal | 1, 2, 3, 4, 5, 6 |
| Construct and deliver an oral presentation. | 1.6 AS90057 | 3 | Internal | - |
| Create visual text. | 1.7 AS90855 | 3 | Internal | 1, 3, 4, 5, 6 |
| Explain significant connection(s) across texts, using supporting evidence. | 1.8 AS90852 | 4 | Internal | 1, 2, 3, 4, 5, 6 |
| TOTAL CREDITS | | 25 | | |

Progression to NCEA Level 2: To study English at Level 2 it will be necessary to have achieved 17 credits in Level 1 English including at least achievement in standards 1.3, 1.1 and/or 1.2, and two of 1.4, 1.5, 1.8 or at HOD's discretion.

French (FRE) – NCEA Level 1

Minimum Entry Standard: Two years of study in French.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|------------------------------|
| Listening comprehension. | 1.1 AS90878 | 5 | External | 3, 4, 5, 6 |
| Prepared speech in French. | 1.2 AS90879 | 4 | Internal | 3 |
| Conversations in French. | 1.3 AS90880 | 5 | Internal | 4, 5, 6 |
| Reading comprehension. | 1.4 AS90881 | 5 | External | 4 |
| Writing in French with access to reference materials. | 1.5 AS90882 | 5 | Internal | 4, 6 |
| TOTAL CREDITS | | 24 | | |

Progression on to NCEA Level 2: To study French at Level 2 it will be necessary to have achieved 15 credits in Level 1 French, or at the discretion of the HOD Languages and the class teacher.

Geography (GEO) – NCEA Level 1

Minimum Entry Standard: None.

“Broad knowledge of Geography is an essential part of a full education. This is particularly true at a time when the lives of nearly all of our citizens are deeply affected by what happens throughout the world.” This quote from the United States National Assessment Governing Board explains why the analytical skills and global knowledge developed in Geography are important to students across the increasingly interconnected world. At Year 11, students will conduct fieldwork relating to sustainability and climate research, building their own weather station in the process. They will examine population and natural hazard issues, develop their mapping skills, study local geographic issues and learn how to use Geographic Information Systems (GIS).

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|---|------------------------|--------------------------|--------------------|--------------------------------------|
| Demonstrate geographic understanding of environments that have been shaped by extreme natural events. | 1.1 AS91007 | 4 | External | 3, 4, 6 |
| Demonstrate geographic understanding of population concepts. | 1.2 AS91008 | 4 | External | 4, 5, 6 |
| Demonstrate geographic understanding of the sustainable use of an environment. | 1.3 AS91009 | 3 | Internal | 3, 4, 6 |
| Apply concepts and basic geographic skills to demonstrate understanding of a given environment. | 1.4 AS91010 | 4 | External | 1, 3, 4, 6 |
| Conduct geographic research, with direction. | 1.5 AS91011 | 4 | Internal | 3, 4 |
| Describe aspects of a contemporary New Zealand geographic issue. | 1.6 AS91012 | 3 | Internal | 4, 5, 6 |
| Apply spatial analysis, with direction, to solve a geographic problem. | 1.8 AS91014 | 3 | Internal | 3, 4, 6 |
| TOTAL CREDITS | | 25 | | |

Progression on to NCEA Level 2: All students will be considered for Geography at Level 2. However, an interest in the topics studied and Achievement in English would be of benefit.

History (HIS) – NCEA Level 1

Minimum Entry Standard: A satisfactory level of achievement in Year 10 Social Studies.

The Year 11 History course is designed to equip students with research and writing skills that can be utilised across all senior subjects. While studying themes such as the Origins of World War Two and Our Search for Security during the Cold War, History students will learn how past events are connected to our lives today, and how this understanding can help guide our decision making in the present. These critical thinking skills can be applied to many fields of future study as almost all university courses assess students with a combination of research projects, an essay, reports and visual presentations.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|------------------------|-------------|------------------------------|
| Carry out an investigation of an historical event, or place, of significance to New Zealanders. Chosen Topics can be International. | 1.1 AS91001 | 4 | Internal | 4, 5, 6 |
| Demonstrate understanding of an historical event, or place, of significance to New Zealanders. Chosen Topics can be International. | 1.2 AS91002 | 4 | Internal | 4, 5, 6 |
| Optional - Interpret sources of an historical event of significance to New Zealanders. | 1.3 AS91003 | 4 | External | 4, 5, 6 |
| Demonstrate understanding of different perspectives of people in an International historical event that has some significance to New Zealanders. | 1.4 AS91004 | 4 | Internal | 4, 5, 6 |
| Describe the causes and consequences of an historical event. | 1.5 AS91005 | 4 | External | 4, 5, 6 |
| Describe how a significant historical event affected New Zealand society. | 1.6 AS91006 | 4 | External | 4, 5, 6 |
| TOTAL CREDITS | | 20 24 | | |

Progression on to NCEA Level 2: All students will be considered for History at Level 2. However, a background in English and an interest in the topics to be studied would be of benefit.

Mathematics (MAT) – NCEA Level 1

Minimum Entry Standard: A satisfactory level of achievement in Year 10 Mathematics.

This course is designed for students who have a passion for Mathematics. It covers all the key skills required for Numeracy and is the pathway for further learning in Mathematics. The Achievement Standards offered in this course cover a number of different areas of Mathematics – Algebra, Linear and Non-Linear Graphs, Geometry, Measurement and Statistics. For students looking forward to studying Mathematics at Level 2, this course leads on to 12MAT and 12MAS.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Apply algebraic methods. | 1.2 AS91027 | 4 | CAT | 1, 2, 3, 4, 5, 6 |
| Investigate relationships between tables, equations and graphs. | 1.3 AS91028 | 4 | External | 1, 2, 3, 4, 6 |
| Apply measurement in solving problems. | 1.5 AS91030 | 3 | Internal | |
| Apply geometric reasoning | 1.6 AS91031 | 4 | External | 1, 2, 3, 4, 6 |
| Investigate a given multivariate data set using the statistical enquiry cycle. | 1.10 AS91035 | 4 | Internal | |
| TOTAL CREDITS | | 19 | | |

Progression on to NCEA Level 2: 15 credits in Level 1 Mathematics including at least one Merit in AS 1.2 and / or 1.3. Both 1.2 and 1.3 must be achieved.

Level 2 Mathematics with Statistics 12MAS – 14 credits in Level 1 Mathematics.

Note: students would have also had the opportunity to complete two achievement standards in Year 10:

- AS91026 – Apply numeric reasoning in solving problems – 4 credits.
- AS91029 – Apply linear algebra in solving problems.

Note: CAT – Common Assessment Task – an external standard usually assessed in September.

Mathematics Alternative (MAA) – NCEA Level 1

Minimum Entry Standard: To have completed a course of study in Year 10 Mathematics.

This course has been designed to support those students who prefer to gain their credits through Internal Assessments. It covers all the key skills required for Numeracy and is the pathway to further learning in Statistics. The Achievement Standards offered in this course cover a number of different areas of Mathematics – Number, Statistics, Measurement, Geometry. For students looking forward to studying Mathematics at Level 2, this course leads onto 12MAS.

Course Content: Standards offered may vary in order to meet individual student needs.

| Achievement | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|---|------------------------|--------------------------|--------------------|-------------------------------------|
| Apply numeric reasoning when solving problems. | 1.1 AS91026 | 4 | Internal | 1, 2, 3, 4, 5, 6 |
| Apply measurement in solving problems | 1.5 AS91030 | 3 | Internal | 1, 2, 3, 4, 5, 6 |
| Solve measurement problems involving right-angled triangles. | 1.7 AS91032 | 3 | Internal | 1, 2, 3, 4, 6 |
| Apply transformation geometry. | 1.9 AS91034 | 2 | Internal | 1, 2, 3, 4, 6 |
| Investigate a given multivariate data set using the statistical inquiry cycle | 1.10 AS91035 | 4 | Internal | 1, 2, 3, 4, 5, 6 |
| Investigate a situation involving elements of chance. | 1.13 AS91038 | 3 | Internal | 3, 4, 6 |
| TOTAL CREDITS | | 19 | | |

Progression: Level 2 Mathematics with Statistics 12MAS – 14 credits in Level 1 Mathematics.

Note: students would have also had the opportunity to complete two achievement standards in Year 10:

- AS91026 – Apply numeric reasoning n solving problems – 4 credits
- AS91029 – Apply linear algebra in solving problems

Music (MUS) – NCEA Level 1

Minimum Entry Standard:

1. Instrumental Music Tuition for at least 2 years (or equivalent).
2. A satisfactory level of achievement in Year 10 Music. (If the student has not studied music at Year 10, course entry will be at the discretion of the HOD Music).

The aim of the senior music course is to help students to explore the potential of sounds and technologies to create, interpret and represent music ideas. They will develop literacies in Music, learn to communicate musically and to effectively perform in a variety of situations. Students will develop confidence and explore their own musical identity.

The Year 11 course offers 7 standards which has a total of 34 available credits from both Achievement Standards and Unit Standards. A **24** credit course is to be selected by each student to make a full year of study. It is expected that all students do the external 1.5 examination so that they have the requirements needed for subject endorsement.

Course Content:

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Perform two pieces of music as a featured soloist. | 1.1 AS91090 | 6 | Internal | 6 |
| Demonstrate ensemble skills through performing a piece of music as a member of a group. | 1.2 AS91091 | 4 | Internal | 6 |
| Compose two original pieces of music. | 1.3 AS91092 | 6 | Internal | 6 |
| Demonstrate knowledge of conventions in music scores. | 1.5 AS91094 | 4 | External | 6 |
| Demonstrate knowledge of two music works from contrasting contexts. | 1.6 AS91095 | 6 | Internal | 6 |
| Music Technology – Demonstrate and apply introductory knowledge of music technology equipment and techniques. | US27656 | 4 | Internal | 6 |
| Music Technology – Demonstrate and apply knowledge of sound technology for a performance context. | US26687 | 4 | Internal | 6 |
| TOTAL CREDITS | | 34 | | |

Progression on to NCEA Level 2: To study Music at Level 2 it will be necessary to have achieved 18 credits in Level 1 Music or gain entry at the discretion of the HOD Music.

Physical Education (PED) – NCEA Level 1

Level 1 Physical Education has a variety of practical and theoretical content that helps students learn and appreciate the many aspects involved in physical performances. The first two Achievement Standards involve Disc Golf, where insights are gained on how to improve the quality of their performance. This knowledge and experience can be applied to any other activity of their interest. Students develop and evaluate interpersonal skills as they run a sports tournament of their choice. Basketball and Volleyball are the activities used to learn about Anatomy, Physiology and Biomechanics of the body. Through Badminton and Rock Climbing students investigate the many factors involved in people’s participation in sport and recreational activities. A research topic or an in-class practical project complete the year focusing either on social influences or personal responsibility.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Participate actively in a variety of physical activities and explain factors that influence own participation. | 1.1 AS90962 | 5 | Internal | 4, 5, 6 |
| Demonstrate understanding of the function of the body as it relates to the performance of a physical activity. | 1.2 AS90963 | 5 | Internal | 3, 4, 5, 6 |
| Demonstrate quality movement in the performance of a physical activity. | 1.3 AS90964 | 3 | Internal | 4, 5, 6 |
| Demonstrate interpersonal skills in a group and explain how these skills impact on others. | 1.5 AS90966 | 4 | Internal | 3, 4, 5, 6 |
| Demonstrate strategies to improve the performance of a physical activity and describe the outcomes. | 1.6 AS90967 | 3 | Internal | 4, 5, 6 |
| Demonstrate self-management strategies and describe the effects on participation in Physical Education | 1.9 AS90970 | 3 | Internal | 3 |
| TOTAL CREDITS | | 23 | | |

Progression on to NCEA Level 2: To study Physical Education at Level 2 it will be necessary to have achieved at least 15 credits in Level 1 Physical Education. Entry to the course can also be achieved at the discretion of the HOD Physical Education.

Science (SCI) - NCEA Level 1 (Specialised Science Course)

Minimum Entry Standard: A satisfactory level of achievement in Year 10 Science.

As the name suggests this course introduces the students to the main three disciplines of Science: Biology, Chemistry and Physics.

DNA, genes and the basic building blocks of all life are looked at in Biology which focuses on Genetics and inherited characteristics.

Chemistry has a focus on chemical reactions between elements or solutions and on reactions involving organic molecules.

Physics of practical electricity and its fundamental link with magnetism is studied.

This course is for those with an interest in Science, and wanting to specialise in one or more branches in Year 12 and 13 leading to studying Engineering, Health Sciences, Architecture, etc. at University.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|---|-----------------------------|-------------------|-------------|------------------------------|
| Carry out a practical physics investigation, with direction, that leads to a linear relationship. | Physics 1.1 AS90935 | 4 | Internal | 1, 2, 3, 5, 6 |
| Demonstrate understanding of aspects of electricity and magnetism. | Physics 1.3 AS90937 | 4 | External | 1, 2, 6 |
| Demonstrate understanding of aspects of carbon chemistry. | Chemistry 1.3 AS90932 | 4 | External | 1, 2, 3, 6 |
| Investigate selected chemical reactions. | Science 1.8 AS90947 | 4 | Internal | 1, 2, 3, 5, 6 |
| Demonstrate understanding of genetic variation. | Science 1.9 AS90948 | 4 | External | 2, 3, 5, 6 |
| Investigate biological ideas relating to interactions between humans and micro-organisms | Science 1.11 AS90950 | 4 | Internal | 1, 2, 3, 4, 5, 6 |
| TOTAL CREDITS | | 24 | | |

Progression on to NCEA Level 2:

To study **BIOLOGY** at Level 2 it will be necessary to have achieved 16 credits in the Science Level 1 Specialised Course including ***Achievement*** in the two Biology Achievement Standards Science 1.11 and Science 1.9.

To study **CHEMISTRY** at Level 2 it will be necessary to have achieved 16 credits in the Science Level 1 Specialised Course including ***Achievement*** in the two Chemistry Achievement Standards Science 1.8 and Chemistry 1.3.

To study **PHYSICS** at Level 2 it will be necessary to have achieved 16 credits in the Science Level 1 Specialised Course including ***Achievement*** in the two Physics Achievement Standards Physics 1.1 and Physics 1.3.

To study **CHEMISTRY** or **PHYSICS** at Level 2 a student will also need to be studying the Level 2 Mathematics course.

Science Alternative (SCA) - NCEA Level 1

Minimum Entry Standard: Year 10 Science.

The Applied course provides students with a basic understanding of Science.

It covers the Physics in motion, including Newton's Laws, energy and power.

In Chemistry, it covers atomic particles that make the atom, and what happens when atoms collide. Students gain an understanding of acids and bases.

The Biology unit looks at microscopic life - micro-organisms, bacteria, fungus and virus. It looks at how these are useful to us and why some cause disease.

A course for those students with an interest in Science, but who do not want to specialise.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|---|------------------------|-------------------|-------------|------------------------------|
| Demonstrate understanding of aspects of mechanics in one dimension. | Science 1.1 AS90940 | 4 | External | 1, 2, 3, 4, 5, 6 |
| Investigate implications of electricity and magnetism for everyday life. | Science 1.2 AS90941 | 4 | Internal | 1, 2, 3, 6 |
| Demonstrate understanding of biological ideas relating to micro-organisms | Biology 1.3 AS90927 | 4 | External | 1, 2, 3, 4, 5 |
| Demonstrate an understanding of aspects of acids and bases. | Science 1.5 AS90944 | 4 | External | 1, 2, 3, 6 |
| Investigate selected chemical reactions. | Science 1.8 AS90947 | 4 | Internal | 1, 2, 3, 5, 6 |
| TOTAL CREDITS | | 20 | | |

Progression on to NCEA Level 2:

To study **BIOLOGY** at Level 2 it will be necessary to have achieved 16 credits in the Science Applied Level 1 Course including *Merit* in the Biology Achievement Standard Biology 1.3.

To study **CHEMISTRY** at Level 2 it will be necessary to have achieved 16 credits in the Science Applied Level 1 Course including *Merit* in the Chemistry Achievement Standard Science 1.5.

To study **PHYSICS** at Level 2 it will be necessary to have achieved 16 credits in the Science Applied Level 1 Course including *Merit* in the Physics Achievement Standard Science 1.1.

Progression to Level 2 may also be achieved in consultation with the HOD Science.

To study **CHEMISTRY** or **PHYSICS** at Level 2 a student will also need to be studying the Level 2 Mathematics course.

Spanish (SPA) - NCEA Level 1

Minimum Entry Standard: Two years of study in Spanish.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Listening Comprehension. | 1.1 AS90908 | 5 | External | 3, 4, 5, 6 |
| Prepared Speech in Spanish. | 1.2 AS90909 | 4 | Internal | 3 |
| Conversations in Spanish. | 1.3 AS90910 | 5 | Internal | 4, 5, 6 |
| Reading comprehension. | 1.4 AS90911 | 5 | External | 4 |
| Writing in Spanish with access to reference materials. | 1.5 AS90912 | 5 | Internal | 4, 6 |
| TOTAL CREDITS | | 24 | | |

Progression on to NCEA Level 2: To study Spanish at Level 2 it will be necessary to have achieved 15 credits in Level 1 Spanish, or in consultation with the HOD Languages and the class teacher.

Te Reo Māori (MAO) – NCEA Level 1

Minimum Entry Standard: Two years of study in Te Reo Māori or Māori as a fluently spoken language at home and/or in consultation with the teacher of Te Reo Māori at HIBS.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Te Reo Māori can add value to other works skills in New Zealand, particularly when working for Government departments, e.g. the Health Sector or the Police Force and would be useful in many other jobs dealing with the public, e.g. Journalism and the Media in general.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Whakarongo kia mōhio ki te reo o tōna ao. Listening and understanding about experiences in their environment. | 1.1 AS91085 | 6 | Internal | 3, 4, 5, 6 |
| Kōrero kia whakamahi i te reo o tōna ao. Speaking about experiences in their environment. | 1.2 AS91086 | 6 | Internal | 3, 4, 5, 6 |
| Pānui kia mōhio ki te reo o tōna ao. Reading and understanding about experiences in their environment. | 1.3 AS91087 | 6 | External | 3, 4, 5, 6 |
| Tuhi i te reo o tōna ao Writing in about experiences in their environment | 1.4 AS91088 | 6 | External | |

| | | | | |
|---|----------------|-----------|----------|------------|
| Waihanga tuhinga i te reo o tōna ao. Creative writing about experiences in their environment. | 1.5 AS91089 | 6 | Internal | 3, 4, 5, 6 |
| TOTAL CREDITS | | 30 | | |

Progression on to NCEA Level 2: To study Te Reo Māori at Level 2 it will be necessary to have achieved 18 credits in Level 1 Te Reo Māori, or in consultation with the HOD Languages and the class teacher.

Visual Arts (ART) - NCEA Level 1

Minimum Entry Standard: A satisfactory work ethic. Previous study at Year 10 in either DVC or Visual Arts is preferable.

Study of Year 11 NCEA Level 1 Visual Arts will lead to specialisation at Year 12 in the fields of Painting, Art Design and Photography. Students may select to study in 1 or 2 of these.

Career Pathways for Visual Arts Students: Study in the Visual Arts prepares students with skills in problem-solving, lateral thinking, self-motivation and provides them with a strong work ethic as well as developing an awareness of their own and others' cultures. These qualities not only prepare students for specialist fields of employment but gives them a wider choice of occupations, where employers seek all or most of these qualities. In a world in which ideas and information are often delivered visually, study in the Visual Arts develops the kind of thinker and manager that businesses need if they are to remain competitive in global marketplaces.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|------------------------------|
| Use drawing methods for recording information using wet and dry media. | 1.2 AS90914 | 4 | Internal | 6 |
| Use drawing conventions to develop work in more than one field of practice. | 1.3 AS90915 | 6 | Internal | 6 |
| Produce a body of work informed by established practice which develops ideas using a range of media. | 1.4 AS90916 | 12 | External | 6 |
| TOTAL CREDITS | | 22 | | |

Progression on to NCEA Level 2: To study Visual Arts at Level 2 it will be necessary to have achieved 16 credits in Level 1 Visual Art.

NCEA Level 2 Course Index

| | |
|--|------------|
| Accounting | Page 50 |
| Aviation - Private Pilot's Licence NCEA Levels 3 & 4 | Page 51 |
| Biology | Page 52 |
| Business Studies | Page 53 |
| Chemistry | Page 54 |
| Chinese | Page 55 |
| Design Technology | Page 56 |
| Design & Visual Communication..... | Page 57 |
| Digital Technologies | Page 58 |
| Drama | Page 59 |
| Economics | Page 60 |
| English | Page 61 |
| English Alternative | Page 62 |
| French | Page 63 |
| Gateway | Page 64 |
| Geography | Page 65 |
| History | Page 66 |
| Mathematics | Page 67 |
| Mathematics with Statistics | Page 68 |
| Media Studies | Page 69 |
| Music | Page 70-71 |
| Physical Education | Page 72 |
| Physics | Page 73 |
| Spanish | Page 74 |
| Te Reo Māori | Page 75-76 |
| Visual Arts Design | Page 77 |
| Visual Arts Painting | Page 78 |
| Visual Arts Photography | Page 79 |

Accounting (ACC) – NCEA Level 2

Minimum Entry Standard: 16 credits in Level 1 Accounting including ACC 1.3, or in negotiation with the HOD Commerce. Students who have achieved NCEA Level 1 endorsed with Excellence, including Mathematics and/or Economics endorsed with Excellence may apply to the HOD Commerce.

Level 2 Accounting builds on the skills and knowledge from Level 1. Students complete more complex financial statements. Processing of transactions is studied through the use of Xero computer Accounting software. There is also an emphasis on Management Accounting and internal control methods and procedures. Inventory and Accounts Receivable subsystems are analysed. Analysis and decision-making is developed and expanded.

Skills learnt in Level 2 Accounting are used widely in Level 3 Accounting.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of accounting processing using accounting software. | 2.2 AS91175 | 4 | Internal | | 4, 6 |
| Prepare financial information for an entity that operates accounting subsystems. | 2.3 AS91176 | 5 | External | | 6 |
| Interpret accounting information for entities that operate accounting subsystems. | 2.4 91177 | 4 | External | | 4 |
| Demonstrate understanding of an accounts receivable subsystem for an entity. | 2.6 AS91179 | 3 | Internal | | |
| Demonstrate understanding of an inventory subsystem for an entity. | 2.7 AS91386 | 3 | Internal | | 4 |
| TOTAL CREDITS | | 19 | | | |

Progression to NCEA Level 3: To study Accounting at Level 3 it will be necessary to have achieved 15 credits in Level 2 including ACC 2.3, and ideally at least 7 credits at Merit level. Students who achieve NCEA Level 1 Accounting endorsed with Excellence but did not complete Level 2 may apply to the HOD for entry.

Aviation - Private Pilot's Licence

NCEA Level 3 & 4

Aviation: Private Pilot's Licence (PPL) is a subject that allows students to actively pursue the practical and theoretical training necessary to become a private pilot. It is an advantage to have studied Aviation in Year 11 but entry can be at Year 12 or 13.

Minimum Entry Standard:

Sufficient good health for the issue of a Class 2 Aviation Medical Certificate.

Course Content:

| Unit Standards | Standard Number | Number of Credits | Level | Assessment Mode |
|---|-----------------|-------------------|-------|-----------------|
| Flight Radio Telephony | US23424 | 3 | 3 | External |
| Human Factors | US23425 | 5 | 3 | External |
| Navigation | US23426 | 5 | 3 | External |
| Air Law | US23427 | 5 | 3 | External |
| Meteorology | US23428 | 5 | 3 | External |
| Demonstrate flying skills for PPL | US23429 | 6 | 4 | Flight Test |
| Aircraft Technical Knowledge | US23431 | 10 | 3 | External |
| Demonstrate flying skills for first solo flight | US23433 | 4 | 4 | Practical |
| Demonstrate instrument flying skills for PPL | US23434 | 2 | 4 | Practical |
| Demonstrate cross-country navigation skills | US23435 | 3 | 4 | Practical |
| TOTAL CREDITS | | 48 | | |

Aviation students need to factor in a range of costs for the following:

- The sitting of external PPL theory papers.
- Aviation instruction at Kapiti Aero Club together with the landing fees required.
- A Grade 2 Medical Certificate required before solo flight.

Biology (BIO) - NCEA Level 2

Minimum Entry Standard: 16 credits in Level 1 Specialised Science including achievement in Science 1.11 and Science 1.9, or 16 credits in the Level 1 Science Alternative course including Merit in Science 1.3.

Life is incredibly varied, yet based on common processes. Biologists – and students studying biology – seek evidence to explain the nature of living things, and to understand where and how life is evolving, how evolution links life processes and ecology, and the impact that humans have on all forms of life.

Through learning in biology, students discover that life involves interactions at all levels of organisation: cells interact with their environment and with each other, so do organs, organisms and ecosystems. No living thing exists in isolation from its environment.

For more information (including course outlines) please see our page on the HIBS website under: Curriculum/Departments/Science/Biology.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Carry out a practical investigation in a biology context, with supervision. | 2.1 AS91153 | 4 | Internal | | 2, 3, 4, 5 |
| Demonstrate understanding of life processes at the cellular level. | 2.4 AS91156 | 4 | External | W Lit | 3, 5 |
| Demonstrate understanding of genetic variation and change. | 2.5 AS91157 | 4 | External | W Lit | 3, 5 |
| Investigate a pattern in an ecological community. | 2.6 AS91158 | 4 | Internal | | 3 |
| Demonstrate understanding of gene expression. | 2.7 AS91159 | 4 | External | | 3, 5 |
| TOTAL CREDITS | | 20 | | | |

Progression to NCEA Level 3: To study Biology at Level 3 it will be necessary to have achieved 16 credits in Level 2 Biology or in consultation with the HOD Science and TIC Biology.

Business Studies (BUS) – NCEA Level 2

Minimum Entry Standard: Level 1 NCEA including a minimum of 12 credits in English.

The Level 2 Business Studies course provides students with the knowledge of how to operate a business enterprise and a basic understanding of consumer law within New Zealand. The business achievement standards will take students through the steps of carrying out market research, business planning, carrying out and reviewing a business activity within a community context. Students will also learn about external influences on businesses. As part of the course students will be introduced to Barista training. This will help them run a café as their business activity and provide skills useful for future employment.

Course Content: This course provides a knowledge of the legal environment within New Zealand and the practical knowledge of how to operate a simple business enterprise on an ongoing basis. Previous knowledge of either Economics or Accounting is beneficial but not essential to take part in this course.

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|------------------------|--------------------------|--------------------|---------------|-------------------------------------|
| Understanding the internal operations of a large business. | 2.1 AS90843 | 4 | External | | 3,4,6 |
| Demonstrate understanding of how a large business responds to external factors. | 2.2 AS90844 | 4 | External | | 3, 4, 6 |
| Conduct market research for a new or existing product. | 2.4 AS90846 | 3 | Internal | | 3, 4, 6 |
| Carry out, review and refine a business activity within a community context with guidance. | 2.6 AS90848 | 9 | Internal | | 6 |
| Consumer law. | US8555 | 3 | Internal | | 5, 6 |
| TOTAL CREDITS | | 23 | | | |

Progression on to NCEA Level 3: This course leads to Level 3 Business Studies but is not a prerequisite.

Chemistry (CHE) – NCEA Level 2

Minimum Entry Standard: 16 credits in Level 1 Specialised Science including at least **Achievement** in the Science 1.8 and Chemistry 1.5, or 16 credits in the Level 1 Science Alternative course including Merit in Science 1.5. The Level 2 Mathematics course must be taken in conjunction with this course.

Chemistry is the study of the nature, behaviour and properties of substances. This subject will help students understand the modern world and the way in which materials and chemical processes interact with the environment and the changes it undergoes. This is a practically based course and is intended to develop the skills and knowledge of the student to understand the behaviour of chemicals.

Chemistry can lead to a diverse range of career options. This can include Engineering, Food Processing, Winemaking, Paints, Plastics and Pharmaceuticals. Many chemists work in research and development, chemical analysis and today's environmental monitoring. Many Applied Science tertiary courses, including Health Sciences, require the student to have Level 3 Chemistry.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of bonding, structure and energy changes. | 2.4 AS91164 | 5 | External | | 1, 2, 3, 5, 6 |
| Demonstrate understanding of the properties of selected organic compounds. | 2.5 AS91165 | 4 | External | | 1, 2, 3, 4, 5, 6 |
| Demonstrate understanding of chemical reactivity. | 2.6 AS91166 | 4 | External | | 1, 2, 3, 4, 5, 6 |
| Demonstrate understanding of oxidation-reduction | 2.7 AS91167 | 3 | Internal | | 1, 2, 3, 5, 6 |
| Demonstrate understanding of oxidation-reduction processes | 3.7 AS91393 | 3 | Internal | | 1, 2, 3, 5 |
| TOTAL CREDITS | | 19 | | | |

Progression to NCEA Level 3: To study Chemistry at Level 3 it will be necessary to have achieved 15 credits in Level 2 including Achievement Standard 2.1 or in consultation with the HOD Science and TIC Chemistry.

Chinese (CHI) - NCEA Level 2

Minimum Entry Standard: 15 credits in Level 1 Chinese or Chinese as a fluently spoken language at home.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- flexibility of thinking
- listening and memory skills
- sensitivity to other people
- excellent communication skills
- perseverance and application
- understanding of other cultures
- ability to see things from a different point of view
- enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Listening Comprehension. | 2.1 AS91108 | 5 | External | | 4, 6 |
| Prepared Speech in Chinese. | 2.2 AS91110 | 4 | Internal | | - |
| Conversations in Chinese. | 2.3 AS91109 | 5 | Internal | | 4, 5, 6 |
| Reading Comprehension. | 2.4 AS91111 | 5 | External | | 4 |
| Writing in Chinese with access to reference materials. | 2.5 AS91112 | 5 | Internal | | 4, 6 |
| TOTAL CREDITS | | 24 | | | |

Progression to NCEA Level 3: To study Chinese at Level 3 it will be necessary to have achieved 15 credits in Level 2 or in consultation with the HOD Languages and the class teacher.

Design Technology (DET) – NCEA Level 2

Note: This course is structured around Technology Achievement Standards.

Minimum Entry Standard: 14 credits in Level 1 Technology.

The course revolves around one project to manufacture a mini motorbike to compete in the end of year race.

Students learn how to interpret engineering drawings and utilise a range of steel fabrication technical processes such as fitting/turning and welding along with basic mechanics.

During the project, students also further develop their research and design brief development skills and focus on project management techniques in the planning of the project.

The course is designed to add to the repertoire of skills with enhanced quality and accuracy of built outcomes in preparation for Level 3 Design Technology.

The project management assessment empowers students to utilise real-time planning to see the project through to a successful conclusion; a skill most useful for future life decisions and career advancement.

The nature of the course suits students wishing to work towards the rigors of Level 3 study and beyond to tertiary education and equally those looking to move into apprenticeships.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Undertake brief development to address an issue. | 2.1 AS91354 | 4 | Internal | | 1, 2, 3, 6 |
| Select and use planning tools to manage the development of an outcome. | 2.2 AS91355 | 4 | Internal | | 1, 2, 3, 6 |
| Implement advanced procedures using resistant materials to make a specific product with special features. | 2.20 AS91344 | 6 | Internal | | 1, 2, 3, 6 |
| Demonstrate understanding of sustainability in design. | 2.10 AS91363 | 4 | External | | 1, 2, 6 |
| TOTAL CREDITS | | 18 | | | |

Progression to NCEA Level 3: Entry to the Level 3 course requires achievement of at least 14 credits in Level 2 Design Technology or is at the discretion of the HOD Design Technology & DVC.

Design & Visual Communication (DVC) - NCEA Level 2

Minimum Entry Standard: 18 credits in Level 1 DVC or at the discretion of the HOD Design Technology & DVC.

In Level 2 Design and Visual Communication, students solve problems related to the main areas of study: Spatial, Product and Presentation Design. Drawing is a key element of the course, and through this, students can respond imaginatively and appropriately to a range of set briefs.

Informal drawing such as sketching allows students to explore and express their ideas imaginatively. Formal drawing involves the use of instruments and the application of standards and conventions.

DVC requires students to have an enquiring mind and a willingness to support their visual work with written explanations, justifying their decision making.

Study in DVC can lead into a range of careers, including Architectural and Graphic Design, Engineering, Research and Development, Manufacturing, Building Technologies and Product Design but also develops the critical thinking and research analysis skills necessary to excel in a wide range of professions.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Communicate design ideas using visual communication techniques. | 2.30 AS91337 | 3 | External | | 1, 2, 3, 4, 6 |
| Use working drawings to communicate technical details of a design. | 2.31 AS91338 | 4 | External | | 1, 2, 3, 6 |
| Use the characteristics of a design movement or era to inform own design ideas. | 2.33 AS91340 | 3 | Internal | | 6 |
| Develop a spatial design through graphics practice. | 2.34 AS91341 | 6 | Internal | | 1, 2, 6 |
| Develop a product design through graphics practice. | 2.35 AS91342 | 6 | Internal | | 1, 2, 6 |
| Use visual communication techniques to present own design. | 2.36 AS91343 | 4 | Internal | | 1, 2, 6 |
| TOTAL CREDITS | | 20 | | | |

Note: A combination of the above Achievement Standards will be selected based on each student's preference of either spatial or product design.

Progression to NCEA Level 3: To study DVC at Level 3 it will be necessary to have achieved 18 credits in Level 2 DVC, or at the discretion of the HOD Design Technology & DVC.

Digital Technologies (DGT) – NCEA Level 2

The Level 2 Digital Technologies course progresses on from the Level 1 course by aiming to extend and develop the basic understanding gained during the previous year. The Achievement Standards at this level focus on developing understanding of advanced procedures in the development of digital outcomes. Advanced procedures may include: Computer Animation, Programming, Digital Image Manipulation, Video Editing, and App Development. Ideally, students wishing to pursue this course option should have achieved 17 credits at Level 1 Digital Technologies course.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|------------------------|--------------------------|--------------------|---------------|-------------------------------------|
| Use advanced techniques to develop a digital media outcome. | 2.4 AS91893 | 4 | Internal | | |
| Use advanced programming techniques to develop a computer programme. | 2.7 AS91896 | 6 | Internal | | |
| Use advanced processes to develop a digital technologies outcome. | 2.8 AS91897 | 6 | Internal | | |
| Demonstrate understanding of a computer science concept. | 2.9 AS91898 | 3 | External | | |
| Present a summary of developing a digital outcome. | 2.10 AS91899 | 3 | External | | |
| TOTAL CREDITS | | 22 | | | |

Drama (DRA) – NCEA Level 2

Minimum Entry Standard: In order to study Drama at Level 2 it is recommended that a student has achieved 16 credits in Level 1 Drama. However, if this is not the case, entry into this course can be discussed further with the Drama HOD.

The Level 2 NCEA Drama course allows students the opportunity to develop roles with more depth as they get their teeth into interpreting established scripts. However, students are still able to apply the knowledge gained in the previous year by using dramatic elements and conventions to devise a drama. Students also study Commedia Dell' Arte and continue to hone their use of dramatic techniques. There is an expectation that students will attend some professional theatre performances during the year.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Pathway <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|---------------------------------|
| Drama Performance (Apply drama techniques in a scripted context). | 2.1 AS91213 | 4 | Internal | R Lit | 6 |
| Drama Creation (Devise and perform a drama to realise an intention). | 2.2 AS91214 | 5 | Internal | | 6 |
| Drama Performance (Perform features of a complex drama / theatre form). | 2.4 AS91216 | 4 | Internal | R Lit | 6 |
| Drama Performance (Perform a substantial acting role in a scripted production). | 2.6 AS91218 | 5 | Internal | R Lit | 6 |
| Drama Studies – Option B (Discuss drama elements, techniques, conventions and technologies within live performance). | 2.7 AS91219 | 4 | External | W Lit | 6 |
| Drama Creation – Option A (Script a scene suitable for drama performance) | 2.8 AS91220 | 4 | Internal | | |
| TOTAL CREDITS | | 22 | | | |

Progression on to NCEA Level 3: To study Drama at Level 3 it is recommended that a student should have achieved at least 16 credits in Level 2 Drama. However, if this is not the case, entry into this course can be discussed further with the Drama HOD.

Economics (ECO)– NCEA Level 2

Minimum Entry Standard: 17 credits in Level 1 NCEA Economics or in negotiation with the HOD Commerce. Students who have achieved NCEA Level 1 endorsed with Excellence will be considered.

Level 2 Economics builds on the ideas introduced in Level 1 but also introduces a number of new concepts and economic models. The course focuses on macroeconomic issues such as Growth, Inflation, Unemployment and International Trade. How Government policies impact on these issues will also be looked at. The Achievement Standards will be taught as six units of work (including an introductory concepts unit). Level 2 Economics is suitable for anyone who wishes to know more about the New Zealand Economy or who may want to study Commerce subjects in the future.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Analyse inflation using economic concepts and models. | 2.1 AS91222 | 4 | External | W Lit | 4, 6 |
| Analyse international trade using economic concepts and models. | 2.2 AS91223 | 4 | External | W Lit | 3, 4, 6 |
| Analyse economic growth using economic concepts and models. | 2.3 AS91224 | 4 | External | W Lit | 4, 6 |
| Analyse unemployment using economic concepts and models. | 2.4 AS91225 | 4 | Internal | | 6 |
| Analyse how government policies and contemporary economic issues interact. | 2.6 AS91227 | 6 | Internal | R Lit | 4, 5, 6 |
| TOTAL CREDITS | | 22 | | | |

Progression to NCEA Level 3: To study Economics at Level 3 it will be necessary to have achieved a minimum of any 16 credits in Level 2 Economics. Students who have achieved NCEA Level 2 endorsed with Excellence will be considered.

English (ENG) - NCEA Level 2

Minimum Entry Standard: 17 credits in Level 1 English including at least achievement in standards 1.3, 1.1 and/or 1.2, and two of 1.4, 1.5, 1.8 or at HOD's discretion.

Year 12 English is a popular course for students who appreciate the further development of communication skills and deeper exploration into ideas, people and the world. Reading, writing, research and thinking skills are the main areas and there is ample opportunity for students to develop their own voice and understanding of what it means to be human. All of these skills are basic to all areas of study and the range of careers they lead to are limitless; from Medicine to International Relations, Marine Biology to Engineering, Architecture to Farming, the skills developed in English are intrinsic to them all. To gain UE Literacy, 5 Reading (R Lit) and 5 Writing (W Lit) are required. Achievement Standards that count for both Literacy Reading and Writing are indicated as B Lit (Both Reading and Writing).

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Analyse specified aspects of studied written text(s) with supporting evidence. | 2.1 AS91098 | 4 | External | B Lit | 1, 2, 3, 4, 5, 6 |
| Analyse specified aspects of studied visual or oral text(s) with supporting evidence. | 2.2 AS91099 | 4 | External | W Lit | 1, 2, 3, 4, 5, 6 |
| Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. | 2.3 AS91100 | 4 | External | B Lit | 1, 3, 4, 5, 6 |
| Produce a selection of crafted and controlled writing. | 2.4 AS91101 | 6 | Internal | W Lit | 1, 3, 4, 5, 6 |
| Construct and deliver a crafted and controlled oral text. | 2.5 AS91102 | 3 | Internal | | 1, 3, 4, 5, 6 |
| Analyse significant connections across texts with supporting evidence. | 2.7 AS91104 | 4 | Internal | | 1, 3, 4, 5, 6 |
| TOTAL CREDITS | | 25 | | | |

Progression to NCEA Level 3: To study English at Level 3 it will be necessary to have achieved 18 credits in Level 2, including Achievement Standards 2.3, 2.1 and/or 2.2, and two of 2.4, 2.5 and 2.7.

Students who fail to meet these requirements can still take the Level 3 Alternative English course which allows them to complete University Entrance literacy requirements.

English Alternative (ENA) – NCEA Level 2

Minimum Entry Standard: Entry to the course is through consultation with the HOD English and Director of Curriculum.

The Alternative course concentrates on a selection of the internal standards, although there is the option for external standards to be included at the end of the year (refer English NCEA Level 2). There is an intention for students to gain at least 20 credits with a focus on UE Literacy, 5 Reading (Lit R) and 5 Writing (Lit W). Achievement Standards that count for both Literacy Reading and Writing are indicated as B Lit (Both Reading and Writing). The standards are drawn from the Achievement Standards for English.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Produce a selection of crafted and controlled writing. | 2.4 AS91101 | 6 | Internal | W Lit | 1, 2, 3, 4, 5, 6 |
| Construct and deliver a crafted and controlled oral text. | 2.5 AS91102 | 3 | Internal | | 1, 3, 4, 6 |
| Create a crafted and controlled visual text. | 2.6 AS91103 | 3 | Internal | | 1, 3, 4, 5, 6 |
| Analyse significant connections across texts with supporting evidence. | 2.7 AS91104 | 4 | Internal | | 1, 3, 4, 5, 6 |
| Use information literacy skills to form developed conclusion(s). | 2.8 AS91105 | 4 | Internal | R Lit | 1, 2, 3, 4, 5, 6 |
| Form developed personal responses to independently read texts, supported by evidence. | 2.9 AS91106 | 4 | Internal | R Lit | 1, 2, 3, 4, 5, 6 |
| Analyse significant aspects of visual and/or oral text(s) through close viewing and/or listening using supporting evidence. | 2.10 AS91107 | 3 | Internal | | 6 |
| TOTAL CREDITS | | 23 | | | |

Progression to NCEA Level 3: Following the completion of this course, students will be able to progress to the Level 3 Alternative English course. This will be at the discretion of the HOD English.

French (FRE) - NCEA Level 2

Minimum Entry Standard: 15 credits in Level 1 French.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- flexibility of thinking
- listening and memory skills
- sensitivity to other people
- excellent communication skills
- perseverance and application
- understanding of other cultures
- ability to see things from a different point of view
- enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Listening Comprehension. | 2.1 AS91118 | 5 | External | | 5, 6 |
| Conversations in French. | 2.3 AS91119 | 5 | Internal | | 4, 5, 6 |
| Prepared Speech in French. | 2.2 AS91120 | 4 | Internal | | - |
| Reading Comprehension. | 2.4 AS91121 | 5 | External | | 4 |
| Writing in French with access to reference materials. | 2.5 AS91122 | 5 | Internal | | 4, 6 |
| TOTAL CREDITS | | 24 | | | |

Progression to NCEA Level 3: To study French at Level 3 it will be necessary to have achieved 15 credits in Level 2 or in consultation with the HOD Languages and the class teacher.

Gateway

What is Gateway?

Gateway is a programme for Year 12 & 13 students which enables them to study at school and participate in a work place environment related to their possible career choice. Most students who take Gateway will do so in their last year of school. It is a Gateway to work, an apprenticeship or other tertiary institution, for example WelTec. If the subject is over prescribed, preference will go to students in Year 13.

How does it work?

Students take Gateway as one of their subject options. There are approximately 15 places available. Every student's programme will be different depending on availability of work placements and Industry Unit Standards. Students will be involved with on-site learning and will be assessed on Industry Unit Standards. It is expected that all students will achieve a minimum of 20 credits a year through the Industry Based Unit Standards. Students must be prepared to commit to completing the work necessary to gain the 20 credits. The Gateway class period back at school on the other 4 days will be spent doing catch up on work missed in other classes and study for other Unit Standards that are workplace relevant (e.g. Health and Safety and First Aid). A staff member is assigned to coordinate the work placement and supervise the students at school.

To minimise clashes at the beginning of 2020, students need to be available in early December for their First Aid course. This will be held soon after participants finish their NCEA external exams.

How do I get into the Gateway class?

Students indicating Gateway on their subject sheets for 2020 will be contacted in Term 4 to arrange an interview. Preference will be given to Year 13 students and students taking Gateway for the first time. Gateway may be taken by Year 13 students either as a full year fifth subject or as an extra subject for a 'short course' period of 15 weeks to help with their career decisions. Any Year 12 student in the Gateway course will be doing it as their sixth subject. Students will be required to be interviewed before entering the programme and are strongly encouraged to bring a parent/caregiver with them to the interview. It is highly desirable that a student's timetable can accommodate the Gateway option line – this will be taken into consideration in the allocation of placements.

Where are the work placements?

The work placements will be at suitable work places in the industry that the student wishes to work in, e.g. building sites, mechanics, music technology, etc. Every effort will be made to find a suitable placement for a student but we are reliant on the greater community to be willing to offer placements for our students. This occasionally means that it can take up to a term to find a suitable placement. Students will be encouraged to help with any contacts they may have for suitable placements. Students need to spend a minimum of 10 days in total at their work placement. Placement may take place one day a week during term time or during blocks in the school holidays. Some students do up to 25 days in a placement over Terms 1, 2 and 3.

Who is Gateway suitable for?

Gateway is not a programme for unmotivated students and is not an easy way to get out of school one day a week. If students do not fulfil the requirements of the programme or they are falling behind and failing assessments, then they may be withdrawn from their placements and put back into their regular classes.

For further information and application forms, see Ms Moore.

Geography (GEO) - NCEA Level 2

Minimum Entry Standard: All students will be considered for Geography at Level 2. However, an interest in the topics studied and Achievement in English would be of benefit.

National Geographic describes Geography education as helping to build geo-literacy, “an essential set of skills for 21st century citizens that enables people to make critical decisions.” The Year 12 Geography course builds on the skills covered at Level 1 by examining natural landscapes in New Zealand, studying a contemporary New Zealand issue and learning about global issues. Geographic Information Systems and general mapping and fieldwork skills will be extended, as will writing skills through learning how to structure and write effective analytical reports. Students who do well at Geography have often gone on to study related subjects such as Geology, Environmental Science, Anthropology and Sociology, International Relations, Journalism and Geographic Information Science.

Note: Students will be required to attend a 3 day field school at Tongariro National Park. Students will choose to sit either AS2.1 or AS2.3 in the final exam.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate geographic understanding of a large natural environment OR 2.3 below. | 2.1 AS91240 | 4 | External | B Lit | 3, 4 |
| Demonstrate Geographic understanding of differences in development OR 2.1 above. | 2.3 AS91242 | 4 | External | B Lit | 4, 5 |
| Apply concepts and geographic skills to demonstrate understanding of a given environment. | 2.4 AS91243 | 4 | External | | 1, 3, 4 |
| Conduct geographic research with guidance. | 2.5 AS91244 | 5 | Internal | | 4, 6 |
| Explain aspects of a contemporary New Zealand geographic issue. | 2.6 91245 | 3 | Internal | | 4, 6 |
| Explain aspects of a geographic topic at a global scale. | 2.7 AS91246 | 3 | Internal | | 3, 4 |
| Apply spatial analysis with guidance, to solve a geographic problem | 2.8 AS91247 | 3 | Internal | | 1, 2, 4 |
| TOTAL CREDITS | | 22 | | | |

Progression to NCEA Level 3: To study Geography at Level 3 it is advisable to have achieved 17 credits in Level 2 Geography and gain at least Achievement in AS 2.4 and at least 15 credits of Level 2 English. Entry to Level 3 can also be achieved through discussion with HOD.

History (HIS) - NCEA Level 2

Minimum Entry Standard: 16 credits in either Level 1 History or Level 1 English. Entry may also be through consultation with the class teacher and Head of Department.

Year 12 History is a popular choice for students who enjoy learning about world History and wish to further develop their research and writing skills. Topics covered include the American Revolution, Nazi Germany and New Zealand's Role in World War One, with an emphasis on learning about the social, economic and political impacts of colonialism and imperialism. Learning to prepare an effective essay and report is a skill that transfers well to almost all fields of university study. Students for whom History is a favourite subject have typically gone on to study Law, Politics, International Relations, Journalism, Economics or Commerce.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key on Page 16</i> |
|---|-----------------|-------------------|-------------|--------|-----------------------------------|
| Carry out a planned inquiry of an historical event, or place, of significance to New Zealanders. | 2.1 AS91229 | 4 | Internal | R Lit | 4, 6 |
| Combined Internal - Examine an historical event, or place, of significance to New Zealanders | 2.2 AS91230 | 5 | Internal | R Lit | 4, 6 |
| Combined Internal - Interpret different perspectives of people in an historical event that is of significance to New Zealanders. | 2.4 AS91232 | 5 | Internal | R Lit | 6 |
| Examine causes and consequences of a significant historical event. | 2.5 AS91233 | 5 | External | B Lit | 6 |
| Examine how a significant historical event affected New Zealand society. | 2.6 AS91234 | 5 | External | B Lit | 6 |
| TOTAL CREDITS | | 24 | | | |

Progression to NCEA Level 3: To study History at Level 3 it is advisable to have achieved 16 credits in either Level 2 History, English, Media Studies or Classics. Entry may also be achieved by discussing your interest with the HOD/TIC of the course.

Mathematics (MAT) - NCEA Level 2

Minimum Entry Standard: 18 credits in Level 1 Mathematics including *at least one Merit* in AS1.2 and AS1.3. Both AS1.2 and AS1.3 must be achieved.

This is the course that leads on from the fundamentals learnt at Level 1. Students who have a passion for Mathematics and in particular, Algebra, will love this course. If students are interested in studying Engineering, Architecture, Medicine, to name just a few career options, this is the course for you. This course leads on the 13MAC and 13SAM.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Apply graphical methods in solving problems. | 2.2 AS91257 | 4 | Internal | | 1, 2, 3, 4, 6 |
| Apply trigonometric relationships in solving problems. | 2.4 AS91259 | 3 | Internal | | 1, 2, 6 |
| Apply algebraic methods in solving problems. | 2.6 AS91261 | 4 | External | | 1, 2, 3, 6 |
| Apply calculus methods in solving problems. | 2.7 AS91262 | 5 | External | | 1, 2, 3, 6 |
| Apply probability methods in solving problems. | 2.12 AS91267 | 4 | External | | 3, 4, 5, 6 |
| TOTAL CREDITS | | 20 | | | |

Progression to NCEA Level 3: Mathematics with Calculus 13MAC requires a minimum of 14 credits in Level 2 Mathematics with at least Merit in Algebra (2.6) and Calculus (2.7).

Statistics & Modelling 13SAM course requires a minimum of 14 credits in Level 2 Mathematics with at least two Merit passes.

Mathematics with Statistics (MAS) – NCEA Level 2

Minimum Entry Standard: 14 credits at Mathematics Level 1.

This course is designed specifically for students who wish to continue their Mathematics studies, but who may have difficulty with the complexities of the full Year 12 Mathematics programme. The emphasis of this course is laying a strong statistical foundation to provide progression if possible into the Mathematics or Statistics course in Year 13.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Apply co-ordinate geometry methods in solving problems. | 2.1 AS91256 | 2 | Internal | | 1, 2, 4, 6 |
| Apply sequences and series in solving problems. | 2.3 AS91258 | 2 | Internal | | 1, 2, 3, 5, 6 |
| Apply trigonometric relationships in solving problems. | 2.4 AS91259 | 3 | Internal | | 1, 2, 6 |
| Apply network methods in solving problems | 2.5 AS91260 | 2 | Internal | | 1, 2, 6 |
| Use statistical methods to make an inference. | 2.9 AS91264 | 4 | Internal | | 3, 4, 5, 6 |
| Apply probability methods in solving problems. | 2.12 AS91267 | 4 | External | | 3, 4, 5, 6 |
| Investigate a situation using a simulation. | 2.13 AS91268 | 2 | Internal | | 3, 5, 6 |
| TOTAL CREDITS | | 19 | | | |

This course leads on to Level 3 Statistics 13SAM and Level 3 Mathematics 13MAT:

Progression to Statistics 13SAM:

To study Statistics at Level 3 it will be necessary to have achieved 14 credits in Level 2 Mathematics, with at least two Merit level.

Progression to Mathematics 13MAT

In order to gain entry to the Level 3 Mathematics course a minimum of 12 credits is required in any Level 2 Mathematics course.

Media Studies (MED) - NCEA Level 2

Minimum Entry Standard: None, although Level 1 English does provide a good base.

The Year 12 Media Studies serves as an introduction to Media Studies, investigating the conventions and impact of a number of media types. Students will investigate narrative within a specific media form, study the way in which aspects of society are represented in the media, as well as plan, prepare and produce a piece of film media. Students will develop skills of critical thinking, teamwork and initiative, use of media technology, and communication in media.

Please be advised that if a viable number of students do not select to study 12 Media Studies the course at Level 2 may not run in 2020.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of narrative in media texts. | 2.2 AS91249 | 4 | Internal | | 6 |
| Demonstrate understanding of representation in the media. | 2.3 AS91250 | 3 | Internal | | 6 |
| Demonstrate understanding of an aspect of a media genre. | 2.4 AS91251 | 4 | External | B Lit | 6 |
| Produce a design and plan for a developed media product using a range of conventions. | 2.5 AS91252 | 4 | Internal | | 6 |
| Complete a developed media product from a design and plan using a range of conventions. | 2.6 AS91253 | 6 | Internal | | 6 |
| Write developed media text for a specific target audience. | 2.8 AS91255 | 3 | Internal | W Lit | 4, 6 |
| TOTAL CREDITS | | 24 | | | |

Progression on to NCEA Level 3: Entry into the Level 3 course will be at the discretion of the TIC.

Music (MUS) - NCEA Level 2

Minimum Entry Standard: 18 credits in Level 1 Music or entry at the discretion of the HOD Music.

The aim of the senior music course is to help students to explore the potential of sounds and technologies to create, interpret and represent music ideas. They will develop literacies in Music, learn to communicate musically and to effectively perform in a variety of situations. Students will develop confidence and explore their own musical identity. The Year 12 course offers 9 standards which has a total of 42 available credits from both Achievement Standards and Unit Standards. A **24** credit course is to be selected by each student to make a full course of study. It is expected that all students do either the external 2.6 or 2.7 examination so that they have the requirements needed for subject endorsement (they may choose to do both).

Course Content:

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Perform as a featured soloist. | 2.1 AS91270 | 6 | Internal | | 6 |
| Perform as a featured soloist on a second instrument. | 2.2 AS91274 | 6 | Internal | | 6 |
| Ensemble skills as a member of a group. | 2.3 AS91272 | 4 | Internal | | 6 |
| Compose two substantial pieces of music. | 2.4 AS91271 | 6 | Internal | | 6 |
| Demonstrate knowledge of conventions of music. | 2.6 AS91276 | 4 | External | | 6 |
| Investigate an aspect of New Zealand music. | 2.9 AS91278 | 4 | Internal | | 6 |
| Music Technology – Demonstrate knowledge of the development and usage of music technology equipment and techniques. | US27657 | 4 | Internal | | 6 |
| Music Technology – Demonstrate and apply knowledge of electronic music production and music notation application(s). | US27658 | 4 | Internal | | 6 |
| Music Technology – Demonstrate and apply knowledge of sound control and enhancement processes required for a performance context. | US27703 | 4 | Internal | | 6 |
| TOTAL CREDITS | | 42 | | | |

Music Technology

Credits in Music Technology Unit Standards may be offered to interested students. This will involve work in the recording studio and in live recording situations. These credits may be done in addition to the NCEA course work, or a student may substitute these for existing NCEA credits, on the advice of the HOD.

Progression to NCEA Level 3: To study Music at Level 3 it will be necessary to have achieved 18 credits in Level 2. Entry may also be achieved in consultation with the HOD Music.

Physical Education (PED) - NCEA Level 2

Minimum Entry Standard: 15 credits of Level 1 Physical Education, or at the discretion of the HOD Physical Education.

Level 2 Physical Education has an exciting mix of practical activities which assist in building knowledge and skills. The year starts with coaching Ripa Rugby and organising and running a tournament. Students will develop their leadership strategies and organisational skills through these activities. Learning about exercise prescription and training methods culminates with their participation in the Secondary Schools Tough Guy and Gal competition. Students analyse and break down the Volleyball serve to show their knowledge and understanding and are evaluated on their ability to demonstrate Social Responsibility towards the end of the year.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of how biophysical principles relate to the learning of physical skills. | 2.2 AS91328 | 5 | Internal | | 4, 5, 6 |
| Demonstrate understanding of the application of biophysical principles to training for physical activity. | 2.3 AS91329 | 4 | Internal | | 4, 6 |
| Perform a physical activity in an applied setting. | 2.4 AS91330 | 4 | Internal | | 4, 6 |
| Evaluate leadership strategies that contribute to the effective functioning of a group. | 2.6 AS91332 | 4 | Internal | | 4, 5, 6 |
| Consistently demonstrate social responsibility through applying a social responsibility model in physical activity. | 2.8 AS91334 | 3 | Internal | | 4, 5, 6 |
| Examine the implementation and outcome(s) of a physical activity event or opportunity. | 2.9 AS91335 | 3 | Internal | | 4, 5, 6 |
| TOTAL CREDITS | | 23 | | | |

Progression to NCEA Level 3: To study Physical Education at Level 3 it will be necessary to have achieved at least 15 credits in Level 2 Physical Education. Entry to the course can also be achieved at the discretion of the HOD Physical Education.

Physics (PHY) - NCEA Level 2

Minimum Entry Standard: 16 credits in Level 1 Specialised Science including **Achievement** in both Physics 1.1 and Physics 1.3, or 16 credits in the Level 1 Science Alternative course including Merit in Science 1.1. The Level 2 Mathematics course must be taken in conjunction with this course.

Physics is the study of how our Universe works from the very small (the quantum world) all the way to the very large (the Universe's large scale structure).

In Year 12 Physics we lay the foundation for further learning. For the External Examinations we look at kinematics including projectile motion, circular motion, momentum and energy. We learn about waves and light phenomena like diffraction and interference, refraction and total internal reflection. The final External unit is about basic electrical phenomena such as electromagnetism and electric and magnetic fields and their applications

In the Internally assessed units we study nuclear physics with focus on the atom at radioactivity, before moving on to learn about the processes of nuclear fission and fusion. Finally, we complete a practical assessment to help develop students' scientific skills.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|------------------------|--------------------------|--------------------|---------------|-------------------------------------|
| Carry out a practical physics investigation that leads to a non-linear mathematical relationship. | 2.1 AS91168 | 4 | Internal | | 1, 2, 3, 5, 6 |
| Demonstrate understanding of waves. | 2.3 AS91170 | 4 | External | | 1, 2, 3, 5, 6 |
| Demonstrate understanding of mechanics. | 2.4 AS91171 | 6 | External | | 1, 2, 3, 5, 6 |
| Demonstrate understanding of atomic and nuclear physics. | 2.5 AS91172 | 3 | Internal | | 1, 2, 5, 6 |
| Demonstrate understanding of electricity and electromagnetism. | 2.6 AS91173 | 6 | External | | 1, 2, 3, 5, 6 |
| TOTAL CREDITS | | 23 | | | |

Progression to NCEA Level 3: To study Physics at Level 3 it will be necessary to have achieved 19 credits in Level 2 or in consultation with the HOD Science and TIC Physics.

Spanish (SPA) - NCEA Level 2

Minimum Entry Standard: 15 credits in Level 1 Spanish.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- flexibility of thinking
- listening and memory skills
- sensitivity to other people
- excellent communication skills
- perseverance and application
- understanding of other cultures
- ability to see things from a different point of view
- enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Listening Comprehension. | 2.1 AS91148 | 5 | External | | 4, 6 |
| Conversations in Spanish. | 2.3 AS91149 | 5 | Internal | | 4, 5, 6 |
| Prepared Speech in Spanish. | 2.2 AS91150 | 4 | Internal | | - |
| Reading Comprehension. | 2.4 AS91151 | 5 | External | | 4 |
| Writing in Spanish with access to reference materials. | 2.5 AS91152 | 5 | Internal | | 4, 6 |
| TOTAL CREDITS | | 24 | | | |

Progression to NCEA Level 3: To study Spanish at Level 3 it will be necessary to have achieved 15 credits in Level 2 Spanish or in consultation with the HOD Languages and the class teacher.

Te Reo Māori (MAO) – NCEA Level 2

Minimum Entry Standard: 18 credits at Level 1 Te Reo Māori or in consultation with the teacher of Te Reo Māori

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- flexibility of thinking
- listening and memory skills
- sensitivity to other people
- excellent communication skills
- perseverance and application
- understanding of other cultures
- ability to see things from a different point of view
- enhanced knowledge of how English works

Te Reo Māori can add value to other works skills in New Zealand, particularly when working for G

overnment departments, e.g. The Health Sector or the Police Force and would be useful in many other jobs dealing with the public, e.g. Journalism and the Media in general.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Whakarongo kia mōhio ki te reo o te ao torotoro. Listening and understanding the explorative world. | 2.1 AS91284 | 4 | Internal | | 3, 4, 5, 6 |
| Kōrero kia whakamahi i te reo o te ao torotoro. Speaking about the explorative world. | 2.2 AS91285 | 6 | Internal | | 3, 5, 6 |
| Pānui kia mōhio ki te reo o te ao torotoro. Reading and understand about the explorative world. | 2.3 AS91286 | 6 | External | R Lit | 3, 4, 5, 6 |
| Tuhi i te reo o te ao torotoro Writing about the explorative world. | 2.4 AS91287 | 6 | External | W Lit | |

| | | | | | |
|--|----------------|-----------|----------|-------|---------|
| Waihanga tuhinga auaha, i te reo o te ao torotoro. Writing about the explorative world. | 2.5 AS92288 | 6 | Internal | W Lit | 3, 5, 6 |
| TOTAL CREDITS | | 28 | | | |

Progression on to NCEA Level 3: To study Te Reo Māori at Level 3 it will be necessary to have achieved 18 credits in Level 2 Te Reo Māori, or in consultation with the HOD Languages and the class teacher.

Visual Arts Design (DES)- NCEA Level 2

Minimum Entry Standard: A satisfactory work ethic. Previous study at NCEA Level 1 in either Design and Visual Communication or Visual Art is preferable.

Specialised study at Year 12 NCEA Level 2 in specific fields leads to further study in the same field at Year 13 NCEA Level 3, where students have the opportunity to enter Scholarship in their chosen field.

Career Pathways for Visual Arts Students

Study in the Visual Arts prepares students with skills in problem-solving, lateral thinking, self-motivation and provides them with a strong work ethic as well as developing an awareness of their own and others' cultures. These qualities not only prepare students for specialist fields of employment but gives them a wider choice of occupations, where employers seek all or most of these qualities. In a world in which ideas and information are often delivered visually, study in the Visual Arts develops the kind of thinker and manager that businesses need if they are to remain competitive in global marketplaces.

Course Content: This course introduces students to the Design field of Visual Arts. It focuses on building knowledge and skills using Photoshop, mixed media and 3D design, providing a foundation in contemporary Art Design practices.

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Use drawing methods to apply knowledge of conventions appropriate to design. | 2.2 AS91310 | 4 | Internal | | 6 |
| Develop ideas in a related series of drawings appropriate to established design practice. | 2.3 AS91315 | 4 | Internal | | 6 |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within design. | 2.4 AS91320 | 12 | External | | 6 |
| TOTAL CREDITS | | 20 | | | |

Progression to NCEA Level 3: To study Art Design at Level 3 it will be necessary to have achieved 16 credits in Level 2 Art Design.

Visual Arts Painting (ART) - NCEA Level 2

Minimum Entry Standard: Previous study at NCEA Level 1 in either Visual Art or DVC is preferable or at the discretion of the HOD.

Specialised study at Year 12 NCEA Level 2 in specific fields leads to further study in the same field at Year 13 NCEA Level 3, where students have the opportunity to enter Scholarship in their chosen field.

Career Pathways for Visual Arts Students

Study in the Visual Arts prepares students with skills in problem-solving, lateral thinking, self-motivation and provides them with a strong work ethic as well as developing an awareness of their own and others' cultures. These qualities not only prepare students for specialist fields of employment but gives them a wider choice of occupations, where employers seek all or most of these qualities. In a world in which ideas and information are often delivered visually, study in the Visual Arts develops the kind of thinker and manager that businesses need if they are to remain competitive in global marketplaces.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Use drawing methods to apply knowledge of conventions appropriate to painting. | 2.2 AS91311 | 4 | Internal | | 6 |
| Develop ideas in a related series of drawings appropriate to established painting practice. | 2.3 AS91316 | 4 | Internal | | 6 |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within painting. | 2.4 AS91321 | 12 | External | | 6 |
| TOTAL CREDITS | | 20 | | | |

Progression to NCEA Level 3: To study Painting at Level 3 it will be necessary to have achieved 16 credits in Level 2 Visual Art.

Visual Arts Photography (ARP) - NCEA Level 2

Minimum Entry Standard: A satisfactory work ethic.

Course Content: This course comprises a mix of traditional black and white techniques with digital methods.

Specialised study at Year 12 NCEA Level 2 in specific fields leads to further study in the same field at Year 13 NCEA Level 3, where students have the opportunity to enter Scholarship in their chosen field.

Career Pathways for Visual Arts Students

Study in the Visual Arts prepares students with skills in problem-solving, lateral thinking, self-motivation and provides them with a strong work ethic as well as developing an awareness of their own and others' cultures. These qualities not only prepare students for specialist fields of employment, but gives them a wider choice of occupations, where employers seek all or most of these qualities. In a world in which ideas and information are often delivered visually, study in the Visual Arts develops the kind of thinker and manager that businesses need if they are to remain competitive in global marketplaces.

Course Content: This course comprises a mix of traditional black and white techniques with digital methods.

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Use drawing methods to apply knowledge of conventions appropriate to photography. | 2.2 AS91312 | 4 | Internal | | 6 |
| Develop ideas in a related series of drawings appropriate to established photography practice. | 2.3 AS91317 | 4 | Internal | | 6 |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within photography. | 2.4 AS91322 | 12 | External | | 6 |
| TOTAL CREDITS | | 20 | | | |

Progression to NCEA Level 3: To study Photography at Level 3 it will be necessary to have achieved 16 credits in Level 2 Visual Arts Photography.

NCEA Level 3 Course Index

| | |
|--|--------------|
| Accounting | Page 81 |
| Aviation - Private Pilot's Licence NCEA Levels 3 & 4 | Page 82 |
| Biology | Page 83 |
| Business Studies | Page 84 |
| Calculus | Page 85 |
| Chemistry | Page 86 |
| Chinese | Page 87 |
| Design Technology | Page 88 |
| Design & Visual Communication | Page 89 |
| Digital Technologies | Page 90 |
| Drama | Page 91 |
| Economics | Page 92 |
| English | Page 93 |
| English Alternative | Page 94 |
| French | Page 95 |
| Gateway | Page 96 |
| Geography | Page 97 |
| History | Page 98 |
| Mathematics | Page 99 |
| Media Studies | Page 100 |
| Music | Page 101-102 |
| Physical Education | Page 103 |
| Physics | Page 104 |
| Spanish | Page 105 |
| Statistics | Page 106 |
| Te Reo Māori | Page 107-108 |
| Visual Arts Design | Page 109 |
| Visual Arts Painting | Page 110 |
| Visual Arts Photography | Page 111 |

Accounting (ACC) – NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Accounting including ACC 2.3, including at least 7 credits at Merit level. Students who achieve NCEA Level 1 Accounting endorsed with Excellence but did not complete Level 2 may apply to the HOD for entry.

Level 3 Accounting continues to build on the skills and knowledge from Level 2. Formation and accounts for Partnerships are studied. The main context is Companies. Students cover the formation of a Company, Company specific balance day adjustments (dividends, tax, asset revaluations) and financial statements (Income Statement, Balance Sheet, Cash Flow Statement, Notes to the Accounts). Within the Concepts unit, a publicly listed Companies Annual Report is studied through the application of The Accounting Framework and Statutory reporting requirements. Accounting processing for a Manufacturing business is completed and decision making using Cost-Volume-Profit analysis.

Level 3 Accounting provides an excellent background for first year University Accounting courses and a first year Accounting paper is compulsory in most Commerce Degrees. Accounting develops not only technical skills but also problem solving and critical thinking skills.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|------------------------|-------------|--------|------------------------------|
| Optional - Demonstrate understanding of accounting concepts for a reporting entity. | 3.1 AS91404 | 4 | External | B Lit | 4, 6 |
| Demonstrate understanding of accounting for partnerships. | 3.2 AS91405 | 4 | Internal | | 4, 6 |
| Demonstrate understanding of company financial statement preparation. | 3.3 AS91406 | 5 | External | | 4 |
| Optional – Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity. | 3.4 AS91407 | 5 | Internal | B Lit | - |
| Demonstrate understanding of management accounting to make a decision. | 3.5 AS91408 | 4 | External | | 3, 4 |
| Demonstrate understanding of a job cost subsystem for an entity. | 3.6 AS91409 | 4 | Internal | | - |
| TOTAL CREDITS | | 17 26 | | | |

Aviation (AVN) - Private Pilot's Licence

NCEA Level 3 & 4

“Aviation: Private Pilot’s Licence” is a subject that allows students to actively pursue the practical and theoretical training necessary to become a private pilot. It is an advantage to have studied Aviation in Year 11 but entry can be at Year 12 or 13.

Minimum Entry Standard:

Sufficient good health for the issue of a Class 2 Aviation Medical Certificate.

Course Content:

| Unit Standards | Standard Number | Number of Credits | Level | Assess Mode |
|---|-----------------|-------------------|-------|-------------|
| Flight Radio Telephony | US23424 | 3 | 3 | External |
| Human Factors | US23425 | 5 | 3 | External |
| Navigation | US23426 | 5 | 3 | External |
| Air Law | US23427 | 5 | 3 | External |
| Meteorology | US23428 | 5 | 3 | External |
| Demonstrate flying skills for PPL | US23429 | 6 | 4 | Flight Test |
| Aircraft Technical Knowledge | US23431 | 10 | 3 | External |
| Demonstrate flying skills for first solo flight | US23433 | 4 | 4 | Practical |
| Demonstrate instrument flying skills for PPL | US23434 | 2 | 4 | Practical |
| Demonstrate cross-country navigation skills | US23435 | 3 | 4 | Practical |
| TOTAL CREDITS | | 48 | | |

Aviation students need to factor in a range of costs for the following:

- The sitting of external PPL theory papers.
- Aviation instruction at Kapiti Aero Club together with the landing fees required.
- A Grade 2 Medical Certificate required before solo flight.

Biology (BIO) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Biology or in consultation with the HOD Science and TIC Biology.

Life is incredibly varied, yet based on common processes. Biologists – and students studying biology – seek evidence to explain the nature of living things, and to understand where and how life is evolving, how evolution links life processes and ecology, and the impact that humans have on all forms of life.

Through learning in biology, students discover that life involves interactions at all levels of organisation: cells interact with their environment and with each other, so do organs, organisms and ecosystems. No living thing exists in isolation from its environment.

For more information (including course outlines) please see our page on the HIBS website under: Curriculum/Departments/Science/Biology.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Integrate biological knowledge to develop an informal response to a socio-scientific issue. | 3.2 AS91602 | 3 | Internal | B Lit | |
| Demonstrate understanding of the responses of plants and animals to their external environment. | 3.3 AS91603 | 5 | External | B Lit | 3 |
| Demonstrate understanding of how an animal maintains a stable internal environment. | 3.4 AS91604 | 3 | Internal | R Lit | 3, 5 |
| Demonstrate understanding of evolutionary processes leading to speciation. | 3.5 AS91605 | 4 | External | B Lit | 2, 3, 5 |
| Demonstrate understanding of trends in human evolution. | 3.6 AS91606 | 4 | External | B Lit | 3 |
| TOTAL CREDITS | | 19 | | | |

Business Studies (BUS) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Business Studies or NCEA Level 2 with a minimum of 12 credits in English and 12 credits in Mathematics.

The Level 3 Business Studies course is based around the Young Enterprise Scheme (YES). It is assessed by completing Achievement Standards throughout the year. The Young Enterprise Scheme is a vocational course which aims to develop experiential knowledge of running a business. As a Company, students will be expected to elect Directors, raise capital, carry out market research, prepare and present a business plan, develop a product, have a product launch, participate in trade fair, market and sell their products, complete a Company Annual Report and review their success. This course requires students to be self-directed and the teacher's role is to facilitate and provide advice when appropriate. Students also complete two external examinations focusing on the issues faced by modern businesses operating in a global environment.

Course Content: Business Studies gives students an opportunity to explore the Business world in a practical way. Students participate in the Young Enterprise Scheme (YES) in which they operate their own company. Students will study:

- Marketing
- Personnel
- Communication
- Business Planning
- Risk Management
- Financial Recording
- Budgeting

Business Studies provides an opportunity for students to put theory learnt in Economics or Accounting into practice. It is also open to students who have never done those subjects but want to have a dabble in the real world.

Assessment: The course is assessed during the year by following the Young Enterprise Scheme and completing Level 3 Business Studies Unit Standards:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of how internal factors interact within a business that operates in a global context. | 3.1 AS91379 | 4 | External | B Lit | 3, 4 |
| Demonstrate understanding of strategic response to external factors by a business that operates in a global context. | 3.2 AS91380 | 4 | External | B Lit | 3, 4 |
| Develop a marketing plan for a new or existing product. | 3.4 AS91382 | 6 | Internal | R Lit | 3, 4, 6 |
| Carry out, with consultation, an innovative and sustainable business activity. | 3.6 AS91384 | 9 | Internal | R Lit | 2, 3, 4, 6 |
| TOTAL CREDITS | | 23 | | | |

Calculus (MAC) - NCEA Level 3

Minimum Entry Standard: A minimum of 14 credits in Level 2 Mathematics with at least Merit in both Algebra and Calculus.

Why study Calculus? Do you want to be a Doctor, an Engineer, a Forensic Scientist, an Economist, a Biologist, or a Mathematician? These are some of the careers that Calculus can lead to. But if you aren't quite sure "Why Calculus?" here is another reason: it is one of the greatest intellectual achievements of humankind and, even more to the point, it is accessible to anyone who already has studied and achieved well in Algebra, Graphs, Trigonometry and Geometry.

Calculus is important in real-world applications. As well as engaging in a worthwhile intellectual endeavour, you will be helping to keep your future career options open.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Apply trigonometric methods in solving problems. | 3.3 AS91575 | 4 | Internal | | 1, 2 |
| Apply the algebra of complex numbers in solving problems. | 3.5 AS91577 | 5 | External | | - |
| Apply differentiation methods in solving problems. | 3.6 AS91578 | 6 | External | | 1, 2, 3, 5 |
| Apply integration methods in solving problems. | 3.7 AS91579 | 6 | External | | 1, 2, 3 |
| Apply systems of simultaneous equations in solving problems. | 3.15 AS91587 | 3 | Internal | | 1, 2, 3 |
| TOTAL CREDITS | | 24 | | | |

Chemistry (CHE) - NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 Chemistry including Achievement Standard 2.1.

Chemistry is the study of the nature, behaviour and properties of substances. This subject helps students understand the modern world and the way in which materials and chemical processes interact with the environment and the changes it undergoes. This is a practically based course and is intended to develop the skills and knowledge of the student to understand the behaviour of chemicals.

Chemistry can lead to a diverse range of career options. This can include Engineering, Food Processing, Winemaking, Paints, Plastics and Pharmaceuticals. Many chemists work in research and development, chemical analysis and today's environmental monitoring. Many Applied Science tertiary courses, including Health Sciences, require the student to have Level 3 Chemistry.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of spectroscopic data in chemistry | 3.2 AS91388 | 3 | Internal | | 1, 2, 3, 5 |
| Demonstrate understanding of thermochemical principles and the properties of particles and substances. | 3.4 AS91390 | 5 | External | | 1, 2, 3, 5 |
| Demonstrate understanding of the properties of organic compounds. | 3.5 AS91391 | 5 | External | | 1, 2, 3, 4, 5 |
| Demonstrate understanding of equilibrium principles in aqueous systems. | 3.6 AS91392 | 5 | External | | 1, 2, 3, 5 |
| Demonstrate understanding of oxidation-reduction processes. | 3.7 AS91393 | 3 | Internal | | 1, 2, 3, 5 |
| TOTAL CREDITS | | 21 | | | |

Chinese (CHI) - NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 Chinese or Chinese as a fluently spoken language at home.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- flexibility of thinking
- listening and memory skills
- sensitivity to other people
- excellent communication skills
- perseverance and application
- understanding of other cultures
- ability to see things from a different point of view
- enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Listening Comprehension. | 3.1 AS91533 | 5 | External | | 4 |
| Prepared talk/presentation in Chinese. | 3.2 AS91534 | 3 | Internal | | - |
| Conversations in Chinese. | 3.3 AS91535 | 6 | Internal | | 4, 5, 6 |
| Reading comprehension. | 3.4 AS91536 | 5 | External | | - |
| Writing in Chinese with access to reference materials. | 3.5 AS91537 | 5 | Internal | | 4 |
| TOTAL CREDITS | | 24 | | | |

Design Technology (DET) - NCEA Level 3

Minimum Entry Standard: 14 credits in Level 2 Design Technology or at the discretion of the HOD Design Technology & DVC.

Level 3 Design Technology expands on the research and design focus of Year 12, with an emphasis on stakeholder involvement and interaction. Working with a client sees students develop suitable solutions through a familiar path of research, development, modelling and prototyping.

Working with stakeholders and planning of project work assist students to develop real world negotiating and organisational skills whilst working on a project suited to their individual interests. The nature of project and techniques used is student initiated and expected to align with the expectations of industrial practices. Developing the ability to write technical reports continues with Design Critique, Modelling or Materials Development being the focus and an option to study all three criteria to maximise the Literacy credits available.

Design Technology feeds into a range of careers, including Engineering, Research and Development, Manufacturing, Civil Construction, Building Construction and Project Design but also develops the critical thinking and research analysis skills necessary to excel in a wide range of professions. The development of these skills coupled with independent study hones the necessary character attributes for successful tertiary study.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|------------------------|-------------|--------|------------------------------|
| Undertake brief development to address an issue within a determined context. | 3.1 AS91608 | 4 | Internal | | 1, 2, 6 |
| Optional - Undertake project management to support technological practice. | 3.2 AS91609 | 4 | Internal | | 1, 2, 3, 4 |
| Develop a conceptual design considering fitness for purpose in the broadest sense. | 3.3 AS91610 | 6 | Internal | | 1, 2, 3, 6 |
| Develop a prototype considering fitness for purpose in the broadest sense. | 3.4 AS91611 | 6 | Internal | | 1, 2, 3, 6 |
| Optional - Demonstrate understanding of how technological modelling supports technological development. | 3.5 AS91612 | 4 | External | W Lit | 1, 2, 3 |
| Optional - Demonstrate understanding of material development. | 3.6 AS91613 | 4 | External | W Lit | 1, 2, 3 |
| Undertake a critique of a technological outcomes design. | 3.10 AS91617 | 4 | External | W Lit | 1, 2 |
| TOTAL CREDITS | | 20 32 | | | |

Design & Visual Communication (DVC) - NCEA Level 3

Minimum Entry Standard: 18 credits in Level 2 DVC or at the discretion of the HOD Design Technology & DVC.

In Level 3 Design and Visual Communication, students apply and build on the skills, knowledge and understanding gained in the course studied at Year 12.

Students take more responsibility for their own learning, and as their confidence and experience grow they begin to devise their own briefs. This course requires a high level of self-directedness and the ability to manage time and course requirements effectively.

Scholarship study is available and encouraged. Those wishing to apply for further study at tertiary level will be able to prepare a portfolio to support their application for courses such as Advertising, Architecture, Graphics, Interior Design, Digital Design (Computer Based Graphics) and many other relevant design fields.

Study in DVC can lead into a range of careers, including Architectural and Graphic Design, Engineering, Research and Development, Manufacturing, Building Technologies and Product Design but also develops the critical thinking and research analysis skills necessary to excel in a wide range of professions.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Initiate design ideas through exploration. | 3.30 AS91627 | 4 | External | | 1, 2, 3, 4, 6 |
| Develop a visual presentation that exhibits a design outcome to an audience. | 3.31 AS91628 | 6 | Internal | | 1, 2, 3, 6 |
| Resolve a spatial design through graphics practice. | 3.32 AS91629 | 6 | Internal | | 1, 2, 6 |
| Resolve a product design through graphics practice. | 3.33 AS91630 | 6 | Internal | | 1, 2, 6 |
| Optional: Produce working drawings to communicate production details for a complex design. | 3.34 AS91631 | 6 | External | | 1, 2, 3, 6 |
| TOTAL CREDITS | | 22/28 | | | |

Note: A combination of the above Achievement Standards will be selected based on each student's preference of either spatial or product design.

Digital Technologies (DGT) - NCEA Level 3

The Level 3 Digital Technology course again progresses on from the previous Level 2 course by aiming to further extend and develop the understanding of advanced procedures gained at Level 2; the Achievement Standards at this level focus on the following areas: digitising and creative modelling using digital media applications (Photoshop/Illustrator); object-oriented programming using an appropriate integrated development environment (Unity/Visual Studio); an extended written report targeting the key areas of artificial intelligence. Ideally, students wishing to pursue this course option should have achieved the Level 2 Digital Technologies course at Merit level or above or at the discretion of the course teacher.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Use complex techniques to develop a digital media outcome. | 3.4 AS91903 | 4 | Internal | | |
| Use complex programming techniques to develop a computer program. | 3.7 AS91906 | 6 | Internal | | |
| Use complex processes to develop a digital technologies outcome. | 3.8 AS91907 | 6 | Internal | | |
| Analyse an area of computer science. | 3.9 AS91908 | 3 | External | W Lit | |
| Present a reflective analysis of developing a digital outcome. | 3.1 AS91909 | 3 | External | | |
| TOTAL CREDITS | | 22 | | | |

Drama (DRA) - NCEA Level 3

Minimum Entry Standard: In order to study Drama at Level 3 it is recommended that a student has achieved 16 credits in Level 2 Drama. However, if this is not the case, entry into this course can be discussed further with the Drama HOD.

The Level 3 NCEA Drama course builds on the script focus from Level 2 and students are required to play a role from a more significant, established play. Students will need to select and combine dramatic techniques when interpreting scripts. Knowledge of dramatic elements and conventions will underpin the process of devising drama. Students will also be required to interpret a text in a way that demonstrated knowledge of a particular theatre genre or form. There is an expectation that students will attend some professional theatre performances during the year.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|------------------------|--------------------------|--------------------|---------------|-------------------------------------|
| Drama Performance (Interpret scripted text and integrate drama techniques through performance). | 3.1 AS91512 | 4 | Internal | R Lit | 6 |
| Drama Creation (Devise and perform a drama to realise a concept). | 3.2 AS91513 | 5 | Internal | | 4, 6 |
| Drama Performance (Select and use complex performance skills associated with a drama form or period). | 3.4 AS91515 | 4 | Internal | R Lit | 6 |
| Drama Performance (Perform a substantial acting role in a significant production). | 3.6 AS91517 | 5 | Internal | R Lit | 6 |
| Drama Studies (Demonstrate understanding of live drama performance) | 3.7 AS91518 | 4 | External | | |
| TOTAL CREDITS | | 22 | | | |

Economics (ECO) - NCEA Level 3

Minimum Entry Standard: 16 credits in NCEA Level 2 Economics or by negotiation with the HOD Commerce.

Level 3 Economics involves an in-depth look at the basic supply, demand and markets covered in Level 1, as well as further development of key macro-economic issues such as inflation, trade, growth and employment covered in Level 2. It adds the analysis of consumer and producer surplus to determine whether a market is allocatively efficient, and the impact of government intervention.

These same ideas are also covered when looking at government intervention to correct market failure, as well as when analysing profit for firms operating in different market structures, such as perfect competition and monopoly. Micro-economics concepts, such as price elasticity, marginal utility and diminishing returns are also included.

Level 3 Economics provides an excellent background for first year university Economic courses.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of the efficiency of market equilibrium. | 3.1 AS91399 | 4 | External | B Lit | 4 |
| Demonstrate understanding of the efficiency of different market structures using marginal analysis. | 3.2 AS91400 | 4 | External | B Lit | 3, 4 |
| Demonstrate understanding of micro-economic concepts. | 3.3 AS91401 | 5 | Internal | R Lit | 4 |
| Demonstrate understanding of government interventions to correct market failures. | 3.4 AS91402 | 5 | Internal | R Lit | 3 |
| Demonstrate understanding of macro-economic influences on the New Zealand economy. | 3.5 AS91403 | 6 | External | B Lit | 3, 4 |
| TOTAL CREDITS | | 24 | | | |

English (ENG) - NCEA Level 3

Minimum Entry Standard: 18 credits in Level 2 English, including at least achievement in Standards 2.3, 2.1 and/or 2.2, and two of 2.4, 2.5, 2.7 or at the HOD's discretion.

The Level 3 course continues to refine and develop the skills of effective communication and thinking in engaging ways. There is a focus on critical thinking and exposure to a wide range of diverse texts. The skills developed are ones many careers demand. It is difficult to think of an area of further study which does not utilise the skills developed in English. To gain UE Literacy, 5 Reading (R Lit) and 5 Writing (W Lit) are required. Achievement Standards that count for both Literacy Reading and Writing are indicated as B Lit (Both Reading and Writing).

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|------------------------|--------------------------|--------------------|---------------|-------------------------------------|
| Respond critically to specified aspect(s) of studied written text(s), supported by evidence. | 3.1 AS91472 | 4 | External | B Lit | 1, 2, 3, 4, 5 |
| Respond critically to aspect(s) of studied visual or oral text(s), supported by evidence. | 3.2 AS91473 | 4 | External | W Lit | 1, 2, 3, 4, 5 |
| Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence. | 3.3 AS91474 | 4 | External | B Lit | 1, 2, 3, 4, 5 |
| Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas. | 3.4 AS91475 | 6 | Internal | W Lit | 1, 3, 4, 5, 6 |
| Respond critically to significant connections between texts with supporting evidence. | 3.7 AS91478 | 4 | Internal | - | 1, 2, 3, 4, 5, 6 |
| Develop an informed understanding of literature and/or language using critical texts. | 3.8 AS91479 | 4 | Internal | R Lit | 1, 3, 4, 5, 6 |
| TOTAL CREDITS | | 26 | | | |

English Alternative (ENA) – NCEA Level 3

The Level 3 Alternative course concentrates on a selection of internal standards, although there is an option for external standards to be taken at the end of the year if students choose to undertake them. (Refer to English NCEA Level 3). There is an intention of students gaining at least 19 credits.

There is a focus on gaining UE Literacy, 5 Reading (R Lit) and 5 Writing (W Lit). Achievement Standards that count for both Literacy Reading and Writing are indicated as B Lit (Both Reading and Writing). The standards are drawn from the Achievement Standards for English.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas. | 3.4 AS91475 | 6 | Internal | W Lit | 1, 3, 4, 5, 6 |
| Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas. | 3.5 AS91476 | 3 | Internal | | 1, 2, 3, 4, 5, 6 |
| Create a fluent and coherent visual text which develops, sustains and structures ideas using visual and verbal language. | 3.6 AS91477 | 3 | Internal | | 1, 3, 4, 5, 6 |
| Respond critically to significant connections between texts with supporting evidence. | 3.7 AS91478 | 4 | Internal | | 1, 2, 3, 4, 5, 6 |
| Respond critically to significant aspects of visual and/or oral text(s), through close reading supported by evidence. | 3.9 AS91500 | 3 | Internal | | 6 |
| Develop an informed understanding of literature and/or language using critical texts. | 3.8 AS91479 | 4 | Internal | R Lit | 1, 3, 4, 5, 6 |
| TOTAL CREDITS | | 19 | | | |

French (FRE) - NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 French.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- flexibility of thinking
- listening and memory skills
- sensitivity to other people
- excellent communication skills
- perseverance and application
- understanding of other cultures
- ability to see things from a different point of view
- enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Listening Comprehension. | 3.1 AS91543 | 5 | External | | 4 |
| Prepared talk/presentation in French. | 3.2 AS91544 | 3 | Internal | | - |
| Conversations in French. | 3.3 AS91545 | 6 | Internal | | 4, 5, 6 |
| Reading comprehension. | 3.4 AS91546 | 5 | External | | - |
| Writing in French with access to reference materials. | 3.5 AS91547 | 5 | Internal | | 4 |
| TOTAL CREDITS | | 24 | | | |

Gateway

What is Gateway?

Gateway is a programme for Year 12 & 13 students which enables them to study at school and participate in a work place environment related to their possible career choice. Most students who take Gateway will do so in their last year of school. It is a Gateway to work, an apprenticeship or other tertiary institution, for example WelTec. If the subject is over prescribed, preference will go to students in Year 13.

How does it work?

Students take Gateway as one of their subject options. There are approximately 15 places available. Every student's programme will be different depending on availability of work placements and Industry Unit Standards. Students will be involved with on-site learning and will be assessed on Industry Unit Standards. It is expected that all students will achieve a minimum of 20 credits a year through the Industry Based Unit Standards. Students must be prepared to commit to completing the work necessary to gain the 20 credits. The Gateway class period back at school on the other 4 days will be spent doing catch up on work missed in other classes and study for other Unit Standards that are workplace relevant (e.g. Health and Safety and First Aid). A staff member is assigned to coordinate the work placement and supervise the students at school.

To minimise clashes at the beginning of 2020, students need to be available in early December for their First Aid course. This will be held soon after participants finish their NCEA external exams.

How do I get into the Gateway class?

Students indicating Gateway on their subject sheets for 2020 will be contacted in Term 4 to arrange an interview. Preference will be given to Year 13 students and students taking Gateway for the first time. Gateway may be taken by Year 13 students either as a full year fifth subject or as an extra subject for a 'short course' period of 15 weeks to help with their career decisions. Any Year 12 student in the Gateway course will be doing it as their sixth subject. Students will be required to be interviewed before entering the programme and are strongly encouraged to bring a parent/caregiver with them to the interview. It is highly desirable that a student's timetable can accommodate the Gateway option line – this will be taken into consideration in the allocation of placements.

Where are the work placements?

The work placements will be at suitable work places in the industry that the student wishes to work in, e.g. building sites, mechanics, music technology, etc. Every effort will be made to find a suitable placement for a student but we are reliant on the greater community to be willing to offer placements for our students. This occasionally means that it can take up to a term to find a suitable placement. Students will be encouraged to help with any contacts they may have for suitable placements. Students need to spend a minimum of 10 days in total at their work placement. Placement may take place one day a week during term time or during blocks in the school holidays. Some students do up to 25 days in a placement over Terms 1, 2 and 3.

Who is Gateway suitable for?

Gateway is not a programme for unmotivated students and is not an easy way to get out of school one day a week. If students do not fulfil the requirements of the programme or they are falling behind and failing assessments, then they may be withdrawn from their placements and put back into their regular classes.

For further information and application forms, see Ms Moore.

Geography (GEO) - NCEA Level 3

Minimum Entry Standard: To study Geography at Level 3 it is advisable to have achieved 17 credits in Level 2 Geography and gain at least Achievement in AS 2.4 and at least 15 credits of Level 2 English. Entry to Level 3 can also be achieved through discussion with HOD.

The Year 13 Geography course looks to make links between the topics explored and studied previously and future potential career choices. Students study the processes at work in the local environment and conduct Environmental Science Fieldwork. They continue to expand their mapping and GIS skills and relate these to local planning issues. Global geographic issues are examined and the tourism sector and its importance to New Zealand is analysed. As global and local pressure on resources continues to increase, Geography graduates are increasingly in demand in such occupations as Town Planners, Resource Management Consultants, Earth and Social Scientists, GIS Analysts and Surveyors.

Note: Students may be required to attend a 3 day field trip to Rotorua (to be confirmed).

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment OR 3.2 below. | 3.1 AS91426 | 4 | External | B Lit | 3, 4 |
| Demonstrate understanding of how a cultural process shapes geographic environment(s) OR 3.1 above. | 3.2 AS91427 | 4 | External | B Lit | 4 |
| Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills. | 3.4 AS91429 | 4 | External | B Lit | 1, 3, 4 |
| Conduct geographic research with consultation. | 3.5 AS91430 | 5 | Internal | | 4 |
| Analyse aspects of a contemporary geographic issue. | 3.6 AS91431 | 3 | Internal | R Lit | 4, 5, 6 |
| Analyse aspects of a geographic topic at a global scale. | 3.7 AS91432 | 3 | Internal | | 3, 4, 6 |
| Apply spatial analysis, with consultation to solve a geographic problem | 3.8 AS91433 | 3 | Internal | | 1, 2, 4 |
| TOTAL CREDITS | | 22 | | | |

History (HIS) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 History, English, Media Studies or Classics. Entry may also be achieved by discussing your interest with the HOD/TIC of the course.

Year 13 History expands on many of the ideas introduced at Year 12, with an emphasis on encouraging students towards independent learning so that they are better prepared for university study. Pre-Treaty New Zealand History is covered as a precursor to first year Law, while our study of The First Crusade provides an interesting background to the current conflict in the Middle East. In Term 3 History students are able to select their own topic which they study independently with the guidance and support of their teacher. Recent graduates from History at HIBS have gone on to study a range of subjects such as Law, Politics, International Relations, Journalism, Economics or Commerce.

Course Content: (may be subject to change)

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Research an historical event or place of significance to New Zealanders, using primary and secondary sources. | 3.1 AS91434 | 5 | Internal | R Lit | 3, 4 |
| Combined Internal – Analyse an historical event, or place, of significance to New Zealanders. | 3.2 AS91435 | 5 | Internal | R Lit | 3, 4, 6 |
| Combined Internal - Analyse different perspectives of a contested event of significance to New Zealanders. | 3.4 AS91437 | 5 | Internal | R Lit | 6 |
| Analyse the causes and consequences of a significant historical event. | 3.5 AS91438 | 6 | External | B Lit | - |
| Analyse a significant historical trend and the force(s) that influenced it. | 3.6 AS91439 | 6 | External | B Lit | - |
| TOTAL CREDITS | | 27 | | | |

Mathematics (MAT)- NCEA Level 3

Minimum Entry Standard: 12 credits in Level 2 Mathematics.

This course follows on from the Statistics learnt at Level 2 and introduces new areas of Mathematics such as Critical Path Analysis, Bootstrapping Confidence Intervals, Linear Programming and Time Series Data.

Why study Mathematics? The general aim of this course is to provide an opportunity for students to gain Level 3 Mathematics credits across a wide variety of topics. The course is only internally assessed and is aimed at students who may require some Mathematics in their future.

Mathematics is about pattern and structure. It is about logical analysis deduction, calculation within these patterns and structures. When patterns are found, often in widely different areas of science and technology, the mathematics of these patterns can be used to explain and control natural happenings and situations. Mathematics has a pervasive influence on our everyday lives, and contributes to the wealth of the country. If this excites you and you enjoy problem solving, then this could be the Mathematics course to choose.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Apply linear programming methods in solving problems. | 3.2 AS91574 | 3 | Internal | | 1, 2, 3 |
| Use critical path analysis in solving problems. | 3.4 AS91576 | 2 | Internal | | 1, 3, 5 |
| Investigate bivariate measurement data. | 3.9 AS91581 | 4 | Internal | | 4 |
| Use statistical methods to make a formal inference. | 3.10 AS91582 | 4 | Internal | | 4, 5, 6 |
| Conduct an experiment to investigate a situation using experimental design principles. | 3.11 AS91583 | 4 | Internal | | |
| Apply systems of simultaneous equations in solving problems. | 3.15 AS91587 | 3 | Internal | | 1, 2, 3 |
| TOTAL CREDITS | | 20 | | | |

Media Studies (MED) - Level 3 NCEA

Minimum Entry Standard: None, although Level 2 English does provide a good base.

The Year 13 Media Studies course continues to develop the skills and abilities introduced in the Year 12 course. These include a range of skills such as teamwork, planning, critical thinking skills and the analysis of texts, practices and cultures. Students will be equipped with the ability to analyse the world around them and the messages shown to them through various media texts. Media Studies sets students up for a variety of career paths, whether it be the more practical media industry work or academic analysis of media texts.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of the media representation of an aspect of New Zealand culture or society. | 3.3 AS91492 | 3 | Internal | | 6 |
| Demonstrate understanding of a relationship between a media genre and society. | 3.4 AS91493 | 4 | External | B Lit | 6 |
| Produce a design for a media product that meets the requirements of a brief. | 3.5 AS91494 | 4 | Internal | | 6 |
| Produce a media product to meet the requirements of a brief. | 3.6 AS91495 | 6 | Internal | | 6 |
| Write a media text to meet the requirements of a brief. | 3.8 AS91497 | 3 | Internal | W Lit | 4, 6 |
| TOTAL CREDITS | | 20 | | | |

Music (MUS) - NCEA Level 3

Minimum Entry Standard: 18 credits in Level 2 Music or entry at the HOD's discretion. Students reaching the required standard on their performance instrument may enrol for credits in this Level 3 course. For all students there is flexibility within the course for students to work within their strengths, be that Performance, Composition, Music Studies (Music Works) or Music Technology.

The aim of the senior Music course is to help students to explore the potential of sounds and technologies to create, interpret and represent music ideas. They will develop literacies in Music, learn to communicate musically and to effectively perform in a variety of situations. Students will develop confidence and explore their own musical identity.

The Year 13 course offers 10 standards with a total of 56 available credits from both Achievement Standards and Unit Standards. A 24 credit course is to be selected by each student to make a full year of study. It is expected that students choose a course that consists of at least 14 credits that can be used towards gaining University Entrance. To gain a course endorsement at least one of the Achievement Standards needs to be Externally assessed.

Course Content:

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Making Music – Perform two programmes of music as a featured soloist. | 3.1 AS91416 | 8 | Internal | | 6 |
| Making Music – Perform a programme of music as a featured soloist on a second instrument. | 3.2 AS91417 | 4 | Internal | | 6 |
| Making Music – Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group. | 3.3 AS91418 | 4 | Internal | | 6 |
| Making Music – Communicate musical intention by composing three original pieces of music. | 3.4 AS91419 | 8 | Internal | | 6 |
| Making Music – Demonstrate understanding of harmonic and tonal conventions in a range of music scores. | 3.6 AS91421 | 4 | External | | 6 |
| Music Studies – Examine the influence of context on a substantial music work. | 3.8 AS91423 | 4 | Internal | | 6 |
| Music Studies – Create two arrangements for an ensemble. | 3.9 AS91424 | 4 | Internal | | 6 |
| Music Studies – Research a music topic. | 3.10 AS91425 | 6 | Internal | R Lit | 6 |

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|------------------------|--------------------------|--------------------|---------------|-------------------------------------|
| Music Technology – Operate music sequencing, editing, and music notation application(s). | US23730 | 8 | Internal | | - |
| Music Technology – Select and apply a range of processes to enhance sound in a performance context. | US28007 | 6 | Internal | | - |
| TOTAL CREDITS | | 56 | | | |

Music Technology

Credits in Music Technology Unit Standards may be offered to interested students. This will involve work in the recording studio and in live recording situations. These credits may be done in addition to the NCEA course work, or a student may substitute these for existing NCEA credits, on the advice of the HOD.

Physical Education (PED) - NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 Physical Education. Entry to the course can also be achieved at the discretion of HOD Physical Education.

Physical Education at Level 3 builds on the experiences and knowledge that have been developed over the previous two years. Students are encouraged to use critical thinking when applying biophysical and socio-cultural factors to a range of contexts. A biomechanical breakdown of the Badminton Overhead Clear followed by the implementation of a Performance Improvement Programme gives each student the opportunity to use a range of strategies to develop their game. Contemporary leadership strategies are researched and applied (as an optional standard) in an Aussie Rules context or their own coaching roles throughout the year.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Analyse a physical skill performed by self or others. | 3.2 AS91499 | 3 | Internal | | 4, 5, 6 |
| Demonstrate quality performance of a physical activity in an applied setting. | 3.4 AS91501 | 4 | Internal | | 4, 6 |
| Analyse issues in safety management for outdoor activity to devise safety management strategies | 3.7 AS91504 | 3 | Internal | | 4, 5 |
| Examine contemporary leadership principles applied in physical activity contexts. | 3.8 AS91505 | 4 | Internal | R Lit | 4, 5 |
| Devise strategies for a physical activity outcome. | 3.9 AS91789 | 4 | Internal | | 4, 5, 6 |
| TOTAL CREDITS | | 18 | | | |

Physics (PHY) - NCEA Level 3

Minimum Entry Standard: 17 credits in Level 2 Physics.

Physics is the study of how our Universe works from the very small (the quantum world) all the way to the very large (the Universe's large scale structure).

In Year 13 we continue our study of motion, dealing with rotating systems, satellite motion, momentum in 2 dimensions and simple harmonic motion. We also extend students' knowledge of electrical systems as we learn about capacitors, inductors and AC circuits. The third external is again focused on light, but this time looking at diffraction patterns, standing waves and their importance for musical instruments and the Doppler Effect.

The Internal assessments this year again include a practical assessment that teaches students about dealing with experimental uncertainties and the other assessment is all about the quantum world – the photoelectric effect, the Bohr model of the atom and what binds the nucleus of an atom.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Demonstrate understanding of the application of physics to a selected context | 3.2 AS91522 | 3 | Internal | | 1, 2, 4 |
| Demonstrate understanding of wave systems. | 3.3 AS91523 | 4 | External | | 1, 2, 3, 5 |
| Demonstrate understanding of mechanical systems. | 3.4 AS91524 | 6 | External | | 1, 2, 3, 5 |
| Demonstrate understanding of Modern Physics. | 3.5 AS91525 | 3 | Internal | | 1, 2, 5 |
| Demonstrate understanding of electrical systems. | 3.6 AS91527 | 6 | External | | 1, 2, 3, 5 |
| TOTAL CREDITS | | 22 | | | |

Spanish (SPA) - NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 Spanish.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- flexibility of thinking
- listening and memory skills
- sensitivity to other people
- excellent communication skills
- perseverance and application
- understanding of other cultures
- ability to see things from a different point of view
- enhanced knowledge of how English works

Languages can add value to other work skills in careers such as Hotel Manager, Librarian, Researcher, Journalist/Media Reporter, Travel Consultant, Conference Organiser, Immigration Officer, Health Worker, Restaurant Staff, Market Researcher, Social/Community Worker, Editor, Museum/Art Gallery Curator, Actor, Advertising and Marketing, Politics.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Listening Comprehension. | 3.1 AS91568 | 5 | External | | 4 |
| Prepared talk/presentation in Spanish. | 3.2 AS91569 | 3 | Internal | | - |
| Conversations in Spanish. | 3.3 AS91570 | 6 | Internal | | 3, 4, 5 |
| Reading Comprehension. | 3.4 AS91571 | 5 | External | | - |
| Writing in Spanish with access to reference materials. | 3.5 AS91572 | 5 | Internal | | 4 |
| TOTAL CREDITS | | 24 | | | |

Statistics (SAM)- NCEA Level 3

Minimum Entry Standard: 14 credits in Level 2 Mathematics with at least two Merit level passes in any Level 2 Mathematics.

This course continues with the Statistics learnt at Level 2 and also introduces new areas including Time Series, Probability Distributions and Linear Regression.

Why study Statistics? The general aim of this course is to provide a course of Mathematics study appropriate for students interested in quantitative aspects of the Biological and Social Sciences, Medicine, Commerce and Administration and in general any field where collection, analysis and interpretations of quantitative data are important.

Statistics is the study of the collection, organisation, analysis and interpretation of data. It deals with all aspects of this, including the planning of data collection in terms of the design of surveys and experiments.

Note: There is strong research emphasis in this course and the ability to construct, write and critique formal reports is crucial.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Investigate time series data. | 3.8 AS91580 | 4 | Internal | | 3, 5 |
| Investigate bivariate measurement data. | 3.9 AS91581 | 4 | Internal | | 3 |
| Use statistical methods to make a formal reference. | 3.10 AS91582 | 4 | Internal | | 4, 5, 6 |
| Apply probability concepts in solving problems. | 3.13 AS91585 | 4 | External | | 3, 4, 5 |
| Apply probability distributions in solving problems. | 3.14 AS91586 | 4 | External | | 3, 4, 5 |
| Apply systems of simultaneous equations in solving problems. | 3.15 AS91587 | 3 | Internal | | 1, 2, 3 |
| TOTAL CREDITS | | 23 | | | |

Te Reo Māori (MAO) – NCEA Level 3

Minimum Entry Standard: 18 credits in Level 2 Te Reo Māori or in consultation with the teacher of Te Reo Māori.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Te Reo Māori can add value to other works skills in New Zealand, particularly when working for Government departments, e.g. The Health Sector or the Police Force and would be useful in many other jobs dealing with the public, e.g. Journalism and the Media in general.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Whakarongo kia mōhio ki te reo Māori o te ao whānui. Listening and understanding the wider world in Māori. | 3.1 AS91650 | 4 | Internal | | 1, 2, 3, 4, 5, 6 |
| Kōrero kia whakamahi i te reo Māori o te ao whānui. Speaking about the wider world in Māori. | 3.2 AS91651 | 6 | Internal | | 1, 2, 3, 4, 5, 6 |
| Pānui kia mōhio ki te reo Māori o te ao whānui. Creative writing on specific topics about the wider world in Māori. | 3.3 AS91652 | 6 | External | R Lit | 1, 2, 3, 4, 5, 6 |
| Tuhi i te reo Māori o te ao whānui. Reading and understanding about the wider world in Māori. | 3.4 AS91653 | 6 | External | W Lit | 1, 2, 3, 4, 5, 6 |

| | | | | | |
|--|----------------|-----------|----------|-------|---------------------|
| Waihanga tuhinga whai take i te reo Māori o te ao whānui. Writing about the wider world in Māori. | 3.5 AS91654 | 6 | Internal | W Lit | 1, 2, 3, 4, 5, 6 |
| TOTAL CREDITS | | 28 | | | |

Visual Arts Design (DES) - NCEA Level 3

Minimum Entry Standard: 16 credits at Level 2 Design.

Success in the External Standard at this level gives the student the required 14 credits in a recognised subject for University Entrance.

Career Pathways for Visual Arts Students:

Study in the Visual Arts prepares students with skills in problem-solving, lateral thinking, self-motivation and provides them with a strong work ethic as well as developing an awareness of their own and others' cultures. These qualities not only prepare students for specialist fields of employment but gives them a wider choice of occupations, where employers seek all or most of these qualities. In a world in which ideas and information are often delivered visually, study in the Visual Arts develops the kind of thinker and manager that businesses need if they are to remain competitive in global marketplaces.

Course Content:

It continues to build knowledge and skills using Photoshop, mixed media and 3D design, providing a foundation in contemporary Art Design Practices.

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|------------------------|--------------------------|--------------------|---------------|-------------------------------------|
| Use drawing to demonstrate understanding of conventions appropriate to design. | 3.2 AS91445 | 4 | Internal | | 6 |
| Systematically clarify ideas using drawing informed by established design practice. | 3.3 AS91450 | 4 | Internal | | 6 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within design practice. | 3.4 AS91455 | 14 | External | | 6 |
| TOTAL CREDITS | | 22 | | | |

Visual Arts Painting (ART) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Visual Art (any field Painting/Design/Photography).

Success in the External Standard at this level gives the student the required 14 credits in a recognised subject for University Entrance.

Career Pathways for Visual Arts Students:

Study in the Visual Arts prepares students with skills in problem-solving, lateral thinking, self-motivation and provides them with a strong work ethic as well as developing an awareness of their own and others' cultures. These qualities not only prepare students for specialist fields of employment but gives them a wider choice of occupations, where employers seek all or most of these qualities. In a world in which ideas and information are often delivered visually, study in the Visual Arts develops the kind of thinker and manager that businesses need if they are to remain competitive in global marketplaces.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|---|-----------------|-------------------|-------------|--------|------------------------------|
| Use drawing to demonstrate understanding of conventions appropriate to painting | 3.2 AS91446 | 4 | Internal | | 6 |
| Systematically clarify ideas using drawing informed by established painting practice. | 3.3 AS91451 | 4 | Internal | | 6 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice. | 3.4 AS91456 | 14 | External | | 6 |
| TOTAL CREDITS | | 22 | | | |

Visual Arts Photography (ARP) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Photography.

Success in the External Standard at this level gives the student the required 14 credits in a recognised subject for University Entrance.

Career Pathways for Visual Arts Students:

Study in the Visual Arts prepares students with skills in problem-solving, lateral thinking, self-motivation and provides them with a strong work ethic as well as developing an awareness of their own and others' cultures. These qualities not only prepare students for specialist fields of employment, but give them a wider choice of occupations, where employers seek all or most of these qualities. In a world in which ideas and information are often delivered visually, study in the Visual Arts develops the kind of thinker and manager that businesses need if they are to remain competitive in global marketplaces.

Course Content:

This course comprises a mix of traditional black and white techniques with digital methods.

| Achievement Standards | Standard Number | Number of Credits | Assess Mode | UE Lit | Voc Path <i>Key Pg 17</i> |
|--|-----------------|-------------------|-------------|--------|------------------------------|
| Use drawing to demonstrate understanding of conventions appropriate to photography. | 3.2 AS91447 | 4 | Internal | | 6 |
| Systematically clarify ideas using drawing informed by established photography practice. | 3.3 AS91452 | 4 | Internal | | 6 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice. | 3.4 AS91457 | 14 | External | | 6 |
| TOTAL CREDITS | | 22 | | | |