

Senior Curriculum Handbook

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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 Deputy Principal – Curriculum.

Attend the Subject Information Evening scheduled for Monday evening, Term 3, Week 6.

Identify your goals.

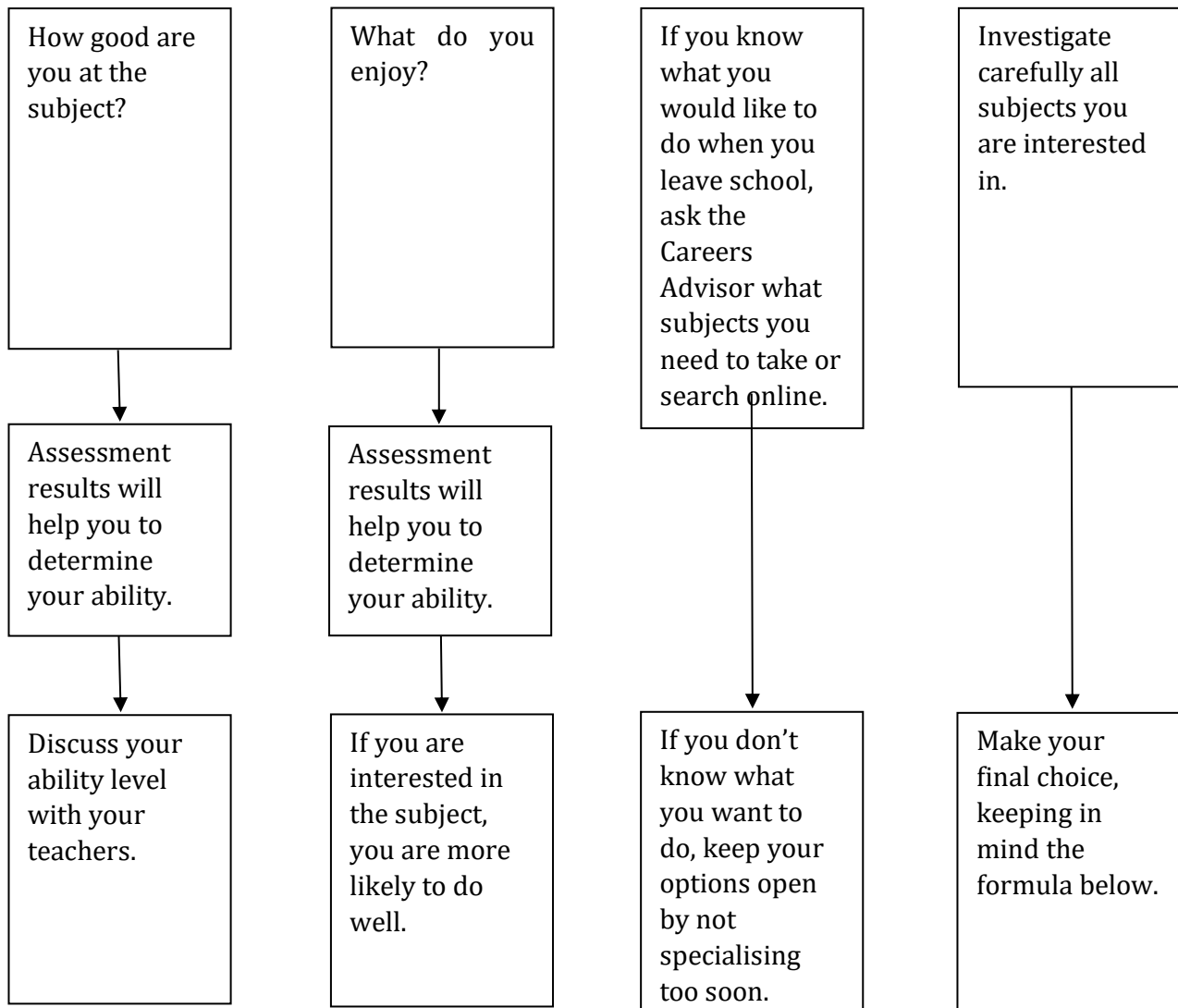
- Do you need a specific result for entrance into a tertiary institution?
- What do you hope to achieve in employment?
- What alternative pathways do you want to keep open?
- What subjects do you have to take to achieve these goals?
- What standards do you have to reach in the various courses to ensure 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
- Deputy Principal - Curriculum
- Careers Advisor

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 Martin Burrows 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 Literacy | English Literacy | English | English English Alternative | English English Alternative |
| Mathematics | Mathematics | Mathematics | Mathematics Mathematics Numeracy | Mathematics Mathematics with Statistics | Calculus Statistics Mathematics |
| Science | Science | Science | Science Specialised Science Alternative | Biology Chemistry Physics | Biology Chemistry Physics |
| Social Studies | Social Studies | Social Studies | Geography History Physical Education | Geography History Physical Education | Geography History Physical Education |
| Physical Education Health | Physical Education Health | Physical Education Health | | | |
| Music Performing Arts | Music Performing Arts | Music | 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 |
| Chinese | Chinese | Chinese | Chinese | Chinese | Chinese |
| French | French | French | French | French | French |
| Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| Te Reo Māori | 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:

| | |
|-------------------------------------|---------------------|
| Commerce ----- | Ms J Moore |
| Digital Technologies ----- | Mr S Jenkins |
| English----- | Mrs J Dewar |
| Languages----- | Ms C Chen |
| Learning Support----- | Mrs R Beach |
| Mathematics----- | Mr I Clark |
| Music----- | Mr G McMillan-Perry |
| Performing Arts ----- | Mr P Cotton |
| Physical Education ----- | Mr A Watts |
| Sciences ----- | Mr P Chevis |
| Social Sciences ----- | Mr B Bailey |
| Technology & DVC ----- | Mr C Smyth |
| Visual Art ----- | Mrs D Smith |
| Careers Adviser----- | Ms J Moore |
| Deputy Principal – Curriculum ----- | Mr M Burrows |

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. Careers 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 60 credits from anywhere on the New Zealand Qualifications Framework (NZQF). In addition, students must achieve the Literacy and Numeracy co-requisite. Requirements for the co-requisite are - 10 credits must be achieved in prescribed Literacy standards and 10 credits must be achieved in prescribed Numeracy standards.

The co-requisite can be attained at any level, however none of the NCEA certificates will be awarded until the co-requisite is attained, eg. if a student enters Level 2 without having achieved the co-requisite, they will not be awarded Level 1 until this is achieved.

For a student to be awarded NCEA Level 2 they must achieve 60 credits, which must be from standards at Level 2 or above. Students must also have met the Level 1 Literacy and Numeracy co-requisite.

For a student to be awarded NCEA Level 3 they must achieve 60 credits, which must be from standards at Level 3 or above. Students must also have met the Level 1 Literacy and Numeracy co-requisite.

High achieving students can receive an endorsed NCEA. Students who receive 50 credits at an Excellence level gain NCEA endorsed with Excellence, and 50 credits at a Merit level (or Merit and Excellence) are needed to gain 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 Achieved, Merit or Excellence at the lower level that supports the endorsement. This must include at least three credits from externally assessed standards and three credits from internally assessed standards (with the exception of Physical Education and Level 3 Visual Arts) in each course.

National Certificate of Educational Achievement (NCEA) - continued

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

<https://www2.nzqa.govt.nz/about-us/publications/nzqa-resources-and-videos/english/>

Special Assessment Conditions (SAC)

What are Special Assessment Conditions (SAC)?

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

SACs may include:

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



Why have SACs?

'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.'

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. The HIBS Learning Support team can conduct the required testing for Special Assessment Condition approval.

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 break'.

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 3 or Term 4 Derived Grade 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 their result to indicate their 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 Deputy Principal - Curriculum. In such a case, the decision of the Deputy Principal - 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 that 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 that 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.

Late Work and Student Absence continued

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.

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

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

Students will receive a Not Achieved grade for any tests or in-class assessments missed.

b) “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 plagiarism checking tools 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 Deputy Principal - 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 Deputy Principal - 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

When a student has gained a Not Achieved grade, in particular where 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. See our school Careers website <https://hibs.careerwise.school/> for links to a comprehensive range of careers information.

A physical Career Library is available in our School Library and is updated regularly. Students are welcome to take brochures from this.

A useful resource is www.moneyhub.co.nz. It provides information on Tertiary Scholarships, CV's, cover letters, student job interviews, non-university study options, Student Loans as well as a wide range of other information.

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 students. 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. Auckland University requires students to have 17 credits from Level 2 and/or Level 3 English or they must take a prescribed English paper as one of their first year courses.
- 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 that 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. Many branches of Engineering need Chemistry as well.

Careers Advice continued

- 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 also a very useful background.
- 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 a minimum of Physics and Chemistry with Biology as recommended.
- Very good marks in Year 13 subjects may mean that some University courses can be started at the 200 level. Credit is not given for the 100 level course not taken. This is up to the Faculty concerned.

Many Universities have additional entrance criteria that must be achieved alongside University Entrance, such as a portfolio, audition, interview, or that particular subjects were studied at Level 3. These can differ from University to University so it is important to check the exact criteria for the University a student wishes to attend.

A rank score may be used when there are limited places on a course. Students are given a rank score based on their Level 3 results. Only standards 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. While the use of a rank score varies widely between universities, it is commonly used at 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 many 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.

Vocational Pathways continued

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 <https://youthguarantee.education.govt.nz/>

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 the 'tools' tab, then click on Vocational Pathways.

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 in 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.

Vocational Pathways continued

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. You also need an Entry Score of 260 – your additional subjects should be ones that will enable you to achieve UE and the 260 Entry Score.

How do I get Sector Related Standard credits?

Some of the Sector Related Standards are available as Achievement Standards. For many of the Unit Standard credits you will need to take 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 this is 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 * |
|---|-----------|---------|---------|---------------------------|----------|-----------|---|
| Accounting | | | | * | | * | Accounting, Economics |
| Architecture | | | * | | * | * | Design, Art or DVC. English rich subject required for Auckland University |
| Aviation | | | * | | | | Physics to Level 2 |
| Computer Science, Software Engineering, Digital Media | | | * | * | * | | Computing |
| Construction Trades | | | | ** Any Mathematics course | | * | Design Technology |
| Design | | | | | | | Design or Art** |
| Economics/ Finance | | | | * | * | | Economics, Accounting |
| Engineering | ** | | ** | | ** | | Design Technology, Chemistry not needed for some branches |
| Geology | | | | * | | | Geography |
| Languages | | | | | | | Languages |
| Law | | | | | | ** | Classical Studies, History |
| Marine Science | * | * | | * | | | Geography |
| Marketing | | | | * | | * | |
| Medical Radiation Therapy | | ** | ** | ** | ** | * | Calculus or Statistics |
| Medicine, Dentistry, Pharmacy, Physio | ** | * | ** | ** | ** | * | Calculus or Statistics |
| Music | | | | | | | Music |
| PE/Sports | | * | | * | | | PE |
| Psychology | | * | | * | | * | Or other English rich subjects |
| Surveying | | | * | * | * | * | Geography |

***strongly recommended *recommended +or other English rich subjects 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). |
| 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 |

How Do I Qualify for University Entrance continued?

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 two subjects.

Scholarship Award – Students who get three 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 three Scholarship subjects with at least two at an Outstanding level or more than three Scholarships with at least one at an Outstanding level receive \$5000 each year for three years, as long as students maintain a 'B' grade average in tertiary study.

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

How Do I Qualify for University Entrance continued?

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.

A good starting point is www.moneyhub.co.nz/scholarships-nz which provides extensive links to a wide range of Scholarships.

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, Māori 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 Polytechnics 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 for or planning for 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).
- You must be at least 16 years of age by the time you start your study at University.

NCEA Level 1 Course Index

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Accounting & Personal Finance (ACC) – NCEA Level 1

Minimum Entry Standard: There is no minimum requirement, although content covered in both Year 9 and Year 10 Business Studies courses provide a useful introduction and a base that is built upon.

This Commerce course provides a foundation of Accounting knowledge such as processing transactions through the accounting cycle, the preparation and analysis of financial statements, and the use of financial information in decision making. Students will also explore valuable personal financial skills including financial planning, knowledge of the use of credit and different forms of debt, and will investigate a range of different financial investment options.

Level 1 Accounting and Personal Finance is suitable for students wishing to study Accounting, Finance, or other Commerce subjects in the future. The course is relevant for students who want a basic understanding of the financial basics necessary for running a business, for students interested in exploring how to manage their personal finances effectively in the future with regard to using debt wisely, and evaluating appropriate investment strategies.

The Course is assessed using a mixture of internal and external Achievement Standards and internally assessed Unit Standards. All of these are graded at Achieved/Merit/Excellence levels and contribute to endorsement at NCEA Level 1.

Course Content:

| Achievement Standards | Standard Number | No. of Credits | Level 1 Literacy | Level 1 Numeracy | Assessment Mode |
|---|-----------------|----------------|------------------|------------------|-----------------|
| Demonstrate understanding of an organisation's financial decision making. | 1.1 AS92028 | 5 | | ✓ | Internal |
| Demonstrate understanding of how an organisation's financial viability is affected by an event. | 1.4 AS92031 | 5 | ✓ | | External |
| Demonstrate knowledge of personal financial goal setting. | US 28089 | 3 | | | Internal |
| Describe credit and debt and their impacts on personal finances. | US 28088 | 3 | | | Internal |
| Demonstrate knowledge of selected personal financial saving and investment options that provide financial benefits. | US 28090 | 3 | | | Internal |
| TOTAL CREDITS | | 19 | | | |

Progression to NCEA Level 2: To study Accounting at Level 2, it will be necessary for students to have achieved 13 credits in Level 1 Accounting & Personal Finance, or upon negotiation with the HOD Commerce. Students that have achieved NCEA Level 1 endorsed with Excellence and/or Economics and Legal Studies or Mathematics endorsed with Excellence will be considered.

Aviation (AVN) – Year 11 NCEA Level 2/3

Minimum Entry Standard: None.

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 License (PPL). Six months before their 16th birthday, students can begin flight training at Paraparaumu Airport with the Kapiti Aero Club.

- By 2025 global air travel will have expanded beyond pre-Covid levels, meaning a shortfall of 34,000 commercial pilots – 10% of the total workforce.
- Boeing forecasts the need for 405,000 new pilots, technicians and cabin crew with passenger traffic growing 3.1% annually.
- Global freighter fleet will grow by 70% over the same period.

Course Content:

| Unit Standards | Standard Number | Number of Credits | Level | Assessment Mode |
|--------------------------------|-----------------|-------------------|-------|-----------------|
| History of Aviation | US19585 | 5 | 2 | Internal |
| NZ Aviation Support Structures | US19586 | 3 | 2 | Internal |
| NZ Civil Aviation Industry | US19587 | 2 | 2 | Internal |
| Principles of Flight | US20677 | 3 | 2 | Internal |
| Aviation Career Paths | US20676 | 3 | 2 | Internal |
| 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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode |
|--|-----------------|-------------------|-----------------|
| Interact in spoken Chinese to share and respond to information, ideas, and opinions. | 1.1 AS91952 | 5 | Internal |
| Communicate in Chinese for a chosen purpose. | 1.2 AS91953 | 5 | Internal |
| Demonstrate understanding of written Chinese related to everyday contexts. | 1.3 AS91954 | 5 | External |
| Demonstrate understanding of spoken Chinese related to everyday contexts. | 1.4 AS91955 | 5 | External |
| TOTAL CREDITS | | 20 | |

Progression 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

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

Minimum Entry Standard: Students must have demonstrated satisfactory engagement in class throughout 10DET in order to transition into Year 11 Design Technology.

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

The year-long project explores a Context and develops skills to identify issues and potential solutions. Students develop their outcomes in a process of Conceptual Design that involves stakeholder consultation and consideration of the needs of the end user. They learn how a variety of materials are able to be transformed, manipulated or combined in the development of a Prototype. Laser cutting and 3D printing technologies may be accessed during the course.

There is an external assessment that requires students to demonstrate their understanding of techniques involved in the development of an outcome.

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.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode |
|---|-----------------|-------------------|-----------------|
| Develop a Materials and Processing Technology outcome for an authentic context. | 1.1 AS92012 | 6 | Internal |
| Develop a Materials and Processing Technology outcome by transforming, manipulating or combining different materials. | 1.2 AS92013 | 6 | Internal |
| Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome. | 1.4 AS99015 | 4 | External |
| TOTAL CREDITS | | 16 | |

Progression to NCEA Level 2: Entry to the Level 2 course requires achievement of at least 12 credits in Level 1 Design Technology.

Design & Visual Communication (DVC) – NCEA Level 1

Minimum Entry Standard: Study at Year 10 in DVC is highly recommended as it is a foundation for Level 1 NCEA.

Students develop skills in freehand and instrumental drawing within the context of different design projects. Their design process involves research, ideas generation and development of concepts to a final solution. Students make functional models of their designs as part of the design process. The course culminates in the presentation of the project work completed during the year, utilising both physical and digital techniques.

An externally assessed portfolio selected from the year's work is submitted at the end of the year, for the assessment of specific skills. This course demands good self-management. In particular, students are expected to complete work at home as required, in order to meet deadlines.

Study in DVC can lead into a range of careers, including Architectural and Graphic Design, User Experience 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 | Assessment Mode |
|--|-----------------|-------------------|-----------------|
| Generate product or spatial design ideas using visual communication techniques in response to design influences. | 1.1 AS92000 | 5 | Internal |
| Use representation techniques to visually communicate own product or spatial design outcome. | 1.2 AS92001 | 5 | Internal |
| Develop product or spatial design ideas informed by consideration of people. | 1.3 AS92002 | 5 | External |
| TOTAL CREDITS | | 15 | |

Progression to NCEA Level 2: To study DVC at Level 2 it will be necessary to have achieved 15 credits in Level 1 DVC.

Digital Technologies (DGT)–NCEA Level 1

Minimum Entry Standard: None.

The Digital Technologies course offers a foundation in the fundamental concepts of software development. Through this course, students will gain an understanding of key components such as software design, programming algorithms, 2D graphic rendering and animation, and the utilisation of agile frameworks to create high quality digital outcomes. Over the course of the year, students will engage progressively in a succession of projects developed specifically to provide a practical application of the knowledge gained through deeper appreciation of the DGT curriculum. Alongside the understanding of fundamental principles, students will also attain proficiency in industry-standard applications like Unity, C# programming within the Visual Studio environment, and Adobe Photoshop. These tools will be instrumental in the development and refinement of their project work, equipping students with the skills necessary to excel in the current Digital Technology landscape.

Ideally these Achievement Standards are a precursor for further DGT learning experience and understanding at Levels 2 and 3.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode |
|--|-----------------|-------------------|-----------------|
| Create a computer programme. | AS92004 | 5 | Internal |
| Develop a digital technologies outcome. | AS92005 | 5 | Internal |
| Demonstrate understanding of usability in human-computer interfaces. | AS92006 | 5 | External |
| Design a digital technologies outcome. | AS92007 | 5 | External |
| TOTAL CREDITS | | 20 | |

Progression on to NCEA Level 2: Ideally these Achievement Standards are a precursor for further DGT study at Levels 2 and 3.

Drama (DRA) – NCEA Level 1

Minimum Entry Standard: None.

The NCEA Level 1 Drama course allows learners to think creatively and bring stories to life in a fun and engaging way. When creating characters and situations, students are asked to draw upon their own heritage, explore diverse cultures and make connections between real and imagined worlds.

Students will develop different ways of creating and structuring Drama by learning about dramatic elements, conventions, and production technologies. The collaborative devising process builds valuable strengths as students work together to share, refine, and extend ideas to realise a common goal and serve the intention of the Drama.

Through participating in, and responding to Drama, students will be asked to examine and challenge established ideas and prejudices. They will be encouraged to think critically and develop innovative ways of expressing their ideas as they seek to communicate with a variety of audiences, and thereby influence society.

Learners will enhance their interpersonal and communication skills, which will serve them well in all areas of learning and life. The ability to work with others, understand different points of view, and convey ideas and information effectively is highly valued in any future pathway.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode |
|--|-----------------|-------------------|-----------------|
| Explore the function of theatre Aotearoa. | 1.1 AS91940 | 5 | Internal |
| Participate in creative strategies to create a drama. | 1.2 AS91941 | 5 | Internal |
| Use drama techniques to perform a scripted role for an audience. | 1.3 AS91942 | 5 | External |
| Respond to a drama performance. | 1.4 AS91943 | 5 | External |
| TOTAL CREDITS | | 20 | |

Note: There is no end of year written exam required as part of this course. Evidence for external assessment will be digitally submitted as a collection of portfolio slides.

Economics & Legal Studies (ECO) – NCEA

Level 1

Minimum Entry Standard: None, although content covered in both Year 9 and Year 10 Business Studies courses provide a useful introduction and a base that is built upon.

This Commerce course provides an introduction to how businesses operate in the wider economy. It includes the important microeconomic concepts of Supply and Demand and Market Equilibrium. It also covers the key Macroeconomic idea of Interdependence and makes use of models such as the Circular Flow model to create a picture of the overall economy. The Economics component of the course is delivered largely via the E-Learn Economics software, plus some write-on workbooks and Google Classroom activities.

The Legal Studies component of the course provides a study of how the New Zealand government is formed and how it operates, plus a study of the overall purposes of laws and potential issues with their implementation.

Level 1 Economics & Legal Studies is suitable for anyone interested in gaining an understanding of the interactions within New Zealand markets and how this affects the wider society, studying how our laws are made, their purpose and how they affect our lives as individuals and businesses, and anyone looking at studying Commerce subjects at a tertiary level.

The Course is assessed using a mixture of internal and external Achievement Standards and internally assessed Unit Standards. All of these are graded at Achieved/Merit/Excellence level and contribute to endorsement at NCEA Level 1.

Course Content:

| Achievement | Standard Number | No. of Credits | Level 1 Literacy | Assessment Mode |
|---|-----------------|----------------|------------------|-----------------|
| Demonstrate understanding of price determination for an organisation. | 1.2 AS92029 | 5 | | Internal |
| Describe New Zealand's system of government and the process for forming a government. | US 27850 | 4 | | Internal |
| Describe the purpose of law. | US 27841 | 4 | | Internal |
| Demonstrate understanding of how interdependent financial relationships are affected by an event. | 1.3 AS92030 | 5 | ✓ | External |
| TOTAL CREDITS | | 18 | | |

Progression to NCEA Level 2: To study Economics at Level 2 it will be necessary for students to have achieved 13 credits in Level 1 Economics & Legal Studies, or upon negotiation with the HOD Commerce.

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, challenging and enjoyable texts, forms the basis of the course. Students acquire the ability to research and make discerning choices about the ideas they find, which are vital skills in the modern age where they are beset with huge amounts of information. Through this course students develop their confidence as independent and responsible thinkers and communicators.

Course Content:

| Achievement Standards | Standard Number | No. of Credits | Level 1 Literacy | Assessment Mode |
|---|-----------------|----------------|------------------|-----------------|
| Demonstrate understanding of how context shapes verbal language use. | 1.1 AS91924 | 5 | ✓ | Internal |
| Develop ideas in writing using stylistic and written conventions. | 1.2 AS91926 | 5 | ✓ | Internal |
| Demonstrate understanding of specific aspects of studied text. | 1.3 AS91925 | 5 | ✓ | External |
| Demonstrate understanding of significant aspects of unfamiliar texts. | 1.4 AS91927 | 5 | ✓ | External |
| TOTAL CREDITS | | 20 | | |

Progression to NCEA Level 2: To study English at Level 2 it will be necessary to have achieved 15 credits in Level 1 English, including at least an Achievement in Standards 1.2, 1.4 or at the 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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode |
|---|-----------------|-------------------|-----------------|
| Interact in spoken French to share and respond to information, ideas, and opinions. | 1.1 AS91964 | 5 | Internal |
| Communicate in French for a chosen purpose. | 1.2 AS91965 | 5 | Internal |
| Demonstrate understanding of written French related to everyday contexts. | 1.3 AS91966 | 5 | External |
| Demonstrate understanding of spoken French related to everyday contexts. | 1.4 AS91967 | 5 | External |
| TOTAL CREDITS | | 20 | |

Progression 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.

Geography is so much more than the study of the earth. The analytical skills and global knowledge developed in Geography are important to students across the increasingly interconnected world. At Year 11, students will examine population and natural hazard issues, develop their mapping skills, study local geographic issues and learn how to use Geographic Information Systems (GIS).

In Geography, the study of the following three questions underpin key conceptual knowledge which we develop over a broad range of contexts both within Aotearoa New Zealand and the rest of the world.

1: 'What is where?' - This means a skills-based approach to the identification of features or elements in specific locations that can be mapped.

2: 'Why is it there?' - This means the processes or changes involved to arrange environments in certain ways.

3: 'Why do we care?' - This means the crucial understanding of interactions between either (or both) the natural and the man-made (or cultural) environments that we as human beings all share.

Course Content:

| Achievement Standards | Standard Number | No. of Credits | Level 1 Literacy | Level 1 Numeracy | Assessment Mode |
|---|-----------------|----------------|------------------|------------------|-----------------|
| Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao. | 1.1 AS91932 | 5 | ✓ | | Internal |
| Explore te taiao using data. | 1.2 AS91933 | 5 | | ✓ | Internal |
| Demonstrate understanding of how natural processes operate within te taiao. | 1.3 AS91934 | 5 | ✓ | | External (CAA) |
| Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific. | 1.4 AS91935 | 5 | ✓ | | External |
| TOTAL CREDITS | | 20 | | | |

Progression 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 | No. of Credits | Level 1 Literacy | Assessment Mode |
|---|-----------------|----------------|------------------|-----------------|
| Engage with a variety of primary sources in a historical context. | 1.1 AS92025 | 5 | | Internal |
| Demonstrate understanding of the significance of a historical context. | 1.2 AS92025 | 5 | ✓ | Internal |
| Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand. | 1.3 AS92026 | 5 | ✓ | External |
| Demonstrate understanding of perspectives on a historical context. | 1.4 AS92027 | 5 | ✓ | External (CAA) |
| TOTAL CREDITS | | 20 | | |

Progression 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: Attainment of the NCEA Numeracy qualification in Year 10.

This comprehensive course is specifically designed for students who possess a genuine interest for and appreciation of Mathematics. It aims to cultivate and develop their mathematical abilities by providing a solid foundation in key skills essential for mathematical and statistical problem-solving. Moreover, this course acts as a stepping stone for students interested in pursuing further studies in Mathematics.

Throughout the duration of this course, students will engage with a diverse range of Achievement Standards, which cover various areas of Mathematics. These areas include numerical reasoning, algebra, linear and non-linear graphs, geometry, measurement, and statistics. By delving into these different branches of Mathematics, students are exposed to a well-rounded curriculum that equips them with a versatile set of skills and knowledge.

For students who wish to continue their study of Mathematics at Level 2, this course acts as a natural progression, leading them towards 12MAT and 12SAM. Building upon the foundational knowledge and skills acquired in this course, 12MAT and 12SAM delve deeper into mathematical and statistical concepts, problem-solving strategies, and more advanced mathematical techniques. These subsequent courses further develop students' analytical thinking, logical reasoning, and mathematical proficiency, setting them on a trajectory for success in higher-level Mathematics and Statistics courses.

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

| Achievement Standards | Standard Number | Level 1 Numeracy | Number of Credits | Assessment Mode |
|--|-----------------|------------------|-------------------|-----------------|
| Explore data using a statistical enquiry process. | 1.1 AS91944 | ✓ | 5 | Internal |
| Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific. | 1.2 AS91945 | ✓ | 5 | Internal |
| Demonstrate mathematical reasoning. | 1.4 AS91947 | ✓ | 5 | External |
| TOTAL CREDITS | | | 15 | |

Progression to NCEA Level 2 - The minimum requirement for entry into Level 2 Mathematics is 10 credits, which must include Merit or higher in AS 91947 (Demonstrate mathematical reasoning).

The minimum requirement for entry into Level 2 Statistics is 10 credits from any of the three standards offered.

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 four standards which has a total of 20 available credits from both Achievement Standards and Unit Standards. The standards are portfolio based with no end of year exam.

Course Content:

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assessment Mode |
|---|-----------------|-------------------|-----------------|
| Use music skills in a music style. | 1.1 AS91948 | 5 | Internal |
| Demonstrate performance skills. | 1.2 AS91949 | 5 | Internal |
| Demonstrate understanding of music in relation to contexts. | 1.3 AS91950 | 5 | External |
| Shape music ideas to create an original composition. | 1.4 AS91951 | 5 | External |
| TOTAL CREDITS | | 20 | |

Progression to NCEA Level 2: To study Music at Level 2 it will be necessary to have achieved 15 credits in Level 1 Music or at the discretion of the HOD Music.

Numeracy (NUM) – NCEA Level 1

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

This course is specifically tailored for students who did not achieve the NCEA Numeracy qualification in Year 10, providing them with a targeted pathway to acquire the necessary skills and knowledge. The course is divided into two sections, each serving a distinct purpose in supporting the students' learning journey.

Section one of the course is dedicated to helping students attain the Numeracy qualification. It focuses on bridging any gaps in their mathematical understanding and building a strong foundation in essential Numeracy skills. Students will engage in a comprehensive curriculum that addresses key mathematical concepts and problem-solving strategies necessary for achieving the Numeracy qualification.

In the second section of the course, students are presented with an opportunity to attain one or potentially two internally assessed standards. Building upon the Numeracy skills acquired in section one, this section allows students to delve deeper into specific areas of mathematical and statistical study and provide a possible progression into Level 2 Statistics - 12SAM.

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

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode |
|--|-----------------|-------------------|-----------------|
| Use mathematics and statistics to meet the numeracy demands of a range of situations. | US32406 | 10 * | External |
| Explore data using a statistical enquiry process. | 1.1 AS91944 | 5 | Internal |
| Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific. | 1.2 AS91945 | 5 | Internal |
| TOTAL CREDITS | | 10 | |

*** Note:** The 10 credits attained from US32406 do not count towards a student's overall NCEA, as this is part of the NCEA co-requisite of Numeracy and Literacy.

Progression: Level 2 Statistics - 12SAM – Attainment of the NCEA Numeracy qualification and at least 5 additional credits.

Physical Education (PED) – NCEA Level 1

Minimum Entry Standard: None.

Level 1 Physical Education has a variety of practical and theoretical content that helps students to appreciate the many aspects involved in physical performances and physical activity in New Zealand. Students will learn about sociocultural factors that influence participation and investigate leadership roles that influence team dynamics. Through a franchise system, students will apply movement strategies in a range of contexts and will use strategies to enhance kotahitanga in their teams.

Basketball is the activity used to learn about Anatomy, Physiology and Biomechanics of the body and students will be able to show their understanding of a variety of social influences on sport and exercise, and evaluate the implications to themselves and their communities. Through Badminton, Rock Climbing and other sports, students will show their learning across the year in a portfolio format, where they will demonstrate an understanding of how a movement experience affects their Hauora, and what influences movement in Aotearoa.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode |
|---|-----------------|-------------------|-----------------|
| Apply movement strategies in an applied setting. | 1.1 AS92016 | 5 | Internal |
| Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies. | 1.2 AS92017 | 5 | Internal |
| Demonstrate understanding of the influence of a personal movement experience on hauora. | 1.3 AS92018 | 5 | External |
| Demonstrate understanding of influences on movement in Aotearoa, New Zealand or the Pacific. | 1.4 AS92019 | 5 | External |
| TOTAL CREDITS | | 20 | |

Progression 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 Applied (SCA) - NCEA Level 1

Minimum Entry Standard: Year 10 Science.

The Applied course provides students a well-rounded understanding of how the physical, chemical and biological aspects of Science apply to the world around us.

In Physics, students will learn the mechanics of motion and investigative methods culminating in an assessment with students designing an investigation into a physical phenomenon.

In Chemistry, students will learn about different types of chemical reactions and their applications to real world contexts.

In Biology, students will learn about the life processes of micro-organisms and link these to their use in industry and food production along with their links to disease and the environment.

This is 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 | Assessment Mode |
|--|-------------------------|-------------------|-----------------|
| Demonstrate understanding of the relationship between a microorganism and the environment. | Chem/Bio 1.1 AS92020 | 5 | Internal |
| Demonstrate understanding of a chemical reaction in a specific context. | Chem/Bio 1.2 AS92021 | 6 | Internal |
| Demonstrate understanding of a physical phenomenon through investigation. | Phys/ESS 1.2 AS92045 | 5 | Internal |
| TOTAL CREDITS | | 16 | |

Progression to NCEA Level 2:

To study **BIOLOGY** at Level 2 it will be necessary to have achieved 10 credits in the Science Applied Level 1 Course, including **Merit** in the Biology Achievement Standard - AS92020.

To study **CHEMISTRY** at Level 2 it will be necessary to have achieved 10 credits in the Science Applied Level 1 Course, including **Merit** in the Chemistry Achievement Standard -AS92021.

To study **PHYSICS** at Level 2 it will be necessary to have achieved 10 credits in the Science Applied Level 1 Course, including **Merit** in the Physics Achievement Standard -AS92045.

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

To study **CHEMISTRY** or **PHYSICS** at Level 2 it is highly recommended that a student also studies the Level 2 Mathematics course.

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

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

There are four areas of Science that are covered in Level 1 Science

The Biology Unit covers the source and inheritance of genetic variation. It then looks at how and why genetic relationships are tracked using modern techniques.

The Chemistry Unit analyses the reasons for using chemicals in specified contexts, based on the properties of those chemicals.

The Chemistry/Biology Internal Achievement Standard 1.2 AS920216 investigates different types of chemical reactions within a context.

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

Course Content:

| Achievement Standards | Standard Number | No. of Credits | Level 1 Literacy | Level 1 Numeracy | Assessment Mode |
|--|---------------------------------------|----------------|------------------|------------------|-----------------|
| Demonstrate understanding of chemical reactions in context. | Chem/Bio 1.2 AS920216 | 6 | | | Internal |
| Demonstrate understanding of genetic variation in relation to an identified characteristic. | Chem/Bio 1.3 AS92022 | 5 | ✓ | | External |
| Demonstrate understanding of how the properties of chemicals inform their use in a specific context. | Chem/Bio 1.4 AS92023 | 4 | | | External |
| Demonstrate understanding of energy in a physical system. | Phys/Earth, Space Science 1.4 AS92047 | 5 | | ✓ | External |
| TOTAL CREDITS | | 20 | | | |

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

Progression to NCEA Level 2:

To study **BIOLOGY** at Level 2 it will be necessary to have achieved 14 credits in the Science Level 1 Specialised Course, including Achieved in the Biology Achievement Standard – AS92022.

To study **CHEMISTRY** at Level 2 it will be necessary to have achieved 14 credits in the Science Level 1 Specialised Course, including Achieved in the Chemistry Achievement Standards -AS92023.

To study **PHYSICS** at Level 2 it will be necessary to have achieved 14 credits in the Science Level 1 Specialised Course, including Achieved in the Physics Achievement Standard - AS92047.

To study **CHEMISTRY** or **PHYSICS** at Level 2 it is highly recommended that a student also studies 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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode |
|--|-----------------|-------------------|-----------------|
| Interact in spoken Spanish to share and respond to information, ideas, and opinions. | 1.1 AS91972 | 5 | Internal |
| Communicate in Spanish for a chosen purpose. | 1.2 AS91973 | 5 | Internal |
| Demonstrate understanding of written Spanish related to everyday contexts. | 1.3 AS91974 | 5 | External |
| Demonstrate understanding of spoken Spanish related to everyday contexts. | 1.4 AS91975 | 5 | External |
| TOTAL CREDITS | | 20 | |

Progression 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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | No. of Credits | Level 1 Literacy | Assessment Mode |
|--|-----------------|----------------|------------------|-----------------|
| Te kōrerorero I ngā pārongo, I ngā aria me ngā whakaaro Discuss the information, thoughts and ideas. | 1.1 AS92092 | 5 | ✓ | Internal |
| Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo Express ideas relating to a context in which the language is living. | 1.2 AS92093 | 5 | ✓ | Internal |
| Te whakaatu I te māramataga ki te reo Māori me ōna mātāpono I tētahi horopaki e taunga ana Demonstrate an understanding using Te Reo Māori and its principles about a subject that is familiar. | 1.3 AS92094 | 5 | ✓ | External |
| Te tuhi e pā ana ki tētahi horopaki e taunga ana Write about a subject that you are familiar with. | 1.4 AS92095 | 5 | ✓ | External |
| TOTAL CREDITS | | 20 | | |

Progression to NCEA Level 2: To study Te Reo Māori at Level 2 it will be necessary to have achieved 15 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 one or two 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 | Assessment Mode |
|---|----------------------|-------------------|-----------------|
| Use practice based visual inquiry to explore Aotearoa New Zealand's Māori context and another cultural context. | 1.1 AS90912 V3 | 5 | Internal |
| Explore Visual Arts processes and conventions to inform own art-making. | 1.3 AS90914 V3 | 5 | External |
| Create a sustained body of related artworks in response to an art-making proposition. | 1.4 AS90915 V3 | 5 | External |
| TOTAL CREDITS | | 15 | |

Progression to NCEA Level 2: To study Visual Arts at Level 2 it would be preferable to have studied Level 1 Visual Art.

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Accounting (ACC) – NCEA Level 2

Minimum Entry Standard: 13 credits in Level 1 Accounting & Personal Finance, or upon negotiation with the HOD Commerce. Students that have achieved NCEA Level 1 endorsed with Excellence, and/or Economics and Legal Studies, or Mathematics endorsed with Excellence will be considered.

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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 & Personal Finance 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

Minimum Entry Standard: Sufficient good health for the issue of a Class 2 Aviation Medical Certificate.

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. Students will study a selection of standards with a minimum total of 20 credits.

Key Aviation Industry Facts:

- By 2025 global air travel will have expanded beyond pre-Covid levels, meaning a shortfall of 34,000 commercial pilots – 10% of the total workforce.
- Boeing forecasts the need for 405,000 new pilots, technicians and cabin crew with passenger traffic growing 3.1% annually.
- Global freighter fleet will grow by 70% over the same period.

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: 14 credits in Level 1 Specialised Science, including at least Achieved in AS 92022, or 10 credits in the Level 1 Science Alternative course, including at least Merit in AS92020.

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.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 adaptations of plants or animals to their way of life. | 2.3 AS91155 | 3 | Internal | W Lit | |
| 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 | | 19 | | | |

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 of Biology.

Business Studies (BUS) – NCEA Level 2

Minimum Entry Standard: Level 1, including a minimum of 12 credits in English. Either Level 1 Economics or Accounting is recommended to give students foundational Commerce language and knowledge.

The Level 2 Business Studies course provides students with the knowledge of how to operate a business enterprise within New Zealand. The Business Studies achievement standards will take students through the steps of carrying out market research, business planning and carrying out and reviewing a business activity within a community context. Students will also learn about the internal operations of a business and how businesses can be affected by external factors. 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 large businesses operating 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 | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 |
| TOTAL CREDITS | | 20 | | | |

Progression to NCEA Level 3: To study Level 3 Business Studies, it will be necessary to have achieved a minimum of 16 credits in Level 2 Business Studies. Alternatively students who have achieved 16 credits in either Level 2 Accounting or Level 2 Economics will also gain automatic entry.

Students who have achieved NCEA Level 2 with a minimum of 12 credits in English and 12 credits in Mathematics can apply to the HOD Commerce.

Chemistry (CHE) – NCEA Level 2

Minimum Entry Standard: 14 credits in Level 1 Specialised Science, including at least an Achieved in AS92023, or 10 credits in the Level 1 Science Alternative course, including a Merit in AS92021. The Level 2 Mathematics course is highly recommended to 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|---|-----------------|-------------------|-----------------|--------|--------------------------------|
| Carry out a practical investigation into a substance present in a consumer product using quantitative analysis. | 2.1 AS91910 | 4 | Internal | | 1, 2, 3, 5 |
| 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 |
| TOTAL CREDITS | | 20 | | | |

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 of 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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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

This course is structured around Technology Achievement Standards.

Minimum Entry Standard: 12 credits in Level 1 Design Technology.

The course revolves around one project to manufacture a mini motorbike.

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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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.

Design & Visual Communication (DVC) - NCEA Level 2

Minimum Entry Standard: 15 credits in Level 1 DVC.

Building on their work in Year 11 students further develop skills in drawing, colour rendering and the use of design processes. Students develop these skills within the context of three related projects, focusing on product design, spatial design and presentation. This includes students making physical models and integrating digital techniques in the presentation of their designs. These projects are assessed internally.

A portfolio selected from much of the course work is submitted at the end of the year for external assessment of ideas generation. This course has a high workload and demands good self-management.

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, User Experience 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|---|-----------------|-------------------|-----------------|--------|--------------------------------|
| Communicate design ideas using visual communication techniques. | 2.30 AS91337 | 3 | External | | 1, 2, 3, 4, 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 | | 22 | | | |

Progression to NCEA Level 3: To study DVC at Level 3, it will be necessary to have achieved 14 credits in Level 2 DVC.

Digital Technologies (DGT) – NCEA

Level 2

Minimum Entry Standard: If Level 1 DGT was not studied, a discussion with the HOD Digital Technologies needs to happen.

The Level 2 Digital Technologies course builds on the foundation established in Level 1, with an emphasis on software development of 3D applications intended for a variety of platforms such as PC, mobile, and console.

Using modern software development strategies, the course teaches students 3D animation, programming algorithms, 3D physics, UX design, and project management strategies. Throughout the year students will become familiar and competent in a number of industry standard applications such as Unity, Visual Studio, Trello, Blender, and more.

This integrated and comprehensive course equips students with the skills and knowledge required to excel in further Digital Technologies studies at Levels 3 and beyond, as well as in real-world digital technology applications.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path Key Page 17 |
|---|-----------------|-------------------|-----------------|--------|-------------------------|
| 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 | | |
| Apply conventions to develop a design for a digital technologies outcome. | 2.2 AS91891 | 3 | Internal | | |
| Present a summary of developing a digital outcome. | 2.10 AS91899 | 3 | External | | |
| TOTAL CREDITS | | 22 | | | |

Progression to NCEA Level 2: Ideally these achievement standards are a precursor for those at Level 3 DGT.

Drama (DRA) – NCEA Level 2

Minimum Entry Standard: None.

Drama allows learners to think creatively and bring stories to life in a fun and engaging way. When creating characters and situations, students are asked to draw upon their own heritage, explore diverse cultures and make connections between real and imagined worlds.

The NCEA Level 2 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.

Through participating in, and responding to Drama, students will be asked to examine and challenge established ideas and think critically. They will develop innovative ways of expressing their ideas as they seek to communicate with a variety of audiences and thereby influence society. Learners will enhance their interpersonal and communication skills, which will serve them well in all areas of learning and life. The ability to work with others, understand different points of view, and convey ideas effectively is highly valued in any future pathway.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path Key Page 17 |
|---|-----------------|-------------------|-----------------|--------|-------------------------|
| Drama Performance (Apply drama techniques in a scripted context). | 2.1 AS91213 | 4 | Internal | R Lit | 4, 5, 6 |
| Drama Creation (Devise and perform a drama to realise an intention). | 2.2 AS91214 | 5 | Internal | | 4, 5, 6 |
| Drama Performance (Perform features of a complex drama / theatre form). | 2.4 AS91216 | 4 | Internal | R Lit | 4, 5, 6 |
| Drama Performance (Perform a substantial acting role in a scripted production). | 2.6 AS91218 | 5 | Internal | R Lit | 4, 5, 6 |
| Drama Studies (Discuss drama elements, techniques, conventions and technologies within live performance). | 2.7 AS91219 | 4 | External | | 4, 5, 6 |
| TOTAL CREDITS | | 22 | | | |

Economics (ECO)– NCEA Level 2

Minimum Entry Standard: 13 credits in Level 1 Economics & Legal Studies, or upon negotiation with the HOD Commerce.

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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|--|-----------------|-------------------|-----------------|--------|--------------------------------|
| Analyse inflation using economic concepts and models. | 2.1 AS91222 | 4 | External | | 4, 6 |
| Analyse international trade using economic concepts and models. | 2.2 AS91223 | 4 | External | | 3, 4, 6 |
| Analyse economic growth using economic concepts and models. | 2.3 AS91224 | 4 | External | | 4, 6 |
| Analyse unemployment using economic concepts and models. | 2.4 AS91225 | 4 | Internal | R Lit | 6 |
| Analyse how government policies and contemporary economic issues interact. | 2.6 AS91227 | 6 | Internal | R Lit | 4, 5, 6 |
| Optional - Demonstrate understanding of macro-economic influences on the New Zealand economy. | 3.5 AS91403 | 6 | External | B Lit | 3, 4 |
| TOTAL CREDITS | | 22/28 | | | |

There is also an optional Level 3 external paper offered to this class. This is worth 6 credits at NCEA Level 3 and does not require extra teaching outside classes.

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: 15 credits in Level 1 English, including at least an Achievement in Standards 1.3, 1.4 or at the 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 critical 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 Deputy Principal – 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 |
| 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 | | 24 | | | |

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, or at the discretion of the HOD Languages and the class Teacher.

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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|---|-----------------|-------------------|-----------------|--------|--------------------------------|
| Listening Comprehension. | 2.1 AS91118 | 5 | External | | 5, 6 |
| Prepared Speech in French. | 2.2 AS91120 | 4 | Internal | | - |
| Conversations in French. | 2.3 AS91119 | 5 | Internal | | 4, 5, 6 |
| 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 primarily Year 13 students that enables them to study at school and participate in a practical environment of their possible career choice. Most students who take Gateway will do so in their last year of school. The preference for places goes to Year 13 students. If there are places available there may be room for a small number of Year 12 students with preference to those whom are intending to leave school at the end of Year 12. These factors are considered in the offer of placements alongside whether the student has demonstrated they are 'work ready' and that the industry they are looking at is feasible to explore with Gateway.

How does it work?

Students take Gateway as one of their subject options. There are approximately 17 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. They must be prepared to commit to completing the work necessary to gain the 20 credits. The Gateway class period at school on the other four days will be spent doing catch up work missed in other classes, and study for other Unit Standards that are workplace relevant (eg. Health and Safety, First Aid). A staff member is assigned to coordinate the work placement and supervise the students at school.

How do I get into the Gateway class?

Students indicate Gateway on their subject selection sheets for 2025. If it looks like places will be oversubscribed, students will be sent a form to fill in to allow us to gather more information regarding their intentions. Students selected as a result of this will then be contacted in Term 4 to arrange an interview. Gateway should be taken by Year 13 students as one of five subjects. Year 12 students in the Gateway course are expected to 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 workplaces in the industry that the student wishes to work in, eg. Building Sites, Mechanics Workshop 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?

Students who wish to undertake Gateway need to have demonstrated that they are 'work ready'. This may include factors such as a history of being able to get to lessons on time, high attendance rates at school, and demonstrated maturity in their behaviour in the classroom and at other school events. Students who apply for Gateway are expected to know what job/industry area they wish to have their work experience in and be prepared to discuss this in their interview. Please note that not all jobs are suitable for Gateway and we can only take students into the programme who have selected an area where it is feasible and practical to find a placement and Industry Standards to complete. 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.

Gateway continued

Please note -

Students will need to comply with any Government, Industry or Employer specific Health and Safety requirements that pertain to a particular work placement.

For further information please see Ms Moore or Miss Anderton.

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 three 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 | Assessment Mode | UE Lit | Voc Path Key Page 17 |
|---|-----------------|-------------------|-----------------|--------|-------------------------|
| Demonstrate geographic understanding of a large natural environment OR 2.3 below. | 2.1 AS91240 | 4 | External | R Lit | 3, 4 |
| Demonstrate geographic understanding of differences in development OR 2.1 above. | 2.3 AS91242 | 4 | External | R 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 OR 2.7 below. | 2.6 91245 | 3 | Internal | | 4, 6 |
| Explain aspects of a geographic topic at a global scale OR 2.6 above | 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 an Achieved in AS 2.4, and at least 15 credits of Level 2 English. Entry to Level 3 can also be achieved through discussion with the HOD.

History (HIS) - NCEA Level 2

Minimum Entry Standard: 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.

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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|--|-----------------|-------------------|-----------------|--------|--------------------------------|
| Carry out a planned inquiry of a historical event, or place, of significance to New Zealanders. | 2.1 AS91229 | 4 | Internal | R Lit | 4, 6 |
| Combined Internal - Examine a 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 a 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: The minimum requirement for entry into Level 2 Mathematics is 10 credits, which must include Merit or higher in AS 91947 (Demonstrate mathematical reasoning).

This course serves as a natural progression from the foundational knowledge acquired at Level 1 Mathematics. It is designed for students who have a solid understanding of Mathematics, especially in the area of Algebra. Through this course, students will further deepen their understanding of more advanced algebraic concepts and techniques. It provides them with the necessary skills to excel in fields such as Engineering, Architecture, Medicine, and other math-intensive career options.

This course acts as a pathway to our Level 3 Mathematics courses, leading directly to 13MAC and 13SAM. These subsequent courses build upon the foundation laid in Level 2, expanding students' mathematical knowledge and skills. 13MAC focuses on Calculus, while 13SAM delves deeper into Statistical and Probability theory. Successfully completing this course and progressing to Level 3 Mathematics opens doors to advanced mathematical and statistical studies and provides a foundation of knowledge for future academic pursuits and career opportunities in STEM-related fields.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 a 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 a Merit in AS 2.12 Probability Methods.

Mathematics with Statistics (MAS) – NCEA Level 2

Minimum Entry Standard: The minimum requirement for entry into Level 2 Statistics is 10 credits from any of the three standards offered.

This specialised course caters to students who wish to continue their Mathematics studies, but may find the algebraic complexities of the Level 2 Mathematics programme challenging. It focuses on establishing a strong statistical and mathematical foundation, with the aim of providing a seamless progression into Year 13 Mathematics or Statistics courses. Students receive targeted instruction and support in statistical concepts, data analysis, probability, and inference, equipping them with the necessary skills to excel in higher-level mathematical studies. This course addresses the specific needs of students, empowering them to overcome potential difficulties and pursue their academic and career aspirations in Mathematics or related fields.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 | | | |

Progression to Statistics 13SAM:

14 credits in Level 2 Mathematics, with at least a Merit in AS 2.12 Probability Methods.

Progression to Mathematics 13MAT

12 credits are required from 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 Year 12 Media Studies the course at Level 2 may not run in 2025.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment 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 an aspect of a media genre. | 2.4 AS91251 | 4 | External | W 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 | | 21 | | | |

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: 15 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. The external standards are not compulsory, but at least one is required for subject endorsement.

Course Content:

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 |
| Demonstrate understanding of two substantial contrasting music works. | 2.7 AS912177 | 6 | External | | 6 |
| Investigate an aspect of New Zealand music. | 2.9 AS91278 | 4 | Internal | | 6 |
| Music Technology – Apply knowledge of MIDI sequencing. | US32302 | 3 | Internal | | 6 |
| Music Technology – Apply knowledge of music notation application. | US32303 | 3 | Internal | | 6 |
| TOTAL CREDITS | | 40 | | | |

Music (MUS) - NCEA Level 2 continued

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 | Assessment Mode | UE Lit | Voc Path Key Page 17 |
|---|-----------------|-------------------|-----------------|--------|-------------------------|
| 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: 14 credits in Level 1 Specialised Science, including at least an Achieved in AS92047, or 10 credits in the Level 1 Science Alternative course, including at least a Merit in AS92045. The Level 2 Mathematics course is highly recommended to 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 a 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 17 credits in Level 2, or in consultation with the HOD Science and TIC of Physics.

Spanish (SPA) - NCEA Level 2

Minimum Entry Standard: 15 credits in Level 1 Spanish, or in consultation with the HOD Languages and the class Teacher.

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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|--|-----------------|-------------------|-----------------|--------|--------------------------------|
| Listening Comprehension. | 2.1 AS91148 | 5 | External | | 4, 6 |
| Prepared Speech in Spanish. | 2.2 AS91150 | 4 | Internal | | - |
| Conversations in Spanish. | 2.3 AS91149 | 5 | Internal | | 4, 5, 6 |
| 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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 | |

Te Reo Māori (MAO) – NCEA Level 2

continued

| | | | | | |
|--|----------------|-----------|----------|-------|---------|
| 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 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, and providing a foundation in contemporary Art Design practices.

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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.

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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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. Previous study at Level 1 in Visual Arts is preferable.

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.

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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.

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Accounting (ACC) – NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 Accounting including ACC 2.3 and 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.

NCEA 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.

NCEA 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|--|-----------------|-------------------|-----------------|--------|--------------------------------|
| 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 | | 17/22 | | | |

Aviation (AVN) - Private Pilot's Licence

NCEA Level 3 & 4

Minimum Entry Standard: Sufficient good health for the issue of a Class 2 Aviation Medical Certificate.

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. Students will study a selection of standards with a minimum total of 20 credits.

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 3

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

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|--|-----------------|-------------------|-----------------|--------|--------------------------------|
| Carry out a practical investigation in a biological context, with guidance. | 3.1 AS91601 | 4 | Internal | B Lit | |
| 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 |
| Demonstrate understanding of human manipulations of genetic transfer and its biological implications | 3.7 AS91607 | 3 | Internal | R Lit | 3 |
| TOTAL CREDITS | | 18 | | | |

Business Studies (BUS) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Business Studies. Alternatively, students who have achieved 16 credits in either Level 2 Accounting or Level 2 Economics will also gain automatic entry.

Students who have achieved NCEA Level 2 with a minimum of 12 credits in English and 12 credits in Mathematics can apply to the HOD Commerce.

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 the 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 one External examination 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.

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

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 |
| 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 | | 2, 3, 4, 6 |
| TOTAL CREDITS | | 19 | | | |

Calculus (MAC) - NCEA Level 3

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

Calculus serves as a gateway to higher education in STEM fields and other disciplines that require strong quantitative skills. By mastering Calculus concepts and techniques, students lay a solid foundation for future studies in fields such as Engineering, Physics, Computer Science, Economics, and more. It equips them with the necessary mathematical tools and problem-solving strategies to excel in these rigorous academic pursuits.

Further, studying Calculus enhances critical thinking and analytical abilities, which are essential for success in various aspects of life. Calculus challenges students to think deeply, analyse complex situations, and develop logical reasoning skills. The process of solving Calculus problems cultivates a systematic approach to problem-solving, encouraging students to break down complex scenarios into manageable parts and apply mathematical principles to arrive at meaningful solutions. These skills extend beyond the realm of mathematics and become valuable assets in decision-making, data analysis, and problem-solving in diverse, professional and personal contexts.

By embracing the study of Calculus in your final year of college, students not only position themselves for future academic and career success, but also develop crucial cognitive skills that can be applied in any field they choose to pursue. Calculus fosters a deeper understanding of Mathematics, strengthens critical thinking abilities, and prepares students for the challenges of higher education. It empowers them to approach complex problems with confidence and analytical precision, nurturing a mindset of intellectual curiosity and lifelong learning.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path Key Page 17 |
|---|-----------------|-------------------|-----------------|--------|-------------------------|
| 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 |
| TOTAL CREDITS | | 21 | | | |

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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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: 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.

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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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.

NCEA Level 3 Design Technology expands on the research and design focus of Technology, with an emphasis on stakeholder involvement and interaction. Working with a client sees students develop suitable solutions through a pathway 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 the 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|--|-----------------|-------------------|-----------------|--------|--------------------------------|
| Undertake brief development to address an issue within a determined context. | 3.1 AS91608 | 4 | Internal | | 1, 2, 6 |
| 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 |
| Demonstrate understanding of how technological modelling supports technological development. | 3.5 AS91612 | 4 | External | W Lit | 1, 2, 3 |
| TOTAL CREDITS | | 20 | | | |

Design & Visual Communication (DVC) - NCEA Level 3

Minimum Entry Standard: 14 credits in Level 2 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.

This course extends the techniques and skills of previous years while helping to provide a basis for intended tertiary courses or careers in Design, Engineering and Spatial Design. Students work on projects that focus on the development and presentation of Product Design and Spatial Design. This includes model making and digital presentation.

At this level, the student takes increasing ownership and responsibility for their learning in each of the projects, which are internally assessed. A portfolio made up of a selection of the year's work is submitted for External assessment at the end of the year.

Scholarship entry is available, though this demands a very high level of commitment.

Study in DVC can lead into a range of careers, including Architectural and Graphic Design, User Experience 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 |
| TOTAL CREDITS | | 22 | | | |

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

Minimum Entry Standard: If Level 2 DGT was not studied, a discussion with the HOD Digital Technologies needs to happen.

The Level 3 Digital Technologies course builds on the foundation established in Level 2, with a specific focus on Extended Reality (XR) development, XR, encompassing Augmented Reality (AR), Virtual Reality (VR), and Mixed Reality (MR), offering immersive experiences that seamlessly blend the physical and digital worlds.

Students will become proficient in object-oriented programming, with a particular emphasis on development applications for VR platforms, specifically the Meta Quest 3.

Additionally, the course enhances further understanding of agile methodology within the context of XR software development, equipping students with skills for dynamic and iterative project management.

This comprehensive course provides an understanding of current digital technology equipping students with the digital skill-set for further career paths in creative digital media, software development, and the innovative application of this within the workplace of now and the modern future.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|---|-----------------|-------------------|-----------------|--------|--------------------------------|
| Apply user experience methodologies to develop a design for a digital technologies outcome. | 3.2 AS91901 | 3 | Internal | | |
| 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 | | |
| 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: None.

Drama allows learners to think creatively and bring stories to life in a fun and engaging way. When creating characters and situations, students are asked to draw upon their own heritage, explore diverse cultures and make connections between real and imagined worlds.

The NCEA Level 3 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 demonstrates knowledge of a particular theatre genre or form. There is an expectation that students will attend some professional theatre performances during the year.

Through participating in, and responding to Drama, students will be asked to examine and challenge established ideas and think critically. They will develop innovative ways of expressing their ideas as they seek to communicate with a variety of audiences and thereby influence society. Learners will enhance their interpersonal and communication skills, which will serve them well in all areas of learning and life. The ability to work with others, understand different points of view, and convey ideas effectively is highly valued in any future pathway.

Course Content:

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

NCEA Level 3 Economics involves an in-depth look at the concepts of supply, demand and market forces that were studied in Level 1 Economics. Micro-economics concepts, such as price elasticity, marginal utility and diminishing returns are added. Also included is the analysis of consumer and producer surplus to determine whether a market is allocatively efficient and the impact of government intervention.

There is a detailed study of market failures and how governments try to address such situations. There is also analysis of profit for firms operating in different market structures, mainly comparing the perfectly competitive market to a monopoly.

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

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 |
| Optional - Demonstrate understanding of macro-economic influences on the New Zealand economy. | 3.5 AS91403 | 6 | External | B Lit | 3, 4 |
| TOTAL CREDITS | | 18/24 | | | |

Note: - The content for AS91403 is mainly covered in Level 2 Economics. This external paper is offered at Level 3 as an optional alternative only.

English (ENG) - NCEA Level 3

Minimum Entry Standard: 18 credits in Level 2 English, including at least Achieved 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 English 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 English 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 |
| 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 AS91480 | 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 | | 20 | | | |

French (FRE) - NCEA Level 3

Minimum Entry Standard: 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.

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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 primarily Year 13 students that enables them to study at school and participate in a practical environment of their possible career choice. Most students who take Gateway will do so in their last year of school. The preference for places goes to Year 13 students. If there are places available there may be room for a small number of Year 12 students, with preference to those whom are intending to leave school at the end of Year 12. These factors are considered in the offer of placements, alongside whether the student has demonstrated they are 'work ready' and that the industry they are looking at is feasible to explore with Gateway.

How does it work?

Students take Gateway as one of their subject options. There are approximately 17 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. They must be prepared to commit to completing the work necessary to gain the 20 credits. The Gateway class period at school on the other four days will be spent doing catch up work missed in other classes and study for other Unit Standards that are workplace relevant (eg. Health and Safety, First Aid). A staff member is assigned to coordinate the work placement and supervise the students at school.

How do I get into the Gateway class?

Students indicate Gateway on their subject selection sheets for 2025. If it looks like places will be oversubscribed, students will be sent a form to fill in to allow us to gather more information regarding their intentions. Students selected as a result of this will then be contacted in Term 4 to arrange an interview. Gateway should be taken by Year 13 students as one of five subjects. Year 12 students in the Gateway course are expected to 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 workplaces in the industry that the student wishes to work in, eg. Building Sites, Mechanics Workshop 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?

Students who wish to undertake Gateway need to have demonstrated that they are 'work ready'. This may include factors such as a history of being able to get to lessons on time, high attendance rates at school, and demonstrated maturity in their behaviour in the classroom and at other school events. Students who apply for Gateway are expected to know what job/industry area they wish to have their work experience in and be prepared to discuss this in their interview. Please note that not all jobs are suitable for Gateway and we can only take students into the programme who have selected an area where it is feasible and practical to find a placement and Industry Standards to complete. 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.

Gateway continued

Note –

Students will need to comply with any Government, Industry or Employer specific Health and Safety requirements that pertain to a particular work placement.

For further information please see Ms Moore or Miss Anderton.

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, gained at least Achieved in AS 2.4 and gained at least 15 credits of Level 2 English. Entry to Level 3 can also be achieved through discussion with the 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 are 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 three day field trip to Rotorua (to be confirmed).

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 OR 3.7 below. | 3.6 AS91431 | 3 | Internal | R Lit | 4, 5, 6 |
| Analyse aspects of a geographic topic at a global scale OR 3.6 above. | 3.7 AS91432 | 3 | Internal | R Lit | 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. History students are also able to select their own research topic which they will 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 serves as a continuation from the Mathematics and Statistics learning from Level 2, while also addressing the needs of students who anticipate utilising Mathematics and Statistics in their potential career paths. By introducing new areas of Mathematics, such as Critical Path Analysis, Time Series Analysis, Linear Programming and Time Series Data, this course equips students with practical tools and techniques applicable to real-world scenarios. Students gain valuable skills that are relevant across various practical fields, including project management, research, data analysis, logistics, and decision-making.

The inclusion of these mathematical concepts enables students to develop a practical understanding of how Mathematics and Statistics can be applied beyond the classroom. By mastering Critical Path Analysis, students are prepared to optimise workflow and project durations. Time Series Analysis equips them with the ability to identify trends and make predictions in economic, environmental and social data. Understanding Linear Programming allows students to tackle simple optimisation problems in resource allocation and supply chain management. This course ensures that students are well prepared to utilise Mathematics and Statistics effectively in their potential future careers.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 time series data. | 3.8 AS91580 | 4 | Internal | | 3, 5 |
| 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 12 standards with a total of 56 available credits from both Achievement Standards and Unit Standards. A **20-24** 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 – Integrate aural skills through written representation. | 3.5 AS91420 | 4 | External | | 6 |
| Music Studies – Demonstrate understanding of harmonic and tonal conventions in a range of music scores. | 3.6 AS91421 | 4 | External | | 6 |
| Music Studies – Analyse a substantial music work. | 3.7 AS91422 | 4 | Internal | | 4 |
| Music Studies – Examine the influence of context on a substantial music work. | 3.8 AS91423 | 4 | External | R Lit | 6 |

Music (MUS) - NCEA Level 3 continued

| Achievement Standards and/or Unit Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|---|-----------------|-------------------|-----------------|--------|--------------------------------|
| 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 |
| Music Technology – Operate music sequencing application. | US32304 | 3 | Internal | | - |
| Music Technology – Operate music notation application. | US32305 | 3 | 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 a practical skill is followed by an opportunity to test their skills against each other. Contemporary leadership strategies are researched and trialled in an applied context where Year 13 students coach a Junior team at the school.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 | R Lit | 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 Physics we continue our study of motion, dealing with rotating systems, satellite motion, momentum in two 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 Assessment 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 17</i> |
|--|-----------------|-------------------|-----------------|--------|--------------------------------|
| 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 | | 19 | | | |

Spanish (SPA) - NCEA Level 3

Minimum Entry Standard: To study Spanish 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.

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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 a Merit in AS 2.12 Probability Methods.

Statistics has practical applications across various fields, including finance, economics, social sciences, healthcare, and data analysis. By studying Statistics, you will acquire essential skills and knowledge that can be directly applied in real-world contexts. You will learn to analyse data, interpret findings, and make informed decisions based on statistical evidence. This practical application of Statistics equips students with sought-after skills, preparing them for future academic and professional endeavours in data-driven industries.

Statistics also fosters data literacy and critical thinking abilities, which are crucial in today's information-rich society. Through the study of Statistics, you will develop the capacity to navigate and evaluate data effectively. You will learn to think critically, analyse information, and draw meaningful insights from numerical and statistical representations.

Studying Statistics opens up a wide range of promising career opportunities. With a strong foundation in statistical analysis, you can pursue careers such as data analysts, statisticians, market researchers, financial analysts, and actuaries, among others. The demand for professionals skilled in statistical analysis continues to grow in industries such as finance, healthcare, technology, marketing, and government. Moreover, the ability to make data-driven decisions and extract meaningful insights from complex datasets is highly valued in today's data-driven world. By studying Statistics, you will gain the knowledge and skills necessary to excel in these career paths and contribute to evidence-based decision-making in various sectors.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path Key Page 17 |
|--|-----------------|-------------------|-----------------|--------|----------------------------|
| Investigate time series data. | 3.8 AS91580 | 4 | Internal | | 3, 5 |
| Investigate bivariate measurement data. | 3.9 AS91581 | 4 | Internal | | 3 |
| 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 | | 19 | | | |

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

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 |

Te Reo Māori (MAO)– NCEA Level 3 continued

| | | | | | |
|--|----------------|-----------|----------|-------|---------------------|
| 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. Students have the opportunity to enter Scholarship Design at this level.

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:

The Level 3 Visual Arts Design course 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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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. Students have the opportunity to enter Scholarship Painting at this level.

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 | Assessment Mode | UE Lit | Voc Path <i>Key Page 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. Students have the opportunity to enter Scholarship Photography at this level.

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 has the option of using traditional black and white techniques along with digital methods.

| Achievement Standards | Standard Number | Number of Credits | Assessment Mode | UE Lit | Voc Path <i>Key Page 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 | | | |