TRIDENT HIGH SCHOOL

WHAKATANE

NEW ZEALAND



**2019**

**SUBJECT OUTLINE**

**AND**

**VOCATIONAL PATHWAYS**

**BUSINESS**

|  |
| --- |
| **CAREERS:**  Business Studies or Economics will provide an understanding of Economics, Business Administration, and Human Resources. This course will be useful for careers such as business management, journalism, law, politics, stockbroker, banking, valuer etc.  **Vocational Pathways for Business** |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 1 BUSINESS STUDIES** | |
| **Prerequisite:** | An interest in business, be innovative and work cooperatively in a team. TIC approval. |
| **Summary of Course:** | • Explain the internal operations of a small business  • Explain the external operations of a small business  • Apply the marketing mix to a product  • Investigate aspects of the Recruitment Process in a small business  • Carry out and review a product based business activity  • Apply business knowledge to an operational problem in a small business |
| **Fees:** | Workbooks $30 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 90840 |  |  | • | • |  | • | 3 | Marketing Mix *(L)* |
| 90841 |  |  | • |  |  |  | 3 | Recruitment Process *(L)* |
| 90842 |  |  | • |  |  |  | 6 | Planning and running a business *(L)* |
|  | | | | | | | | **Externally assessed** |
| 90837 |  |  | • | • |  | • | 4 | Demonstrate an understanding of internal factors affecting a small business *(L)* |
| 90838 |  |  | • | • |  | • | 4 | Demonstrate an understanding of external factors affecting a small business *(L)* |
| 90839 |  |  | • |  |  |  | 4 | Apply business knowledge to an operational problem(s) in a given small business context *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 BUSINESS STUDIES** | |
| **Prerequisite:** | Level 1 Business Studies. TIC approval. 14 credits at Level 1.  An interest in business and prepared to be innovative and to work cooperatively in a team. |
| **Summary of Course:** | • Explain the internal operations of a medium to large business  • Explain the external operations of a medium to large business  • Identify the aim of market research  • Plan and design market research  • Collect and record primary data  • Investigate the application of motivation theory in a business  • Plan for a guided business activity |
| **Fees:** | Workbook $15 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 90846 |  |  |  | • |  |  | • | 3 | Market Research *(N, L)* |
| 90847 |  |  |  |  |  |  | • | 3 | Motivation Theory *(L)* |
| 90848 |  |  |  |  |  |  | • | 9 | Running a business with a community focus *(L)* |
|  | | | | | | | | | **Externally assessed** |
| 90843 |  |  |  | • | • |  |  | 4 | Demonstrate an understanding of internal operations affecting a medium to large business *(L)* |
| 90844 |  |  |  | • | • |  |  | 4 | Demonstrate an understanding of how a medium to large business responds to external factors *(L)* |
| 90845 |  |  |  | • |  |  |  | 4 | Apply business knowledge to a critical problem(s) in a given medium to large business context *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 3 BUSINESS STUDIES** | |
| **Prerequisite:** | Level 2 Business Studies. TIC approval. 14 credits at Level 2.  An interest in business and prepared to be innovative and to work cooperatively in a team |
| **Summary of Course:** | • Develop a marketing plan  • Analyse a human resource issue  • Carry out a sustainable, innovative business activity  • Internal factors affecting a business in a global context  • External factors affecting a business in a global context  • Apply business knowledge to address a complex problem(s) |
| **Fees:** | Workbook $15 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91382 | **R** |  |  | • | • |  | • | 6 | Market Plan |
| 91383 | **R** |  |  | • |  | • |  | 3 | HR Issue |
| 91385 | **R** |  | • | • | • |  | • | 3 | Ready to Export |
| ***University Literacy W = writing R = reading*** | | | | | | | | | ***Externally assessed:*** |
| 91379 | **R,W** |  |  | • | • |  |  | 4 | Understanding how internal factors interact within a business that operates in a global context |
| 91380 | **R,W** |  |  | • | • |  |  | 4 | Understanding how external factors interact within a business that operates in a global context |
| 91381 | **R,W** |  |  | • |  |  |  | 4 | Apply business knowledge to address a complex problem(s) in a given global business context |

**CLASSICAL STUDIES**

|  |
| --- |
| **Vocational Pathways for Classical Studies** |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Health Services Manager • Ambulance Officer • Firefighter • Lab Technician • Midwife • Police Officer • Teacher |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Museum Curator • Art Director • Technical Manager • Exhibition Manager • Creative Director |

|  |  |
| --- | --- |
| **Level 3 CLASSICAL STUDIES** | |
| **Prerequisite:** | Must have achieved at the following Level 2 English standards: AS91101 Produce range of writing or AS91098 Written texts or AS91099 Visual texts and AS91104 Analyse significant connections |
| **Summary of Course:** | A study of the Classical World, focussing on the Greek and Roman world.  The final course will be a selection of the standards listed |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91397 | **R** |  |  |  |  |  | • | 6 | Demonstrate understanding of significant ideology(ies) in the classical world |
| 91398 | **R** |  |  |  |  |  | • | 6 | Demonstrate understanding of the lasting influences of the classical world on other cultures across time |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed:** |
| 91394 | **R,W** |  |  |  |  |  | • | 4 | Analyse ideas and values of the classical world |
| 91395 | **R,W** |  |  |  |  |  | • | 4 | Analyse the significance of features or work(s) of art in the classical world |
| 91396 | **R,W** |  |  |  |  |  | • | 6 | Analyse the impact of a significant historical figure on the classical world |

**COMMUNITY AND SOCIETY INVESTIGATION**

|  |
| --- |
| **CAREERS:**  Community and Society Investigation is a course that allows students to personalise their learning by working at their own pace. It incorporates the internal achievement standards from the Humanities: Geography, History and Social Studies. This course teaches research skills, communication and self-management.  **Vocational Pathways for Research and Communication** |
| **Construction and Infrastructure (CI)** |
| If you are interested in a career that involves physical work, working with your hands, tools, machinery and equipment and primarily focussing on building, repair or maintenance work then this sector is for you.  ***Types of jobs for this Vocational Pathway include:***  • Building Contractor • Diver • Boat Builder • Property Manager • Electrician • Joiner • Miner/Quarry worker |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Environmental Services • Farm Worker • Fishery Officer • Government Services • Turf Management • Production Manager • Vet • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Research and Marketing Consultant • Receptionist • Army Soldier • Chef • Events Manager • Hairdresser • Sports and Recreation Worker • Journalist • Purchasing Officer • Sales Rep |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Careers Advisor • Vocational Consultant • Psychologist • Pilot • Police Officer • Probation Officer • Community Service Supervisor • Nurse • Health Promotion • Communication Officer • Sales Rep |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 1 COMMUNITY AND SOCIETY INVESTIGATION** | |
| **Prerequisite:** | Open Entry |
| **Summary of Course:** | This is a course that allows students to personalise their learning by working at their own pace. It incorporates the internal achievement standards from the Humanities: Geography, History and Social Studies. This course teaches research skills, communication and self-management. This course will be made up of 4 - 6 internal papers. The final papers will be selected from the list below, depending on student’s interest. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91009 |  |  | • | • |  |  | 3 | Demonstrate geographic understanding of the sustainable use of the environment *(L)* |
| 91011 |  |  | • | • |  |  | 4 | Conduct geographic research with direction *(L) (N)* |
| 91012 |  |  |  | • | • | • | 3 | Describe aspects of a contemporary NZ geographic issue *(L)* |
| 91040 |  |  | • |  | • | • | 4 | Conduct a social inquiry *(L)* |
| 91042 |  |  |  | • | • |  | 4 | Report on personal involvement in a social justice and human action *(L)* |
| 91013 |  |  | • | • |  | • | 3 | Describe aspects of a geographic topic at a global scale *(L)* |
| 91043 |  |  | • | • | • |  | 4 | Describe a social justice and human rights action *(L)* |

*(L) = Literacy (N) = Numeracy*

**DANCE**

|  |
| --- |
| **CAREERS:**  Dance prepares students for a wide variety of real-world situations. Students learn to be responsive and adapt to different learning situations. Dance teaches skills for project management and people management, working to task briefs and deadlines, utilising technologies, and problem solving. Dance celebrates the learner as they share the stories of their whanau, their past, their traditions, and beliefs. They learn by engaging with their culture and understanding the many other cultures around them. Dance develops self-discipline, personal organisation and ability to work as part of a team. Dance is advantageous for students entering fields of communication, youth work, teaching, journalism, speech therapy, advertising, sound technician, sales and marketing and any people or communication based career. For talented students there are growing opportunities in the film industry for dancers, designers, choreographers and technical fields such as costume, set, lighting design and production. There will be opportunities for students to gain credits in Dance at Level 1, 2 & 3. Students will work with students in a composite level 1 to 3 class. Students may have an opportunity to sit external exams.  **Vocational Pathways for Dance** |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  •Dancer •Actor •Visual Artist •Choreographer •Stage/Set Designer •Creative Director |

|  |  |
| --- | --- |
| **Level 1 DANCE** | |
| **Prerequisite:** | A passion for movement. No formal training required. Be willing to work as part of a group. Commitment to rehearsals when required. |
| **Summary of Course:** | Assessments will combine practical activities where students keep documentation of their learning and also written and external assessment opportunities. |
| **Fees:** | Cost of workshops and professional performances. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90858 |  |  |  |  |  | • | 6 | Compose dance sequences for given briefs |
| AS90002 |  |  |  |  |  | • | 6 | Perform dance sequences |
| AS90859 |  |  |  |  |  | • | 4 | Demonstrate ensemble skills in a dance |
| AS90860 |  |  |  |  |  | • | 4 | Demonstrate understanding of the elements of dance *(L)* |
|  | | | | | | | | **Externally assessed** |
| AS90861 |  |  |  |  |  | • | 4 | Demonstrate understanding of a dance performance *(L)* |
| AS90005 |  |  |  |  |  | • | 4 | Demonstrate knowledge of a dance genre or style *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 DANCE** | |
| **Prerequisite:** | A passion for movement. No formal training required. Be willing to work as part of a group. Commitment to rehearsals when required. |
| **Summary of Course:** | Assessments will combine practical activities where students keep documentation of their learning and also written and external assessment opportunities. |
| **Fees:** | Cost of workshops and professional performances. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91205 |  |  |  |  |  |  | • | 4 | Choreograph a group dance to communicate an intention |
| AS91206 |  |  |  |  |  |  | • | 4 | Choreograph a solo dance to communicate an intention |
| AS91207 |  |  |  |  |  |  | • | 4 | Perform an ethnic or social dance to communicate understanding of the style |
| AS91208 |  |  |  |  |  |  | • | 4 | Perform a theatre dance to communicate understanding of the dance |
| AS91209 |  |  |  |  |  |  | • | 6 | Perform a repertoire of dance |
| AS91210 |  |  |  |  |  |  | • | 4 | Demonstrate understanding of a range of choreographic processes |
|  | | | | | | | | | **Externally assessed** |
| AS91211 |  |  |  |  |  |  | • | 4 | Provide an interpretation of a dance performance with supporting evidence |
| AS91212 |  |  |  |  |  |  | • | 4 | Demonstrate understanding of a dance genre or style in context |

|  |  |
| --- | --- |
| **Level 3 DANCE** | |
| **Prerequisite:** | A passion for movement. No formal training required. Be willing to work as part of a group. Commitment to rehearsals when required. |
| **Summary of Course:** | Assessments will combine practical activities where students keep documentation of their learning and also written and external assessment opportunities. |
| **Fees:** | Cost of workshops and professional performances. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91588 |  |  |  |  |  |  | • | 8 | Produce a dance to realise a concept |
| AS91589 |  |  |  |  |  |  | • | 4 | Choreograph a dance to develop and resolve ideas |
| AS91590 |  |  |  |  |  |  | • | 4 | Perform a solo or duet dance |
| AS91591 |  |  |  |  |  |  | • | 4 | Perform a group dance |
| AS91592 |  |  |  |  |  |  | • | 6 | Perform a repertoire of contrasting dances |
| AS91593 |  |  |  |  |  |  | • | 4 | Demonstrate understanding of dance performance practices |
| ***University Literacy R = reading, W = writing*** | | | | | | | | | **Externally assessed** |
| AS91594 | **W** |  |  |  |  |  | • | 4 | Analyse a dance performance |
| AS91595 | **R,W** |  |  |  |  |  | • | 4 | Demonstrate understanding of the development of dance in Aotearoa/New Zealand |

**DIGITAL TECHNOLOGIES**

|  |
| --- |
| **CAREERS:**  Digital Technology and computer related skills are essential tools for the work place and tertiary education institutions in the 21st century. The courses offered provide students with the opportunity to gain these skills at various levels. This course will be useful for careers such as business admin, computer programmer, website design, data input, game creation etc.  **Vocational Pathways for Digital Technologies** |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Computer Game Designer • Aircraft Manufacturer • Engineer • Pharmaceutical Technician, • Technical Manager |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Corrections • Defence • Fire Fighting • Health • Community • Social Worker • Government |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 1 DTG** | |
| **Prerequisite:** |  |
| **Summary of Course:** | In this course, students will gain credits towards NCEA Level 1 by completing a number of Achievement Standards from the NZQA Digital Technologies Framework, These credits will also count towards the following Vocational Pathways. |
| **Fees:** | $25 for course consumables |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91072 |  | • | • |  |  | • | 3 | Demonstrate understanding of basic concepts of digital media *(L)* |
| 91071 |  | • | • |  | • | • | 4 | Implement basic procedures to produce a specified digital information outcome |
| 91073 |  | • | • |  |  | • | 4 | Implement basic procedures to produce a specified digital media outcome |
| 91880 |  |  |  |  |  |  | 4 | Develop a digital media outcome *(L)* |
| 91882 |  |  |  |  |  |  | 4 | Develop a computer system |
|  | | | | | | | | **Externally assessed** |
| 91053 | • | • | • |  |  | • | 3 | Demonstrate understanding of design elements *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 COMPUTING** | |
| **Prerequisite:** |  |
| **Summary of Course:** | In this course, students will gain credits towards NCEA Level 1 by completing a number of UNIT Standards from the NZQA Computing Framework. These credits will also count towards the following Vocational Pathways. |
| **Fees:** | $25 for course consumables |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US2780 |  |  |  |  |  | • | 3 | Demonstrate and apply knowledge of a personal computer system |
| US2792 | • | • | • |  |  | • | 2 | Produce simple desktop published documents using templates |
| US5946 |  | • |  |  |  | • | 3 | Use computer technology to create and deliver a presentation from given content |
| US18734 |  | • |  |  |  | • | 2 | Create a web page using a template |
| US18743 | • | • | • | • | • | • | 2 | Produce a spreadsheet from instructions using supplied data |
| US25659 |  | • |  |  |  | • | 2 | Create a web page using a mark-up language with a text editor |

|  |  |
| --- | --- |
| **Level 2 DTG** | |
| **Prerequisite:** | Satisfactory completion of Level 1DTG with a minimum of 14 credits |
| **Summary of Course:** | In this course, students will gain credits towards NCEA Level 2 by completing a number of Achievement Standards from the NZQA Digital Technologies Framework. These credits will also count towards the following Vocational Pathways. |
| **Fees:** | $25 for course consumables |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91369 |  |  | • |  |  |  | • | 4 | Demonstrate understanding of advanced concepts of digital media |
| AS91368 |  |  | • |  |  |  | • | 6 | Implement advanced procedures to produce a specified digital information outcome with dynamically linked data |
| AS91370 |  |  | • |  |  |  | • | 4 | Implement advanced procedures to produce a specified digital media outcome |
| AS91372 |  |  | • |  |  |  | • | 3 | Construct a plan for an advanced computer program for a specified task |
| AS91373 |  |  | • |  |  |  | • | 3 | Construct an advanced computer program for a specified task |
|  | | | | | | | | | **Externally assessed** |
| AS91367 |  |  | • | • |  |  |  | 3 | Demonstrate understanding of advanced concepts relating to managing shared information |

|  |  |
| --- | --- |
| **Level 2 COMPUTING** | |
| **Prerequisite:** |  |
| **Summary of Course:** | In this course, students will gain credits towards NCEA Level 2 by completing a number of UNIT Standards from the NZQA Computing Framework. These credits will also count towards the following Vocational Pathways. |
| **Fees:** | $25 for course consumables |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 6743 |  |  | • |  |  |  | • | 2 | Demonstrate an understanding of ergonomic principles for computer workstations |
| 5940 |  |  |  |  |  |  | • | 3 | Produce a presentation using a desktop presentation computer application |
| 2788 |  | • | • |  |  |  | • | 5 | Produce desktop published documents to meet a set brief |
| 2781 |  |  |  |  |  |  |  | 3 | Manage and protect data in a personal computer |
| 2791 |  | • | • | • |  |  | • | 3 | Integrate spreadsheet and database data into word processed documents to meet a set brief |

|  |  |
| --- | --- |
| **Level 3 DTG** | |
| **Prerequisite:** | Completion of Level 2 DTG with a minimum of 16 credits |
| **Summary of Course:** | In this course, students will gain credits towards NCEA Level 3 by completing a number of NCEA Achievement Standards from the NZQA Digital Technologies Framework. These credits will also count towards the following Vocational Pathways. This is an approved subject with students requiring a minimum of 14 credits to gain University Entrance. |
| **Fees:** | $25 for course consumables |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91633 |  |  | • | • |  |  |  | 6 | Implement *complex* procedures to develop a relational database embedded in a specified digital outcome |
| AS91634 |  |  | • |  | • |  | • | 4 | Demonstrate understanding of *complex* concepts of digital media |
| AS91635 |  |  | • |  | • |  | • | 4 | Implement *complex* procedures to produce a specified digital media outcome |
| AS91637 |  |  | • |  |  |  | • | 6 | Construct a *complex* computer program for a specified task |
|  | | | | | | | | | **Externally assessed** |
| AS91617 |  | • | • | • |  |  |  | 4 | Undertake a critique of a technological outcome’s design |

|  |  |
| --- | --- |
| **Level 3 COMPUTING** | |
| **Prerequisite:** |  |
| **Summary of Course:** | In this course, students will gain credits towards NCEA Level 3 by completing a number of UNIT Standards from the NZQA Computing Framework. |
| **Fees:** | $25 for course consumables |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US2789 |  |  |  |  |  |  |  | 6 | Produce desktop published documents for organisation use |
| US2787 |  |  |  |  |  |  |  | 6 | Create and use a computer database to provide a solution for organisation use |
| US25661 |  |  |  |  |  |  |  | 3 | Design and assemble an interactive media product without scripting |
| US25658 |  |  |  |  |  |  |  | 5 | Create a website for a stakeholder using a dedicated web-authoring tool |

|  |  |
| --- | --- |
| **Level 2 & 3 MICROSOFT OFFICE SPECIALIST** | |
| **Prerequisite:** |  |
| **Summary of Course:** | Students will be able to complete a number of exams and gain an industry based qualification using software on the computers as part of the IT Academy. As well as increasing their office skills and achieving a Microsoft Office Certification, students who pass these exams will also achieve NCEA credits at level 2 & 3. |

|  |  |  |
| --- | --- | --- |
| **Level:** | **Credits:** | **Exam Title:** |
| 2 | 4 | Microsoft Office Word 2013 (equivalent to 111) |
| 2 | 4 | Microsoft Office Excel 2013 (equivalent to 2784) |
| 2 | 4 | Microsoft Office Outlook 2013 (equivalent to 5941 & 25662) |
| 3 | 4 | Microsoft Office PowerPoint 2013 (equivalent to 5940)\* |
| 3 | 5 | Microsoft Office Access 2013 (equivalent to 2787) |

**DRAMA and TECHNICAL PERFORMING ARTS**

|  |
| --- |
| **CAREERS:** Drama develops self-discipline, personal organisation and ability to work as part of a team. The social and communicative skills that Drama students develop are invaluable in any career. Drama is advantageous for students entering fields of communication, youth work, teaching, journalism, speech therapy, advertising, sound technician, sales and marketing, and any people or communication based career. For talented students there are growing opportunities in the film industry for actors, designers and technical fields such as costume, set, lighting design and production. There will be opportunities for students to gain credits in both Drama and Performing Arts (technical areas of light, sound costume, make-up & set design) at Leve1, 2 & 3. Students will work on 3 drama standards and at least 2 performing arts standards, and have the opportunity to sit external exams.  **Vocational Pathways for Drama** |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Computer Game Designer • Aircraft Manufacturer • Engineer • Pharmaceutical Technician • Technical Manager |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • Sports Turf Management |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Personal Trainer |
| **Social and Community Services (SC)** |
| This sector is all about caring for people and keeping them safe. This is a large and growing sector with jobs and services that are essential for community well-being and safety.  ***Types of jobs for this Vocational Pathway include:***  • Corrections • Defence • Fire Fighting • Health • Community • Social Worker • Government |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, training or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 1 DRAMA AND TECHNICAL PERFORMING ARTS** | |
| **Prerequisite:** | 80% attendance and full participation at Year 10 level; willing to work as part of a group and commitment to after school group work and rehearsals when required. |
| **Summary of Course:** | Assessment will be a combination of practical activities and students’ documentation of the learning process in their journals – these books are therefore *vital* and will be filled in during the students’ own time. *Underlined standards are compulsory.* |
| **Fees:** | Cost of tickets to see professional and amateur performances in the Bay of Plenty area. Students must see at least *one* performance advertised. Students may wish to fundraise. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90006 |  |  |  |  |  | • | 4 | Apply drama techniques in a dramatic context *(L)* |
| AS90009 |  |  |  |  |  | • | 5 | Perform an acting role in a scripted production *(L)* |
| AS90997 |  |  |  |  |  | • | 5 | Devise and perform drama *(L)* |
| AS90999 |  |  |  |  |  | • | 4 | Select and use features of drama/theatre form in performance *(L)* |
| US26687 |  |  |  |  |  | • | 4 | **Sound** – Demonstrate and apply knowledge of sound technology for a performance context |
| US26686 |  |  |  |  |  | • | 4 | **Lighting** – Demonstrate and apply knowledge of simple stage lighting for a performance context |
| US26690 |  |  |  |  |  | • | 3 | **Stage Craft** – Construct item(s) to meet production needs for a performance context from a given brief |
| US26689 |  |  |  |  |  | • | 3 | **Costume** – Demonstrate knowledge of costuming for a performance context |
| US26688 |  |  |  |  |  | • | 4 | **Makeup** - Demonstrate knowledge and techniques of make-up application for a performance context |
| US26691 |  |  |  |  |  | • | 2 | **Production** – Assist in a performing arts production by undertaking a specified production role |
|  | | | | | | | | **Externally assessed** |
| AS90998 |  |  |  |  |  | • | 4 | Demonstrate understanding of features of drama/theatre form *(L)* |
| AS90011 |  |  |  |  |  | • | 4 | Demonstrate understanding of the use of drama aspects within live performance *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 DRAMA AND TECHNICAL PERFORMING ARTS** | |
| **Prerequisite:** | Achieved three Level 1 drama achievement standards, or merit/excellence for speech making in English or by audition.  80% attendance at Year 11 level, willingness to work as part of a group; commitment to after school group work and rehearsals if required. |
| **Summary of Course:** | Assessment will be a combination of practical activities and students’ documentation of the learning process in their journals - these books are therefore vital and will be filled in during the students’ own time. *Underlined standards are compulsory.* |
| **Fees:** | Cost of workshop and professional performance. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91213 | **R** |  |  |  |  |  | • | 4 | Apply drama techniques in a scripted context |
| AS91214 |  |  |  |  |  |  | • | 5 | Devise and perform a drama to realise an intention |
| AS91217 | **R** |  |  |  |  |  | • | 4 | Examine the work of a playwright |
| AS91218 | **R** |  |  |  |  |  | • | 5 | Perform a substantial acting role in a scripted production |
| AS91220 | **W** |  |  |  |  |  | • | 4 | Script a scene suitable for drama performance |
| AS91216 | **R** |  |  |  |  |  | *•* | 4 | Perform features of a complex drama or theatre form or period |
| AS91221 | **R** |  |  |  |  |  | • | 4 | Direct a scene for drama performance |
| US27703 |  |  |  |  |  |  | • | 4 | Demonstrate and apply knowledge of sound control and enhancement processes, required for performance context |
| US27700 |  |  |  |  |  |  | • | 4 | Demonstrate and apply knowledge of stage lighting design and process, for a performance context |
| US27704 |  |  |  |  |  |  | • | 4 | Design and construct item(s) to meet production needs for a performance context |
| US27699 |  |  |  |  |  |  | • | 4 | Research and design a costume for a specified performance context |
| US27701 |  |  |  |  |  |  | • | 3 | Demonstrate knowledge and skills of make-up design and application for a specified character |
| US27702 |  |  |  |  |  |  | • | 4 | Take responsibility for a production area of a performance |
| ***University Literacy R = reading, W = writing*** | | | | | | | | | **Externally assessed** |
| AS91215 | **R,W** |  |  |  |  |  | • | 4 | Discuss a drama or theatre form or period with reference to text |
| AS91219 | **W** |  |  |  |  |  | • | 4 | Discuss drama elements, techniques, conventions and technologies within live performance |

|  |  |
| --- | --- |
| **Level 3 DRAMA AND TECHNICAL PERFORMING ARTS** | |
| **Prerequisite:** | Three Level 2 Drama Achievement Standards or Merit/Excellence in 2.7 Speech Making, or by audition. |
| **Summary of Course:** | Assessment will be a combination of practical activities and students’ documentation of and reflecting on the learning process in their journals - these books are therefore vital and will be filled in during the students’ own time. *Underlined standards are compulsory.* |
| **Fees:** | Cost of workshop and professional performance. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91512 | **R** |  |  |  |  |  | • | 4 | Interpret scripted text to integrate drama techniques in performance |
| AS91513 |  |  |  |  | • |  | • | 5 | Devise and perform a drama to realise a concept |
| AS91515 | **R** |  |  |  |  |  | • | 4 | Select and use complex performance skills associated with a drama form or period |
| AS91516 | **R** |  |  |  |  |  | • | 4 | Demonstrate understanding of the work of a drama or theatre theorist or practitioner |
| AS91517 | **R** |  |  |  |  |  | • | 5 | Perform a substantial acting role in a significant production |
| AS91519 | **W** |  |  |  | • |  | • | 5 | Script a drama suitable for live performance |
| AS91520 | **R** |  |  |  | • |  | • | 5 | Direct a drama performance |
| US28002 |  |  |  |  |  |  |  | 6 | Research, develop and visually communicate a costume design concept for a given work |
| US28003 |  |  |  |  |  |  |  | 6 | Research, develop and apply a stage lighting design concept for a given work |
| US28004 |  |  |  |  |  |  |  | 6 | Research, develop, visually communicate and apply a make-up design concept for a given work |
| US28005 |  |  |  |  |  |  |  | 6 | Stage manage a production |
| US28006 |  |  |  |  |  |  |  | 6 | Research, develop and visually communicate a set design concept for a given work |
| US28007 |  |  |  |  |  |  |  | 6 | Select and apply a range of processes to enhance sound in a performance context |
| US28008 |  |  |  |  |  |  |  | 3 | Apply set construction skills to meet a set design concept for a given work |
| ***University Literacy R = reading, W = writing*** | | | | | | | | | **Externally assessed:** |
| AS91514 | **W,R** |  |  |  |  |  | • | 4 | Interpret a prescribed text to demonstrate knowledge of a theatre form or period |
| AS91518 | **R** |  |  |  |  |  | • | 4 | Demonstrate understanding of live drama performance |

**ENGLISH**

|  |
| --- |
| **CAREERS:**  English is a subject that underpins all learning areas and carries literacy credits necessary for both university entrance and vocational courses. This course will be useful for all careers including law, business management, journalism, medicine, politics, forestry, banking, design, engineering, research etc.  **Vocational Pathways for English** |
| **Construction and Infrastructure (CI)** |
| If you are interested in a career that involves physical work, working with your hands, tools, machinery and equipment and primarily focussing on building, repair or maintenance work then this sector is for you.  ***Types of jobs for this Vocational Pathway include:***  • Building Contractor • Diver • Boat Builder • Property Manager • Electrician • Joiner • Miner/Quarry worker |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Aircraft Maintenance Engineer • Baker • Brewer • Clothing Designer • Automotive Electrician • Jeweller |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Community Worker • Corrections Officer • Child Carer • Community Worker • Health and Safety Inspector |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, training or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |  |
| --- | --- | --- |
| **Level 1 ENGLISH ADVANCED (ENA)** | | |
| **Prerequisite:** | An interest in language and literature and a reading and writing Level of 6 or above of the English NZ Curriculum is a prerequisite for students partaking in the English Advanced Course. Students are expected to take an extensive range of internal courses and all three external papers. Students entered in this course will cover a wide breadth of texts necessary for English Scholarship at Year 12 and 13. | |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully and confidently to  identify, form and express sophisticated ideas  • Show a developed understanding of how texts are shaped for different **purposes** and **audiences**  • Show a developed understanding of **ideas** within, across and beyond texts  • Show a developed understanding of how **language** features are used for effect within and across  texts  • Show a developed understanding of a range of **structures**  • Select, develop, and communicate connected **ideas** on a range of topics  • Select and use a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90052 | • | • | • | • | • | • | 3 | Produce Creative Writing *(L)* |
| AS90053 | • | • | • | • | • | • | 3 | Produce Formal Writing *(L)* |
| AS90852 | • | • | • | • | • | • | 4 | Explain significant connections across texts *(L)* |
| AS90853 |  | • | • | • |  | • | 4 | Use information literacy skills to form conclusion(s) *(L)* |
| AS90854 | • | • | • | • | • | • | 4 | Form personal responses to independently read texts, supported by evidence *(L)* |
| AS90855 | • | • | • | • | • | • | 3 | Create a Visual Text *(L)* |
| AS90856 | • | • | • | • |  | • | 3 | Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence *(L)* |
| AS90857 | • | • | • | • | • | • | 3 | Construct and Deliver an Oral Text *(L)* |
|  | | | | | | | | **Externally assessed** |
| AS90849 | • | • | • | • | • | • | 4 | Show understanding of specified aspect(s) of studied written text(s), using supporting evidence *(L)* |
| AS90850 | • | • | • | • | • | • | 4 | Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence *(L)* |
| AS90851 | • | • | • | • | • | • | 4 | Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |  |
| --- | --- | --- |
| **Level 1 ENGLISH GENERAL (ENG)** | | |
| **Prerequisite:** | An interest in language and literature and a reading and writing level of 5 and above of the English NZ Curriculum is a prerequisite for students partaking in the English General Course. Students are expected to take a range of internal and external achievement standards to meet the minimum 14 English credits required at Level 1. | |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully and confidently to  identify, form and express sophisticated ideas  • Show a developed understanding of how texts are shaped for different **purposes** and **audiences**  • Show a developed understanding of **ideas** within, across and beyond texts  • Show a developed understanding of how **language** features are used for effect within and across  texts  • Show a developed understanding of a range of **structures**  • Select, develop, and communicate connected **ideas** on a range of topics  • Select and use a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90052 | • | • | • | • | • | • | 3 | Produce Creative Writing *(L)* |
| AS90053 | • | • | • | • | • | • | 3 | Produce Formal Writing *(L)* |
| AS90852 | • | • | • | • | • | • | 4 | Explain significant connections across texts *(L)* |
| AS90853 |  | • | • | • |  | • | 4 | Use information literacy skills to form conclusion(s) *(L)* |
| AS90854 | • | • | • | • | • | • | 4 | Form personal responses to independently read texts, supported by evidence *(L)* |
| AS90855 | • | • | • | • | • | • | 3 | Create a Visual Text *(L)* |
| AS90856 | • | • | • | • |  | • | 3 | Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence *(L)* |
| AS90857 | • | • | • | • | • | • | 3 | Construct and Deliver an Oral Text *(L)* |
|  | | | | | | | | **Externally assessed** |
| AS90849 | • | • | • | • | • | • | 4 | Show understanding of specified aspect(s) of studied written text(s), using supporting evidence *(L)* |
| AS90850 | • | • | • | • | • | • | 4 | Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence *(L)* |
| AS90851 | • | • | • | • | • | • | 4 | Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |  |
| --- | --- | --- |
| **Level 1 ENGLISH COMBINED (ENI) - Unit and Achievement Standard Combination Course** | | |
| **Prerequisite:** | An interest in functional language and communication is a prerequisite for students partaking in the English Combined Internal Course. The course focus is on attaining a minimum of 14 credits through a student focused selection of internal unit and achievement standards required to achieve English Level 1. Although the course focus is on achieving standards through internal assessments, students can be entered for external examinations which are optional. Students may have reached Level 5 for writing and reading of the English New Zealand Curriculum. | |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully and confidently to  identify, form and express sophisticated ideas  • Show a developed understanding of how texts are shaped for different **purposes** and **audiences**  • Show a developed understanding of **ideas** within, across and beyond texts  • Show a developed understanding of a range of **structures**  • Select, develop, and communicate connected **ideas** on a range of topics  • Select and use a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US1293 |  |  |  |  |  |  | 2 | Be interviewed in an informal one to one interview |
| US3503 |  |  |  |  |  |  | 2 | Participate and communicate in a team or group |
| US10792 |  |  |  |  |  |  | 3 | Write formal personal correspondence |
| US3501 |  |  |  |  |  |  | 3 | Demonstrate knowledge of an apply listening techniques |
| US3483 |  |  |  |  |  |  | 2 | Fill in a form |
| US10790 |  |  |  |  |  |  | 2 | Converse with others |
| US2970 |  |  |  |  |  |  | 3 | Independently read texts about life experiences which relate to a personal identified interest |
| AS90853 |  | • | • | • |  | • | 4 | Use information literacy skills to form conclusion(s) *(L)* |
| AS90854 | • | • | • | • | • | • | 4 | Form personal responses to independently read texts, supported by evidence *(L)* |
| AS90053 | • | • | • | • | • | • | 3 | Produce Formal Writing *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |  |
| --- | --- | --- |
| **Level 1 ENGLISH COMMUNICATION INTERNAL (ENU) UNIT STANDARDS** | | |
| **Prerequisite:** | An interest in language and/or literature and an interest in communication is a prerequisite for students partaking in the English Communication Course. Students are expected to take a range of internal courses to meet the 14 English credits required at Level 1. The course focus is on attaining a minimum of 14 credits through internal Unit Standards. Students may have reached Level 5 for writing and reading of the English New Zealand Curriculum, but will typically be working at Level 4 of the NZC. | |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully and confidently to  identify, form and express sophisticated ideas  • Show a developed understanding of how texts are shaped for different **purposes** and **audiences**  • Show a developed understanding of **ideas** within, across and beyond texts  • Show a developed understanding of a range of **structures**  • Select, develop, and communicate connected **ideas** on a range of topics  • Select and use a range of **language** features a=-098765ppropriately for a variety of texts  • Organise texts, using a range of appropriate, effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US1293 |  |  |  |  |  |  | 2 | Be interviewed in an informal one to one interview |
| US3503 |  |  |  |  |  |  | 2 | Participate and communicate in a team or group |
| US18758 | • | • | • | • | • | • | 2 | Finding Information using the Internet |
| US26624 |  |  |  |  |  |  | 3 | Reading texts with understanding |
| US26625 |  |  |  |  |  |  | 3 | Actively participate in spoken interactions |
| US26622 |  |  |  |  |  |  | 4 | Write to communicate ideas for a purpose and audience |
| US10792 |  |  |  |  |  |  | 3 | Write formal personal correspondence |
| US1273 |  |  |  |  |  | • | 4 | Express ideas in writing and write and original story |
| US3501 |  |  |  |  |  |  | 3 | Demonstrate knowledge of an apply listening techniques |
| US3483 |  |  |  |  |  |  | 2 | Fill in a form |
| US10790 |  |  |  |  |  |  | 2 | Converse with others |
| US2970 |  |  |  |  |  |  | 3 | Independently read texts about life experiences which relate to a personal identified interest |

|  |  |  |
| --- | --- | --- |
| **Level 2 ENGLISH ADVANCED (ENA)** | | |
| **Prerequisite:** | 14 Credits  at Level 1 | An interest in language and literature and Merit or Excellence Endorsement at Level 1 is a prerequisite for the English Advanced Course. Students are expected to take a range of internal courses and all three external papers. Students entered in this course will cover a wide breadth of texts necessary for English Scholarship at Year 12 and 13. |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully precisely to identify,  form and express sophisticated ideas  • Show a discriminating understanding of how texts are shaped for different **purposes** and  **audiences**  • Show a discriminating understanding of **ideas** within, across and beyond texts  • Show a discriminating understanding of how **language** features are used for effect within and  across texts  • Show a discriminating understanding of a range of **structures**  • Select, develop, and communicate sustained connected **ideas** on a range of topics  • Select and integrate a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, coherent, and effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed**  *NB All Standards count toward literacy but only standards in ‘Uni Lit’ column count for University Entrance Literacy* |
| AS91101 | **W** | • | • | • | • | • | • | 6 | Produce a selection of crafted and controlled writing |
| AS91102 |  |  |  | • | • |  | • | 3 | Construct and deliver a crafted and controlled oral text |
| AS91103 |  |  |  | • | • | • | • | 3 | Create a crafted and controlled visual and verbal text |
| AS91104 |  |  |  | • | • | • | • | 4 | Analyse significant connections across texts, supported by evidence |
| AS91105 | **R** | • | • | • | • | • |  | 4 | Use information literacy skills to form developed conclusion(s) |
| AS91106 | **R** | • | • | • | • | • |  | 4 | Form developed personal responses to independently read texts, supported by evidence |
| AS91107 |  |  |  |  |  |  | • | 3 | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91098 | **R,W** | • | • | • | • | • |  | 4 | Analyse specified aspect(s) of studied written text(s), supported by evidence |
| AS91099 | **W** | • | • | • | • | • |  | 4 | Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence |
| AS91100 | **R,W** | • | • | • | • | • |  | 4 | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence |

|  |  |  |
| --- | --- | --- |
| **Level 2 ENGLISH GENERAL (ENG)** | | |
| **Prerequisite:** | 14 Credits  at Level 1 | An interest in language and literature and at least 14 credits, 8 of which are gained through external examinations at Level 1, is a prerequisite for the English General Course. Students are expected to take a range of internal and external achievement standards to meet the minimum 14 English credits and UE credits required at Level 2. |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully precisely to identify,  form and express sophisticated ideas  • Show a discriminating understanding of how texts are shaped for different **purposes** and  **audiences**  • Show a discriminating understanding of **ideas** within, across and beyond texts  • Show a discriminating understanding of how **language** features are used for effect within and  across texts  • Show a discriminating understanding of a range of **structures**  • Select, develop, and communicate sustained connected **ideas** on a range of topics  • Select and integrate a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, coherent, and effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed**  *NB All Standards count toward literacy but only standards in ‘Uni Lit’ column count for University Entrance Literacy* |
| AS91101 | **W** | • | • | • | • | • | • | 6 | Produce a selection of crafted and controlled writing |
| AS91102 |  |  |  | • | • |  | • | 3 | Construct and deliver a crafted and controlled oral text |
| AS91103 |  |  |  | • | • | • | • | 3 | Create a crafted and controlled visual and verbal text |
| AS91104 |  |  |  | • | • | • | • | 4 | Analyse significant connections across texts, supported by evidence |
| AS91105 | **R** | • | • | • | • | • |  | 4 | Use information literacy skills to form developed conclusion(s) |
| AS91106 | **R** | • | • | • | • | • |  | 4 | Form developed personal responses to independently read texts, supported by evidence |
| AS91107 |  |  |  |  |  |  | • | 3 | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91098 | **R,W** | • | • | • | • |  |  | 4 | Analyse specified aspect(s) of studied written text(s), supported by evidence |
| AS91099 | **W** | • | • | • | • |  |  | 4 | Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence |
| AS91100 | **R,W** | • | • | • | • | • |  | 4 | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence |

|  |  |  |
| --- | --- | --- |
| **Level 2 ENGLISH INTERNAL (ENI) – Achievement Standards** | | |
| **Prerequisite:** | 14 Credits  at Level 1 | An interest in language and literature and an interest in communication is a prerequisite for the English Internal Course. Students are expected to take a range of internal courses to meet the 14 English credits and UE literacy credits at Level 2. Although the course focus is on achieving standards through internal assessments, students can be entered for external examinations which are optional. |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully precisely to identify,  form and express sophisticated ideas  • Show a discriminating understanding of how texts are shaped for different **purposes** and  **audiences**  • Show a discriminating understanding of **ideas** within, across and beyond texts  • Show a discriminating understanding of how **language** features are used for effect within and  across texts  • Show a discriminating understanding of a range of **structures**  • Select, develop, and communicate sustained connected **ideas** on a range of topics  • Select and integrate a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, coherent, and effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed**  *NB All Standards count toward literacy but only standards in ‘Uni Lit’ column count for University Entrance Literacy* |
| AS91101 | **W** | • | • | • | • | • | • | 6 | Produce a selection of crafted and controlled writing |
| AS91102 |  |  |  | • | • |  | • | 3 | Construct and deliver a crafted and controlled oral text |
| AS91103 |  |  |  | • | • | • | • | 3 | Create a crafted and controlled visual and verbal text |
| AS91104 |  |  |  | • | • | • | • | 4 | Analyse significant connections across texts, supported by evidence |
| AS91105 | **R** | • | • | • | • | • |  | 4 | Use information literacy skills to form developed conclusion(s) |
| AS91106 | **R** | • | • | • | • | • |  | 4 | Form developed personal responses to independently read texts, supported by evidence |
| AS91107 |  |  |  |  |  |  | • | 3 | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed - *OPTIONAL*** |
| AS91098 | **R,W** | • | • | • | • |  |  | 4 | Analyse specified aspect(s) of studied written text(s), supported by evidence |
| AS91099 | **W** | • | • | • | • |  |  | 4 | Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence |
| AS91100 | **R,W** | • | • | • | • | • |  | 4 | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence |

|  |  |  |
| --- | --- | --- |
| **Level 2 ENGLISH COMMUNICATION (ENU) – Unit Standards** | | |
| **Prerequisite:** | 14 Credits  at Level 1 | An interest in functional language and communication and 14 Level 1 English credits is a prerequisite for the English Communication Course. Students are expected to take a range of internal Unit Standards to gain 14 Level 2 English credits. |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully precisely to identify,  form and express sophisticated ideas  • Show a discriminating understanding of how texts are shaped for different **purposes** and  **audiences**  • Show a discriminating understanding of **ideas** within, across and beyond texts  • Show a discriminating understanding of how **language** features are used for effect within and  across texts  • Show a discriminating understanding of a range of **structures**  • Select, develop, and communicate sustained connected **ideas** on a range of topics  • Select and integrate a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, coherent, and effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US3492 |  |  |  |  |  |  |  | 3 | Write a short story |
| US9677 |  | • |  |  |  |  |  | 3 | Participate in a group or team which has an objective |
| US8824 |  |  |  |  |  |  |  | 3 | Research a topic using oral, visual and written sources, and evaluate the research process |
| US1280 |  |  |  |  |  |  |  | 2 | Use graphics in communication |
| US25073 |  |  |  |  |  |  |  | 3 | Read texts to recognise differing points of view on a topic |
| US2989 |  |  |  |  |  |  |  | 3 | Select, read, and assess texts to gain knowledge |
| US10791 |  |  |  |  |  | • |  | 3 | Participate in an informal meeting |
| US1294 |  |  |  |  |  |  |  | 2 | Be interviewed in a formal interview |

|  |  |  |
| --- | --- | --- |
| **Level 3 ENGLISH COMMUNICATION (ENU) - University Entrance L2 Achievement Standards and L3 Unit Standards** | | |
| **Prerequisite:** | 14 Credits  at Level 2 | An interest in functional language and communication and 14 English credits at Level 2 is a prerequisite for the Level 3 English Communication Course. The course focus is on attaining 14 Level 3 English credits and University Entrance Literacy through a combination of Level 2 Achievement Standards and Level 3 Unit Standards. |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully precisely to identify,  form and express sophisticated ideas  • Show a discriminating understanding of how texts are shaped for different **purposes** and  **audiences**  • Show a discriminating understanding of **ideas** within, across and beyond texts  • Show a discriminating understanding of how **language** features are used for effect within and  across texts  • Show a discriminating understanding of a range of **structures**  • Select, develop, and communicate sustained connected **ideas** on a range of topics  • Select and integrate a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, coherent, and effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed**  *NB All AS Standards count toward literacy but only standards in ‘Uni Lit’ column count for University Entrance Literacy* |
| AS91101 | **W** | • | • | • | • | • | • | 6 | Produce a selection of crafted and controlled writing |
| AS91105 | **R** | • | • | • | • | • |  | 4 | Use information literacy skills to form developed conclusion(s) |
| AS91106 | **R** | • | • | • | • | • |  | 4 | Form developed personal responses to independently read texts, supported by evidence |
| US1279 |  |  |  |  |  |  |  | 3 | Write in plain English |
| US1296 |  |  |  |  |  |  |  | 3 | Interview in an informal situation |
| US1307 |  |  |  |  |  |  |  | 3 | Speak to a known audience in a predictable situation |
| US2990 |  |  |  |  |  |  |  | 4 | Read text to research information |
| US3491 |  |  |  |  |  |  |  | 4 | Write a report |
| US9681 |  |  |  |  |  |  |  | 3 | Contribute within a team or group which has an objective |
| US27840 |  |  |  |  |  |  |  | 4 | Evaluate a concept of justice in relation to a specific event |

***University Literacy W = writing R = reading***

|  |  |  |
| --- | --- | --- |
| **Level 3 ENGLISH GENERAL (ENG)** *All standards count for literacy but only certain standards for UE Literacy* | | |
| **Prerequisite:** | 14 AS Credits  at Level 2 | An interest in language and literature and 14 English AS credits, of which 8 must derive from L2 external examinations, is a prerequisite for the English General Course. Students entered in this course will cover a wide breadth of texts necessary for English Scholarship at Year 13. Students are expected to take a range of internal and all three external papers to meet the minimum 14 English credits at Level 3 and should have met the 14 UE literacy credits at Level 2. |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully and precisely to identify,  form and express sophisticated ideas  • Show discriminating understanding of how texts are shaped for different **purposes** and  **audiences**  • Show a discriminating and insightful understanding of **ideas** within, across and beyond texts  • Show a discriminating and insightful understanding of how **language** features are used for effect  within and across texts  • Show a discriminating and insightful understanding of a range of **structures**  • Select, develop, and communicate connected **ideas** on a range of topics  • Select and use a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed**  *NB All AS Standards count toward literacy but only standards in ‘Uni Lit’ column count for University Entrance Literacy* |
| AS91475 | **W** | • |  | • | • | • | • | 6 | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas |
| AS91476 |  | • | • | • | • | • | • | 3 | Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas |
| AS91477 |  | • |  | • | • | • | • | 3 | Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language |
| AS91478 |  | • | • | • | • | • | • | 4 | Respond critically to significant connections across texts, supported by evidence |
| AS91479 | **R** | • |  | • | • | • | • | 4 | Develop an informed understanding of literature and/or language using critical texts |
| AS91480 |  |  |  |  |  |  | • | 3 | Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed - *OPTIONAL*** |
| AS91472 | **R,W** | • | • | • | • | • |  | 4 | Respond critically to specified aspect(s) of studied written text(s), supported by evidence |
| AS91473 | **W** | • | • | • | • | • |  | 4 | Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence |
| AS91474 | **R,W** | • | • | • | • | • |  | 4 | Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence |

|  |  |  |
| --- | --- | --- |
| **Level 3 ENGLISH INTERNAL (ENI)** *All standards count for literacy but only certain standards for UE Literacy* | | |
| **Prerequisite:** | 14 Credits  at Level 2 | An interest in language and literature and 14 AS L2 English credits is a prerequisite for the English Internal Course. Students are expected to take a range of internal courses to meet the 14 English credits required at Level 3 and should have met the UE literacy credits at Level 2. Although the course focus is on achieving standards through internal assessments, students can be entered for external examinations which are optional. |
| **Skills:** | READING  WRITING  SPEAKING  LISTENING | • Integrate sources of information, **processes**, and **strategies** purposefully and precisely to identify, form and express sophisticated ideas  • Show a discriminating understanding of how texts are shaped for different **purposes** and  **audiences**  • Show a discriminating and insightful understanding of **ideas** within, across and beyond texts  • Show a discriminating and insightful understanding of how **language** features are used for effect  within and across texts  • Show a discriminating and insightful understanding of a range of **structures**  • Select, develop, and communicate connected **ideas** on a range of topics  • Select and use a range of **language** features appropriately for a variety of texts  • Organise texts, using a range of appropriate, effective **structures** |
| **Fees:** | NZQA fees apply | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed**  *NB All AS Standards count toward literacy but only standards in ‘Uni Lit’ column count for University Entrance Literacy* |
| AS91475 | **W** | • |  | • | • | • | • | 6 | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas |
| AS91476 |  | • | • | • | • | • | • | 3 | Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas |
| AS91477 |  | • |  | • | • | • | • | 3 | Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language |
| AS91478 |  | • | • | • | • | • | • | 4 | Respond critically to significant connections across texts, supported by evidence |
| AS91479 | **R** | • |  | • | • | • | • | 4 | Develop an informed understanding of literature and/or language using critical texts |
| AS91480 |  |  |  |  |  |  | • | 3 | Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed - *OPTIONAL*** |
| AS91472 | **R,W** | • | • | • | • | • |  | 4 | Respond critically to specified aspect(s) of studied written text(s), supported by evidence |
| AS91473 | **W** | • | • | • | • | • |  | 4 | Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence |
| AS91474 | **R,W** | • | • | • | • | • |  | 4 | Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence |

**GATEWAY**

|  |
| --- |
| **CAREERS:**  Gateway provides students with an opportunity to spend time in a real work environment during school. Gateway is able to provide students with a wide variety of unit standards which cover the majority of Vocational Pathways. Students can be part of the Trades programme and be in the Gateway class, as this will give them an opportunity to gain work experience. The Gateway class is based around the employability formula E = Q + WE + S + PQ. This stands for Employability equals Qualifications plus Work Experience plus Skills plus Personal Qualities. Gateway students also have an opportunity to be part of a variety of programmes run in local businesses and assessed by Service IQ. These include spending a day a week at work and completing workbooks at Level 2 for about 10 weeks. |

|  |  |
| --- | --- |
| **Level 2 GATEWAY** | |
| **Prerequisite:** | Students need to apply and be interviewed by the Co-ordinator to gain entry into this course. School attendance and achievement levels are reviewed as part of the entry criteria. Students are welcome to bring a family member or a friend to the interview for support. |
| **Summary of Course:** | • Students spend one day a week in the workplace [students select the day]  • Students have an opportunity to complete work related units  • In class units focus on general work related topics, including CVs  • First aid and health and safety courses are available to selected students |
| **Fees:** | Zero |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US10781 |  |  |  |  |  |  |  | 3 | Produce a plan for own future directions |
| US4261 |  |  |  |  |  |  |  | 3 | Identify legal rights and obligations in relation to motor vehicle ownership and operation |
| US12349 |  | • |  |  |  |  |  | 3 | Demonstrate knowledge of time management |
| US57 |  |  |  | • |  |  |  | 2 | Provide customer service |
| US504 Level 1 |  |  |  |  |  |  |  | 2 | Produce a CV |
| US12354 |  |  |  |  |  |  |  | 4 | Describe legal implications of living in rented accommodation and means to prevent and resolve related problems |
| US1294 |  |  |  |  |  |  |  | 2 | Be interviewed in a formal interview |

|  |  |
| --- | --- |
| **Level 3 GATEWAY** | |
| **Prerequisite:** | Students need to apply and be interviewed by the Co-ordinator to gain entry into the course. School attendance and achievement levels will be reviewed. Students are welcome to bring a family member or a friend to the interview for support. |
| **Summary of Course:** | * Students start by completing a career plan. * Students then work independently on work related units. * These units cover a wide range of industries including automotive, engineering, early childhood Level 3, leadership, sport and recreation Level 3, tourism Level 3, business Level 3, electrical, agriculture Level 3, boat building, hairdressing, aviation Level 3. First Aid and health and safety courses are available to selected students. |
| **Fees:** | Zero |

**GEOGRAPHY**

|  |
| --- |
| **CAREERS:**  If you study Geography you will learn how to analyse a variety of statistical and geographical data, develop an empathy with different perspectives about a range of scientific and social issues, think critically and create, support and communicate an argument.  Geography is helpful in careers such as pilot, meteorologist, geo-scientist, environmental management and law, surveyor, parks ranger, resource management, town planning, conservator, teacher, forestry etc.  **Vocational Pathways for Geography** |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Environmental Services • Turf management • Fishery Officer • Government Services • Vet • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Receptionist • Army Soldier • Travel Agent• Events Manager • Hairdresser • Journalist • Personal Trainer |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Careers Advisor • Psychologist • Pilot • Police Officer • Nurse • Health Promotion • Communications Officer (Armed Forces) |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Architect • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Publisher |

|  |  |
| --- | --- |
| **Level 1 GEOGRAPHY** | |
| **Prerequisite:** | 12 Trident Junior Certificate Credits in Social Studies Year 10 |
| **Summary of Course:** | This course involves the study of:  • Earthquakes in NZ and the pattern on a global scale  • A population study of NZ’s population  • The application of geographic concepts and skills, in preparation for external exams at the end of the year  • Geographic research on a current local issue  • Research and Investigation into sustainable tourism in Rotorua  • A current contemporary geographic issue is also investigated  There are 25 Achievement Standard credits available in this course \*Optional G.I.S internal assessment. 3 credits |
| **Fees:** | One field trip - $50 (approximately) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91009 |  |  | • | • |  | • | 3 | Demonstrate a geographic understanding of sustainable resource use. Sustainable Tourism *(L)* |
| AS91011 |  |  | • | • |  |  | 4 | Conduct geographic research, with direction, and relate research findings to a geographic idea *(L)(N)* |
| AS91012 |  |  |  | • | • | • | 3 | Describe aspects of a contemporary New Zealand geographic issue *(L)* |
| AS91013 |  |  | • | • |  | • | 3 | Describe aspects of a geographic topic at a global scale *(L)* |
| AS91014 |  |  | • | • |  |  | 3 | Apply spatial analysis with direction, to solve a geographic problem. |
|  | | | | | | | | **Externally assessed** |
| AS91007 |  |  | • | • |  | • | 4 | Demonstrate a Geographic understanding of an extreme natural event - Earthquakes *(L)* |
| AS91010 | • |  | • | • |  | • | 4 | Apply geographic skills and ideas, with direction, to interpret a given context *(N)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 GEOGRAPHY** | |
| **Prerequisite:** | It is not necessary to have completed Geography Level 1, but it is an advantage. HOD approval required. |
| **Summary of Course:** | This course involves the study of:  • The Amazon Basin in Brazil  • The application of geographic concepts and skills, in preparation for external exams at the end of the year  • Individual geographic research focussing on mangroves in Ohiwa Harbour.  • Analyses of the urban pattern of shopping areas in Tauranga  • A contemporary geographic issue in NZ is also investigated – this is student choice  • The problem of climate change at a global scale  There are 22 Achievement standard credits available in this course |
| **Fees:** | Field trips $50 (approx.) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91244 |  |  |  |  | • |  | • | 5 | Conduct geographic research with guidance |
| AS91245 |  |  |  |  | • | • | • | 3 | Explain aspects of a contemporary NZ geographic issue |
| AS91246 |  |  |  | • | • |  |  | 3 | Explain aspects of a geographic topic at a global scale |
| AS91241 |  | • |  |  | • |  |  | 3 | Demonstrate geographic understanding of an Urban Pattern |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91240 | **R,W** |  |  | • | • |  |  | 4 | Demonstrate geographic understanding of a large natural environment. Amazon Basin |
| AS91243 |  | • |  | • | • |  |  | 4 | Apply geography concepts and skills to demonstrate understanding of a given environment |

|  |  |
| --- | --- |
| **Level 3 GEOGRAPHY** | |
| **Prerequisite:** | It is not necessary to have studied Geography Level 1 or Level 2, but it is an advantage. HOD approval required |
| **Summary of Course:** | This course involves the study of:  • The Rangitaiki Plain, the volcanic, fluvial and coastal processes  • Migration and New Zealand  • The application of geographic concepts and skills, in preparation for external exams at the end of the year  • Individual geographic research comparing local beaches  • Analysis of a contemporary event \*optional  • Analysis of a contemporary geographic issue – Human Trafficking/Migrant Smuggling  • Analysis of a geographic topic at a global scale – Poverty \*optional  There are 26 Achievement Standard credits available in this course |
| **Fees:** | Two field trips – to be advised 67.50 (approx.) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91428 | **R** |  |  |  | • |  |  | 3 | Analyse a significant contemporary event from a geographic perspective |
| AS91430 |  |  |  |  | • |  |  | 5 | Conduct geographic research with consultation |
| AS91431 | **R** |  |  |  | • | • | • | 3 | Analyse aspects of a contemporary geographic issue |
| AS91432 |  |  |  | • | • |  | • | 3 | Analyse aspects of a geographic topic at a global scale |
| US5095 |  |  |  |  |  |  |  | 4 | Describe and explain the interacting natural processes operating within a geographic environment |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91426 | **R,W** |  |  | • | • |  |  | 4 | Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment |
| AS91427 | **R,W** |  |  |  | • |  |  | 4 | Demonstrate understanding of how a cultural process shapes geographic environments |
| AS91429 | **R,W** | • |  | • | • |  |  | 4 | Demonstrate understanding of a given environment through the selection and application of geographic concepts and skills |

**HEALTH EDUCATION**

|  |
| --- |
| Health Education as a subject focusses on analysing influences, consequences and strategies to address areas of public concern, disease prevention and health equity for diverse local, national and international communities. This course equips students with the knowledge, problem-solving skills and attitudes needed to enhance personal health and to advocate for the equality of others. Students will develop the confidence to challenge cultural and political norms by developing health enhancing initiatives that promote security, value and connectedness. Scientific and holistic approaches are also used to guide students in learning how to make informed decisions and how to act in ways that contribute to personal and societal wellbeing.  **CAREERS:** armed services, nursing, event organiser, human resources, police, fire service, recreation officer, teacher, fitness instructor, medicine, dentistry, physiotherapist, occupational therapy, research (fitness, health & recreation), manager of community sports & recreation, professional coach, bio mechanist, sport psychology, health promotion, health worker/care assistant, social work, detective, General practitioner, osteopath, chiropractor.  **Vocational Pathways for Health Education** |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Social and Community Services (SC)** |
| The range of jobs is huge, from monitoring and protecting people and property (corrections, defence, or firefighting), to caring for people in need (healthcare, community and social work, medicine or therapy). You’ll be dealing with people from all ages and walks of life, and there will be times where you’ll find yourself in fast-changing, challenging situations, where you may have to make quick decisions under pressure.  ***Types of jobs for this Vocational Pathway include:***  • Health Services Manager • Ambulance Officer • Firefighter • Lab Technician • Midwife • Police Officer • Security Guard • Teacher |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 1 HEALTH EDUCATION** | |
| **Prerequisite:** | Entry into this course is based on TIC approval  Strong literacy and numeracy skills are an advantage  Motivation, problem solving and cooperation are an asset |
| **Summary of Course:** | A practical application supported by theory that encourages students to be proactive goal setters and strategisers within a variety of contexts. Students are expected to implement health enhancing change for themselves and their school community by advocating and developing supportive environments. Strategies of achieving well-being are developed through investigating nutritional needs, goal setting, managing mental health, and understanding sexuality issues. |
| **Fees:** | $35 Health Camp |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90971 |  |  | • | • | • | • | 3 | Take action to enhance an aspect of personal well-being *(L)* *OPTIONAL* |
| AS91097 |  |  | • | • | • | • | 4 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being *(L)* |
| AS90973 |  |  | • | • | • |  | 5 | Demonstrate understanding of interpersonal skills used to enhance relationships *(L)* |
| AS90974 |  |  |  |  | • |  | 4 | Demonstrate understanding of strategies for promoting positive sexuality *(L)* |
| AS90972 |  |  | • | • | • | • | 4 | Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations *(L)* |
| AS90975 |  |  | • | • | • | • | 4 | Demonstrate understanding of issues to make health enhancing decisions in drug related situations *(L)* |

|  |  |
| --- | --- |
| **Level 2 HEALTH EDUCATION** | |
| **Prerequisite:** | Entry into this course is based on TIC approval.  Strong literacy and numeracy skills are an advantage.  Open mind and ability to work as a team. |
| **Summary of Course:** | A unique opportunity to make meaningful connections to their community by analysing and implementing societal health enhancing initiatives that promote positive well-being. Strategies to enhance well-being through the concept of social justice are developed through topics including mental health issues, gender and sexuality in the media, health promotion that enhances student equality and evaluating relevant laws and policies that minimises existing power imbalances. |
| **Fees:** | $25 Health Promotion Trip |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91236 |  |  |  | • | • | • |  | 5 | Evaluate factors that influence people’s ability to manage change |
| AS91237 |  |  |  |  | • | • |  | 5 | Take action to enhance an aspect of well-being within the school or community |
| AS91239 |  |  |  | • |  | • |  | 5 | Analyse issues related to gender and sexuality to develop strategies for addressing the issues |
|  | | | | | | | | | **Externally assessed** |
| AS91238 |  |  |  | • | • | • |  | 4 | Analyse an interpersonal issue(s) that places personal safety at risk |

|  |  |
| --- | --- |
| **Level 3 HEALTH EDUCATION** | |
| **Prerequisite:** | Entry into this course is based on TIC approval.  Strong literacy and numeracy skills are an advantage.  Self-motivated, research and IT skills. |
| **Summary of Course:** | A personal insight into the influences culture and politics have on societal attitudes and values in regards to a range of contemporary issues. Students will explore law and theoretical strategies that minimise impacts on communities. The issues examined include: exploring the effect non-communicable diseases are having in the pacific, alternative health practices and philosophy behind the treatment of mental health, analysing an ethical issue such as euthanasia, analysing a New Zealand health issue that is of public concern such as poverty and inequality. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91461 | **R** |  |  | • | • | • |  | 5 | Analyse a New Zealand Health issue |
| AS91463 | **R** |  |  |  | • | • |  | 5 | Evaluate health practices currently used in New Zealand |
| AS91464 | **R** |  |  | • | • | • |  | 4 | Analyse a contemporary ethical issue in relation to well-being |
| ***University Literacy R = reading W = writing*** | | | | | | | | | **Externally assessed** |
| AS91462 | **R,W** |  |  | • | • | • |  | 5 | Analyse an international health issue |

**HISTORY**

|  |
| --- |
| **CAREERS:**  History will provide an understanding of cause and consequence, research, and perspectives. This course will be useful for careers such as journalism, law, politics, teaching, curation, social work, records management, information management/librarian, insurance, publishing etc.  **Vocational Pathways for History** |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Health Services Manager • Ambulance Officer • Firefighter • Lab Technician • Midwife • Police Officer • Teacher |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 1 HISTORY** | |
| **Prerequisite:** | 12 credits in Social Studies Year 10. An interest in History |
| **Summary of Course:** | • Research a significant event in NZ History  • Understand a significant event in NZ History  • Understand perspectives of a significant event in NZ History  • Describe the causes and consequences of contexts of World History  • Analyse and interpret sources of historical information |
| **Fees:** | Waiouru Fieldtrip $100 (approx.) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91001 |  |  |  | • | • | • | 4 | Carry out an investigation of an historical event, or place, of significance to New Zealanders *(L)* |
| AS91002 |  |  |  | • |  | • | 4 | Demonstrate understanding of an historical event, or place, of significance to New Zealanders *(L)* |
| AS91004 |  |  |  | • | • | • | 4 | Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders *(L)* |
|  | | | | | | | | **Externally assessed** |
| AS91003 |  |  |  | • | • | • | 4 | Interpret sources of an historical event of significance to New Zealanders *(L)* |
| AS91005 |  |  |  |  |  | • | 4 | Describe the causes and consequences of an historical event *(L)* |

|  |  |
| --- | --- |
| **Level 2 HISTORY** | |
| **Prerequisite:** | TIC approval. A minimum of **14 English Level 1** AS credits including **at least one external standard**. An interest in History. **It is helpful to have studied History in Level 1, but not essential.** |
| **Summary of Course:** | • Research a significant event in NZ History  • Examine a significant event in NZ History  • Interpret perspectives of a significant event in NZ History  • Examine the causes and consequences of contexts of World History  • Examine sources of historical information |
| **Fees:** | NZQA Fees apply |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91229 | **R** |  |  |  | • |  |  | 4 | Carry out an inquiry of an historical event or place that is of significance to New Zealanders |
| AS91230 | **R** |  |  |  | • |  |  | 5 | Examine an historical event or place that is of significance to New Zealanders |
| AS91232 | **R** |  |  |  |  |  | • | 5 | Interpret different perspectives of people in an historical event that is of significance to New Zealanders |
| AS91255 | **W** |  |  |  |  |  | • | 3 | Write developed media text for a specific target audience |
| ***University Literacy R = reading, W = writing*** | | | | | | | | | **Externally assessed** |
| AS91231 | **R,W** |  |  |  |  |  |  | 4 | Examine sources of an historical event that is of significance to New Zealanders |
| AS91233 | **R,W** |  |  |  |  |  |  | 5 | Examine causes and consequences of a significant historical event |

|  |  |
| --- | --- |
| **Level 3 HISTORY** | |
| **Prerequisite:** | TIC approval. A minimum of **14 English Level 2** AS credits including **at least one external standard**.  An interest in History. **It is helpful to have studied History in Level 1 and 2, but not essential.** |
| **Summary of Course:** | • Research a significant event in NZ History  • Analyse a significant event in NZ History  • Analyse perspectives of a significant event in NZ History  • Analyse the causes and consequences of contexts of World History  • Analyse sources of historical information |
| **Fees:** | NZQA fees apply |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni**  **Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91434 | **R** |  |  | • | • |  |  | 5 | Research a historical event or place of significance to New Zealanders, using primary and secondary sources |
| AS91435 | **R** |  |  | • | • |  | • | 5 | Analyse a historical event, or place, of significance to New Zealanders |
| AS91437 | **R** |  |  |  |  |  | • | 5 | Analyse different perspectives of a contested event of significance to New Zealanders |
| ***University Literacy R = reading, W = writing*** | | | | | | | | | **Externally assessed** |
| AS91436 | **R,W** |  |  | • |  |  |  | 4 | Analyse evidence relating to an historical event of significance to New Zealanders |
| AS91438 | **R,W** |  |  |  |  |  |  | 6 | Analyse the causes and consequences of a significant historical event |

**INTERNATIONAL LANGUAGES**

|  |
| --- |
| Learning another language opens up new opportunities and gives you perspectives that you might never have encountered otherwise.  Intercultural understanding begins with individuals who have language abilities and who can thereby provide one’s own nation or community with an insider’s view into different cultures and give insights into other perspectives on international situations and current events.  For survival in the global community, every nation needs individuals who are competent in other languages, who can bridge the gap between cultures, contribute to international diplomacy, promote national security and world peace, and successfully engage in international trade.  Businesses that intend to compete internationally need employees who can competently communicate in the locales where they do business. A report from the MOE stated that employees lacking international competence contribute to their firms missing business opportunities.  Research also shows that knowledge of other languages boosts students understanding and ability in their native language. Second language learners have stronger vocabulary skills and improved literacy in general. Added to this second language learning increases cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem solving, conceptualising and reasoning.  Language learners are more adaptable and demonstrate effective problem solving skills leaving them better equipped to cope in our fast changing world.  **Vocational Pathways for International Language Learners:** |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Engineer • IT technician |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Research Scientist • Fisheries Officer • Food technologist • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Diplomatic Service • Travel industry • Chef • Events Manager • Economist • Journalist • Communications expert • International Lawyer • Advertising manager • Customs officer |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Teacher • Policy analyst • Social Worker • Translator • Interpreter |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Game creator • Translator • Interpreter • Creative Director • Publisher |
| **L3 Spanish and Japanese are both approved University Entrance subjects for all New Zealand universities** |

**SPANISH**

|  |  |
| --- | --- |
| **Level 1 SPANISH** | |
| **Prerequisite:** | Satisfactory completion of Year 10 Spanish or in consultation with the teacher |
| **Summary of Course:** | Students will participate in a course based around the central theme of Living in a Hispanic Country. They will complete a variety of assessment tasks during the duration of the course. They will be working and being assessed on both written and oral language skills. |
| **Fees:** | $25.00 Language Perfect – Online Spanish Vocabulary tool - Individual Licence |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90909 |  |  | • |  |  |  | 4 | Give a spoken presentation in Spanish that communicates a personal response |
| AS90910 |  |  |  | • | • | • | 5 | Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations |
| AS90912 |  |  |  | • |  | • | 5 | Write a variety of text types in Spanish on areas of most immediate relevance |
|  | | | | | | | | **Externally assessed** |
| AS90908 |  |  | • | • | • | • | 5 | Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance. |
| AS90911 |  |  |  | • |  |  | 5 | Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance. |

|  |  |
| --- | --- |
| **Level 2 SPANISH** | |
| **Prerequisite:** | Student has gained a mark of achieved or better in at least three Level 1 assessment standards. |
| **Summary of Course:** | Students will participate in a course based around the central theme of Integration into a Hispanic Country. They will complete a variety of assessment tasks during the duration of the course. They will be working and being assessed on both written and oral language skills. |
| **Fees:** | $25.00 Language Perfect – Online Spanish Vocabulary tool - Individual Licence. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Ent** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91150 |  |  |  |  |  |  |  | 4 | Give a spoken presentation in Spanish that communicates information, ideas and opinions |
| AS91149 |  |  |  |  | • | • | • | 5 | Interact using spoken Spanish to share information and justify ideas and opinions in different situations |
| AS91152 |  |  |  |  |  |  |  | 5 | Write a variety of text types in Spanish for genuine contexts |
|  | | | | | | | | | **Externally assessed** |
| AS91148 |  |  |  |  | • |  |  | 5 | Demonstrate understanding of a variety of spoken Spanish texts on familiar matters |
| AS91151 |  |  |  |  | • |  |  | 5 | Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters |

|  |  |
| --- | --- |
| **Level 3 SPANISH** | |
| **Prerequisite:** | Student has gained a mark of achieved or better in at least three Level 2 assessment standards |
| **Summary of Course:** | Students will participate in a course based around the central theme of Hispanic Countries in a Global Context. They will complete a variety of assessment tasks during the duration of the course. They will be working and being assessed on both written and oral language skills. |
| **Fees:** | $25.00 Language Perfect – Online Spanish Vocabulary tool - Individual Licence |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91569 |  |  |  |  |  |  |  | 3 | Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material |
| AS91570 |  |  |  |  | • | • | • | 6 | Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations |
| AS91572 |  |  |  |  | • |  |  | 5 | Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives |
|  | | | | | | | | | **Externally assessed** |
| AS91568 |  |  |  |  | • |  |  | 5 | Demonstrate understanding of a variety of extended spoken Spanish texts |
| AS91571 |  |  |  |  |  |  |  | 5 | Demonstrate understanding of a variety of extended written and/or visual Spanish texts |

**JAPANESE**

|  |  |
| --- | --- |
| **Level 1 JAPANESE** | |
| **Prerequisite:** | Satisfactory completion of Year 10 Japanese or in consultation with the Teacher in Charge. |
| **Summary of Course:** | The programme is built around experiences on a trip to Japan. Students will complete two internal achievement standards, with the option of a third. For the external standards, students are required to respond to a variety of oral, visual and written text. |
| **Fees:** | $25 Individual Licence for Language Perfect, an online vocabulary and kanji learning website.  $18 External booklet |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90894 |  |  | • |  |  |  | 4 | Give a spoken presentation in Japanese that communicates a personal response |
| AS90895 |  |  |  | • | • | • | 5 | Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations. |
| AS90897 |  |  |  | • |  | • | 5 | Write a variety of text types in Japanese on areas of most immediate relevance *(Optional)* |
|  | | | | | | | | **Externally assessed** |
| AS90893 |  |  | • | • | • | • | 5 | Demonstrate understanding of a variety of spoken Japanese texts relating to areas of most immediate relevance |
| AS90896 |  |  |  | • |  |  | 5 | Demonstrate understanding of a variety of written/visual Japanese texts relating to areas of most immediate relevance |

|  |  |
| --- | --- |
| **Level 2 JAPANESE** | |
| **Prerequisite:** | At least 3 standards achieved at L1 or at the discretion of the Teacher in Charge |
| **Summary of Course:** | In this programme students will explore ideas and opinions over a range of topics sharing information, making comparisons and justifying opinions. Students will complete two achievement standards, with the option of a third. For the external standards students are required to respond to a variety of oral, visual and written text. |
| **Fees:** | $25 Individual Licence for Language Perfect, an online vocabulary and kanji learning website  $18 External booklet |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91135 |  |  |  |  |  |  |  | 4 | Give a spoken presentation in Japanese that communicates information, ideas and opinions |
| AS91134 |  |  |  |  | • | • | • | 5 | Interact using spoken Japanese to share information and justify ideas and opinions in different situations |
| AS91137 |  |  |  |  |  |  |  | 5 | Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts *(Optional)* |
|  | | | | | | | | | **Externally assessed** |
| AS91133 |  |  |  |  | • |  |  | 5 | Demonstrate understanding of a variety of spoken Japanese texts on familiar matters |
| AS91136 |  |  |  |  | • |  |  | 5 | Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters |

|  |  |
| --- | --- |
| **Level 3 JAPANESE** | |
| **Prerequisite:** | At least 3 standards achieved at L2 or at the discretion of the Teacher in Charge |
| **Summary of Course:** | In this programme students will explore ideas and opinions over a range of topics, making comparisons, justifying opinions and evaluating different perspectives. Students will complete two achievement standards, with the option of a third. For the external standards students are required to respond to a variety of extended oral, visual and written text in a wide range of contexts some of which will be less familiar to them. |
| **Fees:** | $25 Individual Licence for Language Perfect, an online vocabulary and kanji learning website  $18 External booklet |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91554 |  |  |  |  |  |  |  | 3 | Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material |
| AS91555 |  |  |  |  | • | • | • | 6 | Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations |
| AS91557 |  |  |  |  | • |  |  | 5 | Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives *(Optional)* |
|  | | | | | | | | | **Externally assessed** |
| AS91553 |  |  |  |  | • |  |  | 5 | Demonstrate understanding of a variety of extended spoken Japanese texts |
| AS91556 |  |  |  |  |  |  |  | 5 | Demonstrate understanding of a variety of extended written and/or visual Japanese texts |

**LANDSKILLS**

|  |
| --- |
| **Vocational Pathways for Landskills** |
| **Construction and Infrastructure (CI)** |
| If you are interested in a career that involves physical work, working with your hands, tools, machinery and equipment and primarily focussing on building, repair or maintenance work then this sector is for you.  ***Types of jobs for this Vocational Pathway include:***  • Labouring • Demolition • Excavation • Scaffolding |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow. |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Forestry •Agriculture • Horticulture • Seed industry • Solid wood processing • Wood product manufacturing  • Pulp and paper |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people. |
| **Social and Community Services (SC)** |
| This sector is all about caring for people and keeping them safe. This is a large and growing sector with jobs and services that are essential for community well-being and safety. |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, training or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries. |

|  |  |
| --- | --- |
| **Level 1 LANDSKILLS** | |
| **Prerequisite:** | Willingness to work, reasonably fit, principal’s approval. Steel cap safety boots |
| **Summary of Course:** | Covers aspects of the forestry and farming industry   * Students will be instructed and have practical experience of forestry, pruning, chainsaw use and maintenance. Also fencing, stock handling, milking, docking and shearing.   First Aid – obtain First Aid Certificate  Literacy – Core NCEA Level 1 literacy unit standards will be covered  Numeracy – Core NCEA Level 1 numeracy unit standards will be covered  Employment Skills – core workplace unit standards will be covered |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US6402 |  |  | • | • | • |  | 1 | Provide resuscitation Level 2 |
| US6401 |  |  | • | • | • |  | 1 | Provide first aid |
| US6916 | • |  | • |  |  |  | 5 | Demonstrate knowledge of the Approved Code of Practice relating to chainsaw use |
| US6917 |  |  | • |  |  |  | 8 | Demonstrate basic chainsaw operation |
| US6400 |  |  |  |  |  |  | 2 | Manage first aid in emergency situations |
| US22994 |  |  |  |  |  |  | 10 | Demonstrate knowledge that effect performance of forestry works |
| US561 |  |  | • |  |  |  | 2 | Install, dismantle and store temporary electric fences |
| US577 |  |  | • |  |  |  | 5 | Dag and crutch sheep |
| US18194 |  |  | • |  |  |  | 4 | Prepare for milking, and milk cows, under supervision |
| US24548 |  |  | • |  |  |  | 4 | Assist with milking |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US24832 |  |  | • |  |  |  | 5 | Open a draw out wire, tie knots, join wire and prepare wire for transport and storage. |
| US27602 |  |  | • |  |  |  | 3 | Ride a quad bike on flat terrain under close supervision |
| US27608 |  |  | • |  |  |  | 3 | Drive a basic wheel tractor on flat terrain under close supervision |
| US17769 | • |  | • |  |  |  | 6 | Demonstrate knowledge of general health, safety and environmental requirements in forestry |
| US22998 |  |  | • |  |  |  | 10 | Demonstrate forestry foundation skills under supervision for pruning plantation trees |
| US26622 |  |  |  |  |  |  | 4 | Write to communicate ideas for a purpose and audience |
| US26624 |  |  |  |  |  |  | 3 | Read texts with understanding |
| US26625 |  |  |  |  |  |  | 3 | Actively participate in spoken interactions |
| US26623 |  |  |  |  |  |  | 4 | Use number to solve problems |
| US26627 |  |  |  |  |  |  | 3 | Use measurement to solve problems |
| US8824 |  |  |  |  |  |  | 3 | Research a topic using oral, visual and written sources, and evaluate the research process |
| US25073 |  |  | • |  |  | • | 3 | Read texts to recognise differing points of view on a topic |
| US2989 |  |  |  |  |  |  | 3 | Select, assess, and read texts to gain knowledge |
| US9677 | • |  |  |  |  |  | 3 | Participate in a team or group which has an objective |
| US1279 |  |  |  |  |  |  | 3 | Write in plain English |
| US1307 |  |  |  |  |  |  | 3 | Speak to a known audience in a predictable situation |
| US504 |  |  |  |  |  |  | 2 | Produce a CV (curriculum vitae) |
| US7117 |  |  |  |  |  |  | 2 | Produce a plan to enhance own learning |
| US7118 |  |  |  |  |  |  | 3 | Manage own learning programme |
| US3490 |  |  |  |  |  |  | 2 | Complete an incident report |
| US3483 |  |  |  |  |  |  | 2 | Fill in a form |
| US3942 |  |  |  |  |  |  | 3 | Write a short report |
| US10781 |  |  |  |  |  |  | 3 | Produce a plan for own future directions |
| US18758 | • | • | • | • | • | • | 2 | Find information using the Internet |
| US26626 |  |  |  |  |  |  | 3 | Interpret statistical information for a purpose |
| AS90964 |  |  |  | • | • | • | 3 | Demonstrate quality movement in the performance of a physical activity |
| AS91330 |  |  |  | • |  | • | 4 | Perform a physical activity in an applied setting |
| AS91501 |  |  |  | • |  | • | 4 | Demonstrate quality performance of a physical activity in an applied setting |

**LICENSE TO WORK**

|  |  |
| --- | --- |
| **Level 2 LICENSE TO WORK** | |
| **Summary of Course:** | Alongside the unit standards set out below, this programme supports students as they prepare for the world of work. Developing skills for work is not easy, but this programme provides an opportunity to explore the soft skills which employers say they seek. As well as classroom lessons around preparedness for work and soft skills, 10 – 20 hours of voluntary work and 80 hours of work experience are required to complete the programme. A main focus of this programme is the time spent with an employer, both as a worker and having the opportunity to listen to and talk with an employer about the workplace. |
| **Fees:** | Resources + field trip - $40.00 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US10781 |  |  |  |  |  |  |  | 3 | Produce a plan for own future direction |
| US12383 |  |  |  |  |  |  |  | 3 | Explore career options and their implications |
| US4252 |  |  |  |  |  |  |  | 2 | Produce a personal targeted CV |
| US4253 |  |  |  |  |  |  |  | 3 | Demonstrate knowledge of job search skills |
| US4251 |  |  |  |  |  |  |  | 3 | Plan a career pathway |
| US12355 |  |  |  |  |  |  |  | 3 | Describe stress and ways of dealing with it |
| US10791 |  |  |  |  |  | • |  | 3 | Participate in an informal meeting |
| US1299 |  |  |  |  |  | • |  | 4 | Be assertive in a range of specified situations |

|  |  |
| --- | --- |
| **Level 3 LICENSE TO WORK** | |
| **Summary of Course:** | This course is offered as a preparation for the world of work and offers Level 3 Unit Standards which cover general employment skills and career related topics, including creating a career pathway plan and other key vocational skills.  Alongside the unit standards set out below, this programme supports students as they prepare for the world of work. Developing skills for work is not easy, but this programme provides an opportunity to explore the soft skills which employers say they seek. As well as classroom lessons around preparedness for work and soft skills, 10 – 20 hours of voluntary work and 80 hours of work experience are required to complete the programme. A main focus of this programme is the time spent with an employer, both as a worker and having the opportunity to listen to and talk with an employer about the workplace.  Within this course there is an opportunity for students who have a particular interest in a sector or industry, to study Unit Standards relating to that sector. |
| **Fees:** | Resources + field trip - $40.00 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US4251 |  |  |  |  |  |  |  | 2 | Plan a career pathway |
| US1296 |  |  |  |  |  |  |  | 3 | Interview in informal situations |
| US1279 |  |  |  |  |  |  |  | 3 | Write in plain English |
| US24733 |  |  |  |  |  |  |  | 5 | Describe and promote a NZ tourist destination |
| US1307 |  |  |  |  |  |  |  | 3 | Speak to a known audience in a predictable situation |
| US17384 |  |  |  |  |  |  |  | 3 | List and use a range of te reo Māori greetings and farewells in tourism |
| US1980 |  |  |  |  |  |  |  | 3 | Describe, from an employee perspective, ways of dealing with employment relationship problems |

**MATHEMATICS and STATISTICS**

|  |
| --- |
| **CAREERS:**  Mathematics is a core component of modern education. Mathematic skills are essential for problem solving and decision making in the 21st century. Students that specialise in Mathematics benefit from having a rigorous qualification at the end of schooling. Mathematics is a core prerequisite for numerous tertiary courses and careers.  **Vocational Pathways for Mathematics** |
| **Construction and Infrastructure (CI)** |
| If you are interested in a career that involves physical work, working with your hands, tools, machinery and equipment and primarily focussing on building, repair or maintenance work then this sector is for you.  ***Types of jobs for this Vocational Pathway include:***  • Architect • Boat builder • Building contractor • Cabinet maker • Environmental engineer • Landscape architect • Mining engineer • Quantity surveyor • Survey technician |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Aeronautical engineer • Architect • Biomedical Engineer • Boat builder • Importer/exporter • Programmer |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Agricultural technician • Biochemist • Forestry Scientist • Geophysicist • Science technician • Veterinarian |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Actuary • Aeronautical engineer • Aeroplane pilot • Air Force • Economist • Energy Auditor • Financial advisor • Pharmacist |
| **Social and Community Services (SC)** |
| This sector is all about caring for people and keeping them safe. This is a large and growing sector with jobs and services that are essential for community well-being and safety.  ***Types of jobs for this Vocational Pathway include:***  • Ambulance officer • Anaesthetist • Audiologist • Biomedical technician • Cardiac technician • Environmental Scientist • Forensic Scientist • Podiatrist • Policy Analyst • Teacher • Psychiatrist |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, training or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Sales & Marketing manager • Events Manager • Game Developer • Graphic Designer • Naval architect/boat builder |

|  |  |
| --- | --- |
| **Level 1 ADVANCED MATHEMATICS** | |
| **Prerequisite:** | •Students will consistently achieve at Merit and Excellence level  •Year 10 Teachers will advise students on suitability for this course  •Majority will be from the 10MXA cohort and some 10MXG are considered |
| **Summary of Course:** | This is the course recommended for those students that have displayed a strong ability in Mathematics. Students entered into the Advanced Mathematics class have the option of taking Mathematics through to Level Two/Three Calculus and/or Statistics. The course assessments will consist of seven Standards, totalling 26 credits (12 of which are externally assessed). Students will be encouraged to work towards an endorsement in Mathematics (that is gaining at least 14 credits plus at Merit or Excellence level). |
| **Fees:** | Students serious about taking a continued advanced programme of Mathematics should invest in their own graphics calculator (preferably the Casio 9750 series), a minimum is to have a scientific calculator (Casio FX series). All classes use a class workbook. Total costs - $25.00 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91026 | • | • | • | • | • | • | 4 | Number 1.1 - Apply numeric reasoning in solving problems *(N)* |
| 91032 | • | • | • | • |  | • | 3 | Trigonometry 1.7 – Apply right-angled triangles in solving measurement problems *(N)* |
| 91035 | • | • | • | • | • |  | 4 | Statistics 1.10 – Investigate a given multivariate data set using the statistical enquiry cycle *(N)(L)* |
| 91036 |  |  | • | • | • | • | 3 | Statistics 1.11 – Investigate bivariate numerical data using the statistical enquiry cycle *(N)(L)* |
| 91029 | • | • | • | • | • | • | 3 | Apply linear algebra in solving problems *(N)* |
|  | | | | | | | | **Externally assessed** |
| 91027 | • | • | • | • | • | • | 4 | Algebra 1.2 – Apply algebraic procedures in solving problems MCAT *(N)* |
| 91028 | • | • | • | • |  | • | 4 | Graphing 1.3 – Investigate relationships between tables, equations or graphs *(N)* |
| 91037 |  |  | • | • | • | • | 4 | Probability 1.12 – Demonstrate understanding of chance and data *(N)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 GENERAL MATHEMATICS** | |
| **Prerequisite:** | •Students eligible for this course will have a consistent record of results and effort at Year 10 (Achieved and Merit)  •Teachers will advise students on their suitability for this course.  •It is recommended students have at least 14 Mathematics credits at Level one for a successful transition into level two Mathematics. |
| **Summary of Course:** | This course is recommended for those students who have displayed a good ability in Mathematics. Students entered into General Mathematics will work through six Standards (totalling 24 credits – of which 4 credits are external). There is a bias towards internal Standards, with students enrolled to sit one external standard, probability, in November. Level 1 General Mathematics leads to Level 2 Mathematics with Statistics or Level 2 Mathematics and then onto Level 3 Statistics or Level 3 Mathematics, of which both are university approved subjects. |
| **Fees:** | Students intending on a continued programme of Mathematics would benefit from investing in their own graphics calculator (preferably the Casio 9750 series), a minimum is to have a scientific calculator (Casio FX series). All classes use a class workbook for some standards. Total costs - $20.00 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91026 | • | • | • | • |  | • | 4 | Number 1.1 - Apply numeric reasoning in solving problems *(N)* |
| 91035 |  | • | • |  |  | • | 4 | Statistics 1.10 – Investigate a given multivariate data set using the statistical enquiry cycle *(N)(L)* |
| 91036 |  |  | • |  |  | • | 3 | Statistics 1.11 – Investigate bivariate numerical data using the statistical enquiry cycle *(N)(L)* |
| 91038 |  |  | • |  |  | • | 3 | Probability 1.13 – Investigate a situation involving elements of chance *(N)(L)* |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | **Externally assessed** |
| 91037 |  |  | • | • |  | • | 4 | Probability 1.12 – Demonstrate understanding of chance and data *(N)* |
| 91034 | • | • | • | • |  | • | 2 | Mathematics 1.9 –Apply transformation geometry in solving problems *(N)* |
| 91029 | • | • | • | • | • | • | 3 | Mathematics 1.4 – Apply linear algebra in solving problems *(N)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 INTERNAL MATHEMATICS** | |
| **Prerequisite:** | This course is set up for students who do not meet the prerequisites of Level One Advanced and General Mathematics courses.   This is the right course for students who only achieved a few Year 10 Mathematics assessments. |
| **Summary of Course:** | This course is designed to ensure students achieve the NCEA Level One Numeracy requirement through Unit Standards but also has Achievement standards available to extend selected students.  Evidence for Number, Measurement and Statistics Unit Standards is gathered through portfolio work which means no test or exam situations.  This course is fully internally assessed.  It is important to note that this course does not form the basis of progression into Level Two Mathematics, however it does progress into Level Two Financial Literacy. |
| **Fees:** | Students must have a calculator (preferably the Casio FX series). |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US26623 |  |  |  |  |  |  | 4 | Portfolio Unit Standard – Use number to solve problems |
| US26627 |  |  |  |  |  |  | 3 | Portfolio Unit Standard – Use measurement to solve problems |
| US26626 |  |  |  |  |  |  | 3 | Portfolio Unit Standard – Interpret statistical information for a purpose |
| 91026 | • | • | • | • | • | • | 4 | Number 1.1 - Apply numeric reasoning in solving problems *(N)* |
| 91033 | • | • | • |  |  | • | 3 | Mathematics 1.8 – Apply knowledge of geometric representations in solving problems *(N)* |
| 91036 |  |  | • | • | • | • | 3 | Statistics 1.11 – Investigate bivariate numerical data using the statistical enquiry cycle *(N)(L)* |
| 91034 | • | • | • | • |  | • | 2 | Mathematics 1.9 –Apply transformation geometry in solving problems *(N)* |
| 90918 |  |  | • |  |  |  | 4 | Agriculture and Horticultural Science 1.1 - Carry out a practical agricultural or horticultural investigation *(N)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 MATHEMATICS WITH CALCULUS** | |
| **Prerequisite:** | Students in this class will be primarily from the 1MXA courses. Students should have a particular strength in Algebra and Graphing (Merit or above at Level One). Endorsement secures placement. This is a top stream class (students looking for endorsement). |
| **Summary of Course:** | This course comprises eight units of work exclusively based on NCEA Achievement standards. Students will be introduced at Level Two to Calculus, Co-ordinate Geometry and Advanced Algebra. Students entered in the Calculus Themed course are also eligible to take the Statistics Themed course as well. This course will lead into Level Three Calculus. |
| **Fees:** | Students intending on a continued programme of Mathematics would benefit from investing in their own graphics calculator (preferably the Casio 9750 series), a minimum is to have a scientific calculator (Casio FX series). All classes use a class workbook. All classes will have an online homework programme and will have a write on workbook. Total costs – $25.00. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91257 |  | • | • | • | • |  | • | 4 | Graphing 2.2 – Apply graphical methods in solving problems |
| 91259 |  | • | • |  |  |  | • | 3 | Trigonometry 2.4 – Apply trigonometric relationships in solving problems |
| 91269 |  | • | • |  |  |  | • | 2 | Algebra 2.14 – Apply systems of equations in solving problems |
| 91256 |  | • | • |  | • |  | • | 2 | Co-ordinate Geometry 2.1 – Apply co-ordinate geometry methods in solving problems |
|  | | | | | | | | | **Externally assessed** |
| 91261 |  | • | • | • |  |  |  | 4 | Algebra 2.6 – Apply algebraic methods in solving problems |
| 91262 |  | • | • | • |  |  |  | 5 | Calculus 2.7 – Apply calculus methods in solving problems |
| 91267 |  |  |  | • | • | • |  | 4 | Probability 2.12 – Apply probability methods in solving problems |

|  |  |
| --- | --- |
| **Level 2 MATHEMATICS WITH STATISTICS** | |
| **Prerequisite:** | Students eligible for 2MXS should have gained success at Level 1 Achievement Standards. Core standards of interest are Level One Number, Bivariate and Multivariate. Teachers will advise students on their suitability for this course. This is a top stream class (students looking for endorsement). It is recommended students achieve at least 14 Level One Mathematics credits for a successful transition into Level Two. |
| **Summary of Course:** | 2MXS is comprised of seven units of work exclusively based on NCEA Achievement Standards. This course specialises in Probability and Statistically based standards. |
| **Fees:** | Students intending on a continued programme of Mathematics would benefit from investing in their own graphics calculator (preferably the Casio 9750 series), a minimum is to have a scientific calculator (Casio FX series). All classes use a class workbook. All classes will have an online homework programme as well as a write-on workbook for the external. Total costs - $17.00 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91256 |  | • | • |  | • |  | • | 2 | Co-ordinate Geometry 2.1 – Apply co-ordinate geometry methods in solving problems |
| 91263 |  |  |  | • | • | • | • | 3 | Statistics 2.8 – Design a questionnaire |
| 91264 |  |  |  | • | • | • |  | 4 | Statistics 2.9 – Use statistical methods to make an inference |
| 91265 |  | • | • | • | • | • | • | 3 | Statistics 2.10 – conduct an experiment to investigate a situation using statistical methods |
| 91268 |  |  |  | • |  | • |  | 2 | Probability 2.13 – Investigate a situation involving elements of chance using a simulation |
|  | | | | | | | | | **Externally assessed** |
| 91267 |  |  |  | • | • | • |  | 4 | Probability 2.12 – Apply probability methods in solving problems |
| 91258 |  | • | • | • |  | • | • | 2 | Mathematics 2.3 - Apply sequences and series in solving problems |

|  |  |
| --- | --- |
| **Level 2 GENERAL MATHEMATICS** | |
| **Prerequisite:** | This is an academic class. Students eligible for 2MXG should have gained success at Level 1 Achievement Standards. It is recommended students have at least 14 credits in Maths (not portfolio Unit Standards) for a successful transition into level two. Core standards of interest are Level One Number, Bivariate and Multivariate (at Achieved Level or better). Teachers will advise students on their suitability for this course. This class parallels the 2MXS class (but is focussed on gaining the credits at Achieve). Students aiming for endorsement should choose 2MXS. Students having success in this course will have a pathway through to Level Three Mathematics. |
| **Summary of Course:** | 2MXM is comprised of eight units of work exclusively based on NCEA Achievement Standards. This course specialises in Probability and Statistically based standards. |
| **Fees:** | Students intending on a continued programme of Mathematics would benefit from investing in their own graphics calculator (preferably the Casio 9750 series), a minimum is to have a scientific calculator (Casio FX series). All classes use a class workbook. All classes will have an online homework programme and will have a write on workbook. Total costs - $15.00. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91256 |  | • | • |  | • |  | • | 2 | Co-ordinate Geometry 2.1 – Apply co-ordinate geometry methods in solving problems |
| 91258 |  | • | • | • |  | • | • | 2 | Algebra 2.3 – Apply sequences and series in solving problems |
| 91263 |  |  |  | • | • | • | • | 3 | Statistics 2.8 – Design a questionnaire |
| 91264 |  |  |  | • | • | • |  | 4 | Statistics 2.9 – Use statistical methods to make an inference |
| 91265 |  | • | • | • | • | • | • | 3 | Statistics 2.10 – conduct an experiment to investigate a situation using statistical methods |
| 91268 |  |  |  | • |  | • |  | 2 | Probability 2.13 – Investigate a situation involving elements of chance using a simulation |
| 91260 |  | • | • | • | • | • | • | 2 | Mathematics 2.5 – Apply network methods in solving problems |

|  |  |
| --- | --- |
| **Level 2 MATHEMATICS FINANCIAL LITERACY** | |
| **Prerequisite:** | Students must have met the Level One Numeracy requirement.   None of the Unit Standards in this course count towards the Level One Numeracy requirement so if students have not met this requirement they must select a Level One Mathematics course. |
| **Summary of Course:** | This courses comprises five units of work exclusively based on NCEA Personal Financial Management Unit Standards.  Students will gain a greater appreciation of balancing budgets, the different aspects of finances, the tax system and other useful skills that will enable them to have good financial literacy once they have completed the course.   This course leads into Level Three Financial Literacy.  It does not lead into any Level Three Calculus, Statistics or Mathematics programme. |
| Fees: | A calculator is necessary. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US28094 |  |  |  |  |  |  |  | 3 | Produce a balanced budget |
| US24695 |  |  |  |  |  |  |  | 2 | Explain taxation |
| US28092 |  |  |  |  |  |  |  | 3 | Analyse stages of personal financial income |
| US28093 |  |  |  |  |  |  |  | 3 | Describe financial responsibilities of utilising tertiary study funding options |
| US28097 |  |  |  |  | • |  |  | 3 | Evaluate personal banking products |
| US28096 |  |  |  |  | • |  |  | 3 | For selected students – Evaluate and select insurance product types – OPTIONAL |
| US24699 |  |  |  |  |  |  |  | 2 | Make an informed decision relating to personal income and explain its consequences. |

|  |  |
| --- | --- |
| **Level 3 MATHEMATICS WITH CALCULUS – [Total of 24 credits – 17 External]** | |
| **Prerequisite:** | These students will exclusively come from 2MXC classes of 2014, preferably with merit in 2.6 Algebra and 2.7 Calculus. Students entered into this course have the right to enter into Level 3 Statistics. Teacher recommendations will be a prerequisite for this course. |
| **Summary of Course:** | 3MXC comprises only five standards (all with large credit weighting). There is a large focus on pure Calculus with 12 credits split between Differentiation and Integration. There are only 2 internal standards (7 credits) and 3 external standards (17 credits). |
| **Fees:** | Students in this advanced programme of Mathematics would benefit from being confident in using their own graphics calculator (preferably the Casio 9750 series), a minimum is to have a scientific calculator (Casio FX series). All classes use a class workbook - $25.00. The class will have an online homework programme. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91575 |  | • | • |  |  |  |  | 4 | Apply trigonometry methods in solving problems |
| 91573 |  | • | • |  |  |  | • | 3 | Apply the geometry of conic sections in solving problems |
|  | | | | | | | | | **Externally assessed** |
| 91577 |  |  |  |  |  |  |  | 5 | Apply algebra of complex numbers |
| 91578 |  | • | • | • |  | • |  | 6 | Apply differentiation methods in solving problems |
| 91579 |  | • | • | • |  |  |  | 6 | Apply integration methods in solving problems |

|  |  |
| --- | --- |
| **Level 3 MATHEMATICS WITH STATISTICS – [Total of 24 credits – 8 External]** | |
| **Prerequisite:** | Successful students from 2MXS will make up this class. Prior achievement in 2.8 or 2.9 or 2.10 Statistics and 2.12 It is recommended students have at least 14 credits at level 2 for a successful transition into level 3 statistics. Probability is an expectation. Teacher recommendations will be a prerequisite for this course. This is a top tier academic course. |
| **Summary of Course:** | 3MXS is a rigorous academic course where students work through five Achievement standards. |
| **Fees:** | Students in this advanced programme of Mathematics would benefit from being confident in using their own graphics calculator (preferably the Casio 9750 series), a scientific calculator will not suffice. All classes use workbooks for the externals - $31.00. The class will have an online homework programme. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91580 |  |  |  | • |  | • |  | 4 | Investigate time series data |
| 91581 |  |  |  | • |  |  |  | 4 | Investigate bivariate data |
| 91582 |  |  |  | • | • | • | • | 4 | Use statistical methods to make a formal inference |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| 91584 | **W** |  |  | • | • | • |  | 4 | Evaluate Statistical Reports |
| 91586 |  |  |  | • | • | • |  | 4 | Apply probability distributions in solving problems |
| 91583 |  |  |  | • | • | • |  | 4 | Conduct an experiment to investigate a situation using experimental design principles |

|  |  |
| --- | --- |
| **Level 3 GENERAL MATHEMATICS – [Total of 20 credits – All Internal]** | |
| **Prerequisite:** | This is a full academic maths class at level eight (highest) of the curriculum. Only able mathematicians should attempt. It is recommended students have at least 14 credits at level 2 for a successful transition into level 3 mathematics. Typically these will be students from 2MXS or students from 2MXM (with high number of passing grades). Teacher recommendations will be a prerequisite for this course. |
| **Summary of Course:** | This course has a primary focus of getting students the requirements of the ‘University Entrance’ qualification (14+ credits in three academic subjects). |
| **Fees:** | $18.00 for write-on booklets. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91580 |  |  |  | • |  | • |  | 4 | Statistics 3.8 - Investigate Time Series |
| 91581 |  |  |  | • |  |  |  | 4 | Statistics 3.9 - Investigate bivariate measurement data |
| 91582 |  |  |  | • | • | • | • | 4 | Statistics 3.10 - Use statistical methods to make an informal inference |
| 91574 |  | • | • | • |  |  |  | 3 | Mathematics 3.2 - Apply linear programming methods in solving problems |
| 91587 |  | • | • | • |  |  |  | 3 | Mathematics 3.15 - Apply systems of simultaneous equations in solving problems |
| 91576 |  | • |  | • |  | • |  | 2 | Mathematics 2.4 - Use critical path analysis in solving problems |

|  |  |
| --- | --- |
| **Level 3 MATHEMATICS FINANCIAL LITERACY** | |
| **Prerequisite:** | Students must have met the Level One Numeracy requirement.   None of the Unit Standards in this course count towards the Level One Numeracy requirement so if students have not met this requirement they must select a Level One Mathematics course. |
| **Summary of Course:** | This courses comprises units of work exclusively based on NCEA Personal Financial Management Unit Standards.  Students will gain a greater appreciation of planning for financial stability through investment portfolios and other useful skills that will enable them to have good financial literacy once they have completed the course. |
| Fees: | A calculator is necessary. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US28098 |  |  |  |  |  |  |  | 3 | Evaluate options to increase personal income |
| US28100 |  |  |  |  |  |  |  | 4 | Develop a plan to achieve long-term personal financial goal |
| US28104 |  |  |  |  |  |  |  | 3 | Analyse the impact of external factors on personal finances |
| US28102 |  |  |  |  |  |  |  | 4 | Demonstrate understanding of risk and return of a personal finances |
| US28101 |  |  |  |  |  |  |  | 4 | Plan a long term personal financial investment portfolio – *OPTIONAL* |

**MEDIA STUDIES**

|  |
| --- |
| **CAREERS:**  Media Studies engages students in actively creating, exploring, understanding and enjoying the media and media products. Media Studies empowers students to interpret and analyse media content. Students learn to think critically about media and media products and its impact on society. An appreciation of the cultural and historical context of media enables student to become active decision makers, about how to consume and use media products on a daily basis. Through Media Studies students will learn the skills to plan, design and make media products that engage audiences. Media Studies provided essential skills to explore career pathways in the rapidly growing information, knowledge, entertainment and communications industries.  This course will be useful for careers such as media planner, multimedia specialist, broadcaster, journalist, film crew, editor, and a variety of other vocations within the media industry.  **Vocational Pathways for Media Studies** |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you are the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Events Manager • Writer • Journalist • News Reporter • Sales Rep • Advertising • Copy Writer • Director • News Reporter • Film Making Support |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Communications Operator • Educator • Community Worker • Careers Adviser • Government |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, training or work, or you are unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 2 MEDIA STUDIES** | |
| **Prerequisite:** | An interest in Media and Level 1 literacy in Level 1 English obtained |
| **Summary of Course:** | • To put theory into practice in their own media production, engaging them in a creative activity which increases  personal confidence and practical skills  • To transfer media literacy skills across different curricula.  • To see beneath the screen and read between the lines – to become critically literate and transfer their literacy  skills to any media text. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91249 |  |  |  |  |  |  | • | 4 | Demonstrate understanding of narrative in media texts |
| AS91250 |  |  |  |  |  |  | • | 3 | Demonstrate understanding of representation in the media |
| AS91252 |  |  |  |  |  |  | • | 4 | Produce a design and plan for a developed media product using a range of conventions |
| AS91253 |  |  |  |  |  |  | • | 6 | Complete a developed media product from a design and plan using a range of conventions |
| AS91254 |  |  |  |  |  | • | • | 3 | Demonstrate understanding of an ethical issue in the media |
| AS91255 | **W** |  |  |  |  |  | • | 3 | Write developed media text for a specific target audience |
| ***University Literacy R = reading, W = writing*** | | | | | | | | | **Externally assessed** |
| AS91248 | **R,W** |  |  |  |  |  | • | 3 | Demonstrate understanding of the relationship between a media product and its audience |
| AS91251 | **R,W** |  |  |  |  |  | • | 4 | Demonstrate understanding of an aspect of a media genre |

|  |  |
| --- | --- |
| **Level 3 MEDIA STUDIES** | |
| **Prerequisite:** | Level 2 Media Studies. TIC approval  An interest in Media and Level 2 literacy in Level 2 English obtained |
| **Summary of Course:** | • To put theory into practice in their own media production, engaging them in a creative activity which increases  personal confidence and practical skills  • To transfer media literacy skills across different curricula.  • To see beneath the screen and read between the lines – to become critically literate and transfer their literacy  skills to any media text. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91491 |  |  |  |  |  |  | • | 3 | Demonstrate understanding of the meaning of a media text through different readings |
| AS91492 |  |  |  |  |  |  | • | 3 | Demonstrate understanding of the media representation of an aspect of New Zealand culture or society |
| AS91494 |  |  |  |  |  |  | • | 4 | Produce a design for a media product that meets the requirements of a brief |
| AS91495 |  |  |  |  |  |  | • | 6 | Produce a media product to meet the requirements of a brief |
| AS91496 |  |  |  |  | • | • |  | 3 | Demonstrate understanding of a significant development in the media *OPTIONAL* |
| AS91497 | **W** |  |  |  | • |  | • | 3 | Write a media text to meet the requirements of a brief |
| ***University Literacy R = reading, W = writing*** | | | | | | | | | **Externally assessed** |
| AS91493 | **R,W** |  |  |  |  |  | • | 4 | Demonstrate understanding of a relationship between a media genre and society |

**MUSIC**

|  |
| --- |
| Music can develop a number of personal skills such as self-discipline, personal organisation, personal motivation and an ability to work independently or as part of a team. The social and communicative skills that Music students develop are invaluable in any career and are also useful for leadership roles. Students will have the opportunity of completed both internal and external achievement standards.  **CAREERS:** **Professional musicians** – Orchestras, Bands, Military or service Bands, Choirs, Rock Bands, soloists, both vocal and instrumental, Conductors. **Music Tech** – sound engineering, recording, Theatre Sound engineering, electronic and digital music. **Music Composition and arranging**, advertising, Movie and T.V. industry. **Teacher**, instrumental or classroom music teacher, primary, secondary and tertiary. **Instrumental Repairs** – specialist or general instrument repairs, piano tuner, **Music Administration** - events management, events financial management, Orchestra or band management. **OR JUST FOR FUN!!**  **Vocational Pathways for Music** |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Computer Game Designer • Aircraft Manufacturer • Engineer • Pharmaceutical Technician, • Technical Manager |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • sports turf management |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Personal Trainer |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Corrections • Defence • Fire Fighting • Health • Community • Social Worker • Government |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Musician • Performer • Music Administration • Composing • Music Directing • Instrument Repairs • Music |

|  |  |
| --- | --- |
| **Level 1 MUSIC** | |
| **Prerequisite:** | Must be having tuition on an instrument - (voice is an instrument). Completion of Year 10 course to a satisfactory level is preferred but not essential. Consultation with HOD required. Involvement in a choir/orchestra/band or other musical group is necessary. |
| **Summary of Course:** | Instrumental performance both as a soloist and a group. Composition, musical knowledge, music elements & features and conventions. (Theory) Notation skills through transcription (Aural) |
| **Fees:** | $15.30 or $20.40 per term if an instrument is hired from school |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91090 |  |  |  |  |  | • | 6 | Perform two pieces of music as a featured soloist |
| AS91091 |  |  |  |  |  | • | 4 | Demonstrate ensemble skills by performing as a member of a group |
| AS91092 |  |  |  |  |  | • | 6 | Compose two original pieces of music |
| AS91095 |  |  |  |  |  | • | 6 | Demonstrate knowledge of two music works from contrasting contexts *(L)* |
|  | | | | | | | | **Externally assessed** |
| AS91093 |  |  |  |  |  | • | 4 | Demonstrate notation skills through transcription |
| AS91094 |  |  |  |  |  | • | 4 | Demonstrate knowledge of conventions used in music scores *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 MUSIC** | |
| **Prerequisite:** | Must be having tuition on an instrument - (voice is an instrument). Completion of NCEA Level 1 music to a satisfactory standard is preferred, but not essential. Consultation with HOD is required. Involvement in a choir/orchestra/band or other musical group is necessary. |
| **Summary of Course:** | Instrumental performance both as a soloist on a first and second instrument and in a Group. Composition/instrumentation. Musical Research. Score reading. |
| **Fees:** | $15.30 or $20.40 per term if an instrument is hired from school |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91270 |  |  |  |  |  |  | • | 6 | Perform two substantial pieces of music as a featured soloist |
| AS91271 |  |  |  |  |  |  | • | 6 | Compose two substantial pieces of music |
| AS91272 |  |  |  |  |  |  | • | 4 | Demonstrate ensemble skills by performing a substantial piece of music as a member of a group |
| AS91273 |  |  |  |  |  |  | • | 4 | Devise an instrumentation for an ensemble |
| AS91274 |  |  |  |  |  |  | • | 3 | Perform a substantial piece of music as a featured soloist on a second instrument |
| AS91278 |  |  |  |  |  |  | • | 4 | Investigate an aspect of New Zealand music |
|  | | | | | | | | | **Externally assessed** |
| AS91276 |  |  |  |  |  |  | • | 4 | Demonstrate knowledge of conventions in a range of music |

|  |  |
| --- | --- |
| **Level 3 MUSIC** | |
| **Prerequisite:** | Must be having tuition on an instrument - (voice is an instrument). Completion of Levels 1 & 2 N.C.E.A. music to a satisfactory standard is preferred but not essential. Consultation with HOD is required. Involvement in a choir/orchestra/band or other musical group necessary. |
| **Summary of Course:** | Choice of performance (both solo and group) or composition based programme together with a music research paper and music arranging |
| **Fees:** | $15.30 or $20.40 per term if an instrument is hired from school |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91422 |  |  |  |  |  |  | • | 4 | Analyse a substantial music work |
| 91424 |  |  |  |  |  |  | • | 4 | Create two arrangements for an ensemble |
| 91418 |  |  |  |  |  |  | • | 4 | Demonstrate ensemble skills by performing two substantial piece of music as a member of a group |
| 91425 | **R** |  |  |  |  |  | • | 6 | Research and a music topic |
| 91416 |  |  |  |  |  |  | • | 8 | Perform two programmes of music as a featured soloist |
| 91417 |  |  |  |  |  |  | • | 4 | Perform a programme of music as a featured soloist on a second instrument |
| 91419 |  |  |  |  |  |  | • | 8 | Communicate musical intention by composing three original pieces of music |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| 91421 |  |  |  |  |  |  | • | 4 | Demonstrate understanding of harmonies and tonal conventions in a range of music scores |
| 91423 |  |  |  |  |  |  | • | 4 | Examine the influence of context on a substantial music work. |

**PHYSICAL EDUCATION**

|  |
| --- |
| **CAREERS:**  Physical Education is helpful in careers such as: armed services, nursing, event organiser, human resources, police, fire service, recreation officer, PE teacher, primary school teacher, fitness instructor, medicine, dentistry, physiotherapy, occupational therapy, research (fitness, health & recreation), manager of community sports & recreation, professional coach, athlete, bio mechanist, sport psychologist etc.  **Vocational Pathways for Physical Education** |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Computer Game Designer • Aircraft Manufacturer • Engineer • Pharmaceutical Technician • Technical Manager |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food Technologist • Hunter/Trapper • Production Manager • Vet • Sports Turf Management |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Personal Trainer |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Corrections • Defence • Fire Fighting • Health • Community • Social Worker • Government |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 1 PRACTICAL PHYSICAL EDUCATION** | |
| **Prerequisite:** | Aimed at students who require some extra support with the literacy and numeracy aspects of Physical Education and written assessments. The majority of work is 'Physical Assessment' although there will be some written work for students to undertake. Student's need to demonstrate a strong desire to study Physical Education, be extremely motivated, gained at least Level 4 and above on a consistent basis in Year 10 Physical Education. Students also need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in Physical Education but who require some extra support with the literacy and numeracy aspects of Physical Education and written assessments. The majority of work is 'Physical Assessment' although there will be some written work for students to undertake. |
| **Fees:** | *To be confirmed* |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90967 |  |  |  |  | • | • | 3 | Demonstrate strategies to improve performance of a physical activity and describe the outcomes *(L)* |
| AS90964 |  |  |  | • | • | • | 3 | Demonstrate quality movement in the performance of a physical activity |
| AS90966 |  |  |  | • | • | • | 4 | Demonstrate interpersonal skills in a group *(L)* |
| AS90969 |  |  |  | • | • | • | 2 | Take purposeful action to assist others to participate in physical activity |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 CORE PHYSICAL EDUCATION** | |
| **Prerequisite:** | Student's need to demonstrate a strong desire to study Physical Education, be extremely motivated, have gained at least Level 4 and above on a consistent basis in Year 10 Physical Education and have a history of 100% assignment submission in Year 10.  Students also need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in Physical Education and wish to develop their knowledge, skills and understanding across a range of different topics. The course will be approximately 50% theory driven and 50% practical driven so students need to demonstrate a positive attitude to all aspects of the course. |
| **Fees:** | NCEA fees apply |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90967 |  |  |  |  | • | • | 3 | Demonstrate strategies to improve performance of a physical activity and describe the outcomes *(L)* |
| AS90964 |  |  |  | • | • | • | 3 | Demonstrate quality movement in the performance of a physical activity |
| AS90966 |  |  |  | • | • | • | 4 | Demonstrate interpersonal skills in a group *(L)* |
| AS90963 |  |  | • | • | • | • | 5 | Describe the function of the body as it relates to physical activity *(L)* |
| AS90962 |  |  |  | • | • | • | 5 | Participate actively in a variety of physical activities and explain factors that influence participation |
| AS90970 |  |  |  | • | • | • | 3 | Demonstrate self-management strategies *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 SPORT AND EXERCISE SCIENCE** | |
| **Prerequisite:** | Student's need to demonstrate strong literacy and numeracy skills, be extremely motivated, have gained at least Level 5 and above on a consistent basis in Year 10 Physical Education, have a strong desire to study Physical Education to a high level and have a history of 100% assignment submission in Year 10. Students also need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in learning about Physical Education to an advanced level and who see themselves working or being involved in Physical Education or Sport as a possible career option. The course will see students studying elite performance and being exposed to cutting edge technology which analyses how the human body moves and functions. The pathway should involve students progressing through Sport and Exercise Science in Level 2 & 3. |
| **Fees:** | *To be confirmed* |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90967 |  |  |  |  | • | • | 3 | Demonstrate strategies to improve performance of a physical activity and describe the outcomes *(L)* |
| AS90964 |  |  |  | • | • | • | 3 | Demonstrate quality movement in the performance of a physical activity |
| AS90966 |  |  |  | • | • | • | 4 | Demonstrate interpersonal skills in a group *(L)* |
| AS90963 |  |  | • | • | • | • | 5 | Describe the function of the body as it relates to physical activity *(L)* |
| AS90962 |  |  |  | • | • | • | 5 | Participate actively in a variety of physical activities and explain factors that influence participation. |
| AS90970 |  |  |  | • | • | • | 3 | Demonstrate self-management strategies *(L)* |
| AS90969 |  |  |  | • | • | • | 2 | Take purposeful action to assist others to participate in physical activity |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 PRACTICAL PHYSICAL EDUCATION** | |
| **Prerequisite:** | Aimed at students who require some extra support with the literacy and numeracy aspects of Physical Education and written assessments. The majority of work is 'Physical Assessment' although there will be some written work for students to undertake. Student's need to demonstrate a strong desire to study Physical Education, be extremely motivated and need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in Physical Education but who require some extra support with the literacy and numeracy aspects of Physical Education and written assessments. The majority of work is 'Physical Assessment' although there will be some written work for students to undertake. |
| **Fees:** | To be confirmed |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US21795 |  |  |  |  | • |  | • | 3 | Demonstrate, instruct, and monitor safe and correct use of cardiovascular exercise equipment |
| US21794 |  |  |  |  | • | • | • | 3 | Demonstrate, instruct, and monitor static stretching |
| AS91330 |  |  |  |  | • |  | • | 4 | Perform a physical activity in an applied setting |
| AS91334 |  |  |  |  | • | • | • | 3 | Demonstrate social responsibility through the application of a social responsibility model |
| US21793 |  |  |  |  | • | • | • | 2 | Demonstrate correct technique when using basic gym equipment |
| US21791 |  |  |  |  | • | • | • | 4 | Relate human anatomy and movement to gym equipment and static stretching |

|  |  |
| --- | --- |
| **Level 2 CORE PHYSICAL EDUCATION** | |
| **Prerequisite:** | Student's need to demonstrate a strong desire to study Physical Education, be extremely motivated, have gained a range of Achieved, Merit and Excellence grades on a consistent basis in Year 11 Physical Education and other subject areas.  They must have a history of 100% assignment submission in Year 11 and need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in Physical Education and wish to develop their knowledge, skills and understanding across a range of different topics. The course will be approximately 50% theory driven and 50% practical driven so students need to demonstrate a positive attitude to all aspects of the course. |
| **Fees:** | NCEA fees apply |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91329 |  |  |  |  | • |  | • | 4 | Demonstrate understanding of the application of Bio-physical principles to training for Physical Activity |
| AS91330 |  |  |  |  | • |  | • | 4 | Perform a physical activity in an applied setting |
| AS91334 |  |  |  |  | • | • | • | 3 | Demonstrate social responsibility through the application of a social responsibility model |
| AS91335 |  |  |  |  | • | • | • | 3 | Demonstrate understanding of the implementation of a physical event |
| AS91331 |  |  |  |  | • | • | • | 4 | Investigate the sociological significance of a  Sporting event |

|  |  |
| --- | --- |
| **Level 2 SPORT AND EXERCISE SCIENCE** | |
| **Prerequisite:** | Student's need to demonstrate strong literacy and numeracy skills, be extremely motivated, have gained mostly Merits and Excellence on a consistent basis in Year 11 Physical Education and other subjects, have a strong desire to study Physical Education to a high level and have a history of 100% assignment submission in Year 11. Students also need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in learning about Physical Education to an advanced level and who see themselves working or being involved in Physical Education or Sport as a possible career option. The course will see students studying elite performance and being exposed to cutting edge technology which analyses how the human body moves and functions. The pathway should involve students progressing through Sport and Exercise Science from Levels 1, 2 & 3. |
| **Fees:** | *To be confirmed* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91329 |  |  |  |  | • |  | • | 4 | Demonstrate understanding of the application of biophysical principles to training for physical activity |
| AS91330 |  |  |  |  | • |  | • | 4 | Perform a physical activity in an applied setting |
| AS91334 |  |  |  |  | • | • | • | 3 | Demonstrate social responsibility through the application of a social responsibility model |
| AS91331 |  |  |  |  | • | • | • | 4 | Investigate the sociological significance of a  Sporting event |
| AS91328 |  |  |  |  | • |  | • | 5 | Demonstrate understanding of how biophysical principles relate to the learning of Physical skills |
| AS91332 |  |  |  |  | • | • | • | 4 | Demonstrate an understanding of leadership strategies that contribute to the effective functioning of a group (ski trip) |
| AS91333 |  |  |  |  | • | • | • | 3 | Demonstrate understanding of the application of risk management strategies to a challenging outdoor activity (ski trip) |

|  |  |
| --- | --- |
| **Level 2 PHYSICAL EDUCATION OUTDOORS** | |
| **Prerequisite:** | Student has ideally taken PE at Level 1 and achieved predominantly at either an achieved or merit level. Student has a history of 100% assignment submission. |
| **Summary of Course:** | This course is aimed at students who are interested in practical activities based within the outdoor environment, for example, off track running, rock climbing, skiing and surfing. Each week there will be two practical lessons and two theory lessons. Students must be willing to be out of school once a week and not back until 4pm. |
| **Fees:** | NCEA fees apply plus $500 for course |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91332 |  |  |  |  | • | • | • | 4 | Demonstrate an understanding of leadership strategies that contribute to the effective functioning of a group |
| AS91330 |  |  |  |  | • |  | • | 4 | Perform a physical activity in an applied setting. |
| AS91334 |  |  |  |  | • | • | • | 3 | Demonstrate social responsibility through the application of a social responsibility model. |
| AS91335 |  |  |  |  | • | • |  | 3 | Demonstrate understanding of the implementation of a physical event |
| AS91333 |  |  |  |  | • | • | • | 3 | Demonstrate understanding of the application of risk management strategies to a challenging outdoor activity |
| AS91329 |  |  |  |  | • |  | • | 4 | Demonstrate understanding of the application of  Biophysical principles to training for Physical Activity |

|  |  |
| --- | --- |
| **Level 3 SPORT AND EXERCISE SCIENCE** | |
| **Prerequisite:** | Student's need to demonstrate strong literacy and numeracy skills, be extremely motivated, have gained mostly Merits and Excellence on a consistent basis in Year 11 and 12 Physical Education or other subjects, have a strong desire to study Physical Education to a high level and have a history of 100% assignment submission in Year 11 and 12. Students also need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in learning about Physical Education to an advanced level and who see themselves working or being involved in Physical Education or Sport as a possible career option. The course will see students studying elite performance and being exposed to cutting edge technology which analyses how the human body moves and functions. The pathway should involve students progressing through Sport and Exercise Science from Levels 1, 2 & 3 |
| **Fees:** | *To be confirmed* |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** | |
| 91499 |  |  |  |  | • | • | • | 3 | Analyse a physical skill performed by self or others | |
| 91500 |  |  |  |  | • |  | • | 4 | Evaluate the effectiveness of a performance improvement programme | |
| 91501 |  |  |  |  | • |  | • | 4 | Demonstrate performance in a chosen physical activity. Own choice of activity | |
| 91504 |  |  |  |  | • | • |  | 3 | Analyse issues in safety management for outdoor activity to devise safety management strategies | |
| 91789 |  |  |  |  | • | • | • | 4 | Devise strategies for a physical activity outcome | |
| **Please note Scholarship students will complete a research assessment in addition to this** | | | | | | | | | |

|  |  |
| --- | --- |
| **Level 3 PHYSICAL EDUCATION OUTDOOR** | |
| **Prerequisite:** | Letter of application. Staff selection |
| **Summary of Course:** | The course requires students to be out on experience days 6 times throughout the year |
| **Fees:** | $550 which covers transport, accommodation, kayak, adventure camp, ski trip and day activities |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91498 |  |  |  |  | • | • |  | 4 | Evaluate physical activity experiences to devise strategies for lifelong wellbeing |
| 91500 |  |  |  |  | • |  | • | 4 | Evaluate the effectiveness of a performance improvement programme |
| 91501 |  |  |  |  | • |  | • | 4 | Demonstrate performance in a chosen physical activity. Own choice of activity |
| 91504 |  |  |  |  | • | • |  | 3 | Analyse issues in safety management for an outdoor activity |
| 91505 | **R** |  |  |  | • | • |  | 4 | Examine contemporary leadership principles applied in Physical Activity contexts |

***University Literacy W = writing R = reading***

|  |  |
| --- | --- |
| **Level 3 CORE PHYSICAL EDUCATION** | |
| **Prerequisite:** | Student's need to demonstrate a strong desire to study Physical Education, be extremely motivated, have gained a range of Achieved, Merit and Excellence grades on a consistent basis in Year 11 and 12 Physical Education or other subject areas.  They must have a history of 100% assignment submission in Year 12 and need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in Physical Education and wish to develop their knowledge, skills and understanding across a range of different topics. The course will be approximately 50% theory driven and 50% practical driven so students need to demonstrate a positive attitude to all aspects of the course. |
| **Fees:** | NCEA fees apply |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91499 |  |  |  |  | • | • | • | 3 | Analyse a physical skill performed by self or others |
| 91500 |  |  |  |  | • |  | • | 4 | Evaluate the effectiveness of a performance improvement programme |
| 91501 |  |  |  |  | • |  | • | 4 | Demonstrate performance in a chosen physical activity. Own choice of activity |
| 91504 |  |  |  |  | • | • |  | 3 | Analyse issues in safety management for outdoor activity to devise safety management strategies |
| 91789 |  |  |  |  | • | • | • | 4 | Devise strategies for a physical activity outcome |

|  |  |
| --- | --- |
| **Level 3 PRACTICAL PHYSICAL EDUCATION** | |
| **Prerequisite:** | Aimed at students who require some extra support with the literacy and numeracy aspects of Physical Education and written assessments. The majority of work is 'Physical Assessment' although there will be some written work for students to undertake. Student's need to demonstrate a strong desire to study Physical Education, be extremely motivated and need to be fully prepared for learning by having correct PE Uniform at all times. |
| **Summary of Course:** | This course is designed for students who have a keen interest in Physical Education but who require some extra support with the literacy and numeracy aspects of Physical Education and written assessments. The majority of work is 'Physical Assessment' although there will be some written work for students to undertake. |
| **Fees:** | *To be confirmed* |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91499 |  |  |  |  | • | • | • | 3 | Analyse a physical skill performed by self or others |
| 91500 |  |  |  |  | • |  | • | 4 | Evaluate the effectiveness of a performance improvement programme |
| 91501 |  |  |  |  | • |  | • | 4 | Demonstrate performance in a chosen physical activity. Own choice of activity |
| 91504 |  |  |  |  | • | • |  | 3 | Analyse issues in safety management for outdoor activity to devise safety management strategies |
| 91789 |  |  |  |  | • | • | • | 4 | Devise strategies for a physical activity outcome |

**SCIENCE**

**NB:** In all subjects, the final placements will be completed in 2019.

For further information contact the HOD Science, Mr Marrow.

|  |
| --- |
| **CAREERS:**  **Biology** is useful in careers such as nursing, physiotherapy, farm manager, dentist, horticulturist etc.  **Chemistry** is helpful in careers such as pharmacist, agricultural scientist, dietician, physiotherapist, forester, food technologist etc.  **Physics** is helpful in careers such as optometrist, architect, engineer, physiotherapist, geologist, surveyor etc.  **Earth, Ocean and Space Systems** is helpful in careers such as conservation, sustainability, geology, environmental studies etc.  **Vocational Pathways for Science** |
| **Construction and Infrastructure (CI)** |
| If you are interested in a career that involves physical work, working with your hands, tools, machinery and equipment and primarily focussing on building, repair or maintenance work then this sector is for you.  ***Types of jobs for this Vocational Pathway include:***  • Architect • Boat builder • Building contractor • Cabinet maker • Environmental engineer • Landscape architect • Mining engineer • Quantity surveyor • Survey technician |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Aeronautical engineer • Architect • Biomedical Engineer • Boat builder • Importer/exporter • Programmer |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Agricultural technician • Biochemist • Forestry Scientist • Geophysicist • Science technician • Veterinarian |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Actuary • Aeronautical engineer • Aeroplane pilot • Air Force • Economist • Energy Auditor • Financial advisor • Pharmacist |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Ambulance officer • Anaesthetist • Audiologist • Biomedical technician • Cardiac technician • Environmental Scientist • Forensic Scientist • Podiatrist • Policy Analyst • Teacher • Psychiatrist |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Sales & Marketing manager • Events Manager • Game Developer • Graphic Designer • Naval architect/boat builder |

|  |
| --- |
| **Level 1 SCIENCE COURSES**  *Students will be advised as to which course of study is recommended*  **NCEA Level One Internal Science** - This course is a Science Course that includes internally assessed Level One Achievement Standards. It is recommended for students who would struggle with external examinations.  **NCEA Level One General Science** - This course in Science is assessed with both internal and external Achievement Standards. This course prepares students for level 2 individual sciences.  **NCEA Level One Chemistry/Physics & NCEA Level One Biology/Science** - Students will be invited to study this double Science course. These two courses are designed to give students a greater back-ground knowledge to study level 2 individual Sciences. |

|  |  |
| --- | --- |
| **Level 1 INTERNAL SCIENCE** | |
| **Prerequisite:** | A course for students who would struggle with NCEA Level 1 General Science. Students will be directed by their Year 10 Science teacher into their suitable course of study. |
| **Summary of Course:** | A course will be developed with student input covering some of the modules listed below. This course includes the following topics: Healthy rivers, Fuels and the environment, Electricity, Earth Science, astronomy, energy and chemical reactions. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 90925 |  | • | • | • | • |  | 4 | Biology practical investigation (Microbes) *(N)* |
| 90930 | • | • | • | • |  |  | 4 | Practical Chemistry *(N)* |
| 90943 | • | • | • |  | • | • | 4 | Home Insulation (Heat) *(N)* |
| 90951 |  |  | • | • |  | • | 4 | Whakatane river ecosystems |
| 90941 | • | • | • |  |  | • | 4 | Electricity in the home *(N)* |
| 90945 | • | • | • | • | • |  | 4 | Fuels and the environment |
| 90949 |  |  | • | • | • | • | 4 | Life processes and environmental |
| 90954 |  |  | • |  |  | • | 4 | Astronomical cycles *(L)* |
| 90955 |  |  | • |  | • |  | 4 | Earth Science Event *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 GENERAL SCIENCE** | |
| **Prerequisite:** | Students will be directed into the most suitable course of study for them. This course covers a broad base of science areas |
| **Summary of Course:** | A course that covers the basic biology, chemistry and physics requirements for NCEA Level 2 |
| **Fees:** | Workbook fees - $25.00 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 90930 | • | • | • | • |  |  | 4 | Chemistry Practical *(N)* |
| 90941 | • | • | • |  |  | • | 4 | Electricity in the home *(N)* |
|  | | | | | | | | **Externally Assessed** |
| 90940 | • | • | • | • | • | • | 4 | Mechanics *(N)* |
| 90944 | • | • | • |  |  | • | 4 | Acids and Bases |
| 90948 |  | • | • |  | • |  | 4 | Genetics *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 CHEMISTRY/EOS** | |
| **Prerequisite:** | Students will be invited to study this course. It is an advanced version of the Science course and includes taking the NCEA Level 1 Biology/Physics course of study also. |
| **Summary of Course:** | A course of study that gives students a sound base of Chemistry and Earth Science skills. |
| **Fees:** | Workbooks -$42 *(combined with Biology/Physics)* |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 90953 |  |  | • | • |  | • | 4 | The carbon cycle *(L)* |
| 90954 |  |  | • |  |  | • | 4 | Astronomical cycles *(L)* |
| 90930 | • | • | • | • |  |  | 4 | Practical Chemistry *(N)* |
| 90931 | • | • | • | • |  | • | 2 | Technological applications of chemistry *(L)* |
| 90947 | • | • | • |  | • | • | 4 | Selected Chemical Reactions |
|  | | | | | | | | **Externally assessed** |
| 90944 | • | • | • |  |  | • | 4 | Acids and Bases |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 BIOLOGY/PHYSICS** | |
| **Prerequisite:** | Students will be invited to study this course. It is an advanced version of the Science course and includes taking the NCEA Level 1 Chemistry/EOS Course of study also. |
| **Summary of Course:** | A course of study that gives a sound base of Biology and Physics |
| **Fees:** | Workbooks - $42 *(combined with Chemistry/EOS)* |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 90951 |  |  | • | • |  | • | 4 | Whakatane river ecosystems |
| 90942 | • | • | • |  |  | • | 4 | Medical Imaging (Waves) *(N)* |
| 90943 | • | • | • |  | • | • | 4 | Home Insulation (Heat) *(N)* |
|  | | | | | | | | **Externally assessed** |
| 90948 |  | • | • |  | • |  | 4 | Genetics *(L)* |
| 90927 |  | • | • |  | • |  | 4 | Micro-organisms *(L)* |
| 90940 | • | • | • | • | • | • | 4 | Mechanics *(N)* |
| 90937 | • | • |  |  |  | • | 4 | Electricity *(N)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 1 APEX SCIENCE** | |
| **Prerequisite:** | Students in the APEX class will study this course |
| **Summary of Course:** | A course of study that builds upon the sound base of Science developed in Year 10. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 90925 |  | • | • | • | • |  | 4 | Biology practical investigation (Microbes) *(N)* |
|  | | | | | | | | **Externally assessed** |
| 90948 |  | • | • |  | • |  | 4 | Genetics *(L)* |
| 90927 |  | • | • |  | • |  | 4 | Micro organisms *(L)* |
| 90940 | • | • | • | • | • | • | 4 | Mechanics *(N)* |
| 90937 | • | • |  |  |  | • | 4 | Electricity *(N)* |
| 90932 | • | • | • |  |  |  | 4 | Carbon Chemistry |

*(L) = Literacy (N) = Numeracy*

|  |
| --- |
| **Level 2 SCIENCE COURSES**  *Students will be advised as to which course of study is recommended*  **NCEA Level 2 Internal Science** - This course is made up of Level 2 internal Achievement Standards.  **NCEA Level 2 General Science** - This course is a combination of Level 2 internal and external Achievement Standards.  **NCEA Level 2 Physics, Chemistry, Biology & Earth Oceans and Space Science** - Students with high achievement in Level 1 Science courses can choose either individual or a combination of these subjects with guidance from Science teachers. |

|  |  |
| --- | --- |
| **Level 2 INTERNAL SCIENCE** | |
| **Prerequisite:** | 16 credits in NCEA level 1 Science with at least 10 of these credits from Achievement standards |
| **Summary of Course:** | A combination of Level 2 internal Achievement Standards |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91189 |  | • |  |  |  |  |  | 4 | Geological processes |
| 91153 |  |  | • | • | • | • |  | 4 | Biological practical investigation |
| 91162 |  | • | • | • |  | • |  | 3 | Practical chemistry |
| 91169 |  | • | • | • |  | • | • | 3 | Aspects of Physics |
| 91190 |  |  |  |  |  |  |  | 4 | Extreme environment |
| 91155 |  |  |  | • | • | • |  | 3 | Animal adaptations |

|  |  |
| --- | --- |
| **Level 2 GENERAL SCIENCE** | |
| **Prerequisite:** | 14 credits in NCEA level 1 Science |
| **Summary of Course:** | A selection of the listed Level 2 Internal and External Achievement Standards (approx. 22 credits total) |
| **Fees:** | Workbook fees may apply |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91189 |  | • |  |  |  |  |  | 4 | Geological processes |
| 91153 |  |  | • | • | • | • |  | 4 | Biological practical investigation |
| 91162 |  | • | • | • |  | • |  | 3 | Practical chemistry |
| 91169 |  | • | • | • |  | • | • | 3 | Aspects of Physics |
| 91190 |  |  |  |  |  |  |  | 4 | Extreme environment |
| 91160 |  |  |  | • | • | • |  | 3 | Microscopes |
| 91158 |  |  |  | • |  |  |  | 4 | Ecological community patterns |
|  | | | | | | | | | **Externally assessed** |
| 91192 |  | • |  |  |  |  |  | 4 | Stars |
| 91191 |  | • |  |  |  | • |  | 4 | Extreme earth events |
| 91193 |  | • |  |  |  |  |  | 4 | Physical principals of earth systems |

|  |  |
| --- | --- |
| **Level 2 BIOLOGY** | |
| **Prerequisite:** | Minimum of ‘achieved’ in Achievement standard 90948 |
| **Summary of Course:** | A combination of internal and external Level 2 Biology Achievement Standards. |
| **Fees:** | Workbook and Field Trip $30 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91153 |  |  | • | • | • | • |  | 4 | Biological practical investigation |
| 91154 |  |  |  | • |  | • |  | 3 | Analyse biological validity |
| 91158 |  |  |  | • |  |  |  | 4 | Ecological community patterns |
|  | | | | | | | | | **Externally assessed** |
| 91156 |  |  |  | • |  | • |  | 4 | Cells |
| 91157 |  |  |  | • |  | • |  | 4 | Genetic variation |
| 91159 |  |  |  | • |  | • |  | 4 | Genes |

|  |  |
| --- | --- |
| **Level 2 CHEMISTRY** | |
| **Prerequisite:** | Minimum of ‘achieved’ in Achievement standards 90944 and 90930 |
| **Summary of Course:** | A combination of internal and external Level 2 Chemistry Achievement Standards |
| **Fees:** | Workbook $25 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91161 |  | • | • | • |  | • |  | 4 | Quantitative analysis |
| 91167 |  | • | • | • |  | • |  | 3 | Oxidation and Reduction |
| 91163 |  | • | • | • | • | • | • | 3 | Research *(Optional)* |
| 91162 |  | • | • | • |  | • |  | 3 | Ions in solution *(Optional)* |
|  | | | | | | | | | **Externally assessed** |
| 91164 |  | • | • | • |  | • |  | 5 | Bonding |
| 91165 |  | • | • | • | • | • |  | 4 | Organics |
| 91166 |  | • | • | • | • | • |  | 4 | Reactivity |

|  |  |
| --- | --- |
| **Level 2 PHYSICS** | |
| **Prerequisite:** | Minimum of ‘achieved’ in Achievement standards 90940 and 90941 |
| **Summary of Course:** | A combination of internal and external Level 2 Physics Achievement Standards |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91168 |  | • | • | • |  |  |  | 4 | Practical physics |
| 91169 |  | • | • | • |  | • | • | 3 | Understanding applied physics |
| 91172 |  |  | • |  |  | • |  | 3 | Atomics |
|  | | | | | | | | | **Externally assessed** |
| 91170 |  | • | • | • |  | • |  | 4 | Waves |
| 91171 |  | • | • | • |  | • |  | 4 | Mechanics |
| 91173 |  | • | • | • |  |  |  | 4 | Electricity |

|  |  |
| --- | --- |
| **Level 2 EARTH, OCEANS AND SPACE SCIENCE** | |
| **Prerequisite:** | Minimum of ‘achieved’ in one Level 1 General Science Internal Achievement standard and one Level 1 General Science External Achievement standard |
| **Summary of Course:** | A combination of internal and external Level 2 Planet Earth & Beyond Achievement Standards |
| **Fees:** | Field Trip $20 (approx.) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91187 |  | • |  |  |  |  |  | 4 | Practical investigation |
| 91188 |  | • |  |  |  | • |  | 4 | Evaluating information |
| 91189 |  | • |  |  |  |  |  | 4 | Geological processes |
| 91190 |  |  |  |  |  |  |  | 4 | Organisms and extremes |
|  | | | | | | | | | **Externally assessed** |
| 91191 |  | • |  |  |  | • |  | 4 | Extreme earth events |
| 91192 |  |  |  |  |  |  |  | 4 | Stars |

|  |
| --- |
| **Level 3 SCIENCE COURSES**  *Students will be advised as to which course of study is recommended*  **NCEA Level 3 Science** - This course in Science is designed for those students who have had some success in NCEA Level 2 Science courses. It is a course made up of internally assessed Level 3 Achievement and Unit standards  **NCEA Level 3 Physics, Chemistry, Biology & Earth Oceans and Space Science** - These courses are designed for students with high achievement in Level 2 Physics, Chemistry, Biology & Earth Oceans and Space Science |

|  |  |
| --- | --- |
| **Level 3 SCIENCE** | |
| **Prerequisite:** | A minimum of 10 NCEA Level 2 Science based credits |
| **Summary of Course:** | A selection of Level 3 Internal Achievement standards from Biology/EOS/Physics/Chemistry |
| **Fees:** | Field trip fees apply. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91415 | **R** | • |  |  |  |  |  | 4 | EOS - Investigate an aspect of astronomy |
| 91601 |  |  | • | • |  | • |  | 4 | BIO - Carry out a practical investigation in a biological context, with guidance (Germination) |
| 91388 |  | • | • | • |  | • |  | 3 | CHEM - Demonstrate understanding of spectroscopic data in chemistry |
| 91522 |  | • | • | • |  | • |  | 3 | PHY – Application of physics |

***University Literacy R = reading W = writing***

|  |  |
| --- | --- |
| **Level 3 BIOLOGY** | |
| **Prerequisite:** | Minimum of ‘achieved’ in at least three Level 2 Biology Achievement standards with at least two of these in an external standard |
| **Summary of Course:** | A combination of Level 3 achievement standards that cover the curriculum requirements in biology |
| **Fees:** | SciPad manual $30 Field trip: $30 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91604 | **R** |  |  | • |  | • |  | 3 | Homeostasis |
| 91602 | **R,W** |  | • | • |  | • |  | 3 | Socio Scientific issue |
| 91607 | **R** |  | • | • |  | • |  | 3 | Biotechnology |
| ***University Literacy R = reading W = writing*** | | | | | | | | | **Externally assessed** |
| 91603 | **R,W** |  |  | • |  |  |  | 5 | Responses of plants and animals to their external environment |
| 91606 | **R,W** |  |  | • |  |  |  | 4 | Trends in human evolution |

|  |  |
| --- | --- |
| **Level 3 CHEMISTRY** | |
| **Prerequisite:** | Minimum of ‘achieved’ in at least three Level 2 Chemistry Achievement standards with at least two of these in an external standard |
| **Summary of Course:** | A combination of Level 3 achievement standards that cover the curriculum requirements in chemistry |
| **Fees:** | Workbook $21.00 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91389 | **R,W** | • | • | • |  | • |  | 3 | Fossil fuels |
| 91388 |  | • | • | • |  | • |  | 3 | Spectroscopic data |
| 91393 |  | • | • | • |  | • |  | 3 | REDOX |
| ***University Literacy R = reading W = writing*** | | | | | | | | | **Externally assessed** |
| 91390 |  | • | • | • |  | • |  | 5 | Thermochemical principles |
| 91391 |  | • | • | • | • | • |  | 5 | Organics |
| 91392 |  | • | • | • |  | • |  | 5 | Aqueous systems |

|  |  |
| --- | --- |
| **Level 3 PHYSICS** | |
| **Prerequisite:** | Minimum of ‘achieved’ in at least three Level 2 Physics Achievement standards with at least one of these in an external standard |
| **Summary of Course:** | A combination of Level 3 achievement standards that cover the curriculum requirements in physics. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91521 |  | • | • |  |  | • |  | 4 | Practical Physics |
| 91522 |  | • | • | • |  | • |  | 3 | Physics in context |
| 91525 |  | • | • |  |  | • |  | 3 | Modern Physics |
| ***University Literacy R = reading W = writing*** | | | | | | | | | **Externally assessed** |
| 91523 |  | • | • | • |  | • |  | 4 | Waves |
| 91524 |  | • | • | • |  | • |  | 6 | Mechanics |
| 91526 |  | • | • | • |  | • |  | 6 | Electricity |

|  |  |
| --- | --- |
| **Level 3 EARTH, OCEANS AND SPACE SCIENCE** | |
| **Prerequisite:** | Minimum of ‘achieved’ in at least three Level 2 Earth Oceans and Space Science Achievement standards with at least one of these in an external standard, or the equivalent Biology, Chemistry or Physics level 2 standards |
| **Summary of Course:** | A combination of internal and external Level 3 Planet Earth & Beyond Achievement Standards |
| **Fees:** | Field trip fees apply $30 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91410 | **R,W** | • |  |  |  |  |  | 4 | Practical investigation |
| 91411 | **R,W** | • |  |  |  |  |  | 4 | Socio scientific issues |
| 91412 |  | • |  |  |  |  |  | 4 | Dating geological events |
| 91415 | **R** | • |  |  |  |  |  | 4 | Aspects of astronomy |
| ***University Literacy R = reading W = writing*** | | | | | | | | | **Externally assessed** |
| 91413 | **R,W** | • |  |  |  |  |  | 4 | Ocean systems |
| 91414 | **R,W** | • |  |  |  |  |  | 4 | Atmosphere systems |

**SERVICE ACADEMY**

|  |
| --- |
| Service Academy is a disciplined, physically and mentally challenging 1-year programme at Year 12. The programme will provide life skills, motivation, learning, training, and vocational options that will allow students to confidently and successfully establish their place within and contribute to New Zealand society. Students are required to attend numerous camps run by the New Zealand Defence Force. Selected students will attend further NZDF camps to develop their leadership potential.  As part of the programme, students will be required to attend Service Academy Maths and English. Options are available to those students who are yet to achieve Level 1 Numeracy and Literacy. Students will also attend external training modules such as First Aid, NZ Fire Service and Coast Guard Day. Service Academy programme fee is $75. Fees cover uniform, camps, transport and external training modules.  **Vocational Pathways for Service Academy** |
| **Construction and Infrastructure (CI)** |
| If you are interested in a career that involves physical work, working with your hands, tools, machinery and equipment and primarily focussing on building, repair or maintenance work then this sector is for you.  ***Types of jobs for this Vocational Pathway include:***  • Building Contractor • Diver • Boat Builder • Property Manager • Electrician • Joiner • Miner/Quarry worker • Quantity Surveying • Excavation • Demolition |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Aircraft Maintenance Engineer • Telecommunications Technician • Machine Operator • Engineer • Automotive Electrician |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • New Zealand Defence Force • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Combat/warfare specialist • Corrections Officer • Paramedic • Communications Operator • Engineering Officer • Police Officer  • Mapmaker • Pilot • Gunner/Rifleman • Fire Fighter • Avionics Specialist |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 2 SERVICE ACADEMY** | |
| **Prerequisite:** | Accepted on Service Academy programme. TIC approval |
| **Summary of**  **Course:** | • Build and maintain a positive work ethic  • Build and maintain self-discipline  • Gain knowledge and experience in the NZDF and many other career opportunities |
| **Fees:** | $75.00 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91334 |  |  |  |  | *•* | *•* | *•* | 3 | Physical Education - Consistently demonstrate social responsibility through applying a social responsibility model in physical activity |
| AS91330 |  |  |  |  | *•* |  | *•* | 4 | Physical Education - Perform a physical activity in an applied setting |
| US9677 |  | *•* |  |  |  |  |  | 3 | Participate in a team or group which has an objective |
| US467 |  |  |  |  | *•* | *•* |  | 3 | Demonstrate personal and social development through participation in adventure based learning |
| US24098 |  |  |  |  |  | *•* |  | 2 | Demonstrate and apply knowledge of basic foot drill in the New Zealand Cadet Forces |
| US3492 |  |  |  |  |  |  |  | 3 | Write a short report |
| US425 |  |  |  |  | *•* |  |  | 3 | Experience day tramps |
| US426 |  |  |  |  | *•* |  |  | 3 | Experience camping |
| US430 |  |  |  |  |  |  |  | 3 | Demonstrate bush survival skills |
| US3271 |  |  |  | *•* |  | *•* |  | 1 | Suppress fire with hand extinguishers and fixed hose reels |
| US4647 |  |  |  |  |  | *•* |  | 1 | Explain principles of fire service |
| US497 |  | • | • | • |  |  |  | 3 | Demonstrate knowledge of workplace health and safety requirements |
| US26542 |  |  |  |  | • |  |  | 6 | Demonstrate basic knowledge of the operation of pleasure/small craft by day |
| US6401 |  |  |  | • | • | • |  | 1 | Provide first aid |
| US6402 |  |  |  | • | • | • |  | 1 | Provide basic life support |
| US6400 |  |  |  |  |  |  |  | 2 | Manage first aid in an emergency situation |
| US10780 |  |  |  |  |  |  |  | 3 | Complete a work experience placement |
| US10781 |  |  |  |  |  |  |  | 3 | Produce a plan for own future directions |

|  |  |
| --- | --- |
| **Level 2 SERVICE ACADEMY ENGLISH** | |
| **Prerequisite:** | Accepted on Service Academy programme |
| **Summary of Course:** | An integrated English course taught through historical military contexts of significance to New Zealand. The course is research and inquiry based and examines in depth historical events, the causes and consequences of events and differing perspectives of these events. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91101 | **W** | *•* | *•* | *•* | *•* | *•* | *•* | 6 | Produce a selection of crafted and controlled writing |
| 91102 |  |  |  | *•* | *•* |  | *•* | 3 | Construct and deliver a crafted and controlled oral text |
| 91105 | **R** | *•* | *•* | *•* | *•* | *•* |  | 4 | Use information literacy skills to form developed conclusion(s) |
| 91107 |  |  |  |  |  |  | *•* | 3 | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |

***University Literacy W = writing R = reading***

|  |  |
| --- | --- |
| **Level 2 SERVICE ACADEMY MATHEMATICS** | |
| **Prerequisite:** | Accepted on Service Academy programme |
| **Summary of Course:** | •Students who have not completed the Level One Numeracy requirements will work on Portfolio Unit Standards  •This course aims to increase financial literacy  •Where applicable, standards will be studied in a services context |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US24695 |  |  |  |  |  |  |  | 2 | Explain taxation and other deductions relating to personal income |
| US28092 |  |  |  |  |  |  |  | 3 | Analyse the effect of significant life events at different life stages on personal financial income |
| US28093 |  |  |  |  |  |  |  | 3 | Describe the financial responsibilities and consequences of tertiary study funding options |
| US28094 |  |  |  |  |  |  |  | 3 | Produce a balanced household budget and adjust the budget to reflect changing financial circumstances |
| US28097 |  |  |  |  | *•* |  |  | 3 | Analyse and select personal banking products and services in relation to personal finances |

|  |  |
| --- | --- |
| **Level 3 SERVICE ACADEMY** | |
| **Prerequisite:** | TIC approval |
| **Summary of**  **Course:** | Year 13 Service Academy is open to any Year 13 Student committed to joining the NZ Defence Force. Students will be expected to begin their application early in the year. Students will be supported in preparing for the numerous tests applicants are required to pass during the recruitment process. As a large part of the programme is focussed on test preparation students will only be offered approximately 10 Level 3 credits. Students will also have the opportunity to sit the Coastguard Boat Masters Certificate (16cr). |
| **Fees:** | Nil |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91505 | **R** |  |  |  | *•* | *•* |  | 4 | Physical Education - Examine contemporary leadership principles applied in physical activity contexts |
| US1312 |  |  |  |  |  |  |  | 3 | Give oral instructions in the workplace |
| US9705 |  |  |  |  |  |  |  | 3 | Give feedback on performance in the workplace |
| US26541 |  |  |  |  |  |  |  | 16 | Demonstrate knowledge of the safe operation of small craft in sight of land |

***University Literacy W = writing R = reading***

**TE REO MAORI**

|  |
| --- |
| **Vocational Pathways for Te Reo Maori** |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Research Scientist • Fisheries Officer • Food technologist • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Diplomatic Service • Travel industry • Chef • Events Manager • Economist • Journalist • Communications expert • International Lawyer • Advertising manager • Customs officer |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  • Teacher • Policy analyst • Social Worker • Translator • Interpreter |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Game creator • Translator • Interpreter • Creative Director • Publisher |

|  |  |
| --- | --- |
| **Level 1 TE REO MAORI** | |
| **Prerequisite:** | Courses covered in Year 9 & 10 or on HOD approval |
| **Summary of Course:** | The programme involves completing 3 internal assessments during the year which focuses on Listening, Speaking and Writing. There are 2 external exams at the end of the year which involves reading articles and answering questions and also presenting some genre of writing. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS 91085 |  |  | • | • | • | • | 6 | Whakarongo kia mōhio ki te reo o tona ao *(L)* |
| AS 91086 |  |  | • | • | • | • | 6 | Kōrero kia whakamahi i te reo o tona ao *(L)* |
| AS 91089 |  |  | • | • | • | • | 6 | Waihanga tuhinga i te reo o tona ao *(L)* |
|  | | | | | | | | **Externally assessed** |
| AS 91087 |  |  | • | • | • | • | 6 | Pānui kia mōhio ki te reo o tona ao *(L)* |
| AS 91088 |  |  | • | • | • | • | 6 | Tuhi i te reo o tona ao *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 TE REO MAORI** | |
| **Prerequisite:** | Course covered at Level 1 or on HOD approval |
| **Summary of Course:** | The programme involves completing 3 internal assessments during the year which focuses on Listening, Speaking and Writing. There are 2 external exams at the end of the year which involves reading articles and answering questions and also presenting some genre of writing. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS 91284 |  |  |  | • | • | • | • | 4 | Whakarongo kia mōhio ki te reo o te ao torotoro |
| AS 91285 |  |  |  | • | • | • | • | 6 | Kōrero kia whakamahi i te reo o te ao torotoro |
| AS91288 | **W** |  |  | • | • | • | • | 6 | Waihanga tuhinga auaha, i te reo o te ao torotoro |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS 91286 | **R** |  |  | • | • |  | • | 6 | Pānui kia mōhio ki te reo o te ao torotoro |
| AS 91287 | **W** |  |  | • | • |  | • | 6 | Tuhi i te reo o te ao torotoro |

|  |  |
| --- | --- |
| **Level 3 TE REO MAORI** | |
| **Prerequisite:** | Course covered at Level 2 or on HOD approval |
| **Summary of Course:** | The programme involves completing 3 internal assessments during the year which focuses on Listening, Speaking and Writing. There are 2 external exams at the end of the year which involves reading articles and answering questions and also presenting some genre of writing. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91650 |  | • | • | • | • | • | • | 4 | Whakarongo kia mōhio ki te reo Māori o te ao whānui |
| AS91651 |  | • | • | • | • | • | • | 6 | Kōrero kia whakamahi i te reo Māori o te ao whānui |
| AS91654 | **W** | • | • | • | • | • | • | 6 | Waihanga tuhinga whai take i te reo Māori o te ao whānui |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91652 | **R** | • | • | • | • | • | • | 6 | Pānui kia mōhio ki te reo Māori o te ao whānui |
| AS91653 | **W** | • | • | • | • | • | • | 6 | Tuhi i te reo Māori o te ao whānui |

|  |  |
| --- | --- |
| **Level 1 MAORI PERFORMING ARTS** | |
| **Prerequisite:** | Courses covered in Year 9 & 10 or on HOD approval |
| **Summary of Course:** | The programme involves completing internal assessments that are based on Maori Performing Arts, Tikanga Concepts and Mau Rakau activities. 70% of the work requires research study work. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US22752 |  |  |  |  |  | • | 3 | Demonstrate performance components of Maori Performing Arts |
| US22753 |  |  |  |  |  | • | 3 | Demonstrate knowledge of people associated with Maori Performing Arts |
| US22754 |  |  |  |  |  | • | 4 | Demonstrate the origins of Maori Performing Arts |
| US22755 |  |  |  |  |  | • | 3 | Demonstrate knowledge of a Maori performing arts costume |
| US27544 |  |  |  | • |  | • | 4 | Demonstrate knowledge of takaro Maori |
| US27547 |  |  |  | • |  | • | 2 | Identify nga momo rakau whawhai |

|  |  |
| --- | --- |
| **Level 2 MAORI PERFORMING ARTS** | |
| **Prerequisite:** | Courses covered in Year 11 or on HOD approval. |
| **Summary of Course:** | The programme involves completing internal assessments that are based on Maori Performing Arts, Tikanga Concepts and Mau Rakau activities. 70% of the work requires research study work. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US13359 |  |  |  |  | • |  | • | 6 | Demonstrate knowledge and skills of waiata. |
| US13363 |  |  |  |  | • |  | • | 6 | Demonstrate knowledge and skills of waiata ā-ringa. |
| US13367 |  |  |  |  | • |  | • | 7 | Demonstrate knowledge and skills of poi. |
| US13371 |  |  |  |  | • |  | • | 6 | Demonstrate knowledge and skills of haka. |
| US15019 |  |  |  |  | • |  | • | 3 | Demonstrate knowledge and skills of whakaraka |
| US27107 |  |  |  |  |  |  |  | 3 | Identify and explain distinguishing features of hui |
| US16166 |  |  |  |  |  |  |  | 2 | Explain key concepts and practices associated with pōwhiri |
| US27122 |  |  |  |  |  |  | • | 2 | Describe a migration from Hawaiki |
| US27128 |  |  |  |  |  | • |  | 2 | Explain the impact of Christianity |
| US16054 |  |  |  |  |  |  | • | 2 | Describe life and achievements of a Māori leader |
| US16038 |  |  |  |  |  |  | • | 4 | Present an oral account of an event in Māori history |
| US27126 |  |  |  |  |  |  | • | 2 | Describe and explain the purpose of pūrākau |
| US27127 |  |  |  |  |  |  | • | 2 | Describe and explain the purpose of pakiwaitara |

|  |  |
| --- | --- |
| **Level 3 MAORI PERFORMING ARTS** | |
| **Prerequisite:** | Courses covered in Year 12 or on HOD approval. |
| **Summary of Course:** | The programme involves completing internal assessments that are based on Maori Performing Arts, Tikanga Concepts and Mau Rakau activities. 70% of the work requires research study work. |
| **Fees:** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US27125 |  |  |  |  |  |  |  | 3 | Post Colonisation |
| US22756 |  |  |  |  |  |  |  | 10 | Perform bracket |
| US27121 |  |  |  |  |  |  |  | 2 | Atua |
| US22760 |  |  |  |  |  |  |  | 8 | Maori Dance |
| US16167 |  |  |  |  |  |  |  | 3 | Historical Development of MPA |
| US15020 |  |  |  |  |  |  |  | 6 | Whakaraka |
| US2595 |  |  |  |  |  |  |  | 6 | Create Māori art |
| US27110 |  |  |  |  |  |  |  | 3 | Creation of World |
| US27123 |  |  |  |  |  |  |  | 4 | Whakapapa |
| US27130 |  |  |  |  |  |  |  | 3 | Maori marriage practices |

**TECHNOLOGY**

|  |
| --- |
| **CAREERS:**  Technology will provide an understanding of process of Designing, Developing, Making, Testing and Evaluating Technological Products.  Technology applies scientific, mathematical, linguistic and creative knowledge to our use of tools, machines, devices, crafts and systems to help find better ways of doing things and to solve needs and problems. Technology can be as simple as using basic hand tools, or as complex as programming and operating computer driven equipment.  Technology teaches the safe and correct methods of using both hand tools and power driven equipment and the disciplines of working in a practical environment. It also builds an appreciation of a wide range of materials and their personal, social, moral and environmental impact. It also supports students in learning about workplace life skills and in preparation for their future careers whether by entry as a junior employee, an apprentice, or going on to further study at Polytech or University.  **Vocational Pathways for Technology** |
| **Construction and Infrastructure (CI)** |
| If you are interested in a career that involves physical work, working with your hands, tools, machinery and equipment and primarily focussing on building, repair or maintenance work then this sector is for you.  ***Types of jobs for this Vocational Pathway include:***  Architect / Landscape Architect, Interior Designer, Civil Engineering Technician, Construction Project Manager, Building Contractor, Tiler, Joiner, Scaffolder, Plasterer, Painter & Decorator, Stone Mason, Plumber, Plasterer, Project manager, Quantity surveyor, Roofer, Stonemason, Survey technician, Exhibition technician, Industrial Spray painter, Technical writer, Interior designer |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  Industrial Designer, Engineering Professionals, Gaming Software Developer, Fitter, Automotive Technician, Welder, Engineer, Technical Manager, Foreman, Baker, Food and Beverage Factory Worker, Food Technologist, Purchasing/Supply Officer, Brewer, Meat Inspector, Meat/Seafood Process Worker, Winemaker, Dairy Products Maker, Boat builder, Cabinet maker, Builder, Screen printer, Sewing machinist, Clothing manufacturer, Clothing marker/cutter, Clothing pattern maker, Printer, Tailor/dressmaker, Upholsterer |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  Meat Inspector, Meat/Seafood Process Worker, Microbiologist, Quarantine Inspector, Food Technologist, Dairy Products Maker, Fishery Officer, Winemaker, Fence, Forester, Forestry & Logging, Grounds-man, Saw Doctor, Wood Processor |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  Health and Safety Inspector, Private Teacher/Tutor, Baker, Bartender, Brewer, Café Worker, Café/Restaurant Manager, Chef, Cook, Dietician, Kitchen hand, Waiter/Waitress, Demonstrator, Caretaker, Industrial Designer, Picture framer, Production Assistant, Project Manager |
| **Social and Community Services (SC)** |
| With skills from this sector you can: work with people of different ages, life stages, abilities and cultures, counsel and treat people, promote health and offer advice, provide medical research, testing and technical support.  ***Types of jobs for this Vocational Pathway include:***  Environmental Health Officer, Primary School Teacher, Private Teacher/Tutor, Health Promoter, Secondary School Teacher, Nanny/Child-carer, Teacher Aide, Tertiary Teacher, Dietician, Early Childhood Teacher, Building inspector, Technology Teacher |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  Graphic and Web Designers, Industrial Designers, Stage/Set Designer, Architect, Marine Architect, Planner, Technical writer, Animator, Jeweller, Creative Director Artist, Screen Printer, Art Director, Technical Manager, Creative Director, Fashion Illustrator, Fashion Designer, Costume Designer, Fashion Magazine Editor, Graphic designer, Industrial designer, Sign writer, Tailor/dressmaker, Upholsterer |

**ENGINEERING TECHNOLOGY**

|  |  |
| --- | --- |
| **Level 1 ENGINEERING TECHNOLOGY** | |
| **Prerequisite:** | Junior Technology - Year 9 and/or Year 10 |
| **Summary of Course:** | Individualised projects for use around the home.  Will require the development of a personal design portfolio and a functioning practical project outcome. |
| **Fees:** | Costs for materials (typically ranging from $10 - $400)  Note: A $55 fee to cover cost of consumables is required within first four weeks of this course to secure a place |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US22926 | • | • |  |  |  |  | 2 | Demonstrate knowledge of safety procedures in a specific engineering workshop |
| AS91044 | • | • | • |  |  | • | 4 | Undertake brief development to address a need or opportunity *(L)* |
| AS91045 | • | • | • |  |  | • | 4 | Use planning tools to guide the development of an outcome |
| AS91047 | • | • | • |  |  | • | 6 | Undertake development to make a prototype to address a brief |
| AS91057 | • | • | • |  |  |  | 6 | Implement basic procedures using resistant materials to make a specified product |
| AS91059 | • | • | • |  |  | • | 4 | Demonstrate understanding of basic concepts used to make products from resistant materials *(L)* |
| US4433 |  | • | • |  |  |  | 2 | Select, use and care for simple measuring devices used in engineering |
| US2395 |  | • | • |  |  |  | 4 (L2) | Select, use and care for engineering hand tools(Level2) |
|  | | | | | | | | **Externally assessed** |
| AS91048 | • | • | • |  |  | • | 4 | Demonstrate understanding of how technological modelling supports decision-making *(L)* |

|  |  |
| --- | --- |
| **Level 2 ENGINEERING TECHNOLOGY** | |
| **Prerequisite:** | Yr 11 Level 1 Technology – minimum of 14 credits |
| **Summary of Course:** | Individualised project – typically being a motorised mini-motorbike or go-kart.  Develops confidence and competence with design, development, fabrication and evaluation of a complex project. Will require the development of a personal design portfolio and a functioning practical project outcome. |
| **Fees:** | Costs for materials (Range from $55 – $550 and typically $450)  Note: A deposit of $55 is required within the first four weeks of this course to secure a place |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US21911 |  |  | • |  |  |  |  | 2 | Demonstrate knowledge of safety on engineering worksites |
| AS91354 |  | • | • | • |  |  | • | 4 | Undertake brief development to address an issue |
| AS91355 |  | • | • | • |  |  | • | 4 | Select and use planning tools to manage the development of an outcome |
| AS91357 |  | • | • | • |  |  | • | 6 | Undertake effective development to make and trial a prototype |
| AS91344 |  | • | • |  |  |  | • | 6 | Implement advanced procedures using resistant materials to make specified product with special features |
| AS91347 |  | • | • |  |  |  | • | 4 | Demonstrate understanding of advanced concepts used to make products |
| US2430 |  |  | • |  |  |  |  | 4 | Draw and Interpret engineering sketches under supervision |
| US4435 |  |  | • |  |  |  |  | 3 | Select, use, and care for engineering dimensional measuring equipment |
| US4436 |  |  | • |  |  |  |  | 4 | Select, use, and care for engineering marking out equipment |
| US2396 |  |  | • | • |  |  |  | 4 | Select, use and maintain portable hand held engineering power tools |
|  | | | | | | | | | **Externally assessed** |
| AS91358 |  | • | • |  |  |  |  | 4 | Demonstrate understanding of how technological modelling supports risk management |

|  |  |
| --- | --- |
| **Level 3 ENGINEERING TECHNOLOGY** | |
| **Prerequisite:** | Minimum of 20 Technology credits |
| **Summary of Course:** | Develops confidence and competence with current and emerging Technologies.  Having a wide possible project scope, the challenge is to design, develop, fabricate, commission and evaluate a functioning project prototype that satisfies a student-defined Design Brief agreed to by an authentic stakeholder. The prototype development is to be documented in a comprehensive design portfolio. |
| **Fees:** | Costs for materials (typically ranging from $0 - $200) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US29677 |  |  |  |  |  |  |  | 2 | Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment |
| AS90828 |  | • |  | • |  |  |  | 6 | Evaluate a personal action that contributes towards a sustainable future |
| AS91608 |  | • | • |  |  |  | • | 4 | Undertake brief development to address an issue within a determined context |
| AS91609 |  | • | • | • | • |  |  | 4 | Undertake project management to support technological practice |
| AS91610 |  | • | • | • |  |  | • | 6 | Develop a conceptual design considering fitness for purpose in the broadest sense |
| AS91611 |  | • | • | • |  |  | • | 6 | Develop a prototype considering fitness for purpose in the broadest sense |
| AS91620 |  | • | • |  |  |  | • | 6 | Implement complex procedures to integrate parts using resistant materials to make a specified product |
| AS91622 |  | • | • |  |  |  |  | 4 | Implement complex procedures to make a specified product using a Computer Numerical Controlled (CNC) machine |
| AS91527 |  | • | • | • |  | • |  | 3 | Use physics knowledge to develop an informed response to a socio-scientific issue |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91612 | **W** | • | • |  |  |  |  | 4 | Demonstrate understanding of how modelling supports technological development & implementation |

**WOOD DESIGN TECHNOLOGY**

|  |  |
| --- | --- |
| **Level 1 WOOD DESIGN TECHNOLOGY** | |
| **Prerequisite:** | Junior Technology - Year 9 and/or 10 |
| **Summary of Course:** | Individualised projects for use around the home.  Will involve both a personal portfolio creation and practical project outcomes |
| **Fees:** | Costs for materials (typically ranging from $10 - $200)  Note: A $55 fee to cover cost of consumables is required within first four weeks of this course to secure a place |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US22926 | • | • |  |  |  |  | 4 | Demonstrate knowledge of safety procedures in a specific engineering workshop |
| US22926 | • | • |  |  |  |  | 2 | Demonstrate knowledge of safety procedures in a specific engineering workshop |
| US24355 | • |  | • |  |  |  | 4 | Demonstrate knowledge of construction and manufacturing materials used in BCATS projects |
| US25919 | • |  |  |  |  |  | 2 | Use hardware and fastenings for a BCATS project |
| AS91047 | • | • | • |  |  | • | 6 | Undertake development to make a prototype to address a brief |
| AS91057 | • | • | • |  |  |  | 6 | Implement basic procedures using resistant materials to make a specified product |
| AS91059 | • | • | • |  |  | • | 4 | Demonstrate understanding of basic concepts used to make products from resistant materials *(L)* |
|  | | | | | | | | **Externally assessed** |
| AS91049 | • | • | • |  |  | • | 4 | Demonstrate understanding how materials enable technological products to function *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 WOOD DESIGN TECHNOLOGY** | |
| **Prerequisite:** | Yr 11 Level 1 Technology – minimum of 12 Technology credits |
| **Summary of Course:** | Individualised furniture / outdoor projects for use around the home  Will involve both a personal portfolio creation and a practical project outcome |
| **Fees:** | Costs for materials (Range from $0 – $200)  Note: A deposit of $55 is required within the first four weeks of this course to secure a place |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
|  |  |  |  |  |  |  |  |  |  |
| US21911 |  |  | • |  |  |  |  | 2 | Demonstrate knowledge of safety on engineering worksites |
| US24360 |  | • |  | • |  |  |  | 5 | Demonstrate knowledge of timber and other construction materials used in BCATS projects |
| US12932 |  | • |  |  |  |  |  | 8 | Construct timber garden furniture and items of basic construction equipment as a BCATS project |
| AS91357 |  | • | • | • |  |  | • | 6 | Undertake effective development to make and trial a prototype |
| AS91344 |  | • | • |  |  |  | • | 6 | Implement advanced procedures using resistant materials to make specified product with special features |
| AS91347 |  | • | • |  |  |  | • | 4 | Demonstrate understanding of advanced concepts used to make products |
|  | | | | | | | | | **Externally assessed** |
| AS91359 |  | • | • | • |  |  | • | 4 | Demonstrate understanding of the role of material evaluation in product development. |

|  |  |
| --- | --- |
| **Level 3 BUILDING TRADES** | |
| **Prerequisite:** | A good attitude |
| **Summary of Course:** | • Individual project assignment and group work.  • An individualised furniture, outdoor or sporting project for a client / stakeholder. Will involve both a personal  portfolio creation and functioning practical project outcomes |
| **Fees:** | Costs for materials (typically ranging from $60-$250.00) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| US29677 |  |  |  |  |  |  |  | 2 | Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment |
| US29684 |  |  |  |  |  |  |  | 12 | Undertake a Stage 3 BCATS project |
| US29681 |  |  |  |  |  |  |  | 3 | Measure and calculate for a Stage 3 BCATS project |
| US29682 |  |  |  |  |  |  |  | 4 | Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project |
| US29679 |  |  |  |  |  |  |  | 8 | Develop and use BCATS project documentation for a Stage 3 BCATS project |
| AS91611 |  | • | • | • |  |  | • | 6 | Develop a prototype considering fitness for purpose in the broadest sense |
| AS91622 |  | • | • |  |  |  |  | 4 | Implement complex procedures to make a specified product using a Computer Numerical Controlled (CNC) machine |
| AS91625 |  |  | • |  |  |  |  | 3 | Demonstrate understanding of a complex machine |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91613 | **W** | • | • | • |  |  |  | 4 | Demonstrate understanding of material development |

**FASHION DESIGN TECHNOLOGY**

|  |  |
| --- | --- |
| **Level 1 FASHION DESIGN TECHNOLOGY** | |
| **Prerequisite:** | Junior Technology - Year 9 and/or 10 |
| **Summary of Course:** | This course has a large practical component and comprises of level one achievement standards.  Students will learn to use commercial patterns and apply basic textile concepts to construct Fashion garments. They will also present drawings to communicate their own ideas which may include the use of computer-aided-design software. Students will gain competence using various textile equipment and processes to develop and evaluate their final conceptual design. Students should complete between 10 to 20 credits. |
| **Fees:** | Cost of materials is $55 for trialling and testing ideas. Students to purchase own materials for final product. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91044 | • | • | • |  |  | • | 4 | Undertake brief development to address a need or opportunity *(L)* |
| AS91045 | • | • | • |  |  | • | 4 | Use planning tools to guide the development of an outcome |
| AS91046 | • | • | • |  |  | • | 6 | Undertake design ideas to produce a conceptual design for an outcome to address a brief |
| AS91058 | • | • |  |  |  | • | 6 | Implement basic procedures using textile materials to make a specified product |
| AS91060 | • | • |  |  |  | • | 4 | Demonstrate understanding of basic concepts used to make products from textile materials *(L)* |
| AS91096 |  | • |  |  |  | • | 4 | Make basic adaptations to a pattern to enable a design to fit a person or item |
| AS91066 | • | • |  |  |  | • | 3 | (DVC) Use rendering techniques to communicate the form of design ideas. |
|  | | | | | | | | **Externally assessed** |
| AS91063 | • | • |  |  |  | • | 3 | (DVC) Produce freehand sketches that communicate design ideas. |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 FASHION DESIGN TECHNOLOGY** | |
| **Prerequisite:** | Year 9 and/or 10, and preferably Level 1 Technology |
| **Summary of Course:** | This course has a large practical component and comprises of level two achievement standards.  Students will implement a range of advanced textile processes to incorporate special features when constructing their fashion garment. They will also present fashion drawings which can include the use of computer-aided-design software. Students will need to apply technological concepts throughout the development and evaluation of their chosen solution. They should complete between 10 to 20 credits. |
| **Fees:** | Cost of materials is $55 for trialling and testing ideas. Students to purchase own materials for final product |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91354 |  | • | • | • |  |  | • | 4 | Undertake brief development to address an issue |
| AS91355 |  | • | • | • |  |  | • | 4 | Select and use planning to manage the development of an outcome |
| AS91356 |  | • | • | • |  |  | • | 6 | Develop a conceptual design for an outcome |
| AS91345 |  |  | • |  |  |  | • | 6 | Implement advanced procedures using textile materials to make a specified product with special features |
| AS91346 |  |  | • |  |  |  | • | 4 | Demonstrate understanding of advanced concepts used to make textile products. |
| AS91350 |  | • | • |  |  |  | • | 4 | Make advanced adaptations to a pattern to change the structural and style features of a design. |
|  | | | | | | | | | **Externally assessed** |
| AS91337 |  | • | • | • |  |  | • | 3 | Use visual communication techniques to generate design ideas. |

|  |  |
| --- | --- |
| **Level 3 FASHION DESIGN TECHNOLOGY** | |
| **Prerequisite:** | Year 9 or 10 Fabric Technology completed. Year 11 and/or 12 Fabric Technology is strongly recommended |
| **Summary of Course:** | This course has a large practical component and comprises of level three achievement standards.  Students will implement a range of complex textile processes to incorporate special features when constructing their fashion garment. They will also present fashion drawings which can include the use of computer-aided-design software. Students will need to apply technological concepts throughout the development and evaluation of their chosen solution. Students will gain competence using various textile concepts to manipulate materials to enhance the shape, form and structure of their chosen conceptual idea. Students should complete between 10 to 20 credits. |
| **Fees:** | Cost of materials is $55 for trialling and testing ideas. Students to purchase own materials for final product |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91608 |  | • | • |  |  |  | • | 4 | Undertake brief development to address an issue within a determined context |
| AS91609 |  | • | • | • | • |  |  | 4 | Undertake project management to support technological practice |
| AS91621 |  | • | • |  |  |  | • | 6 | Implement complex procedures using textile materials to make a specified product |
| AS91626 |  |  | • |  |  |  | • | 6 | Draft a pattern to interpret a design for a garment |
| AS91610 |  | • | • | • |  |  | • | 6 | Develop a conceptual design considering fitness for purpose in the broadest sense |
|  | | | | | | | | | **Externally assessed** |
| AS91627 |  | • | • | • | • |  | • | 4 | Initiate design ideas through exploration |

**FOOD DESIGN TECHNOLOGY**

|  |  |
| --- | --- |
| **Level 1 FOOD DESIGN TECHNOLOGY** | |
| **Prerequisite:** | Junior Technology - Year 9 and/or 10 |
| **Summary of Course:** | This course is focused on the food choices and well-being of adolescents. Key areas of study include safe food handling practices, basic cookery skills, recommended guidelines for adolescent nutrition, consumer rights and the impact food labelling, packaging and promotional material has on people’s food choices. Students are required to explore the factors that influence their eating patterns and improve and adapt recipes to enhance their nutritional health and well-being. |
| **Fees:** | $60 – students may also be required to bring ingredients to school depending on individual recipe choices |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS90956 |  |  | • | • | • |  | 5 | Demonstrate knowledge of an individual’s nutritional needs |
| AS90957 |  |  |  | • | • |  | 5 | Demonstrate understanding of societal influences on individual’s food choices and well-being *(L)* |
| AS90959 |  |  | • | • | • |  | 5 | Demonstrate knowledge of practices and strategies to address food handling issues *(L)* |
| AS91082 |  | • | • |  |  |  | 4 | Implement basic procedures to process a specified product |
|  | | | | | | | | **Externally assessed** |
| AS90961 |  |  | • | • | • |  | 4 | Demonstrate understanding of how packaging information influences an individual’s food choices and well-being *(L)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 FOOD DESIGN TECHNOLOGY** | |
| **Prerequisite:** | Level 1 Food Design Technology or with Department approval |
| **Summary of Course:** | This course requires students to explore the food patterns of people in society with different nutritional needs eg vegetarians, gluten free, lactose intolerant. Students also investigate local foods and analyse factors such as social gradient, transportation, income and how these influence food choices and well-being. Strategies used to improve health and well-being are also explored. |
| **Fees:** | $60 – students may also be required to bring ingredients to school depending on individual recipe choices |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91299 |  |  |  |  | • | • |  | 5 | Analyse issues related to the provision of food for people with specific food needs |
| AS91351 |  |  | • | • |  |  |  | 4 | Implement advanced procedures to process a specified product |
| AS91354 |  | • | • | • |  |  | • | 4 | Undertake brief development to address an issue |
| AS91356 |  | • | • | • |  |  | • | 6 | Develop a conceptual design for an outcome |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91300 | **W** |  |  |  | • | • |  | 4 | Analyse the relationship between well-being, food choices and the determinants of health |
| AS91304 | **W** |  |  |  |  | • |  | 4 | Evaluate health promoting strategies designed to address a nutritional need |

|  |  |
| --- | --- |
| **Level 3 FOOD DESIGN TECHNOLOGY** | |
| **Prerequisite:** | Level 1 or 2 Technology or with Department Approval |
| **Summary of Course:** | This course is project based. Students will be required to identify and explore food issues and develop possible solutions. |
| **Fees:** | $60 – students may also be required to bring ingredients to school depending on individual recipe choices |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91608 |  | • | • |  |  |  | • | 4 | Undertake brief development to address an issue within a determined context |
| AS91610 |  | • | • | • |  |  | • | 6 | Develop a conceptual design considering fitness for purpose in the broadest sense |
| AS91643 |  |  | • | • | • |  |  | 6 | Implement complex procedures to process a specified product |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| AS91471 | **W** |  |  |  | • | • |  | 4 | Analyse the influences of food advertising on well-being |

**ARCHITECTURE AND PRODUCT DESIGN**

|  |  |
| --- | --- |
| **Level 1 ARCHITECTURE AND PRODUCT DESIGN** | |
| **Prerequisite:** | Year 9 / 10 DVC Preferable. TIC approval. An interest in design and working above and beyond standard class time |
| **Summary of Course:** | • Students will individually design content and structure of their course of study  • Research an influential designer and use ideas from their work to influence your design  • Use graphics practice to develop design ideas  • Design a product and/or spatial design of own choosing  • Draw 2D and 3D drawings using drawing equipment  • Render final design/s to show colour, shading and texture  • Promote your design ideas through a presentation – OPTIONAL |
| **Fees:** | $30 – covers specialist materials and equipment |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91066 | • | • |  |  |  | • | 3 | Use rendering techniques to communicate the form of design ideas |
| AS91067 |  | • |  |  |  | • | 3 | Use the work of an influential designer to inform design ideas |
| AS91068 | • | • |  |  |  | • | 6 | Undertake development of design ideas through graphics practice |
| AS91069 | • | • |  |  |  | • | 4 | Promote an organised body of design work to an audience using visual communication techniques *(L)* |
|  | | | | | | | | **Externally assessed** |
| AS91063 | • | • |  |  |  | • | 4 | Produce freehand sketches to communicate own design ideas |
| AS91064 | • | • |  |  |  | • | 3 | Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas *(N)* |
| AS91065 | • | • |  |  |  | • | 3 | Produce instrumental paraline drawings to communicate design ideas *(N)* |

*(L) = Literacy (N) = Numeracy*

|  |  |
| --- | --- |
| **Level 2 ARCHITECTURE AND PRODUCT DESIGN** | |
| **Prerequisite:** | Level 1 DVC. TIC approval  An interest in design and working above and beyond standard class time |
| **Summary of Course:** | • Students will individually design content and structure of their course of study  • Students will choose which standards are most appropriate (minimum 14 credits)  • Research an influential design movement or era and use ideas from research to influence your design  • Use visual communication techniques to generate design ideas  • Develop a product and/or spatial design of own choosing  • Produce 2D working drawings of your design using equipment and/or computer software  • Produce 3D instrumental perspective drawing using drawing equipment  • Promote your design ideas through composing a presentation |
| **Fees:** | $30 – covers specialist materials and equipment |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91340 |  |  |  |  |  |  | • | 3 | Use the characteristics of a design movement or era to inform own design ideas |
| AS91341 |  | • | • |  |  |  | • | 6 | Develop a spatial design through graphics practice |
| AS91342 |  | • | • |  |  |  | • | 6 | Develop a product design through graphics practice |
| AS91343 |  | • | • |  |  |  | • | 4 | Use visual communication techniques to compose a presentation of a design |
|  | | | | | | | | | **Externally assessed** |
| AS91337 |  | • | • | • |  |  | • | 3 | Use visual communication techniques to generate design ideas |
| AS91338 |  | • | • | • |  |  | • | 4 | Produce working drawings to communicate technical details of a design |
| AS91339 |  | • | • |  |  |  | • | 3 | Produce instrumental perspective projection drawings to communicate design ideas |

|  |  |
| --- | --- |
| **Level 3 ARCHITECTURE AND PRODUCT DESIGN** | |
| **Prerequisite:** | Level 2 DVC preferable. TIC approval  An interest in design and working above and beyond standard class time |
| **Summary of Course:** | • Students will individually design content and structure of their course of study  • Students will choose which standards are most appropriate (minimum 14 credits)  • Use exploration of different areas to influence your design  • Use graphics practice to develop design ideas  • Resolve a product and/or spatial design of own choosing  • Draw 2D and 3D working drawings using drawing equipment and/or computer software  • Exhibit your design ideas to an audience through a presentation |
| **Fees:** | $30 – covers specialist materials and equipment |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| AS91628 |  | • | • | • |  |  | • | 6 | Develop a visual presentation that exhibits a design outcome to an audience |
| AS91629 |  | • | • |  |  |  | • | 6 | Resolve a spatial design through graphics practice |
| AS91630 |  | • | • |  |  |  | • | 6 | Resolve a product design through graphics practice |
|  | | | | | | | | | **Externally assessed** |
| AS91627 |  | • | • | • | • |  | • | 4 | Initiate design ideas through exploration |
| AS91631 |  | • | • | • |  |  | • | 6 | Produce working drawings to communicate production details for a complex design |

**TRADES ACADEMY**

|  |
| --- |
| Trades Academy programmes are aligned to the “Vocational Pathways” developed by industry and education providers to better match learning to the world of work. Courses are held at either the Whakatane, Tauranga or Rotorua Campus of Toi Ohomai or with Te Wananga o Aotearoa.  Students are dual enrolled with both the Trades Academy provider and Trident High School. This provides students with an experience of learning at a tertiary level while still enjoying the supportive environment of a secondary school.  Trades Academy is a Secondary-Tertiary interfaced programme supported by the Government’s fees-free policy. Transport to and from Whakatane is provided free of charge, as are all tools of trade. Trades Academy programmes offer inspiring, engaging, hands-on learning of vocational subjects which will lead towards future employment right here in the Bay of Plenty, nationally or globally.  All **Level 1** Programmes are **one day a week for 10 weeks**  All **Level 2** Programmes are **one day a week for 30 weeks**  All **Level 3** programmes are **two days a week for 30 weeks**    Application forms for all trades academy courses will be available shortly from Mrs Cannell |
| **Construction and Infrastructure (CI)** |
| If you are interested in a career that involves physical work, working with your hands, tools, machinery and equipment and primarily focussing on building, repair or maintenance work then this sector is for you.  ***Types of jobs for this Vocational Pathway include:***  • Architect • Boat builder • Building contractor • Cabinet maker • Environmental engineer • Landscape architect • Mining engineer • Quantity surveyor • Survey technician |
| **Manufacture and Technology (MT)** |
| If you are interested in a career from hands on production and assembly to construction or even computer design then this is the ideal pathway for you to follow.  ***Types of jobs for this Vocational Pathway include:***  • Aeronautical engineer • Architect • Biomedical Engineer • Boat builder • Importer/exporter • Programmer |
| **Primary Industry Sector (PI)** |
| You’ll be contributing to an important and sustainable sector that’s one of New Zealand’s biggest employers and exporters. Whether you’re from a rural background or a townie, there’s something here for you.  ***Types of jobs for this Vocational Pathway include:***  • Biochemist • Farm worker • Fishery Officer • Food technologist • Hunter/Trapper • Production Manager • Vet • Winemaker |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Social and Community Services (SC)** |
| This sector is all about caring for people and keeping them safe. This is a large and growing sector with jobs and services that are essential for community well-being and safety.  ***Types of jobs for this Vocational Pathway include:***  • Ambulance officer • Anaesthetist • Audiologist • Biomedical technician • Cardiac technician • Environmental Scientist • Forensic Scientist • Podiatrist • Policy Analyst • Teacher • Psychiatrist |

**TOI-OHOMAI**

|  |  |
| --- | --- |
| **Level 2 CARPENTRY BP3582** | |
| **Summary of Course:** | Would you like to work in the construction industry? Get a head start by gaining the right skills and knowledge you need to succeed. This course prepares you to enter the construction workforce. |
| **Weeks:** | 30 weeks |
| **Credits:** | 24-28 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 12933 | • |  | • |  |  |  | 4 | Complete minor concrete works as a BCATS project |
| 12927 | • |  |  |  |  |  | 6 | Identify, select, maintain, and use hand tools for BCATS projects |
| 12936 | • |  |  |  |  |  | 8 | Construct a non-consent timber framed utility building as a BCATS project |
| 24350 | • |  |  |  |  |  | 6 | Identify, select, maintain, and use portable power tools for BCATS projects |
| 24358 | • |  |  |  |  |  | 2 | Plan and monitor the construction of a BCATS project, and quality check the product |
| 25319 | • |  |  |  |  |  | 2 | Demonstrate knowledge of the carpentry industry within a BCATS environment |

|  |  |
| --- | --- |
| **Level 3 NZC IN CONSTRUCTION TRADES SKILLS** | |
| **Weeks:** | 30 weeks |
| **Credits:** | 40 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 29677 | • |  |  |  |  |  | 2 | Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment |
| 29679 | • |  |  |  |  |  | 8 | Develop and use BCATS project documentation for a Stage 3 BCATS project |
| 29681 | • |  |  |  |  |  | 3 | Measure and calculate for a Stage 3 BCATS project |
| 29678 | • |  |  |  |  |  | 4 | Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project |
| 29680 | • |  |  |  |  |  | 5 | Communicate and work collaboratively in a Stage 3 BCATS project |
| 29683 | • |  |  |  |  |  | 2 | Incorporate other building, construction and allied trades into a Stage 3 BCATS project schedule |
| 29684 | • |  |  |  |  |  | 12 | Undertake a Stage 3 BCATS project |
| 29682 | • |  |  |  |  |  | 4 | Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project |

|  |  |
| --- | --- |
| **Level 1 AUTOMOTIVE** | |
| **Summary of Course:** | Take the brakes off your potential with this crash course on all things cars! From panelbeating and paint, to understanding the technology inside modern engines and how they work, this option truly gets your career off and racing. |
| **Credits:** | 6 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 16113 |  | • |  |  |  |  | 2 | Demonstrate knowledge of safe working practices in an automotive workshop |
| 229 |  | • | • |  |  |  | 4 | Identify the general locations and functions of motor vehicle systems and main components |

|  |  |
| --- | --- |
| **Level 2 AUTOMOTIVE** | |
| **Summary of Course:** | Whether you want to learn basic welding, or head towards a career with NASA, Toi Ohomai engineering courses will give you a taste of the world of engineering and is the place to start. |
| **Weeks** | 30 weeks |
| **Credits:** | 30 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 16113 |  | • |  |  |  |  | 2 | Demonstrate knowledge of safe working practices in an automotive workshop |
| 21670 |  | • |  |  |  |  | 3 | Demonstrate knowledge of general engineering tasks in the motor industry |
| 21671 |  | • |  |  |  |  | 4 | Carry out general engineering tasks in the motor industry |
| 21682 |  | • |  |  |  |  | 2 | Demonstrate knowledge of an oxy-acetylene welding plant in the motor industry |
| 21685 |  | • |  |  |  |  | 3 | Use an oxy-acetylene welding plant in the motor industry |
| 21669 |  | • |  |  |  |  | 2 | Demonstrate knowledge of hand tools and workshop equipment for motor industry applications |
| 21859 |  | • |  |  |  |  | 2 | Select and use hand tools and workshop equipment for an automotive application |
| 230 |  | • |  |  |  |  | 3 | Repair and manufacture automotive components by oxy-acetylene gas welding |
| 2387 |  | • |  |  |  |  | 2 | Assemble mechanical components under supervision |
| 26623 |  |  |  |  |  |  | 4 | Use number to solve problems |
| 26627 |  |  |  |  |  |  | 3 | Use measurement to solve problems |

|  |  |
| --- | --- |
| **Level 1 ENGINEERING INTRODUCTION** | |
| **Summary of Course:** | Whether you want to learn basic welding, or head towards a career with NASA, Toi Ohomai engineering courses will give you a taste of the world of engineering and is the place to start. |
| **Credits:** | 12 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 22924 | • | • |  |  |  |  | 10 | Develop a simple product using engineering materials |
| 21911 |  | • |  |  |  |  | 2 | Demonstrate knowledge of safety on engineering worksites |

|  |  |
| --- | --- |
| **Level 2 ENGINEERING** | |
| **Credits:** | 30 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 21911 |  | • |  |  |  |  | 2 | Demonstrate knowledge of safety on engineering worksites |
| 21912 |  | • |  |  |  |  | 2 | Apply safe working practices on an engineering worksite |
| 4433 |  |  |  |  |  |  | 2 | Select, use, and care for simple measuring devices used in engineering |
| 2395 |  | • | • |  |  |  | 4 | Demonstrate and apply knowledge of the selection, use, and care of engineering hand tools |
| 4436 |  |  |  |  |  |  | 3 | Select, use, and care for engineering marking-out equipment |
| 14866 |  |  |  |  |  |  | 12 | Demonstrate workshop skills for mechanical engineering |

|  |  |
| --- | --- |
| **Level 2 LOGISTICS AND DISTRIBUTION** | |
| **Summary of Course:** | Every business in New Zealand has some sort of logistics function. Someone in the background ordering, receiving or despatching items of every kind. Logistics keeps business and the country running and you can be a part of this by beginning your journey in the Logistics and Distribution programme |
| **Credits:** | 20-27 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 414 |  |  |  | • |  |  | 4 | Demonstrate knowledge of the distribution environment |
| 11971 |  |  |  |  |  |  | 3 | Use safe work practices in a retail environment under supervision |
| 11985 |  |  |  | • |  |  | 3 | Handle hazardous goods safely under supervision in a distribution facility |
| 11958 |  |  |  | • |  |  | 4 | Demonstrate knowledge of stock management procedures and systems in a retail or distribution environment |
| 11975 |  |  | • | • |  |  | 3 | Pick and assemble goods for dispatch in a retail or distribution environment |
| 11979 |  |  |  | • |  |  | 2 | Package goods in a distribution facility |
| 11963 |  |  |  | • |  |  | 4 | Dispatch goods within an agreed timeframe in a retail or distribution environment |
| 11966 |  |  |  | • |  |  | 2 | Count and record stock in a retail or distribution environment |
| 11973 |  |  |  | • |  |  | 2 | Demonstrate knowledge of loss prevention techniques in a distribution facility |

|  |  |
| --- | --- |
| **Level 2 FARMING AGRICULTURE** | |
| **Summary of Course:** | Imagine the joy of working outside on a farm! If farming’s your thing, this course will get you started. You gain the introductory skills and knowledge right here to prepare you for your first job. You could put your skills to work in sheep, beef or dairy farming, or in our booming agricultural sector. |
| **Credits:** | 23 NZQA / 25 ITP |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 19112 |  |  | • |  |  |  | 4 | Check and report on livestock |
| 19116 |  |  | • |  |  |  | 2 | Demonstrate knowledge of livestock behaviour and animal welfare |
| 24629 |  |  | • |  |  |  | 2 | Feed livestock with supplementary feed as directed |
| 23540 |  |  | • |  |  |  | 5 | Demonstrate knowledge of hazards, hazard control, and the consequences of injury in a rural workplace |
| 19138 |  |  | • |  |  |  | 4 | Monitor and interpret weather information |
| 24833 |  |  | • |  |  |  | 3 | Identify and maintain fencing tools and equipment, and identify fencing construction materials and wire types |
| 24555 |  |  | • |  |  |  | 3 | Demonstrate knowledge of the safe operation of a motorcycle |

|  |  |
| --- | --- |
| **Level 3 ESSENTIAL FARMING** | |
| **Summary of Course:** | Imagine the joy of working outside on a farm! If farming’s your thing, this course will get you started. You gain the introductory skills and knowledge right here to prepare you for your first job. You could put your skills to work in sheep, beef or dairy farming, or in our booming agricultural sector. |
| **Credits:** | 38 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 573 |  |  | • |  |  |  | 10 | Construct, energize, and test permanent electric fences |
| 24846 |  |  | • |  |  |  | 6 | Prepare to operate, and operate a hand held post hole borer |
| 19115 |  |  | • |  |  |  | 6 | Handle and move livestock |
| 28971 |  |  | • |  |  |  | 6 | Demonstrate understanding of livestock reproductive processes and practices |
| 28977 |  |  | • |  |  |  | 10 | Assist with implementation of livestock preventative health programmes |

|  |  |
| --- | --- |
| **Level 1 WOOD MANUFACTURING** | |
| **Summary of Course:** | Mighty machines don’t come bigger than this! Turning raw materials such as timber into world-class export materials takes a keen eye for detail, a love of gadgets and technology – and the strength to combine them both. |
| **Credits:** | 7 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91062 | • | • | • |  |  | • | 3 | Demonstrate understanding of basic concepts related to machines |
| 17593 | • | • |  |  |  |  | 4 | Apply safe work practices in the workplace |

|  |  |
| --- | --- |
| **Level 2 WOOD MANUFACTURING** | |
| **Summary of Course:** | Mighty machines don’t come bigger than this! Turning raw materials such as timber into world-class export materials takes a keen eye for detail, a love of gadgets and technology – and the strength to combine them both. |
| **Credits:** | 20 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 17964 |  | • |  |  |  |  | 5 | Demonstrate knowledge of the wood product manufacturing industry |
| 22978 |  | • |  |  |  |  | 5 | Demonstrate knowledge of wood product quality |
| 159 |  |  |  |  |  |  | 5 | Demonstrate knowledge of environmental issues in wood manufacturing industries |
| 22977 |  |  |  |  |  |  | 5 | Demonstrate knowledge of workplace risks in a wood manufacturing operation |

|  |  |
| --- | --- |
| **Level 2 EXERCISE AND SPORTS BP3583** | |
| **Summary of Course:** | Whether you want to gain skills to be an effective sports coach or are an Olympic gold medallist in waiting, launch your career in the sports industry by doing the exercise management and sport coaching programme. |
| **Credits:** | 28 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 21793 |  |  |  | • |  |  | 2 | Demonstrate correct technique when using basic gym equipment |
| 21794 |  |  |  | • |  |  | 3 | Demonstrate, instruct, and monitor static stretching |
| 21795 |  |  |  | • |  |  | 3 | Demonstrate, instruct, and monitor safe and correct use of cardiovascular exercise equipment |
| 21791 |  |  |  | • |  |  | 4 | Relate human anatomy and movement to gym equipment and static stretching |
| 21792 |  |  |  | • |  |  | 4 | Demonstrate knowledge of health risk factors and disease, and monitor exercise stress |
| 17593 | • | • |  |  |  |  | 4 | Apply safe work practices in the workplace |
| 6571 |  |  |  | • |  |  | 2 | Demonstrate relevance of principles of nutrition to health |
| 22770 |  |  |  | • | • |  | 4 | Demonstrate knowledge of sports coaching, the coaching environment, and sport participants' needs |
| 22769 |  |  |  | • | • |  | 2 | Demonstrate knowledge of basic skills and rules at a beginner level for a sport |

|  |  |
| --- | --- |
| **Level 2 HOSPITALITY** | |
| **Summary of Course:** | Thinking about becoming a chef, baker, barista, food and beverage server, or working a hotel front desk? If you’re itching to get into the hospitality industry but don’t know in what direction to head, these introductory courses are the ideal starting point. |
| **Credits:** | 18 NZQA / 30 ITP |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 62 |  |  | • |  |  |  | 3 | Maintain personal presentation and a positive attitude in a workplace involving customer contact |
| 9677 | • |  |  |  |  |  | 3 | Participate in a team or group which has an objective |
| 17286 |  |  |  | • |  |  | 2 | Prepare and present pressed coffee for service |
| 14431 |  |  |  | • |  |  | 3 | Demonstrate knowledge of food service styles and menu types in the hospitality industry |
| 22428 |  |  |  | • |  |  | 2 | Prepare and serve tea |
| 13284 |  |  |  | • |  |  | 2 | Clean food production areas and equipment |
| 13281 |  |  |  | • |  |  | 2 | Prepare and present basic sandwiches for service |
| 13280 |  |  |  | • |  |  | 2 | Prepare fruit and vegetable cuts |

|  |  |
| --- | --- |
| **Level 3 HOSPITALITY, COOKERY AND CULINARY ARTS** | |
| **Summary of Course:** | Thinking about becoming a chef, baker, barista, food and beverage server, or working a hotel front desk? If you’re itching to get into the hospitality industry but don’t know in what direction to head, these introductory courses are the ideal starting point. |
| **Credits:** | 32 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 13310 |  |  |  | • |  |  | 5 | Prepare and produce basic hot and cold dessert items in a commercial kitchen |
| 13316 |  |  |  | • |  |  | 3 | Prepare and cook basic pasta dishes in a commercial kitchen |
| 13322 |  |  |  | • |  |  | 4 | Prepare and cook basic pastry dishes in a commercial kitchen |
| 28106 |  |  |  | • |  |  | 5 | Demonstrate knowledge of preparing for a culinary arts and restaurant service competition |
| 28107 |  |  |  | • |  |  | 5 | Prepare, produce and present a product or service for a culinary arts or restaurant service competition |
| 30818 |  |  |  | • |  |  | 10 | Prepare dishes using basic methods of Asian cookery in a commercial kitchen |

|  |  |
| --- | --- |
| **Level 3 HOSPITALITY FOOD AND BEVERAGE** | |
| **Summary of Course:** | Thinking about becoming a chef, baker, barista, food and beverage server, or working a hotel front desk? If you’re itching to get into the hospitality industry but don’t know in what direction to head, these introductory courses are the ideal starting point. |
| **Credits:** | 33 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 17288 |  |  |  | • |  |  | 5 | Prepare and present espresso beverages for service |
| 17285 |  |  |  | • |  |  | 4 | Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision |
| 17284 |  |  |  | • |  |  | 3 | Demonstrate knowledge of coffee origin and production |
| 14441 |  |  |  | • |  |  | 5 | Provide cafe counter service in a hospitality establishment |
| 27940 |  |  |  | • |  |  | 5 | Provide cafe table service in a hospitality establishment |
| 21853 |  |  |  | • |  |  | 5 | Provide hospitality sales and service opportunities to customers |
| 9681 |  |  |  | • |  |  | 3 | Contribute within a team or group which has an objective |
| 23764 |  |  |  | • |  |  | 3 | Demonstrate verbal communication skills in a wide range of tourism contexts |

|  |  |
| --- | --- |
| **Level 2 CAFÉ SERVICES** | |
| **Summary of Course:** | Turn being creative in the kitchen into a hunger for success! Coffee lovers and those aiming for careers behind a bar will pour themselves into our beverage techniques, while future Masterchefs, foodies and jaw-dropping bakers will toast to the taste sensations they uncover. |
| **Credits:** | 27 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 20666 |  | • |  | • |  |  | 2 | Demonstrate basic knowledge of contamination hazards and control methods used in a food business |
| 13280 |  |  |  | • |  |  | 2 | Prepare fruit and vegetable cuts |
| 13272 |  |  |  | • |  |  | 2 | Cook food items by baking |
| 13281 |  |  |  | • |  |  | 2 | Prepare and present basic sandwiches for service |
| 13283 |  |  |  | • |  |  | 2 | Prepare and present salads for service |
| 13284 |  |  |  | • |  |  | 2 | Clean food production areas and equipment |
| 13271 |  |  |  | • |  |  | 2 | Cook food items by frying |
| 17285 |  |  |  | • |  |  | 4 | Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision |
| 14425 |  |  |  | • |  |  | 5 | Prepare and serve hot and cold non-alcoholic drinks for a commercial hospitality establishment |
| 57 |  |  | • |  |  |  | 2 | Provide customer service |
| 14440 |  |  |  | • |  |  | 2 | Prepare and clear areas for counter food service for a commercial hospitality establishment |

|  |  |
| --- | --- |
| **Level 2 HAIR, BEAUTY AND RETAIL** | |
| **Summary of Course:** | No matter where in the world life takes you, nothing allows you to increase someone’s self-esteem more than helping them to look and feel their best (and perhaps indulge in a little retail therapy!) Beauty secrets, retail tips and hair styling stunners – all yours to discover right here. |
| **Credits:** | 15 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 28295 |  |  |  | • |  |  | 5 | Demonstrate knowledge of serving customers in a retail environment |
| 21940 |  |  |  | • |  |  | 5 | Demonstrate knowledge of workplace requirements for employment in a salon |
| 25077 |  |  |  |  |  |  | 2 | Section and comb hair |
| 27640 |  |  |  | • |  |  | 3 | Demonstrate knowledge of current fashion trends and history related to beauty therapy |
| 27641 |  |  |  | • |  |  | 3 | Describe the relevance of anatomy and physiology knowledge to beauty therapy practice |

|  |  |
| --- | --- |
| **Level 2 OUTDOOR EXPERIENCES** | |
| **Summary of Course:** | Forget climbing the corporate ladder and ride a zip-line, whitewater raft or bungee to success! Adrenalin junkies to relaxation retreaters – travel and tourism can have you guiding new faces through these adventures one minute and using your expertise to match guests with an unbeatable experience the next! |
| **Credits:** | 21 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 19425 |  |  |  | • |  |  | 2 | Demonstrate knowledge of the industry standards and legal requirements for adventure activities |
| 21057 |  |  |  | • |  |  | 3 | Demonstrate the use of basic rope systems for top rope rock climbing and abseiling |
| 467 |  |  |  | • | • |  | 3 | Demonstrate personal and social development through participation in adventure based learning |
| 20818 |  |  |  | • |  |  | 2 | Demonstrate kayaking skills on sheltered or slow-moving water |
| 20159 |  |  |  | • | • |  | 2 | Gather and apply weather information to an outdoor recreation activity |
| 425 |  |  |  | • |  |  | 3 | Experience day tramps |
| 431 |  |  |  | • |  |  | 3 | Navigate in good visibility on land |
| 91333 |  |  | • | • |  |  | 3 | Analyse the application of risk management strategies to a challenging outdoor activity |

|  |  |
| --- | --- |
| **Level 3 OUTDOOR EXPERIENCES** | |
| **Summary of Course:** | Forget climbing the corporate ladder and ride a zip-line, whitewater raft or bungee to success! Adrenalin junkies to relaxation retreaters – travel and tourism can have you guiding new faces through these adventures one minute and using your expertise to match guests with an unbeatable experience the next! |
| **Credits:** | 21 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 9681 |  |  |  | • |  |  | 3 | Contribute within a team or group which has an objective |
| 28516 |  |  |  | • |  |  | 15 | Prepare for, participate in, and evaluate an outdoor experience as a member of a group |
| 11097 |  |  |  | • |  |  | 3 | Listen actively to gain information in an interactive situation |

|  |  |
| --- | --- |
| **Level 3 TOURISM** | |
| **Credits:** | 21 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 18228 |  |  |  | • |  |  | 8 | Demonstrate knowledge of specific New Zealand regions as tourist destinations |
| 23766 |  |  |  | • |  |  | 5 | Demonstrate knowledge of the tourism industry |
| 25508 |  |  |  | • |  |  | 3 | Demonstrate knowledge of world travel geography |
| 28126 |  |  |  | • |  |  | 5 | Demonstrate knowledge of world geography, including the Pacific Islands and Australia, relevant to the travel industry |

**TE WANANGA O AOTEAROA**

|  |  |
| --- | --- |
| **Level 2 BUILDING** | |
| **Summary of Course:** | Would you like to work in the construction industry? Get a head start by gaining the right skills and knowledge you need to succeed. This course prepares you to enter the construction workforce. |
| **Credits:** | 20 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 12927 | • |  |  |  |  |  | 6 | Identify, select, maintain, and use hand tools for BCATS projects |
| 24350 | • |  |  |  |  |  | 6 | Identify, select, maintain, and use portable power tools for BCATS projects |
| 24354 | • |  |  |  |  |  | 4 | Demonstrate knowledge of and apply safe working practices in a BCATS environment |
| 24357 | • |  |  |  |  |  | 4 | Receive instructions and communicate information in relation to BCATS projects |

|  |  |
| --- | --- |
| **Level 2 HAUORA (FITNESS)** | |
| **Summary of Course:** | Whether you want to gain skills to be an effective sports coach or are an Olympic medallist in waiting, launch your career in the sports industry by doing the exercise management and sports coaching programme. |
| **Credits:** | 24 credits |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 21793 |  |  |  | • |  |  | 2 | Demonstrate correct technique when using basic gym equipment |
| 21794 |  |  |  | • |  |  | 3 | Demonstrate, instruct, and monitor static stretching |
| 21795 |  |  |  | • |  |  | 3 | Demonstrate, instruct, and monitor safe and correct use of cardiovascular exercise equipment |
| 21791 |  |  |  | • |  |  | 4 | Relate human anatomy and movement to gym equipment and static stretching |
| 21792 |  |  |  | • |  |  | 4 | Demonstrate knowledge of health risk factors and disease, and monitor exercise stress |
| 22769 |  |  |  | • | • |  | 2 | Demonstrate knowledge of basic skills and rules at a beginner level for a sport |
| 6571 |  |  |  | • |  |  | 2 | Demonstrate relevance of principles of nutrition to health |
| 22770 |  |  |  | • | • |  | 4 | Demonstrate knowledge of sports coaching, the coaching environment, and sport participants' needs |

**VISUAL ART**

|  |
| --- |
| According to Professor John Hattie, “the purpose of education is to help kids exceed their potential”.  75 % of the population are visual thinkers, gaining their information from images. Processing, connecting and evaluating in terms of pictures. Visual Art and Art History are the only subjects that have visual literacy as their main aim.  Whilst there are a number of career options within the field of Arts, students will benefit from this subject regardless of their future occupations.  A 2013 IBM-sponsored Report, summarizing responses from 3,000 leaders globally, including both the business and public sector, listed the following qualities needed in today's world:  1) How to deal/cope with complexity  2) Resilience and adaptability. Responsibility  3) Creativity  **CAREERS:**  Art is of benefit for advertising, marketing, industrial, interior, photographic or graphic design, website design, secondary school teaching, primary teaching, architecture, museum or gallery work, landscape architecture, film/television/video technicians, film animation, fashion designing, jewellery making, sign writing, screen printing or any other field which requires creative thinking.  **Vocational Pathways for Visual Art** |
| **Service Industry Sector (SI)** |
| With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you’re the brand, dealing directly with people.  ***Types of jobs for this Vocational Pathway include:***  • Accountant • Army Soldier • Chef • Events Manager • Hairdresser • Journalist • Purchasing Officer • Sales Rep |
| **Creative Industries (CR)** |
| Whether you are looking to move onto further study, raining or work, or you’re unsure about your options, the yellow pathway will help you plan your study and career options in the Creative Industries.  ***Types of jobs for this Vocational Pathway include:***  • Artist • Actor • Screen Printer • Art Director • Technical Manager • Stage/Set Designer • Creative Director |

|  |  |
| --- | --- |
| **Level 1 ART** | |
| **Prerequisite:** | Successful completion of Year 10 Art [either half or full year course] – or with HOD’s approval. |
| **Summary of Course:** | • Practical and theoretical studies in drawing, painting and three-dimensional sculpture  • Creation of art works using a range of media  • Development of an understanding of the works of NZ and international artists & development of a portfolio of  work |
| **Fees:** | Art Pack - $65 [subject fee included in price] |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 90913 |  |  |  | • |  | • | 4 | Demonstrate understanding of art works from Maori and other cultural contexts using art terminology |
| 90914 |  |  |  |  |  | • | 4 | Use drawing methods and skills for recording information using wet and dry media |
| 90915 |  |  |  |  |  | • | 6 | Use drawing conventions to develop work in more than one field of practice |
| 90917 |  |  |  |  |  | • | 4 | Produce a finished work that demonstrates skills appropriate to cultural conventions [this standard may be offered to selected students as an alternate pathway instead of the external] |
|  | | | | | | | | **Externally assessed** |
| 90916 |  |  |  |  |  | • | 12 | Produce a body of work informed by established practice that develops ideas using a range of media |

|  |  |
| --- | --- |
| **Level 2 PAINTING** | |
| **Prerequisite:** | 16 credits or more in NCEA Level 1 Art or with HOD’s Approval |
| **Summary of Course:** | The course involves researching, generating and developing ideas in painting and results in a portfolio of work |
| **Fees:** | Art Pack - $65 [subject fee included in price]. This must be purchased from the school office. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91306 |  |  |  |  |  |  | • | 4 | Demonstrate an understanding of methods and ideas from established practice appropriate to painting |
| 91311 |  |  |  |  |  |  | • | 4 | Use drawing methods to apply knowledge of conventions appropriate to painting |
| 91316 |  |  |  |  |  |  | • | 4 | Develop ideas in a related series of drawings appropriate to established painting practice |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| 91321 |  |  |  |  |  |  | • | 12 | Produce a systematic body of work that shows understanding of art making conventions and ideas within painting |

|  |  |
| --- | --- |
| **Level 2 DESIGN** | |
| **Prerequisite:** | 16 credits or more in NCEA Level 1 Art or with HOD’s Approval |
| **Summary of Course:** | The course involves researching, generating and developing ideas in design and results in a portfolio of work |
| **Fees:** | Design Pack - $65 [subject fee included in price]. This must be purchased from the school office. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91305 |  |  |  |  |  |  | • | 4 | Demonstrate an understanding of methods and ideas from established practice appropriate to design |
| 91310 |  |  |  |  |  |  | • | 4 | Use drawing methods to apply knowledge of conventions appropriate to design |
| 91315 |  |  |  |  |  |  | • | 4 | Develop ideas in a related series of drawings appropriate to established design practice |
| 91325 |  |  |  |  |  |  | • | 4 | Produce a resolved work that demonstrates control of skills appropriate to cultural conventions |
|  | | | | | | | | | **Externally assessed** |
| 91320 |  |  |  |  |  |  | • | 12 | Produce a systematic body of work that shows understanding of art making conventions and ideas within design |

|  |  |
| --- | --- |
| **Level 2 PHOTOGRAPHY** | |
| **Prerequisite:** | 16 credits or more in NCEA Level 1 Art or with HOD’s Approval |
| **Summary of Course:** | The course involves researching, generating and developing ideas in photography and results in a portfolio of work |
| **Fees:** | Art pack and digital paper - $70. Students must have the use of a good quality digital camera. Please check with the Art Dept before purchasing a camera to check specifications |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91312 |  |  |  |  |  |  | • | 4 | Use drawing methods to apply knowledge of conventions appropriate to photography |
| 91317 |  |  |  |  |  |  | • | 4 | Develop ideas in a related series of drawings appropriate to established photography practice |
| 91325 |  |  |  |  |  |  | • | 4 | Produce a resolved work that demonstrates control of skills appropriate to cultural conventions |
|  | | | | | | | | | **Externally assessed** |
| 91322 |  |  |  |  |  |  | • | 12 | Produce a systematic body of work that shows understanding of art making conventions and ideas within photography |

|  |  |
| --- | --- |
| **Level 3 PAINTING** | |
| **Prerequisite:** | 16 credits or more in NCEA Level 2 Painting or with HOD approval |
| **Summary of Course:** | The course involves researching, generating and developing ideas in painting and results in a portfolio of work. |
| **Fees:** | Art Pack - $65 [subject fee included in price]. This must be purchased from the school office, [or payment arranged] by Week 3, Term One. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91441 |  |  |  |  | • |  | • | 4 | Analyse methods and ideas from established painting practice |
| 91446 |  |  |  |  |  |  | • | 4 | Use drawing to demonstrate understanding of conventions appropriate to painting |
| 91451 |  |  |  |  |  |  | • | 4 | Systematically clarify ideas using drawing informed by established painting practice |
| ***University Literacy W = writing R = reading*** | | | | | | | | | **Externally assessed** |
| 91456 |  |  |  |  |  |  | • | 14 | Produce a systematic body of work that integrates conventions and regenerate ideas within painting practice |

|  |  |
| --- | --- |
| **Level 3 DESIGN** | |
| **Prerequisite:** | 16 credits or more in NCEA Level 2 Design or with HOD approval |
| **Summary of Course:** | Involves researching, generating and developing ideas in selected forms of design and results in a portfolio of work |
| **Fees:** | Design Pack - $65 [subject fee included in price]. This must be purchased from the school office, [or payment arranged] by Week 3, Term One. Expected printing costs throughout the year approx $40 - $50. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91440 |  |  |  |  | • |  | • | 4 | Analyse methods and ideas from established design practice |
| 91445 |  |  |  |  |  |  | • | 4 | Use drawing to demonstrate understanding of conventions appropriate to design |
| 91450 |  |  |  |  |  |  | • | 4 | Systematically clarify ideas using drawing informed by established design practice |
|  | | | | | | | | | **Externally assessed** |
| 91455 |  |  |  |  |  |  | • | 14 | Produce a systematic body of work that integrates conventions and regenerates ideas within design practice |

|  |  |
| --- | --- |
| **Level 3 PHOTOGRAPHY** | |
| **Prerequisite:** | 16 credits or more in NCEA Level 2 Photography or with HOD approval |
| **Summary of Course:** | The course involves researching, generating and developing ideas in photography and results in a portfolio of work |
| **Fees:** | Art pack and digital paper - $70. Students must have the use of a good quality digital camera [preferably digital SLR]. Please contact the Art Dept before purchasing a camera to check specifications |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Uni Lit** | **CI** | **MT** | **PI** | **SI** | **SC** | **CR** | **Credits** | **Internally assessed** |
| 91447 |  |  |  |  |  |  | • | 4 | Use drawing to demonstrate understanding of conventions appropriate to photography |
| 91452 |  |  |  |  |  |  | • | 4 | Systematically clarify ideas using drawing informed by established photography practice |
| 91460 |  |  |  |  |  |  | • | 4 | Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context |
|  | | | | | | | | | **Externally assessed** |
| 91457 |  |  |  |  |  |  | • | 14 | Produce a systematic body of work that integrates conventions and regenerate ideas within photography practice |