



Wakatipu
HIGH SCHOOL

QUEENSTOWN, NEW ZEALAND

Course Option Booklet **2020**



Ad Alta | Reach For your Heights | Kā Mauka Whakatipu

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Deputy Principal	Mr James Rasmussen
Deputy Principal	Mrs Sonia Panapa
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Assistant Principal	Mrs Lee Hiestand
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Health and PE	Ms Cara Sibtsen
Languages	Mr Guillaume Charton
Learning Support	Ms Katie Tomkins
Mathematics	Mrs Lee Hiestand
Science	Mr Jim Gilbert
Social Sciences	Mrs Barbara Kelly
Technology	Mrs Justine Duncan

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2019 STUDENT LEADERSHIP

Head Students	Archie Ritchie and Gracie Hansby
Deputy Head Students	Thomas Hartono, Tasman Hughes and Livvie Thompson

Table of Contents

2020 Course Option Table	2
WHS Curriculum and Course Selection	3
Timetable	4
Ākonga Profile	5
Careers Advice	6
National Certificate in Educational Achievement	9
University Entrance Requirements	10
The Arts: Ngā Toi	13
English: Te Reo Pākehā	47
Health and Physical Education: Hauora	65
Languages: Ngā Reo	84
Mathematics and Statistics: Pāngarau	114
Science: Pūtaiao	129
Social Sciences: Tikanga-ā-Iwi	145
Technology: Hangarau	165
Student Learning Support & Work and Study Skills	193
Cross-Curricular Courses	200

Learning Area		Curriculum Level 4/5 (Codes start 5)			Year 10 Curriculum Level 5/6 (Codes start 5A)			Year 11 NCEA Level 1 (Codes start 6)			Year 12 NCEA Level 2 (Codes start 7)			Year 13 NCEA Level 3 (Codes start 8)		
Arts <i>Ngā Toi</i>		5ART1 – Still Life Painting 5ART2 – What's in a Word 5ART3 – People and Portraits 5ART4 – Spaces			5ADRA1 – Drama: Foundation 2 - Performance Skills 5ADRA2 – Drama: Project 2 - Creating Drama for Purpose			6ARD – Drawing and Painting 6ARP – Photography and Design			7ARD – Art Design 7ARR – Art History 7ARP – Art Painting 7FOT – Art Photography			8ARD – Art Design 8ARR – Art History 8ARP – Art Painting 8FOT – Art Photography		
		5DRA1 – Drama: Foundation 1 - Performance Skills 5DRA2 – Drama: Project 1 - Creating Drama for Purpose			5ADRA1 – Drama: Foundation 2 - Performance Skills 5ADRA2 – Drama: Project 2 - Creating Drama for Purpose			6DRA – Drama			7DRA – Drama			8DRA – Drama		
		5MUS1 – Performance Music 1 5MUS2 – Creating Music 1 5MUS3 – Performance Music 2 5MUS4 – Creating Music 2			5MUS1 – Performance Music 1 5MUS2 – Creating Music 1 5MUS3 – Performance Music 2 5MUS4 – Creating Music 2			6MUS – Music			7MUS – Music			8MUS – Music		
		5DAN1 & 5DAN2 – Dance			5DAN1 & 5DAN2 – Dance			6DAN – Dance 6PAR – Performing Arts			7PAR – Performing Arts			8PAR – Performing Arts		
English <i>Te Reo Pākehā</i>		5ENW – English (written) (compulsory) 5ENV – English (visual) (compulsory)			5AENW – English (written) (compulsory) 5AENV – English (visual) (compulsory)			6ENG – English 6MST – Media Studies			7ENG – English 7MST – Media Studies			8ENA – English Academic & Scholarship 8ENV – English Visual & Creative 8MST – Media Studies		
		5ENF1 & 5ENF2 – Foundation English 1 & 2 5ENN1 & 5ENN2 – English Migrant 1 & 2			5AENF3 & 5AENF4 – Foundation English 3 & 4			6ENF – English Foundation 6ELL – English for Second Language Learners			7ENF – English Foundation			8ENF – English Foundation		
Health and Physical Education <i>Hauora</i>		5HPE – Health & Physical Education (compulsory) 5PEP – Practical Physical Education			5AHP – Health & Physical Education (compulsory) 5APEP – Practical Physical Education			6PED – Physical Education (PE) 6PEP – PE Practical			7PED – Physical Education (PE) 7PEP – PE Practical			8PED – Physical Education (PE) 8PEP – PE Practical		
		5SASP1 – Practical Physical Education 5SASP2 – Sports Science 1 5SASP3 – Sports Science 2			5SASP1 – Sports Science 1 5SASP2 – Sports Science 2			6HEA – Health Education 7OED – Outdoor Education			7HEA – Health Education 7OED – Outdoor Education			8HEA – Health Education 8OED – Outdoor Education		
Languages <i>Ngā Reo</i>		5AOT – Aotearoa: Māori Culture, Geography, History and Language			5AOT – Aotearoa: Māori Culture, Geography, History and Language			6FRE – French			7FRE – French			8FRE – French		
		5FRE1 – My World 5FRE2 – Enjoy Your Meal 5FRE3 – Lost in Town			5FRE1 – My World 5FRE2 – Enjoy Your Meal 5FRE3 – Lost in Town			6JAP – Japanese			7JAP – Japanese			8JAP – Japanese		
		5JAP1 – Exploring Japan 5JAP2 – Let's Eat 5JAP3 – My Daily Lifestyle			5JAP1 – Exploring Japan 5JAP2 – Let's Eat 5JAP3 – My Daily Lifestyle			6MAO – Māori			7MAO – Māori			8MAO – Māori		
		5MAO1 – My World 5MAO2 – Enjoy Your Meal 5MAO3 – Going to Town			5MAO1 – My World 5MAO2 – Enjoy Your Meal 5MAO3 – Going to Town			6MND – Mandarin			7MND – Mandarin			8MND – Mandarin		
Mathematics and Statistics <i>Pāngarau</i>		5MNA – Number & Algebra (compulsory) 5MGIM – Geometry & Measurement (compulsory)			5AMNA – Number & Algebra (compulsory) 5AMSP – Statistics & Probability (compulsory)			6MAC – Theoretical Mathematics 6MAT – General Mathematics			7MAC – Pre-Calculus 7MAS – Pre-Statistics 7MAT – General Mathematics			8MAC – Calculus 8MAS – Statistics 8MAT – General Mathematics		
		5NSP1 & 5NSP2 – Numeracy Support 1 & 2			5NSP1 & 5NSP2 – Numeracy Support 1 & 2			6ESL – ESOL 6MAN – Mathematics for Numeracy			7ESL – ESOL 7MAN – Mathematics for Numeracy			8ESL – ESOL 8MAN – Mathematics for Numeracy		
Science <i>Pūtaiao</i>		5SC01 – Science 1: Core Science (compulsory) 5SC02 – Science 2			5AS01 – Science 1: Core Science (compulsory) 5AS02 – Science 2			6SC – Science 6SCS – Specialist Science			7SC – Science 7SCS – Specialist Science			8SC – Science 8SCS – Specialist Science		
		5SOC1 – Extreme World (Compulsory) 5SOC3 – The Ethics of Conflict 5SOC4 – Real World Problems			5ASOC1 – Extreme World (Compulsory) 5ASOC3 – The Ethics of Conflict 5ASOC4 – Real World Problems			6ECB – Economics & Business Studies 6GEO – Geography 6HIS – History			7BUS – Business Studies 7ECO – Economics 7GEO – Geography 7HIS – History			8BUS – Business Studies 8ECO – Economics 8GEO – Geography 8HIS – History		
Technology <i>Hangarau</i>		5DVC1 & 5DVC2 – Design & Visual Communication 5DIT1 & 5DIT2 – Digital Technology 5FTK1 & 5FTK2 – Food Technology			5ADVC1 & 5ADVC2 – Design & Visual Communication 5ADIT1 & 5ADIT2 – Digital Technology 5AFTK1 & 5AFTK2 – Food Technology			6DVC – Design & Visual Communication 6DIT – Digital Technology 6FTK – Food Technology 6HOS – Hospitality 6HTK – Hard Materials Technology 6TRD – Trade Skills (at WHS)			7DVC – Design & Visual Communication 7DIT – Digital Technology 7FTK – Food Technology 7HOS – Hospitality 7HTK – Hard Materials Technology 7TRD – Trade Skills (at WHS)			8DVC – Design & Visual Communication 8DIT – Digital Technology 8FTK – Food Technology 8HOS – Hospitality 8HTK – Hard Materials Technology 8TRD – Trade Skills (at WHS)		
		5HTK1 & 5HTK2 – Hard Materials Technology			5AHTK1 & 5AHTK2 – Hard Materials Technology			6AUT – Automotive			7AUT – Automotive			8AUT – Automotive		
Student Learning Support & Work and Study Skills		5LSP1 & 5LSP2 – Literacy Support 1 & 2 5TAD1 & 5TAD2 – Talent Development (G&T)			5LSP1 & 5LSP2 – Literacy Support 1 & 2 5TAD1 & 5TAD2 – Talent Development (G&T)			9ACA – Trades Academy (Cromwell) 9GAT – Gateway (Workplace learning) 9SIL – Senior Independent Learning			9ACA – Trades Academy (Cromwell) 9GAT – Gateway (Workplace learning) 9SIL – Senior Independent Learning			9ACA – Trades Academy (Cromwell) 9GAT – Gateway (Workplace learning) 9SIL – Senior Independent Learning		
		5XCR – Cross-Curricular English, Mathematics and Science			5XCR – Cross-Curricular English, Mathematics and Science			8PMP – Passions and Pathways			8PMP – Passions and Pathways			8PMP – Passions and Pathways		

Future	5SC12 – Science 2	5ASC14 – Science 4	6SCS – Specialist Science	7PHX – Physics 7SCS – Science	8PHX – Physics
	5SOC1 – Extreme World (Compulsory)	5ASOC2 – World in Crisis (Compulsory)	6ECB – Economics & Business Studies 6GEO – Geography 6HIS – History	7BUS – Business Studies 7ECO – Economics 7GEO – Geography 7HIS – History 7TOU – Tourism	8BUS – Business Studies 8ECO – Economics 8GEO – Geography 8HIS – History 8TOU – Tourism
Social Sciences <i>Tikanga ā-iwi</i>	5SOC3 – The Ethics of Conflict 5SOC4 – Real World Problems	5AECB – Enterprise and Innovation 5AHTC – Thinking Critically	6DVC – Design & Visual Communication 6DIT – Digital Technology 6FTK – Food Technology 6HOS – Hospitality	7DVC – Design & Visual Communication 7DIT – Digital Technology 7FTK – Food Technology 7HOS – Hospitality	8DVC – Design & Visual Communication 8DIT – Digital Technology 8FTK – Food Technology
	5DVC1 & 5DVC2 – Design & Visual Communication 5DIT1 & 5DIT2 – Digital Technology 5FTK1 & 5FTK2 – Food Technology	5ADV1 & 5ADV2 – Design & Visual Communication 5ADIT1 & 5ADIT2 – Digital Technology 5AFTK1 & 5AFTK2 – Food Technology	6HTK – Hard Materials Technology 6TRD – Trade Skills (at WHS)	7HTK – Hard Materials Technology 7TRD – Trade Skills (at WHS) 7AUT – Automotive	8HTK – Hard Materials Technology 8TRD – Trade Skills (at WHS) 8AUT – Automotive
	5HTK1 & 5HTK2 – Hard Materials Technology	5AHTK1 & 5AHTK2 – Hard Materials Technology			
Student Learning Support & Work and Study Skills	5LSP1 & 5LSP2 – Literacy Support 1 & 2 5TAD1 & 5TAD2 – Talent Development (G&T)			9ACA – Trades Academy (Cromwell) 8GAT – Gateway (Workplaces learning)	
					8SIL – Senior Independent Learning
Cross-Curricular Courses	5XCR – Cross-Curricular English, Mathematics and Science				
					8PNP – Passions and Pathways

Welcome

This book will assist Wakatipu High School students and their parents/caregivers to make course option selections for 2020. If you have any questions regarding the courses or pathways on offer at Wakatipu High School, we recommend that you contact the relevant Head of Learning Area (HoLA) or our Careers team. House Deans and/or Kaiārahi will also be very helpful in discussing the course options selection process as a whole, and the Senior Leadership Team is also available for individual appointments. Please feel free to contact the school office, and our team will connect you with the appropriate person or people.

Our Curriculum

Wakatipu High School's vision is to deliver Aotearoa/New Zealand's best all-round education and our Ākonga Profile (Graduate Profile) describes our aspirations for each and every student. With values at the core, the Ākonga Profile ensures that every student will grow holistically, and will develop the essential literacies and competencies that will enable them to be a life-long learner and achieve a future-focussed qualification.

Our diverse and progressive curriculum makes excellent use of our local environment and supportive community, and is supported with pedagogy that focuses on student-centred and personalised learning which allows every student to reach for their heights.

We offer a broad range of subjects in the senior and junior school to meet students' various passions and also cater to the various learning needs of students. We provide Literacy and Numeracy support, ESOL classes for second language learners, Talent Development (Gifted and Talented) programmes, separate Scholarship support, plus extension and accelerated learning opportunities across all the learning areas.

Our Ako Curriculum complements the range of subjects on offer and ensures every student has the opportunity to develop digital and financial literacy while leaning the essential competency of self-management.

The school-wide curriculum has a strong focus on values and all students have the opportunity to develop holistically through extensive outdoor education experiences, a rich and vibrant house competition, and a range of external speakers and assemblies. We also have an amazing number of extra and co-curricular opportunities that are integrated into the school day and week, and we actively encourage and support students to be involved and engaged to support their holistic development and wellbeing.

Course Selection

The key philosophies behind Wakatipu High School's timetable are student choice, a broad education, and literacy and numeracy. Student choice is a key driver as it supports greater engagement and achievement for students. We also believe that it is very important for junior students to experience the full breadth of the NZ Curriculum and its eight Learning Areas, while also having the opportunity to choose subjects that allow them to explore their passions. While the timetable moves away from the traditional 'core and option' subjects model, we believe that literacy and numeracy are essential for students to access the curriculum to learn and achieve, as prepare themselves for life beyond school. As students move to the senior school, they become more specialised in their chosen subjects and pathway. In addition, the timetable supports students to be able to multi-level study if that is appropriate for their learning.

An important part of the WHS timetable is our Kaiārahi (learning advisor) model. Kaiārahi connect with students and their families from the day they enter the WHS community, meeting with students throughout each week - during Ako time as part of their Ako Group - supporting them to set aspirational goals, and tracking, monitoring and mentoring their achievement.

Timetable

Our school operates on a two-week timetable, from Day 1 to Day 10. Each subject has a total of 7.5 hours of class time over this 10-day period. On top of course time, Ako time is for 1 hour every Monday and Friday.

Junior Course Requirements

Junior students (Years 9 and 10) select twelve courses per year - with six courses running in Semester 1 (Terms 1 & 2) and six in Semester 2 (Terms 3 & 4).

Year 9 students take a full-year of English and Mathematics, and must also take a minimum of a semester from *each* of the six other Learning Areas; Arts, Health & Physical Education, Languages, Science, Social Sciences, and Technology. After that, Year 9 students have two more semester options; which they can choose from any of the Learning Areas.

Students in Year 10 must take a full year of English and Mathematics, and a minimum of a half-year of Science (5ASCI3) and Health & Physical Education (5AHPE). By the end of their junior years (Years 9 & 10), students must have selected at least two half-year options from each of the Learning Areas (exemptions may be given in circumstances where students have specific Literacy, Numeracy and/or other learning needs). In addition to compulsory English, Mathematics, Science and Health & Physical Education subjects, students must also select six more half-year options from the vast range of options that are available, so long as they have met the requirements detailed above.

Senior Course Requirements

Students in the Senior school (Years 11–13) select six subjects which they will have for the entire year.

In Year 11 it is expected that all students take English and Mathematics. Students will then select four additional option subjects.

In Year 12 it is highly recommended that students take English. Students will then select five more option subjects.

In Year 13 students select six option subjects, one of which may be Senior Independent Learning (SIL) or study.

Frequently-asked Questions

QUESTION	ANSWER
How long is the timetable?	The timeable lasts for two-weeks (Monday to Friday, and the following Monday-Friday).
How do the weeks work?	'Week 1' is Day 1-Day 5 on our school calendar. 'Week 2' is Day 6-Day 10.
How long does the timetable last?	The whole school year. The 10-day timetable repeats 5 times each term (totalling 10 weeks).
How long is a semester?	A semester lasts for half the year, and is made up of two-terms. A terms lasts for ten weeks. 4 Terms = two semesters = 1 School Year.
How does the Kaiārahi system work?	Our five houses (Arthur, Duncan, Fox, Hay and Mackenzie) are divided into Ako Groups of around 20 students, each led by Kaiārahi, which meets 3 times per week during Ako Time. Kaiārahi are teachers at WHS who carry the additional responsibility of acting in the Kaiārahi role.



Wakatipu
HIGH SCHOOL

ĀKONGA PROFILE

ESSENTIAL SKILLS

FUTURE FOCUS



ESSENTIAL SKILLS

REACH FOR YOUR HEIGHTS

Kā mauka whakatipu

HOLISTIC DEVELOPMENT



Selecting the Correct Course of Study

Successful students combine ability with interest and balance a well-defined employment/study direction with a course selection that keeps options open.

QUESTIONS YOU SHOULD ANSWER BEFORE CHOOSING YOUR COURSES

How good are you at a subject?

What do you enjoy?

What are you planning to do when you leave school?

Which subjects do you achieve well in?

Do you like the work?
Does it match your personality type?

What subjects do you need to take?

How does your teacher rate your ability?

What do you find interesting and of value?

How do you keep your options open?

If you need help answering these questions, you can ask your:

- Subject Teacher
- Kaiārahi
- House Dean
- Head of Learning Area (HoLA)
- Careers Adviser
- Other Members of SLT or Staff

Careers Advice

The Careers Team is committed to helping young people with a start that sends them in the right direction and provides the skills, confidence and competence-building that is so critical for progress beyond school. Subject selection can be difficult when you are not fully informed, and in this world of constant change, it is not easy for parents and students to make decisions on course selection.

Wakatipu High School has two Careers Advisers available to offer advice, information and assistance on tertiary and/or training course, apprenticeships, entry-level employment and which courses to select in order to support your long-term goals.

Please do not hesitate to contact the staff at the Careers Hub for further information.

Vocational Pathways

Vocational Pathways are part of the Government's Youth Guarantee scheme, which seeks to improve the transition from school to work by; providing a wide range of learning opportunities, making better use of the education network, and creating clear pathways from school to work and study. For detailed information click here: '[Vocational Pathways](#)'.

The pathways identify a range of Achievement Standards and Unit Standards that prepare students for ongoing education and/or employment in the industry of their choice. There are six colour-coded Vocational Pathways, as shown in the graphic below. In each page detailing a senior course on offer at WHS, we have included a small pathways image in the top-right-hand corner, which indicates the potential career pathways students could seek after studying the course in question.

Students can also check their own NZQA profile (www.nzqa.govt.nz/login/) – this will show their progress towards achieving NCEA, with their own personal vocational pathways assessment shown on their record of achievement. You can also use the online profile builder to explore your study options and start building your own vocational journey at www.youthguarantee.net.nz/start-your-journey-now/.

Other resources to assist you to make decisions and explore career options:

- www.careers.govt.nz
- www.myfuture.edu.au
- [The Skills Organisation](#)



Helpful Hints for Choosing Options Aligned with Career Choice

As students move into the Senior school, many have established career and/or tertiary study goals. Outlined below are some of the requirements for the more common degree areas our students enter after their time at school. All degree study requires University Entrance. This list is not exhaustive, so please contact the Careers Adviser if you have other specific queries.

DEGREE	REQUIREMENTS
Health Sciences	First year study is necessary for moving on into Medical, Physiotherapy, Dentistry, and Pharmacy careers. Strongly recommended that Level 3 Biology, Chemistry, Physics, Statistics or Calculus and English rich subjects be taken.
Architecture	Level 3 Calculus, Physics, English and one subject in creative areas such as Art, Design or Graphics recommended. 16 Level 3 credits in Calculus or Physics required or will have be included in first year programme of study.
Arts	English extremely useful and Arts subjects such as History, Geography, Economics useful. Statistics useful for advanced study in Political Science, Psychology, Sociology.
Commerce	Calculus and/or Statistics recommended for all commerce subjects, particularly Finance and Computer Science. Accounting and Economics useful for most Commerce subjects.
Creative Arts	Degree study requires UE and usually submission of a portfolio. It is very useful to take some combo of Level 3 Art (Design, Painting, Photography) and/or Graphics.
Data Science	Level 3 Statistics, Calculus and DIT strongly recommended.
Engineering	(Civil or Mechanical) Calculus, Physics and Chemistry essential for any Engineering major - 14 credits in each recommended but 18 credits strongly recommended. English is also very useful. Direct Entry to 1st year at Canterbury University is possible with Outstanding Level 3 results, i.e. - Excellence Credits in Calculus, Physics and Chemistry.
Information Science	Level 3 Statistics, English and DIT helpful.
Journalism	English rich subjects (i.e. English, History, Classics, Drama) useful plus work experience in the industry helpful.
Law	Essay-based subjects such as Level 3 English, History, Economics and Geography are useful.
Marketing	Level 3 Statistics and English.
Nursing	For Otago Polytech, a minimum 14 Level 3 credits (18 recommended) in an English rich subject, Biology and/or Chemistry plus a current First Aid Certificate). For CPIT and SIT similar entry requirements. For Massey Uni, Level 3 Biology (14+ credits) plus supporting credits include Chemistry, Physics, Statistics, English, History and Geography.
Performing Arts/ Music	Otago Uni, UC, NZ Drama School, NASDA and others. Courses require Level 3 Arts Courses in their chosen field (music/drama/visual arts) to gain entry.
Physical Education	Level 3 Biology, Statistics, PE recommended. Chemistry and Physics helpful. From 2019 the Otago University PE degree will have significant changes. See the Careers Hub for updated information.
Psychology	Level 3 Biology, Statistics, English.
Social Work	Level 3 English, Classics, History, Geography and Economics useful. Statistics useful for advanced study.
Teaching	Early Childhood and Primary – entrance is competitive therefore good academic and people skills are essential. Level 3 English and Mathematics, Sciences, Maori extremely useful.
Vet Science	Year 13 Biology, Chemistry, Physics, Calculus, and Statistics all recommended. However, Statistics preferred if choice has to be made.

Apprenticeships: There are specific requirements regarding subjects studied and achievement for the various types of apprenticeships, check with the Careers Team. It is important for all students considering this pathway to achieve the best possible results in English and Mathematics to Level 2.

National Certificate in Educational Achievement

National Certificate in Educational Achievement (NCEA) is the main New Zealand qualification for secondary school students. Most NCEA subjects assessed are a combination of internal assessments (which happen at WHS during the year) and external assessments (end of year examinations or external marking of portfolios). The “credits” earned from these exams go towards a student’s NCEA qualification.

Knowledge and skills are assessed using “Achievement Standards”, with results recognised at four levels: Not Achieved, Achieved, Achieved with Merit, Achieved with Excellence.

Courses that offer “Unit Standards” are also credited towards NCEA at Levels 1, 2 and 3. These standards are all internally assessed, with most Unit Standards results recognised at two levels: Achieved or Not Achieved.

NCEA is intended to act as a learning goal and to encourage lifelong learning. Students start to earn credits at high school and continue to build up their credits with a tertiary provider or in the workplace.

[Click here to watch the NZQA's introduction to NCEA video.](#)

NCEA Student App

NZQA has developed a mobile app called NCEA Student to help students plan their NCEA study programme, set goals and track their progress. The app complements the NCEA Guide App for parents that was launched in 2014, which provides access to key information about NCEA so that parents and whānau are able to understand how NCEA works and how they can support their children studying NCEA. Both apps are free to download from the Apple App Store or Google Play Store.

Course Endorsement – Merit or Excellence

Obtained if in a single school year 14 Merit and/or 14 Excellence credits are achieved in a subject with at least 3 of the credits being external. The exception is for Physical Education where all credits are internal.

Level Endorsement – Merit or Excellence

Obtained if 50 Merit and/or Excellence credits are achieved across courses.

NCEA Level 1 (Year 11)

Awarded when 80 Level 1 (or higher level) credits are earned. This must include:

- 10 credits in the specified standards that count toward literacy
- 10 credits in specific standards that count toward numeracy

NCEA Level 2 (Year 12)

Awarded when 80 credits are earned – with at least 60 at Level 2 + Level 1 Literacy and Numeracy.

University Entrance (UE)

University Entrance for senior students is awarded for achievement of NCEA Level 3 (60 Credits or higher), and for achieving UE Numeracy and UE Literacy standards across a range of subjects. See page 10 for more detail on University Entrance requirements.

University Entrance Requirements

Below are the current minimum requirements for University Entrance (UE).

- 14 credits in each of three subjects from the list of approved subjects below.
- Achievement of NCEA Level 3 (60 credits at Level 3 or higher – 42 must be Achievement and remaining 18 credits can be Unit or Achievement Standards, plus 20 credits at Level 2 or higher).
- UE Numeracy – 10 credits at Level 1 or higher from specified Achievement Standards across a range of subjects as specified for NCEA Level 1, or three specific numeracy unit standards. There is a page for each subject available at the Careers Department or on the NZQA website.
- UE Literacy – 10 credits at Level 2 (five in reading and five in writing). For standards that meet both reading and writing requirements, it is possible to split one standard to fulfil the literacy requirement. For example, Art History can contribute two credits to the reading requirement and two credits to the writing requirement.

This is the minimum requirement for entry, which for some programmes may not be sufficient. To increase probability of entry, students should endeavour to meet the criteria for preferential entry. The list of approved subjects will consist of subjects derived from the NZ Curriculum with achievement standards at Level 3. The list of approved subjects will be updated as subjects meet the criteria. Once you have met the requirements for University Entrance this will appear on your Record of Achievement. The following Level 3 subjects on the list of University Entry Approved Subjects are taught at Wakatipu High School:

- | | | |
|---------------------------------|-------------------|-------------------------------|
| ■ Art History | ■ Economics | ■ Music |
| ■ Biology | ■ English | ■ Painting (Practical Art) |
| ■ Business Studies | ■ Food Technology | ■ Photography (Practical Art) |
| ■ Calculus | ■ French | ■ Physical Education |
| ■ Chemistry | ■ Geography | ■ Physics |
| ■ Design (Practical Art) | ■ History | ■ Performing Arts |
| ■ Design & Visual Communication | ■ Health | ■ Statistics |
| ■ Digital Technologies | ■ Mathematics | ■ Technology |
| ■ Drama | ■ Media Studies | |

The following Level 3 subjects are on the approved list but are not taught at Wakatipu High School. They may be available for study through Correspondence/Distance Learning.

Accounting, Agriculture and Horticulture, Chinese, Classical Studies, Construction and Mechanical Technologies, Cook Islands Maori, Dance, Earth and Space Science, Education for Sustainability, German, Home Economics, Indonesian, Japanese, Korean, Latin, Print Making (Practical Art), Processing Technologies, Religious Studies, Samoan, Sculpture (Practical Art), Spanish, Social Studies, Te Reo Rangatira or Te Reo Maori, Tongan.

Getting More than the Minimum for Entry to University

University Entrance may no longer be enough to get into first year courses – the reality is that places into specific programmes are being limited by reduced Government funding. This means the Universities will have to operate a Guaranteed Entry Score and ranking system. Each University sets their own system but most will be based on NCEA Level 3 results for subjects from the approved list. This system means students need to aim for Excellence and Merit to ensure a higher Rank Score. It is advisable to consider whether it is advantageous to study higher levels too soon and possibly gain a lower grade. Long term planning is very important.

The Guaranteed Entry Score from NCEA Level 3 varies for all Universities and undergraduate degrees, i.e. higher scores are required for some programmes (up-to-date information is available at the Careers Office). Where numbers are limited then the Rank Score will be applied.

Preferential Entry increases probability of getting into the desired First Year Programmes. UE must be achieved and one of the following criteria met:

- NCEA Level 2 endorsed with Merit or Excellence
- Achieve NCEA Level 3 with the Guaranteed Entry Score/Rank Score required for your intended Programme (degree) – see how points are calculated on the following page
- Acceptance into a Residential College
- Maori or Pacific ethnicity identified

For some Universities and courses, students who do not meet Preferential Criteria will be ranked and offered a place if available. Universities accept students for limited entry courses and provisionally accept students based on their Year 12 results. This makes it very important for school students to aim to achieve the best possible results at all levels of learning so that the flow on to Year 12 results are the best possible. There are also monetary scholarships available at some universities when NCEA has been achieved with Merit and/or Excellence across all or some NCEA Levels. Accommodation halls accept students based on their Year 12 results and some Halls guarantee a place if NCEA Level 2 endorsed with Merit or Excellence has been achieved.

How to Calculate Your NCEA Guaranteed Entry/Rank Score

This is based on your 80 best credits in University Entrance approved subjects at Level 3 or higher and weighted by the level of achievement. A maximum of 24 credits in each subject will be counted. If you have fewer than 80 credits at Level 3 or higher the rank score will be based on those you have achieved (you will be disadvantaged). Unit Standards can be counted only at the Achieved rate for points.

Rank Score – calculated by awarding points as follows:

- Excellence: 4 points
- Merit: 3 points
- Achieved: 2 points

AN EXAMPLE OF A RANK SCORE – 210 POINTS

APPROVED SUBJECT (BEST 24 CREDITS PER SUBJECT)	EXCELLENCE	MERIT	ACHIEVED
English	8	6	6
History	-	6	10
Statistics and Modelling	4	4	16
Geography	-	10	10
French	-	-	24
Subtotals	12	26	66
Best 80 Credits	12	26	42
Calculate Points	48 pts (12x4)	78 pts (26x3)	84 pts (42x2)

NOTE: Count up all your Excellence Credits, the Merit Credits, then as many Achieved Credits as you need up to a maximum of 80 credits. In this example the student can only count 42 of their Achieved credits, as 38 credits are of Excellence (12) and Merit (26)

New Zealand Scholarship Year 13

Scholarship provides recognition and monetary reward to top students in their last year of schooling. Scholarship exams enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject. Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Entry to Scholarship

Students can enter for Scholarship through an accredited New Zealand secondary school. For full details of the entry requirements, see NCEA Rules and Procedures – Secondary Schools. There are separate fee structures for domestic and international students, see fees for NCEA.

Eligibility to Receive a Monetary Reward

To be eligible to receive a scholarship award, the student must be enrolled in tertiary study in New Zealand for the years in which they receive monetary awards. For awards with second or subsequent year payments, recipients must maintain a 'B' grade average during their tertiary study in New Zealand. For full details of the eligibility requirements, see NCEA Rules and Procedures – Secondary Schools through the [NZQA website](#).

The Arts: Ngā Toi

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5ART1 – Visual Art 1: “Still Life Painting” 5ART2 – Visual Art 2: “What’s in a Word” 5ART3 – Visual Art 3: “People and Portraits” 5ART4 – Visual Art 4: “Spaces”		6ARD – Drawing and Painting 6ARP – Photography and Design	7ARD – Art Design 7ARH – Art History 7ARP – Art Painting 7FOT – Art Photography	8ARD – Art Design 8ARH – Art History 8ARP – Art Painting 8FOT – Art Photography
5DRA1 – Drama: Foundation 1 - Performance Skills 5DRA2 – Drama: Project 1 - Creating Drama for Purpose	5ADRA1 – Drama: Foundation 2 - Performance Skills 5DRA2 – Drama: Project 2 - Creating Drama for Purpose	6DRA – Drama	7DRA – Drama	8DRA – Drama
5MUS1 – Music Performance 1 5MUS2 – Creating Music 1 5MUS3 – Music Performance 2 5MUS4 – Creating Music 2		6MUS – Music	7MUS – Music	8MUS – Music
5DAN1 & 5DAN2 – Dance		6DAN – Dance 6PAR – Performing Arts	7PAR – Performing Arts	8PAR – Performing Arts

The Arts Year 9 & Year 10 Courses

The Arts in the Junior School has been designed to allow students to do a full course of four semesters across Years 9 and 10, or pick up any number or combination of semesters as they choose.

The Visual Arts course options are context based, so students may choose to study our visual arts options in any order of preference.

The Drama course options are designed for Year 9 and Year 10 students separately. Year 9 students should select 5DRA1 and/or 5DRA2. Year 10 students should select 5ADRA1 and/or 5ADRA2.

Within the Music course options, 5MUS1 and 5MUS2 are designed for students who have had limited experience in music and wish to develop basic skills in performance and compositions. 5MUS3 and 5MUS4 are designed for students who already have some skills and experience in instrumental and/or vocal learning and may be looking to access NCEA Level 1 Music in the following year.

Additionally, it is recommended that students who intend to follow through with any of the Arts in Year 11 would have studied a minimum of two semesters over two years in the Junior School.



5ART1 – Visual Art 1: “Still Life Painting”

Available for study in: Year 9 and Year 10.

Main areas of study: In this course the focus is on using food and objects as subject matter. Students will learn the fundamental skills of drawing and painting through a series of initial exercises based on observational drawing studies. This course predominantly covers drawing and painting of objects with particular study of personal objects using a range of traditional and contemporary artists as starting points to develop work further.

In this course you will learn:

- Basic drawing skills and accurate observational drawing which includes correct sizing and scaling, shading and tone, and surface texture detailing.
- Painting skills including colour mixing, tonal application, blending and shading, use of layering to create depth, and application of surface texture and fine detailing.
- Study and analysis of traditional and contemporary artist models.
- Optional extensions – basic Photoshop, design, photography, sculpture and printmaking skills.

This course incorporates the Ākonga Profile in the following ways:

- Artistic literacy – understanding visual language.
- Competencies – creativity, curiosity, problem-solving and self management, are all key elements for success in this course.
- Holistic development - self awareness, empathy, wellbeing and confidence.

Methods of assessment: We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: This course can be taken individually or the skills learnt can be pursued further by opting into 5ART2, 5ART3 and 5ART4. All junior visual art courses provide an excellent foundation to gain success in senior visual art courses.

Who to talk to for more information: Ms Scott, Mrs Brown, Ms Koehn



5ART2 – Visual Art 2: “What’s in a Word?”

Available for study in: Year 9 and Year 10.

Main areas of study: This unit focuses on the use of typography and text. Students create a range of artworks that include the use of drawing, painting and Photoshop and work towards completing finished designs and paintings where type and text have been used as starting points. Personally chosen quotes are used, along with supporting imagery for a theme. A range of contemporary designers that combine type with hand made and photographic imagery are used as models.

In this course you will learn:

- An introduction to Photoshop and design including layout, visual hierarchy, typography and images.
- To experiment with both formal and informal design styles.
- How to analyse, read and design artwork.
- Optional extensions – photography, painting, sculpture and printmaking skills.

This course incorporates the Ākonga Profile in the following ways:

- Artistic literacy - understanding visual language.
- Competencies - creativity curiosity, problem solving and self management, are all key element for success in this course.
- Holistic development – self awareness, empathy, wellbeing and confidence.

Methods of assessment: We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: This course can be taken individually or the skills learnt can be pursued further by opting into 5ART1, 5ART3 and 5ART4. All junior visual art courses provide an excellent foundation to gain success in senior visual art courses.

Who to talk to for more information: Ms Scott, Mrs Brown, Ms Koehn



5ART3 – Visual Art 3: “People and Portraits”

Available for study in: Year 9 and Year 10

Main areas of study: In this unit the theme focus is on using people as subject matter. Students will learn the fundamental skills of drawing and painting people through a series of initial exercises based on life drawing studies. Students will then be given the opportunity to develop a specific area of interest where they will create a range of artworks that include the use of drawing, painting and Photoshop where people have been used as inspiration for subject matter. People may include themselves, friends, family, superheroes, etc.

In this course you will learn:

- Basic drawing skills and accurate observational drawing which includes correct sizing and scaling, shading and tone, and surface texture detailing.
- Painting skills including colour mixing, tonal application, blending and shading, use of layering to create depth, and application of surface texture and fine detailing.
- Optional extensions – basic Photoshop, design, photography, sculpture and printmaking skills.

This course incorporates the Ākonga Profile in the following ways:

- Artistic literacy - understanding visual language.
- Competencies - creativity curiosity, problem solving and self management ,are all key element for success in this course.
- Holistic development – self awareness, empathy, wellbeing and confidence.

Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to:

This course can be taken individually or the skills learnt can be pursued further by opting into 5ART1, 5ART2 and 5ART4. All junior visual art courses provide an excellent foundation to gain success in senior visual art courses.

Who to talk to for more information:

Ms Scott, Mrs Brown, Ms Koehn



5ART4 – Visual Art 4: “Spaces”

Available for study in: Year 9 and Year 10

Main areas of study: In this unit the focus is on exploring our environment, including indoor and outdoor spaces, both artificial and natural. Students will learn the fundamental skills of drawing and painting landscape and man-made environment that include the use of perspective. Students will then be given the opportunity to develop a specific area of interest where they will create a range of artworks that include the use of drawing, painting and Photoshop where a chosen space has been used as inspiration for subject matter. Spaces may include students’ home environment, local landscape, man-made or natural environment.

In this course you will learn:

- Basic drawing skills of accurate observational drawing which includes correct sizing and scaling, shading and tone, and surface texture detailing.
- Painting skills including colour mixing, tonal application, blending and shading, use of layering to create depth, and application of surface texture and fine detailing.
- Optional extensions – basic Photoshop, design, photography, sculpture and printmaking skills.

This course incorporates the Ākonga Profile in the following ways:

- Artistic literacy - understanding visual language.
- Competencies - creativity curiosity, problem solving and self management, are all key element for success in this course.
- Holistic development - self awareness, empathy, wellbeing and confidence.

Methods of assessment: We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: This course can be taken individually or the skills learnt can be pursued further by opting into 5ART1, 5ART2 and 5ART3. All junior visual art courses provide an excellent foundation to gain success in senior visual art courses.

Who to talk to for more information: Ms Scott, Mrs Brown, Ms Koehn



5DRA1 – Drama: Foundation 1 - Performance Skills

Available for study in: Year 9

Main areas of study: "To thine own self be true."

This course will cover the important foundations such as improvisation, drama elements, techniques and conventions. It will also include an introduction to devising and script work in small groups. Students will plan, develop and perform drama both independently and collaboratively. This course will enable students to build confidence in performance and in their knowledge of stagecraft.

In this course you will learn:

- To collaborate in a group and develop an idea into a final product of work (devising).
- To develop a sustained, credible role through interpretation and understanding of a text.
- A critical understanding of how to apply drama techniques when performing a role.
- An appreciation and literacy of a wide variety of texts from New Zealand and across the world.
- To develop your confidence through improvisation and other impromptu situations.
- An understanding of how drama conventions and elements can shape a piece of original work.
- To increase your empathy of others through your understanding of different characters.
- Gain an understanding of how drama can be used to communicate a social or political message.

This course also incorporates the Ākonga Profile in the following ways:

- Competencies - creativity curiosity, problem solving and self management, are all key element for success in this course.
- Holistic development - self awareness, empathy, wellbeing and confidence.

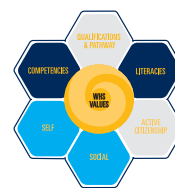
Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: 5ADRA1 and/or 5ADRA2

Equipment: Students are required to wear PE Uniform or leggings to class.

Who to talk to for more information: Mr Hansen



5DRA2 – Drama: Project 1 - Creating Drama for Purpose

Available for study in: Year 9

Main areas of study: “The world’s my oyster.”

This course will build on improvisation, drama elements, techniques and conventions. It will include a more personal approach to creating drama stories and will progress towards a performance at the end of the semester for a specific audience. A study of a specific theatre form will be an integral part of this course. For example; Shakespeare, Greek Theatre, Clowning, Physical Theatre, NZ Theatre.

In this course you will learn:

- To collaborate in a group and develop an idea into a final product of work (devising).
- To develop a sustained, credible role through interpretation and understanding of a text.
- A critical understanding of how to apply drama techniques when performing a role.
- An appreciation and literacy of a wide variety of texts from New Zealand and across the world.
- To develop your confidence through improvisation and other impromptu situations.
- An understanding of how drama conventions and elements can shape a piece of original work.
- To increase your empathy of others through your understanding of different characters.
- Gain an understanding of how drama can be used to communicate a social or political message.

This course also incorporates the Ākonga Profile in the following ways:

- Competencies - creativity curiosity, problem solving and self management, are all key element for success in this course.
- Holistic development - self awareness, empathy, wellbeing and confidence.

Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: 5ADRA1 and/or 5ADRA2

Equipment:

Students are required to wear PE Uniform or leggings to class.

Who to talk to for more information:

Mr Hansen



5ADRA1 – Drama: Foundation 2 - Performance Skills

Available for study in: Year 10

Main areas of study: “We know what we are, but not what we may be.”

This course will enhance skills in the important areas of improvisation, drama elements, techniques and conventions. Students will continue to build confidence in performance and increase their knowledge of stagecraft. Devising own work and script work with short scenes will be a major focus of this course. This course will also include a unit on Performing Arts technologies including; lighting, costume, set design and props, production roles.

In this course you will learn:

- To collaborate in a group and develop an idea into a final product of work (devising).
- To develop a sustained, credible role through interpretation and understanding of a text.
- A critical understanding how to apply drama techniques when performing a role.
- An appreciation and literacy of a wide variety of texts from New Zealand and across the world.
- To develop your confidence through improvisation and other impromptu situations.
- An understanding of how drama conventions and elements can shape a piece of original work.
- To increase your empathy of others through your understanding of different characters.
- Gain an understanding of how drama can be used to communicate a social or political message.

This course also incorporates the Ākonga Profile in the following ways:

- Competencies - creativity curiosity, problem solving and self management, are all key element for success in this course.
- Holistic development - self awareness, empathy, wellbeing and confidence.

Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: Level 1 Drama (6DRA) and/or Level 1 Performing Arts (6PAR).

Equipment: Students are required to wear PE Uniform or leggings to class.

Who to talk to for more information: Mr Hansen



5ADRA2 – Drama: Project 2 - Creating Drama for Purpose

Available for study in: Year 10

Main areas of study: “All the world’s a stage.”

This course is designed to continue to develop key skills such as devising, script work, incorporation of drama techniques to performance, theatre form study, collaboration and feedback. The aim is to develop students understandings of areas of drama that are key to achieving well at Level 1. This course will also incorporate a focus around student health and wellbeing.

In this course you will learn:

- To collaborate in a group and develop an idea into a final product of work (devising).
- To develop a sustained, credible role through interpretation and understanding of a text.
- A critical understanding how to apply drama techniques when performing a role.
- An appreciation and literacy of a wide variety of texts from New Zealand and across the world.
- To develop your confidence through improvisation and other impromptu situations.
- An understanding of how drama conventions and elements can shape a piece of original work.
- To increase your empathy of others through your understanding of different characters.
- To gain an understanding of how drama can be used to communicate a social or political message.

This course also incorporates the Ākonga Profile in the following ways:

- Competencies - creativity curiosity, problem solving and self management, are all key element for success in this course.
- Holistic development - self awareness, empathy, wellbeing and confidence.

Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: Level 1 Drama (6DRA) and/or Level 1 Performing Arts (6PAR).

Equipment: Students are required to wear PE Uniform or leggings to class.

Who to talk to for more information: Mr Hansen



5MUS1 – Performance Music 1

Available for study in: Year 9 and Year 10. This course is designed for students who have had limited experience in music and wish to develop basic skills in performance.

Main areas of study: “Come as you are.”

The main focus is on developing instrumental and vocal skills with an emphasis on progressing technique and confidence through solo and group performance. The main class instruments covered will be guitar, keyboard and vocals, but it is expected that students will also learn an instrument(s) of their choice outside the classroom from the itinerant teachers we have at school and/or those in the community. This course will also involve learning musical theory to assist with music reading and the understanding of musical elements and features, and the exploration of music from different genres and basic use of music technology.

In this course you will learn:

- To develop your own performance skills in both solo and group activities. The class work will be complemented through access to specific instrumental tuition out of class.
- To develop confidence through a range of performance situations. At this level these will be primarily based within the class situation but opportunities for involvement in events such as the Musical, Rockquest, Big Break, Battle of the Muso’s are there for those who are interested.
- To develop your understanding the language of music and how to use and apply basic music theory and reading.
- To develop your understanding of music through exploration of different genres.
- There will also be provision for extension work based on individual project based activities.

This course also incorporates the Ākonga Profile in the following ways:

- To develop your artistic literacy and develop holistically, including self management, collaboration, creativity and problem.
- To build confidence, self-awareness, empathy and wellbeing.

Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to:

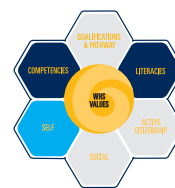
5MUS3 which extends students’ performance abilities and knowledge of the music process to help prepare them for the Level 1 Music (6MUS) course.

Equipment:

Clearfile, paper and pens.

Who to talk to for more information:

Mrs Price, Miss Kumar



5MUS2 – Creating Music 1

Available for study in: Year 9 and Year 10. This course is designed for students who have had limited experience in music and wish to develop basic skills in composition.

Main areas of study: “Counting the beat.”

This course looks at the creative process in music. It involves experimenting with sound to create your own music such as songs, solo instrumental and band pieces. It involves learning the language of music and applying it via programmes such as:

- GarageBand
- Mixcraft
- Guitar Pro
- Sibelius

This course will involve learning basic music theory to assist with notation and understanding of musical elements and features. It also involves learning basic instrumental skills to help develop understanding of how to use instruments in composition.

In this course you will learn:

- How to create and structure ideas for short composition in a variety of contexts.
- To develop your understanding of the basics of the music language and how to apply elements and features to your compositions.
- To develop your understanding of how to read and notate basic music.
- To develop your understanding of how different genres of music evolved and their musical characteristics.
- To develop your understanding of how to use music technology to assist with recording your ideas.
- The basics of instrumental playing in guitar, keyboard and drums to help develop understanding of how to use them in compositions.

This course also incorporates the Ākonga Profile in the following ways:

- Building artistic and technological literacy; practicing self management, collaboration, creativity and problem solving; and building self awareness, empathy, wellbeing and confidence.

Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: 5MUS4 which further develops your understanding of the creative process in music.

Equipment: Clearfile, paper and pens.

Who to talk to for more information: Mrs Price, Miss Kumar



5MUS3 – Performance Music 2

Available for study in: Year 9 and Year 10. This course is designed for students who already have skills and experience in instrumental and/or vocal learning.

Main areas of study: “Take it to the limit.”

The main focus is on further developing instrumental and/or vocal skills to prepare students for performance at senior level. The emphasis is on increasing technique and confidence through solo and group performance and students will focus on instruments of their choice. They will be encouraged to involve themselves in events such as Rockquest, Big Break, Battle of the Muso’s and other opportunities as they arise and both solo and group situations will be utilised. There will be a music night at the end of the semester to showcase students’ skills.

In this course you will learn:

- Performance skills in both solo and group activities. The class work will be complemented through access to specific instrumental tuition out of class.
- To develop confidence and creativity through a range of performance situations. Opportunities for involvement in events such as the Musical, Rockquest, Big Break, Battle of the Muso’s, school assemblies are there for those who are interested. You will also be encouraged to plan your own performance opportunities.
- An understanding of how to read music.
- To further develop your knowledge of musical elements and features, including of the music language.
- To further develop your critical understanding of different genres through listening and performing.
- To use technology to enhance your performance work.
- To develop holistically by practicing self management, collaboration and by creatively solving problems.
- To build confidence, self-awareness, empathy and a sense of wellbeing.

Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to:

Level 1 Music (6MUS) which, in conjunction with 5MUS2 and/or 5MUS4, provides the skills and background needed for success in the senior level.

Equipment:

Clearfile, paper and pens.

Who to talk to for more information:

Mrs Price, Miss Kumar



5MUS4 – Creating Music 2

Available for study in:	Year 9 and Year 10. This course is designed for students who already have some skills and experience in instrumental and/or vocal learning.
Main areas of study:	<p>“For the love of it.”</p> <p>This course further develops the skills learned in 5MUS2. Students will explore a range of musical genres and use their knowledge of musical elements/features to experiment with different structures and ideas, and create their own sounds. Students will be encouraged to enter the Play It Strange national song-writing competition and perform their music at Rockquest and Battle of the Muso’s. They will continue to access programmes such as:</p> <ul style="list-style-type: none"> ■ GarageBand ■ Mixcraft ■ Guitar Pro ■ Sibelius <p>Other programmes can also be utilised.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ To develop the skills to create soundtracks for a range of contexts. ■ To develop your understanding of how to present and record your own music using a range of programmes. ■ To further develop the skills to create your own song, solo instrumental, or band music. ■ To use the musical elements and features in a variety of creative contexts. ■ To further develop the skills to read and notate music. ■ To engage with different genres of music and understand how they work and use these musical elements in your own compositions. ■ To spend time continuing to develop instrumental and vocal understanding to assist with composition writing. It is expected that students will complete a portfolio of work that incorporates pieces of music using a mixture of the programmes above. There will be opportunities for both individual and group based work. ■ To develop holistically by practicing self management, collaboration and by creatively solving problems. ■ To build confidence, self-awareness, empathy and a sense of wellbeing.
Methods of assessment:	We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.
This course leads to:	Level 1 Music (6MUS) which, in conjunction with 5MUS1 and/or 5MUS3, provides the skills and background needed for success in the senior level.
Equipment:	Clearfile, paper and pens.
Who to talk to for more information:	Mrs Price, Miss Kumar



5DAN1 & 5DAN2 – Dance:

Available for study in: Year 9 and Year 10

Main areas of study: “Footloose.”

Performing:

- Social – e.g. rock and roll.
- Ethnic.
- Theatre – e.g. musical theatre.
- Common genre – contemporary.
- Skills – backwards rolls, leg and arm threads, pose turns, leaps.

Choreography:

- Elements – body and space.
- Devices – canon, repetition, inversion, and embellishment.
- Structures – accumulation and binary.

In this course you will learn:

- To use elements of dance to share personal movement vocabularies and the vocabularies of others.
- To develop the skills to explore and use choreographic devices to give form to dance ideas.
- To present dance for a particular purpose and record responses to their own and others’ dance.
- To explore and describe how dance is used for different purposes in a range of cultures.
- Develop artistic literacy through an understanding of dance language.
- Develop competency through self management, collaboration creativity, critical thinking and problem solving.

Methods of assessment:

We assess using the four strands that are outlined in the NZ Curriculum; Practical Knowledge, Communicating and Interpreting, Developing Ideas and Understanding in Context. We also incorporate the use of SOLO taxonomy with the Achieved, Merit and Excellence criteria.

This course leads to: NCEA Level 1 Dance (6DAN).

Equipment: Dance gear.

Who to talk to for more information: Mrs Price or Miss Kumar



6ARD – Drawing and Painting (Level 1)

Prerequisites: Completion of at least one semester of Junior Visual Art and/or HoLA approval.

Why this course: This course enables students to gain a taste of what the study of drawing and painting (7ARD) entails at the senior level. In completing this course, students will be more skilled and competent at successfully embarking on Level Two Painting (7ARP).

Furthermore, research suggests that art education is important in developing thought processes and perceptual awareness, which is helpful in developing creative thinking.

Course information: The year begins with a broad and generic theme proposal that allows students to develop a personal response through their own chosen subject matter. Students will be encouraged to generate and extend their ideas to produce work that is personalised to their interests and enables their own creativity to develop. Throughout the year students will also be introduced to a variety of contemporary and established painting, craft artists, and design and photography models, and will be pushed to extend their own ideas in a direction that is new and exciting.

The course is constructed to enable students to explore aspects of both design and photography along with painting and printmaking in the first half of the year through the internal Achievement Standards. In Term 1 all students must complete a range of design and painting related activities. They are then required to choose to work further with either a design or painting focus as they continue developing their work for the external folios at the end of the second half of the year.

Expect a fun-filled, colourful year of experimentation and refining the art of picture-making skills. Students who are passionate about creativity and enjoy working in all fields of the arts should consider this course.

This course leads to: Level Two Art Design (7ARD), Level Two Art History (7ARH), Level Two Art Painting (7ARP) and Level Two Art Photography (7FOT).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90914 V3	Use drawing methods for recording information using wet and dry media	4	Int	N	N
AS 90915 V2	Use drawing conventions to develop work in more than one field of practice	6	Int	N	N
AS 90916 V3	Produce a body of work informed by established practice, which develops ideas, using a range of media	12	Ext	N	N
AS 90917 V3	Produce a finished work that demonstrates skills appropriate to cultural conventions	4	Int	N	N
Maximum Credits Available		26			



6ARP – Photography and Design (Level 1)

Prerequisites: Completion of at least one semester of Junior Visual Art and/or HoLA approval.

Why this course: This course enables students to gain a taste of what the study of photography, design and/or digital drawing entails at the senior level. In completing this course, students will be more informed and skilled to be able to successfully and competently succeed in taking Level Two Art Photography (7FOT) and Level Two Art Design (7ARD).

Course information: The year begins with a broad and generic theme proposal that allows students to develop a personal response through their own chosen subject matter. Students will be encouraged to generate and extend their ideas to produce work that is personalised to their interests and enables their own creativity to develop. Throughout the year students will also be introduced to a variety of contemporary and established photographers, designers and digital illustrator models, and will be pushed to extend their own ideas in a direction that is new and exciting.

The course is constructed to enable students to explore aspects of both design and photography along with digital illustration in the first half of the year through the internal Achievement Standards.

In Term 1 all students must complete a range of design and photography related activities that work towards consolidating a specific brief. They are then required to continue developing their work for the external folios at the end of the second half of the year.

Expect a fun-filled, colourful year of experimentation and refining the art of photography and design making skills. Students who are passionate about creativity and enjoy working in the digital art fields should consider this course.

This course leads to: Level Two Art Design (7ARD), Level Two Art History (7ARH), Level Two Art Painting (7ARP) and Level Two Art Photography (7FOT).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90915 V2	Use drawing conventions to develop work in more than one field of practice	6	Int	N	N
AS 90916 V3	Produce a body of work informed by established practice, which develops ideas, using a range of media	12	Ext	N	N
AS 90917 V3	Produce a finished work that demonstrates skills appropriate to cultural conventions	4	Int	N	N
	Maximum Credits Available	22			



6DRA – Drama (Level 1)

Prerequisites: A background in drama and/or performing arts is recommended, but not essential. A genuine interest in performing is required.

Why this course: Now more than ever we need to communicate effectively with those around us. The confident articulate person finds it easier to share information, seek answers, accept new challenges, and explore new directions. Students develop; a high level of self-awareness and an ability to evaluate themselves and others; confidence, assertiveness, tolerance, self-worth and discipline; an ability to face and respond to an audience; a greater understanding of the multi-cultural society in which we live.

Course information: Drama allows us to explore the human condition and make sense of our dreams, fears and who we are in a complex world. The course is flexible and exciting based on NZQA Level 1 standards. The focus is on the practical experience of creating and performing drama. This means that attendance is everything because you are always part of a team. It makes for a very creative and innovative environment where every day is different!

Key skills that are developed include interpreting text, developing convincing roles in live performance, devising original drama and the study of Theatre Form such as Melodrama.

Students will view live performances outside class time or during class time as part of their course. These opportunities will be an extra cost as organised by the Drama department.

This course leads to: Level 2 Drama (7DRA).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90006 V6	Apply drama techniques in a dramatic context	4	Int	Y	N
AS 90997 V2	Devise and perform a drama	5	Int	Y	N
AS 90009 V6	Perform an acting role in a scripted production	5	Int	Y	N
AS 90999 V4	Use features of a drama/theatre form in a performance	4	Int	Y	N
AS 90998 V2	Demonstrate understanding of features of a drama/theatre form	4	Ext	Y	N
	Maximum Credits Available	22			



6MUS – Music (Level 1)

Prerequisites:	It is expected that students will have completed the 5MUS3 and 5MUS4 option courses or with HoLA approval. Experience in playing an instrument/vocals is a necessary requirement for achievement in this course.
Why this course:	Music is a strong means of communication that allows people to express themselves in many ways, both as an individual and as part of a group. This course provides an excellent foundation for further study and strongly complements the extra-curricular activities offered at WHS. Students will study a core of achievement standards but there will be the opportunity to choose areas that best suit their interests and abilities.
Course information:	<p>Level 1 Music is designed to enable students to further their interest in music and is based around the skills of performance, composition, musical genres and knowledge of the music language. A standard on sound technology is also offered.</p> <p>Key skills that are developed include:</p> <ul style="list-style-type: none"> ■ Further development of skills in at least one instrument/vocals for performance. ■ The ability to create, structure and present ideas using a variety of programmes and contexts. ■ Understanding of music elements and features to analyse specific pieces of music and develop an understanding of music genres. ■ Use of sound technology in a performance situation.
This course leads to:	Level 2 Music (7MUS) course which builds on the skills learned at Level 1. Furthermore, an opportunity to specialise and focus on interests such as; music technology, composition, performance, music history analysis/context and skills related to aural and musicianship.
This course is assessed using:	Achievement Standards and/or Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs. It is not expected that students will complete all standards available.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91090 V3	Perform two pieces as a featured soloist	6	Int	N	N
AS 91091 V3	Demonstrate ensemble skills through performing a piece of music as a member of a group	4	Int	N	N
AS 91092 V3	Compose two original pieces of music	6	Int	N	N
AS 91093 V3	Demonstrate aural and theoretical skills through transcription	4	Ext	N	N
AS 91094 V3	Demonstrate knowledge of conventions used in music scores	4	Ext	Y	N
AS 91095 V3	Demonstrate knowledge of two music works from contrasting contexts	6	Int	Y	N
US 26687 V2	Demonstrate and apply knowledge of sound technology for a performance context	4	Int	N	N
	Maximum Credits Available for student choice	24			



6DAN – Dance (Level 1)

Prerequisites: A background in dance and/or performing arts is recommended, but not essential. A genuine interest in dance is required.

Why this course: Dance is expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving, and feeling. They explore and use dance elements, vocabularies, processes, and technologies to express personal, group, and cultural identities, to convey and interpret artistic ideas, and to strengthen social interaction. Students develop literacy in dance as they learn about and develop skills in performing, choreographing, and responding to a variety of genres from a range of historical and contemporary contexts. Please note this course does not lead to a Level 2 Course at WHS at this point in time.

Course information: This course focuses on a range of contexts and experience that enable students to connect with themselves and those around them. The course focusses on the creation, interpretation and creation of dance while also providing a strong foundation in the process of how and why dance is created. The outcomes are based on the NCEA Level 1 Achievement Standards.

Key skills that are developed include:

- Performance of students own work and that of others.
- An ability to comment and discuss on the role of dance in a variety of contexts.
- Development of skills to create their own dance sequences to given briefs.

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90005 V6	Demonstrate knowledge of a Dance genre or style	4	Ext	N	N
AS 90858 V3	Compose and devise dance sequences for given briefs	6	Int	N	N
AS 90860 V3	Demonstrate understanding of the elements of dance	4	Int	N	N
AS 90861 V3	Demonstrate understanding of a dance performance	4	Ext	N	N
AS 90002 V6	Perform Dance sequences	6	Int	N	N
	Maximum Credits Available	24			



6PAR – Performing Arts (Level 1)

Prerequisites: Entry is at the discretion of the HoLA, however some experience in some area of Performing Arts would be beneficial.

Why this course: This course develops students skills in the areas of the performing arts. Students will choose at least three areas of focus which provides an excellent foundation for further study and complements the extra-curricular activities offered at WHS and in the community.

Course information: NCEA Performing Arts is designed to enable students to further their interest in the performing arts which includes the areas of sound, lighting, costume, set design, make-up and production. Students will choose from a list of unit standards to create their course.

This course leads to: Level 2 Performing Arts (7PAR).
Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs. It is not expected that students will complete all Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
US 26686 V3	Demonstrate and apply knowledge of simple stage lighting for a performance context	4	Int	N	N
US 26687 V2	Demonstrate and apply knowledge of sound technology for a performance context	4	Int	N	N
U2 26688 V3	Demonstrate knowledge and techniques of makeup application for a performance context	4	Int	N	N
US 26689 V2	Demonstrate knowledge of costuming for a performance context	3	Int	N	N
US 26691 V3	Assist in a performing arts production by undertaking a specified production role	2	Int	N	N
	Maximum Credits Available for student choice	15			



7ARD – Art Design (Level 2)

Prerequisites: Completion of junior visual art courses and/or Level 1 Drawing and Painting (6ARD) and/or Level 1 Art Painting (6ARP) and/Or HoLA approval.

Why this course: This course provides an introduction to graphic design and enables students to gain the background skills and knowledge needed to satisfactorily undertake Level 3 Art Design (8ARD). Furthermore, research suggests that art education is important in developing thought processes and perceptual awareness which is helpful in developing creative thinking.

Course information: This course offers students the opportunity to follow their personal interests in relation to a generic design brief. The brief is based on the promotion of an event of their choosing. Students are required to create a cohesive set of designs for a poster, logo, ticket, t-shirt and magazine article. In meeting the needs of the tasks, they are required to investigate key traditional and contemporary design models, become familiar with design terminology and visual design principles through practical application.

This course leads to: Level 3 Art Design (8ARD) and/or Level 3 Art History (8ARH), Level 3 Art Painting (8ARP), Level 3 Art Photography (8FOT).

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs. Assessment will be based on presentation of work in workbook and on portfolio.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91310 V2	Use drawing methods to apply knowledge of conventions appropriate to design	4	Int	N	N
AS 91315 V2	Develop ideas in a related series of drawings appropriate to established design practice	4	Int	N	N
AS 91320 V2	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	12	Ext	N	N
AS 91325 V2	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	4	Int	N	N
	Maximum Credits Available	24			



7ARH – Art History (Level 2)

Prerequisites: At least two internal Level 1 English Achievement Standards with Merit or Excellence credits and/or HoLA approval.

Why this course: Art History teaches students ways of thinking, questioning and asserting their values and sense of humanity. This course prepares students for further academic or tertiary study. It also provides a strong base for undertaking any visual art, architecture, fashion, or design course where you are required and encouraged to develop skills of critique. Art History can also provide pathways into a range of art gallery or museum related professions such as curatorship and arts administration, and also into arts-related education.

Course information: The course is titled “The road towards Modernism” and covers the time period from 1750 to 1900, covering the Enlightenment, Neo Classicism, Romanticism, Realism, Impressionism and Post Impressionism.

This course leads to: Level 3 Art History (8ARH) and/or Level 3 Art Design (8ARD), Level 3 Art Painting (8ARP), Level 3 Art Photography (8FOT).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91181 V3	Examine the meanings conveyed by artworks	4	Ext	N	Y
AS 91182 V2	Examine the influence of context(s) on artworks	4	Ext	N	Y
AS 91184 V2	Communicate understanding of an art history topic	4	Int	Y	N
AS 91185 V2	Communicate a considered personal response to artworks	4	Int	N	N
AS 91186 V2	Demonstrate understanding of artworks in relation to their physical environments	4	Int	N	N
	Maximum Credits Available	20			



7ARP – Art Painting (Level 2)

Prerequisites:	20 credits or more gained in Level 1 Drawing and Painting (6ARD) and/or Level 1 Photography and Design (6ARP) and/or HoLA approval.
Why this course:	<p>This course leads to Level 3 art subjects and, thereafter, the opportunity to apply for polytechnic or university visual art courses such as art/architecture/design (graphics).</p> <p>Any students considering tertiary study in the visual arts, architecture or design courses are recommended to take at least one art course at Level 2. Further, research suggests that art education is important for developing thought processes and perceptual awareness which is helpful in developing creative thinking.</p>
Course information:	<p>In this year students are given the opportunity to choose painting in further depth. Students have the opportunity to study and produce selected art methods and practices. They will become familiar with ways in which artists treat subject matter and ideas. This course offers students a more personal and in depth study in their exploration of subject matter and media. In preparation for Level 3 Painting and students will:</p> <ul style="list-style-type: none"> ■ Explore and develop methods of working in painting. ■ Develop techniques in producing art work. ■ Explore within their work a study of various methods used by artists (subject matter/ ideas/media). ■ Make various interpretations of their personal environment or design brief (drawing being the foundation of all assignments). ■ Analyse and interpret artworks using various perspectives.
This course leads to:	Level 3 Art Painting (8ARP) and/or Level 3 Art History (8ARH), Level 3 Art Design (8ARD), Level 3 Art Photography (8FOT).
This course is assessed using:	Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs. Assessment will be based on presentation of work in workbook and on folio.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91316 V2	Use drawing methods to apply knowledge of conventions appropriate to painting	4	Int	N	N
AS 91316 V2	Develop ideas in a related series of drawings appropriate to established painting practise	4	Int	N	N
AS 91321 V2	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	12	Ext	N	N
AS 91325 V2	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	4	Int	N	N
	Maximum Credits Available	24			



7FOT – Art Photography (Level 2)

Prerequisites: No prerequisites required although it is recommended that students complete Level 1 Drawing and Painting (6ARD) and/or Level Photography and Design (6ARP) and/or HoLA approval.

Why this course: Photography is an academic, creative and practical course which provides an excellent foundation for creating resilience and perseverance with your own choice of theme. This leads to a Level 3 university-approved course in Year 13 (8FOT).

This course provides effective relationship building with students reflecting, critiquing, developing and refining their own, and others', ideas and imagery. There is a strong focus on communication and confidence to express ideas freely. We understand the real need for our students to enjoy the challenges of being creative and believe that these skills are fundamental to playing a significant role in meeting the demands of future workforces and their lifelong learning. Practical photography skills such as digital camera knowledge, picture composition, Photoshop skills, digital editing software, moving image, studio lighting, lens experimentation and understanding photographic genres are just a few of the fundamental practical skills you will learn. It is also an art subject requiring knowledge and understanding of artist models and analysis of artworks.

The course requires commitment from students who will need to use time out of class including after school and some weekends.

Course information: This course is designed to enable students to learn the fundamentals of photography which includes digital development and printing using computer based imaging through Photoshop. Each student will generate and develop ideas and images based on their own personal ideas, explore a range of image making processes and be involved in an exhibition showcasing students work during the year. This course provides an excellent foundation in creativity, conceptual thinking and photography skills.

This course leads to: Level 3 Art Photography (8FOT) and/or Level 3 Art Painting (8ARP) and/or Level 3 Art History (8ARH), Level 3 Art Design (8ARD).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided. A maximum course of 20 credits is recommended.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91307 V2	Demonstrate an understanding of methods and ideas from established practice appropriate to Photography	4	Int	N	N
AS 91312 V2	Use drawing methods to apply knowledge of conventions appropriate to Photography	4	Int	N	N
AS 91317 V2	Develop ideas in a related series of drawings appropriate to established Photography practise	4	Int	N	N
AS91325 V2	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	4	Int	N	N
AS 91322 V2	Produce a systematic body of work that shows understanding of art making conventions and ideas within Photography	12	Ext	N	N
	Maximum Credits Available	28			



7DRA – Drama (Level 2)

Prerequisites: Level 1 Drama (6DRA) experience is preferred, but not essential. Entry may be approved through an interview process and/or with HoLA approval.

Why this course: Now more than ever we need to communicate effectively with those around us. The confident, articulate person finds it easier to share information, seek answers, accept new challenges, and explore new directions. Students are enabled to develop; a high level of self-awareness and an ability to evaluate themselves and others; confidence, assertiveness, tolerance, self-worth and discipline; an ability to face and respond to an audience; a greater understanding of the multi-cultural society in which we live.

Course information: If you are new to drama be prepared for one of the most invigorating subjects in your school career! You get to combine physicality, sensitivity and intellectual creativity on a daily basis. For those who have taken Level 1 Drama (6DRA), this is the level where you begin to approach stage work in a mature and adult way. You will be confronted with powerful and challenging characters in order to explore the world and build strong and effective performance skills. There are exciting and diverse possibilities to embrace a range of interests and needs.

Key skills that are developed include interpreting text, developing convincing roles, devising original drama, and the study of theatre form such as Greek or Shakespeare.

This course leads to: Level 3 Drama (8DRA) and then on to university, performing arts schools and arts degrees majoring in theatre/performing arts.

This course is assessed using: Achievement Standards. Exact standards are subject to change and individual assessment programs may be provided. This course is NCEA-based and students will choose a combination from the following options that best suits their interests and skills in consultation with the teacher. This should include a minimum of 14-18 credits and a maximum of 22 credits.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91213 V2	Apply drama techniques in a scripted context	4	Int	Y	N
AS 91214 V2	Devise and perform a drama to realise an intention	5	Int	N	N
AS 91216 V4	Use complex performance skills associated with a drama or theatre form or period	4	Ext	N	Y
AS 91217 V2	Examine the work of a playwright	4	Int	Y	N
AS 91218 V2	Perform a substantial role in a scripted production	5	Int	Y	N
AS 91219 V2	Discuss drama elements, techniques, conventions and technologies within live performance	4	Ext	Y	N
AS 91220 V2	Script a scene suitable for drama performance	4	Int	Y	N
	Maximum Credits Available for student choice	22			



7MUS – Music (Level 2)

Prerequisites:	It is expected that students will have completed the Level 1 Music (6MUS) course although entry is also possible with HoLA approval. At least three years experience in playing an instrument/vocals is needed and some understanding of music theory is strongly recommended.
Why this course:	Music is a strong means of communication that allows people to express themselves in many ways, both as an individual and as part of a group. Music develops self-confidence and enables people to share ideas and skills in a variety of contexts. This course provides an excellent foundation for further study and complements the extra-curricular activities offered at WHS and in the community. Students will study a core of achievement standards but there will be the opportunity to choose areas that best suit their interests and skills.
Course information:	<p>This course further develops student's skills in the key areas of performance, composition, music context/genres, and sound engineering.</p> <p>Key skills include; development of skills in at least one instrument/vocals for performance situations; the ability to create, structure and present student's ideas using a variety of programmes and contexts; the understanding of music elements and features to analyse specific pieces of music; use of sound technology in recording situations.</p>
This course leads to:	Level 3 Music (8MUS) which builds on the skills learned at Level 2. Students can focus on specific areas of interest such as; music technology, composition, performance, music history analysis/ context and skills related to aural and musicianship.
This course is assessed using:	Achievement Standards and/or Unit Standards. Students are encouraged to develop their own course from the Standards on offer. This should include a minimum of 16 credits and a maximum of 24 credits. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91270 V2	Perform two substantial pieces as a featured soloist	6	Int	N	N
AS 91271 V2	Compose two substantial pieces of music	6	Int	N	N
AS 91272 V2	Perform one substantial piece of music as part of a group	4	Int	N	N
AS 91273 V2	Devise an Instrumentation for an ensemble	4	Int	N	N
AS 91274 V2	Perform a substantial piece of music as a featured soloist on a second instrument	3	Int	N	N
AS 91275 V3	Demonstrate aural understanding through written representation	4	Ext	N	N
AS 91276 V3	Demonstrate knowledge of conventions in a range of music scores	4	Ext	Y	N
AS 91277 V3	Demonstrate understanding of two substantial contrasting music works	6	Ext	N	N
AS 91278 V2	Investigate an aspect of New Zealand music	4	Int	Y	N
US 27703 V3	Demonstrate and apply knowledge of sound for a performance context using control and enhancement processes	4	Int	N	N
	Maximum Credits Available for student choice	24			



7PAR – Performing Arts (Level 2)

Prerequisites: Experience in some area of Performing Arts would be beneficial. Entry is at the discretion of the HoLA.

Why this course: This course develops students' skills in the areas of the performing arts. Students will choose at least three areas of focus which provides an excellent foundation for further study and complements the extra-curricular activities offered at WHS and in the community.

Course information: NCEA Performing Arts is designed to enable students to further their interest in the performing arts which includes the areas of sound, lighting, costume, set design, make-up and production. Students will choose from a list of unit standards to create their course.

This course leads to: Level 3 Performing Arts (8PAR).
Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs. It is not expected that students will complete all standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 27769 V3	Research and design a costume for a specified performance context	4	Int	N	N
US 27700 V3	Demonstrate and apply knowledge of stage lighting design and process for a performance context	4	Int	N	N
US 27701 V3	Demonstrate knowledge and skills of make-up design and application for a specified character	4	Int	N	N
US 27702 V3	Take responsibility for a production area of a performance	4	Int	N	N
US 27703 V3	Demonstrate and apply knowledge of sound control and enhancement processes required for a performance context	4	Int	N	N
US 27704 V3	Design and construct item(s) to meet production needs for a performance context	4	Int	N	N
	Maximum Credits Available	24			



8ARD – Art Design (Level 3)

Prerequisites: Level 2 Art Design (7ARD) and/or HoLA approval.

Why this course: Any students considering tertiary study in the visual arts, architecture or design courses are recommended to take at least one art course. Further, research suggests that art education is important for developing thought processes and perceptual awareness which is helpful in developing creative thinking.

Course information: This course offers students the opportunity to continue following their personal interests as a continuation from their Level 2 study in greater depth. They are required to explore design issues that relate to a chosen area of interest and as a result, formulate their own brief. The majority of the year is spent generating, analysing and clarifying design work that meets the needs of the tasks delineated in their brief. A willingness to engage in both written and practical aspects of the course

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91445 V2	Use drawing to demonstrate understanding of conventions appropriate to design	4	Int	N	N
AS 91450 V2	Systematically clarify ideas using drawing informed by established design practice	4	Int	N	N
AS 91455 V2	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	14	Ext	N	N
AS 91460 V2	Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	4	Int	N	N
	Maximum Credits Available	26			



8ARH – Art History (Level 3)

Prerequisites: Either successful completion of Level 2 Art History (minimum of 12 credits) or completion of a Level 2 Literacy-rich subject such as English or History with Merit or Excellence credits and/or with HoLA approval.

Why this course: This is a literacy rich course which aims to teach students ways of thinking, questioning and asserting their values and sense of humanity. This course prepares students for further academic or tertiary study. It also provides a strong base for undertaking any visual art, architecture, fashion or design course where you are required and encouraged to develop skills of critique. Art history can also provide pathways into a range of art gallery or museum-related professions such as curatorship and arts administration, and also into Arts related education.

Course information: The course is titled “Early Modernism” and covers the time period from 1900 to 1940, covering the major art movements and artists of that time period in Europe.

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91482 V2	Demonstrate understanding of style in artworks	4	Ext		
AS 91483 V2	Examine how meanings are communicated through art works	4	Ext		
AS 91484 V2	Examine the relationship(s) between art and context	4	Ext		
AS 91485 V2	Examine the impact of media and processes on art works	4	Int		
AS 91486 V1	Construct an argument based on interpretation of research in art history	4	Int		
AS 91487 V1	Examine the different values placed on art works	4	Int		
AS 91488 V2	Examine the relationship(s) between a theory and art works	4	Int		
AS 91489 V1	Analyse texts about art	4	Int		
	Maximum Credits Available for student choice	24			



8ARP – Art Painting (Level 3)

Prerequisites: Level 2 Art Painting (7ARP) and/or HoLA approval.

Why this course: Any students considering tertiary study in the visual arts, architecture or design courses are recommended to take at least one art course at Level 3. Further, research suggests that art education is important for developing thought processes and perceptual awareness which is helpful in developing creative thinking. This, of course, can be applied to any field of endeavour.

Course information: This course offers students the opportunity to follow their personal interests in greater depth as a result of having successfully completed Level 2 Art Painting (7ARP). They are required to explore painting issues that relate to a chosen area of interest and as a result, formulate their own theme study for the duration of the year. The majority of the year is spent generating, analysing and clarifying drawings and paintings that explore ideas, techniques, processes and methods arising from their theme study.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91446 V2	Research and analyse approaches within established painting practice	4	Int	N	N
AS 91451 V2	Investigate and use ideas and methods in the context of a drawing study in painting	4	Int	N	N
AS 91456 V2	Produce original work within painting to show extensive knowledge of art making methods and ideas	14	Ext	N	N
	Maximum Credits Available	22			



8FOT – Photography (Level 3)

Prerequisites: Level 2 Art Photography (7FOT) is recommended. The student should have gained a Merit in AS 90480 at Level 2. Those students that have not done 7FOT can be approved to take this course by contacting and seeking HoLA approval.

Why this course: Photography is an academic, creative and practical university approved course which provides an excellent extension program for creating your own theme direction.

This course provides effective relationship-building with students reflecting, critiquing, developing and refining their own and others' ideas. There is a strong focus on communication and confidence to express ideas freely. We understand the real need for our students to enjoy the challenges of being creative and believe that these skills are fundamental to playing a significant role in meeting the demands of the future workforce and personal lifelong learning goals.

Practical photography skills such as digital camera knowledge, picture composition, Photoshop skills, digital editing software, moving image, studio lighting, lens experimentation and understanding photographic genres are just a few of the fundamental practical skills you will learn. It is also an art subject requiring knowledge and understanding of artist models and analysis or artworks.

The course requires commitment from students who will need to use time out of class including after school and some weekends.

This course will challenge students to think as broadly and as creatively as possible which will develop their ability to discuss, develop and produce original and thought-provoking photographs.

Course information: This course is designed to extend photography skills which includes digital development and printing using computer based imaging through Photoshop. Each student will generate and develop ideas and images based on their own personal ideas, explore a range of image making processes and be involved in an exhibition showcasing students work during the year. This course provides an extension in creativity, conceptual thinking and photography skills.

This course is designed to further students' knowledge of photography as an art-making subject. Students will explore more personal conceptual ideas and be urged to pursue more complicated and creative directions of study.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91447 V2	Use drawing to demonstrate understanding of conventions appropriate to photography	4	Int	N	N
AS 91452 V2	Systematically clarify ideas using drawing informed by established photography practice	4	Int	N	N
AS 91457 V2	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	14	Ext	N	N
	Maximum Credits Available	22			



8DRA – Drama (Level 3)

Prerequisites: Level 2 Drama (7DRA) preferred, but not essential. All students must seek approval from HoLA, and an interview may be required.

Why this course: This is an invigorating, challenging and engaging course for mature students. You will embark on a personal journey that will ask a lot of you but will bring immense rewards. There is opportunity for both solo and group work allowing you to refine and master your craft. Students are enabled to develop: a high level of self-awareness and an ability to evaluate themselves and others; confidence, assertiveness, tolerance, self-worth and discipline; an ability to face and respond to an audience; and a greater understanding of the multi-cultural society in which we live.

Course information: This course further develops key skills in the areas of live performance, devising, analysis and development of role, integration of drama techniques, interpretation of text and an in-depth study of theatre practitioners. Students are encouraged to work on extra standards such as directing and scriptwriting should this interest them.

Pathways include writing, directing, acting, law, arts management, communications, media studies, stage management, teaching, film and TV production, TV presenting and creative industries.

Level 3 is recognised as a University Entrance course and prepares students to work in the professional industry or apply for tertiary drama courses. This course provides an excellent foundation for further study at tertiary level and supports those who wish to gain acceptance into performing arts schools such as Toi Whakaari (NZ Drama School), NASDA, Unitec and Arts degrees majoring in theatre/performing arts.

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs. This should include a minimum of 14-18 credits and a maximum of 22 credits.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91512 V2	Interpret scripted text to integrate drama techniques in performance	4	Int	Y	N
AS 91513 V2	Devise and perform a drama to realise a concept	5	Int	N	N
AS 91517 V1	Perform a substantial role in a significant production	5	Int	Y	N
AS 91520 V1	Direct a drama performance	5	Int	Y	N
AS 91519 V1	Script a drama suitable for live performance	5	Int	N	Y
AS 91516 V2	Demonstrate understanding of the work of a drama or theatre theorist or practitioner.	4	Int	Y	N
AS 91514 V4	Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period	4	Ext	Y	Y
AS 91518 V1	Demonstrate understanding of live drama performance	4	Ext	N	Y
	Maximum Credits Available	22			



8MUS – Music (Level 3)

Prerequisites: It is expected that students will have completed the Level 2 Music course (7MUS), although entry is also possible in consultation with the HoLA.

Why this course: This course provides an excellent foundation for further study at a tertiary level and strongly complements the extra-curricular activities offered at WHS and in the community.

Course information: This course further develops student's skills in the key areas of performance, composition, music context/genres, and sound engineering.

Key skills include: development of skills in instrumental/vocals in preparation for extended performance situations; the ability to create, structure and present student's ideas in a portfolio of work using a variety of programmes and contexts; further develop the understanding of music elements and features to analyse specific pieces of music and use of sound technology in recording situations.

This course is assessed using: Achievement Standards and/or Unit Standards. Students are encouraged to develop their own course from the standards on offer. This should include a minimum of 16 credits and a maximum of 24 credits. Exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91416 V2	Perform two programmes of music as a featured soloist	8	Int	N	N
AS 91417 V2	Perform a programme of music as a featured soloist on a second instrument	4	Int	N	N
AS 91418 V2	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	4	Int	N	N
AS 91419 V2	Communicate musical intention by composing three original pieces of music	8	Int	N	N
AS 91420 V2	Integrate aural skills into written representation	4	Ext	N	N
AS 91422 V2	Analyse a substantial work	4	Int	Y	N
AS 91423 V2	Examine the influence of context on a substantial music work	4	Ext	Y	N
AS 91424 V2	Create two arrangements for an ensemble	4	Int	N	N
AS 91425 V2	Research a music topic	6	Int	Y	N
AS 91849 V1	Compose three original songs that express imaginative content	8	Int	N	N
US 28007 V2	Select and apply a range of processes to enhance sound in a performance context	6	Int	N	N
	Maximum Credits Available for student choice	26			



8PAR – Performing Arts (Level 3)

Prerequisites: Experience in some area of Performing Arts would be beneficial. Entry is at the discretion of the HoLA.

Why this course: This course develops students skills in the areas of the Performing Arts. Students will choose at least three areas of focus which provides an excellent foundation for further study and complements the extra-curricular activities offered at WHS and in the community. This is not a UE-approved course.

Course information: NCEA Performing Arts is designed to enable students to further their interest in the performing arts which includes the areas of sound, lighting, costume, set design, make-up and production. Students will choose from a list of unit standards to create their course.

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs. It is not expected that students will complete all standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 28002 V2	Research, develop and visually communicate a costume design concept for a given work	6	Int	N	N
US 28003 V3	Research, develop and apply a stage lighting concept for a given work	6	Int	N	N
US 28004 V3	Research, develop, visually communicate and apply a make-up design concept for a given work	6	Int	N	N
US 28005 V3	Stage manage a production	6	Int	N	N
US 28006 V3	Research, develop and visually communicate a set design concept for a given work	6	Int	N	N
US 28007 V3	Select and apply a range of processes to enhance sound in a performance context	4	Int	N	N
US 28008 V3	Apply set construction skills to meet a set design	3	Int	N	N
	Maximum Credits Available for student choice	21			

English: Te Reo Pākeha

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5ENW – English (written) (compulsory) 5ENV – English (visual) (compulsory)	5AENW – English (written) (compulsory) 5AENV – English (visual) (compulsory)	6ENG – English	7ENG – English	8ENA – English Academic & Scholarship 8ENV – English Visual & Creative
5ENF1 – Foundation English 1 5ENF2 – Foundation English 2	5AENF3 – Foundation English 3 5AENF4 – Foundation English 4	6MST – Media Studies 6ENF – English Foundation	7MST – Media Studies 7ENF – English Foundation	8MST – Media Studies
5ENM 1 & 5ENM2 – English Migrant 1 & 2		6ELL – English for Second Language Learners		

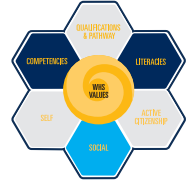
English Year 9 & Year 10 Courses

Junior English courses integrate the key competencies and strands of the NZ curriculum within a thematic context. Students take four semesters across Years 9 and 10, each with a different thematic focus. At the heart of each course is an 'anchor' text which will be either visual or written. Students who are well above the expected curriculum level may be eligible to take only one semester of English in a year. This is only by exception and through a rigorous approval process.

- Students who are well above the expected curriculum level may be invited to take an extension class. Selection happens after analysis of student results and is subject to a rigorous approval process.
- Students who are well below the expected literacy threshold, as determined through the results of standardised tests, assessments and overall teacher judgement, will be placed in a supported full-year English course (ENF) appropriate to their level of learning.
- In some cases students may be recommended for a semester of additional Literacy Support.

All semester courses give students the opportunity to show their ability across the English strands; reading, writing, speaking, presenting, listening and viewing.

Extra-curricular: Among the many opportunities available to English & Media Studies students are: Stop Drop Read, ODT Xtra! Spelling Competition, New Zealand Spelling Bee, SpeechFest and the 48 Hour Film Festival. These exciting and rewarding activities bring to life the fun, creative and practical side of English. We also have an active Book Club for students from all year levels, plus the Wakatipu Writing Club. Our successful Debating Club involves junior and senior students who compete in local and regional events.



5ENW – English (written text focus): “Defying Stereotypes”

Available for study in: Compulsory in Year 9.

Main areas of study: *“The problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”– Chimamanda Ngozi Adichie.*

As we know, while first impressions are powerful, they aren’t always accurate because the story is incomplete. In this course, you will develop an awareness of how subtle beliefs and behaviours can affect social interactions in everyday life. Activities are designed to evoke thought and reflection about situations where race, gender, sexuality, disability, weight and age can affect interactions. You will have the opportunity to examine whether stereotypes and attitudes influence your own and others’ behaviour through the study of a novel, short texts, poetry and films. You will produce a piece of creative writing and a visual text to demonstrate your learning.

In this course you will learn:

- How to empathise with others.
- Understand the importance of inclusion to individuals & society.
- How to identify unconscious biases (metacognition).
- To apply critical thinking skills to a novel study.
- To write accurately using a formal tone.
- To make connections between texts.
- To create a visual text that communicates more complex ideas.
- To write creatively in a range of forms.

Methods of assessment:

Essay writing, formal and creative writing, and creation of visual texts .

This course leads to:

Year 10 English (5AENW and 5AENV).

Equipment:

1B8 exercise book, pens and pencils.

Who to talk to for more information:

HoLA/Assistant HoLA



5ENV – English (visual text focus): “Character and Identity”

Available for study in: Compulsory in Year 9.

Main areas of study: *“Your identity is your most valuable possession. Protect it.” – Elastigirl, The Incredibles.*

What makes us individuals? In this course you’ll study texts that feature characters carving out an identity for themselves or fighting for the right to be who they are. The ‘anchor text’ is a feature film but you will also study a range of complementary short written texts, including some biographical stories. You will complete an inquiry into an issue surrounding identity and create an oral text to demonstrate your learning.

In this course you will learn:

- To communicate aspects of your identity, including strengths and values.
- Describe what resilience looks like.
- To closely view a film.
- To identify visual language techniques and explain their purpose.
- To use information literacy skills.
- To present findings in a range of forms.
- To communicate more sophisticated ideas in an oral presentation.

Methods of assessment: Speaking, essay writing, report writing.

This course leads to: Year 10 English (5AENW and 5AENV).

Equipment: 1B8 exercise book, pens and pencils.

Who to talk to for more information: HoLA/Assistant HoLA



5ENF1 & 5ENF 2 – Foundation English 1 & 2

Available for study in: Compulsory for Year 9 students with Literacy levels below Level 4 at the start of Year 9. Students will be directed into this course following the triangulation of entrance data, overall teacher judgement and standardised testing.

Main areas of study: Foundation English skills for success.

This is a foundation English course that will support transition from primary school to high school, while preparing students for continued English studies in Year 10. The course focuses on essential literacy skills, building toward Level 5 of the NZ Curriculum. Students will continue building the foundations of good communication by improving skills in punctuation, grammar and spelling.

The key strands of the curriculum will be explored with a focus on reading and writing. You will develop the fundamental reading and writing skills needed for achieving success across the curriculum.

In this course you will learn:

- To closely view films and other visual texts.
- To study a novel in depth.
- To use information literacy skills.
- To closely read a range of short fiction and poetry.
- To present information clearly in visual and oral forms.
- To write a range of text types.
- Self-management skills for success at high school.
- Confidence to tackle reading and writing tasks.
- To use digital tools that improve reading and writing.
- Students who take Foundation English will move towards Level 5 in a more supported manner, with extra time spent on reading and writing skills.

Methods of assessment:

There is thorough diagnostic testing at the start of the year with PAT Listening, PAT Reading Comprehension and e-asTTle reading and writing tests.

During the year, you will be assessed in a number of modes: close reading of language features; essay writing, formal writing of different kinds, and creative writing; research, listening, speeches, viewing tests, and static images. You will also complete a PAT Reading Vocabulary assessment.

This course leads to: Year 10 Foundation English (5AENF3 and/or 5AENF4) – for most students.

Equipment: 1B8 exercise book, pens and pencils.

Who to talk to for more information: HoLA/Assistant HoLA



5ENM1 & 5ENM2 – English Migrant 1 & 2

Available for study in:	Years 9 and 10. Students will be directed into this course based on English language ability.
Main areas of study:	This course is designed for new speakers of English. Learners will cover basic English language and grammar by studying short stories, poetry, newspaper articles, a novel and film.
In this course you will learn:	<ul style="list-style-type: none"> ■ Reading comprehension skills for a range of texts. ■ Listening comprehension skills in a range of settings. ■ Conversational skills. ■ Vocabulary for academic writing. ■ To closely view films and other visual texts. ■ To use information literacy skills. ■ To present information in written, visual and oral forms. ■ Writing skills for academic purposes. ■ Self-management strategies for success at high school. ■ Confidence to tackle reading and writing tasks. ■ To use digital tools that improve reading and writing.
Methods of assessment:	Learners are tested regularly on spelling, grammar and punctuation as part of their English language development programme. Reading and listening comprehension is also assessed regularly. Additionally, students will submit pieces of writing and visuals for assessment.
This course leads to:	Level 1 English for Second Language Learners (6ELL) or for some students, Level 1 English Foundation (6ENF).
Equipment:	1B8 exercise book.
Who to talk to for more information:	HoLA/Assistant HoLA



5AENW – English (written text focus): “Into the Future”

Available for study in: Compulsory in Year 10.

Main areas of study: *“A novel can open doors to the past but also allow a look into the future.” – Sally Mann.*

Have you ever wondered what the world will be like 100 years from now? In this course, you will explore texts that are set in dystopian worlds, where war is a normality and the earth and its people are in grave danger. You will be forced to consider and predict what will happen to the world as we know it if no changes are made. Within this course, you will closely study a futuristic novel. You will also explore complementary short written and visual texts.

In this course you will learn:

- To consider your role as a global citizen.
- To consider the importance of environmental and/or social sustainability.
- To closely read a more sophisticated novel.
- To write a ‘describe and explain’ essay about a studied text.
- To critically explore connections between texts.
- To create a visual text that communicates sophisticated ideas.
- To write in a variety of forms and registers.

Methods of assessment:

Essay writing, formal and creative writing, and creation of visual texts.

This course leads to:

Level 1 English (6ENG) and/or Level 1 Media Studies (6MST).

Equipment:

1B8 exercise book, pens and pencils.

Who to talk to for more information:

HoLA/Assistant HoLA



5AENV – English (visual text focus): “Stories of Survival”

Available for study in: Compulsory in Year 10.

Main areas of study: *“Survival is triumph enough.” – Harry Crews.*

As basic as being human, each of us shares another common thread: the desire to survive. In this course you will examine real life and fictional stories of people who are put to the ultimate test. You will explore the concept of morality as characters are put in situations where they fight to overcome an obstacle, survive a challenge, or make it through a hardship. The core text for this course is a film and you will explore complementary written and visual texts.

In this course you will learn:

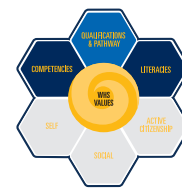
- About problem-solving and critical thinking under pressure.
- The importance of collaboration and communication.
- To closely read a film.
- To understand more complex written texts.
- To write a ‘describe and explain’ essay about a studied film.
- To make connections between texts.
- To carry a systematic inquiry into a topic of interest.
- Information literacy skills.
- To communicate ideas in an oral presentation.
- To write confidently in a variety of forms.

Methods of assessment: Oral presentation, report writing, essay writing.

This course leads to: Level 1 English (6ENG) and/or Level 1 Media Studies (6MST).

Equipment: 1B8 exercise book, pens and pencils.

Who to talk to for more information: HoLA/Assistant HoLA



5AENF3 & 5AENF4 – Foundation English 3 & 4

Available for study in:	Year 10, as a continuation of 5ENF for most students. Those with literacy levels below Level 5 will be directed into this course following the triangulation of Year 9 English results, overall teacher judgement and standardised testing.
Main areas of study:	<p>Constructing a foundation of core reading and writing skills in preparation for Level 1.</p> <p>This course develops the communication, comprehension and thinking skills that allow participation in English and other subjects as you move toward the senior school.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ To develop thinking strategies to improve reading comprehension. ■ To use graphic organisers when planning ideas for a piece of writing. ■ To closely view films and other visual texts. ■ To identify how sound and visual techniques work together to create meaning. ■ To study a novel in depth. ■ To conduct a systematic inquiry into a topic of interest. ■ To evaluate information and identify bias. ■ Closely read a range of short fiction and poetry. ■ Present information clearly in visual and oral forms. ■ Write a range of text types. ■ Students who take Foundation English will move towards Level 6/NCEA Level 1 in a more supported manner, with a strong focus on reading and writing skills.
Methods of assessment:	<p>Diagnostic testing at the beginning of the year including PAT Listening and Reading Comprehension, e-asTTle Reading and Writing tests and spelling assessments.</p> <p>During the year, you will be assessed in a number of modes: essay writing, formal and creative writing of different kinds; research reports, screencasts, close viewing tests and visual presentations. Students also complete a mid-year PAT Reading Vocabulary assessment.</p>
This course leads to:	Level 1 English Foundation (6ENF) or, in some cases Level 1 English (6ENG) and/or 6MST (Level 1 Media Studies).
Equipment:	1B8 exercise book, pens and pencils.
Who to talk to for more information:	HoLA/Assistant HoLA



6ENG – English (Level 1)

Prerequisites: Grades of Curriculum Level 5 or above in reading and writing from English (written) (5AENW) and English (Visual) (5AENV). Some students may be directed to take English Foundation (6ENF) as an alternative.

Why this course: You will build the knowledge and skills needed to participate in the social, cultural, political and economic life of Queenstown, Aotearoa and the world beyond. Being an effective oral, written and visual communicator who can think critically is important for the senior years of high school (and whatever happens afterwards).

Course information: This course will challenge students to achieve their personal academic goals through exposure to new and stimulating texts. Critical thinking skills are developed through the exploration of a theme and examining why film-makers and writers make certain choices. Students will learn to shape their writing in more sophisticated ways, employing logic and rhetorical devices to communicate ideas persuasively.

The skills gained in 6ENG are transferable, and will support study in most other subject areas.

This course leads to: Level 2 English (7ENG).

This course is assessed using: Achievement Standards. To progress to (and succeed in) Level 2 English courses, students must achieve 14 Level 1 credits including one externally assessed standard. They are also expected to attempt all internally assessed standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90849	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	4	Ext	Y	N
AS 90850	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	4	Ext	Y	N
AS 90851	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	4	Ext	Y	N
AS 90052 OR AS90053	Produce creative writing OR Produce formal writing	3	Int	Y	N
AS 90852	Explain significant connection(s) across texts, using supporting evidence	3	Int	Y	N
	Maximum Credits Available	18			



6MST – Media Studies (Level 1)

Prerequisites: Grades consistently at Level 5 and above in English and Social Sciences courses.

Why this course: In our hyper-connected, content-rich world, understanding the influence of the media on the individual and society is more important than ever. 6MST students will look at how media (film, TV, web, social media, radio) is made and how it shapes their own behaviour and values. You will put this knowledge into practice by creating your own media product.

Course information: As Media Studies is an intersection of social sciences, technology, English and art, the course is extremely varied. You will study basic theories and principles of Media Studies; undertake an in-depth study of a film genre; examine the coverage of a local news issue and explore your own relationship with the media. You will also work in groups to complete a production: either a podcast or narrative music video, learning essential skills for communicating complex ideas in an increasingly visual world. 6MST is the beginning of a pathway into many communications careers (broadcasting, journalism, marketing, advertising, politics, public relations, film and TV production, radio production).

- Students develop awareness of their own relationship with the media.
- Students understand the role of the media in our modern society.
- Students create media products that reflect their sense of self; and the groups they belong to (local and global citizenship).
- Students will display creativity, curiosity and collaboration through working as a group to meet a brief.
- Students develop artistic and technological literacies through media production.

This course leads to: Level 2 Media Studies (7MST)

This course is assessed using: Achievement standards, both internally and externally assessed.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 90991	Demonstrate understanding of the media coverage of a current issue or event	4	Ext	Y	N
AS 90992	Demonstrate understanding of characteristics of a media genre	4	Ext	Y	N
AS 90989	Demonstrate understanding of how individuals interact with the media	3	Int	Y	N
AS 90903	Produce a design and plan for a media product using a specified range of conventions	3	Int	Y	N
AS 90994	Complete a media product from a design and plan using a specified range of conventions	6	Int	Y	N
	Maximum Credits Available	20			



6ENF – English Foundation (Level 1)

Prerequisites: Students will be directed onto this course.

Why this course: English is a diverse subject that acts as a foundation of every aspect of our lives. 'English Foundation' is a course for students who enjoy films and short written texts and are interested in using these texts to help them write in a variety of forms. A focus of the course is to help students develop skills in critical and information literacy. This is an important skill for the future as more and more texts move to being web-based and we require new skills to understand the writing we are exposed to.

This is a flexible course and students will develop a learning pathway with their teacher that suits their areas of strength. A variety of achievement standards are offered in the course and the teacher will help students select which assessments best demonstrate their strengths. Internal assessments will provide the majority of credits and some may enter one external standard. Students are likely to receive more one-on-one help and support in this course as we attempt to keep numbers below 20 per class.

Course information: The course will help students develop skills, reading a lot of visual and written texts, writing for a variety of purposes, and using their text studies as a stimulus for writing. The course builds on the skills gained in the junior school.

Students will aim to meet the entry criteria for Level 2 English Foundation (7ENF).

This course leads to: Level 2 English Foundation (7ENF).

This course is assessed using: Achievement Standards. To gain entry to 7ENF, students must achieve at least 10 Level 1 credits, and must attempt all internally assessed 'core' standards to progress.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90849	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	4	Ext	Y	N
AS 90850	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	4	Ext	Y	N
AS 90052 OR AS 90053	Produce creative writing OR Produce formal writing	3	Int	Y	N
AS 90857	Construct and deliver an oral text	3	Int	Y	N
AS 90855	Create a visual text	3	Int	Y	N
<i>The following standards may be offered by some teachers as an alternative to some of those listed above:</i>					
AS 90852	Explain significant connection(s) across texts, using supporting evidence	4	Int	Y	N
AS 90853	Use information literacy skills to form conclusion(s)	4	Int	Y	N
Maximum Credits Available		25			



6ELL – English for Second Language Learners

Prerequisites: Students will be nominated for this course by their English teacher.

Why this course: English Language Learners (ELLs) or students who speak English as a Second Language to meet the University Entrance literacy requirements over two or three years. It is intended for those going on to tertiary study in an English-speaking institution.

Course information: This course provides a two year pathway* to meet the University Entrance literacy requirement. Beginning with a focus on academic language acquisition, students will move through a literature-rich and skills-based programme of learning. Students will study increasingly complex written and visual texts and build writing skills for academic purposes. New Zealand's history and bicultural identity will form a central theme, and students will also explore the diverse cultures that influence us today.

To cater for a range of language levels, and to allow for plenty of teacher support and individual assessment programmes, class numbers are kept small. The coursework will support the work completed in ESOL classes.

*In some cases, a three year pathway will be more appropriate.

This course is assessed using: Achievement Standards. Students will be assessed against a selection of the following standards, when they are ready and according to their individual needs.

	STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
Level 1	AS 90854	Form personal responses to independently read texts	4	Int	Y	N
	AS 90856	Show understanding of visual texts	3	Int	Y	N
	AS 90055	Create a visual text	3	Int	Y	N
	AS 90857	Construct and deliver an oral text	3	Int	Y	N
	AS 90850	Show understanding of a studied visual text	4	Ext	Y	N
Level 2	AS 91105	Use information literacy skills to form developed conclusions	4	Int	Y	N
	AS 91106	Form developed responses to independently read texts	4	Int	Y	N
	AS 91101	Produce a selection of crafted and controlled writing	6	Int	Y	N
	AS 91099	Analyse aspects of a studied visual text	4	Ext	Y	N
		Maximum Credits Available	35			



7ENG – English (Level 2)

Prerequisites: 14 credits in Level 1 English including one externally assessed standard. Students need to have attempted all internally assessed 'core' standards at Level 1 to meet the entry requirements for Level 2 English.

Why this course: 7ENG is a challenging course where students develop skills as critically literate readers and writers, and gain an understanding of the transformative power of language, examining the way it influences and manipulates our understanding of the world. Conveying opinion, thoughts and ideas through spoken, visual and written forms is an essential skill for all adults. It is equally important to be able to read for meaning, confront bias and form conclusions given the plethora of printed, visual and web based content we are now exposed to each day.

Course information: English at Level 2 is not compulsory, but Level 2 English credits are required for entry into many tertiary courses. Students can meet the UE Literacy requirement of five credits for writing and five credits for reading in a number of assessments.

Students will further develop their critical thinking and analytical skills as well as solidifying the concepts of advanced academic writing. This course is appropriate for anyone who wants to pursue tertiary study or a professional career as it is a rigorous and focused course. At the same time, we aim to ensure that all students in this course have success, and lessons are differentiated to help students achieve their personal goals. Students will undertake the study of an extended written text (novel), visual text (film), study a range of short fiction, poetry and non-fiction in preparation for the external exams.

As part of the internal assessment activities they will have the opportunity to write in different forms, complete a speech or seminar and research an area of interest.

This course leads to: Level 3 English (8ENA and/or 8ENV).

This course is assessed using: Achievement Standards. Students need at least 14 Level 2 English credits to enter Level 3 English courses.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	4	Ext	Y	Y
AS 91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	4	Ext	Y	Y
AS 91101	Produce a selection of crafted and controlled writing	6	Int	N	Y
AS 91102	Construct and deliver a crafted and controlled oral text	3	Int	N	N
AS 91105	Use information literacy skills to form developed conclusion(s)	4	Int	Y	N
Maximum Credits Available		21			



7MST – Media Studies (Level 2)

Prerequisites: 10 Credits in Level 1 English or Social Sciences and/or HoLA discretion.

Why this course: 7MST is a course that combines theory with the practical planning and production of media. Media Studies examines the dynamic role of the media in society, how the media constructs messages about individuals, communities and cultures, and how media products are produced, controlled and distributed. Through Media Studies students gain the knowledge and skills to conceive, plan, design and create a short documentary that engages audiences.

Course information: This course combines practical work with theory. In the first term, students will develop a base knowledge about core media concepts and how representations are created by the media. They will also begin an in-depth study of a film genre, looking at how the genre has developed over time. In term two, students develop their knowledge of visual and audio craft, and learn about constructing a narrative through film. This learning lays the foundation for understanding the impact that their own media product will have on potential audiences. A film is planned and produced in term three, drawing together the threads of this course.

This course leads to: Level 3 Media Studies (8MST).

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91250	Demonstrate understanding of representation in the media	3	Int	N	N
AS 91251	Demonstrate understanding of an aspect of a media genre	4	Ext	Y	Y
AS 91252	Produce a design and plan for a developed media product using a range of conventions	4	Int	N	N
AS 91253	Complete a developed media product from a design and plan using a range of conventions	6	Int	N	N
	Maximum Credits Available	17			



7ENF – English: Foundation (Level 2)

Prerequisites: 10 credits in Level 1 English. Students need to have attempted all internally assessed 'core' standards in Level 1 English Foundation to meet the entry requirements.

Why this course: This course is for students who enjoy exploring texts such as films, novels and short texts and are interested in using these texts to help them write in a variety of forms. A focus of the course is to help students develop skills in critical literacy as they watch and read texts. This is an essential skill for the future, as more and more texts move to being web-based, and we require new skills to understand and assess the quality of the writing we are exposed to. English is not compulsory at Level 2, however it is still an essential subject for all students as it helps develop effective communication skills and enables us to understand the meaning and intentions of written, visual and spoken texts.

This is a flexible course and students will develop a learning pathway in consultation with their teacher to complement their areas of strength. Most students in this course will complete internal assessments and some may enter one external standard. This course does not offer UE Literacy. For students on a two-year pathway to UE Literacy, this course potentially provides some reading and writing credits.

Course information: This course covers all areas of the NZ Curriculum for English, although not all areas will be assessed. A number of 'core' internally assessed standards are offered and all students who elect to take this course are expected to attempt these. Students will have opportunities each term to discuss and then decide on which 'extension' standards they would like to attempt in addition to the 'core' standards.

Students will independently undertake the reading of two extended written texts which could be novels, biography and autobiography, travel, historical or any other type of extended text that meets the requirements for Level 7 of the National Curriculum. We study several films plus a range of short fiction, poetry and non-fiction. Most of these texts are used as a stimulus for various writing tasks, and activities are designed so that students are able to gain credits for two standards. Students are also able to choose to be assessed for a speech or seminar, producing a digital visual text, and external standards. This is an interesting and varied course where students are able to spend more time on each assessment to achieve the best grades they are capable of.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	4	Ext	N	Y
AS 91101	Produce a selection of crafted and controlled writing	6	Int	N	Y
AS 91103	Create a crafted and controlled visual or verbal text	3	Int	N	N
AS 91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	3	Int	N	N
AS 91106	Form developed personal responses to texts	4	Int	Y	N
	Maximum Credits Available	20			



8ENA – English: Academic & Scholarship (Level 3)

Prerequisites: 14 credits at Level 2 including one externally assessed standard. Students must have UE Literacy. Conditional entry is at the discretion of the HoLA.

Why this course: Who is the most important writer to have lived? Is poetry more enjoyable than films? How important is literacy and the ability to communicate? What does reading and writing mean in a world where anyone can self-publish any text they create? Is violence in films and in the media out of control? What is more important; the written word or the spoken one? 8ENA will not necessarily answer these questions but reading widely and thinking, debating, discussing and analysing the ideas of others is integral to this course. We explore symbolism and writer's craft and purpose in detail, with students putting this knowledge into practise in their own writing.

The study of 'English: Academic' at Level 3 develops language knowledge and thinking skills which are important in most courses of study at tertiary level and all future career paths. It is also required or recommended for entry into many tertiary courses.

Course information: This course is designed to prepare students for tertiary study. Students will prepare for two externally assessed standards and learn the skills for writing an academic essay.

Throughout the course, students work independently on reading tasks associated with the internally assessed 'core' standards – this is an exciting component of the course as students are able to draw on their own personal interests using a range of extended written texts (novels), visual texts (films) and short texts to use alongside their study of the class set texts studied. This is a demanding and interesting course that requires students to be able to read independently of a range of texts.

Scholarship is an option for students interested in English and will be offered as a series of additional classes. Students who elect to do scholarship will study a Shakespeare play as part of their independent reading choices for Level 3.

This course is assessed using: Achievement Standards

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91472	Respond critically to specified aspects of studied written texts, supported by evidence	4	Ext	Y	Y
AS 91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	4	Ext	Y	Y
AS 91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	3	Int	N	N
AS 91475	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	6	Int	N	Y
AS 91479	Develop an informed understanding of literature of language using critical texts	4	Int	Y	N
Maximum Credits Available		21			



8ENV – English: Visual & Creative (Level 3)

Prerequisites: 14 credits in English at Level 2, which must include an Achieved in AS 91101 Writing Portfolio. Students should have UE Literacy and reading, as this course does not offer credits towards this. Conditional entry is at the discretion of the HoLA.

Why this course: Do you like English but find writing essays boring and soul destroying? Do you have an interest in films, film-making, TV shows, the media and concepts that relate to these areas? 8ENV is a challenging course that focuses on the creative aspects of English (writing and presenting) and developing a critical appreciation for visual and oral texts. This course is appropriate for students who enjoy English but do not necessarily need to develop academic writing skills in preparation for university or tertiary study.

Course information: This course is designed to explore the creative side of English. All areas of the NZ Curriculum are taught. Students will learn to analyse and evaluate complex and sophisticated texts, discovering that there are diverse ideas in this world that may challenge their current ways of thinking.

Students will work independently on viewing tasks associated with the internally assessed standards—this is an exciting section of the course as students are able to draw on their own personal interests using a range of extended visual texts (films) and short visual texts to use alongside their study of the class-set texts studied.

Students will also have multiple opportunities to write in a range of styles to publication standard. Throughout the year students will create and maintain their own blog plus write in a range of other forms for a reading audience. This course is designed for students who are interested in, and capable of, working creatively in both written and visual forms. The majority of credits in this course are internally assessed but students will prepare for one external standard.

This course is assessed using: Achievement Standards

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91475	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	6	Int	N	Y
AS 91477	Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	3	Int	N	N
AS 91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3	Int	N	N
AS 91473	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	4	Ext	N	Y
AS 91478	Respond critically to significant connections across texts, supported by evidence	4	Int	N	N
	Maximum Credits Available	20			



8MST – Media Studies (Level 3)

Prerequisites: 14 credits in Level 2 English including at least an Achieved grade in the AS 91101 Writing Portfolio and in one external standard. Achievement in Level 2 Media Studies is preferable but not essential. Students entering the course without Level 2 Media Studies will be required to complete independent tasks to ensure they have the skills required to meet the requirements of the Level 3 course. Conditional entry is at the discretion of the HoLA.

Why this course: The media is constantly changing and shaping our society. The progress of technology, mobility, connectivity, and digitization is changing how we communicate in the world. Students are participants in this dynamic new environment and through media studies can gain the knowledge and skills to plan, design and make media products that engage audiences. Students who wish to carry on with tertiary study in the arts, broadcasting or communications will benefit from the critical thinking component of this course.

Course information: Students will gain knowledge, skills and experience to:

- Evaluate media contexts, particularly film. As an example students may explore how the NZ film industry has changed as a result of Peter Jackson's post-production industry
- Evaluate meaning in media texts – students will evaluate the conventions used in particular genres of films.
- Apply understanding – students will plan and produce a short film (or web episode) that meets the criteria of a brief and demonstrates understanding of conventions and technology.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91493	Demonstrate understanding of a relationship between a media genre and society	4	Ext	Y	Y
AS 91494	Produce a design for a media product that meets the requirements of a brief	4	Int	N	N
AS 91495	Produce a media product to meet the requirements of a brief	6	Int	N	N
AS 91497 <i>Optional</i>	Write a media text to meet the requirements of a brief	3	Int	N	Y
	Maximum Credits Available	17			

Health and Physical Education: *Hauora*

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5HPE – Health & Physical Education (compulsory)	5AHPE – Health & Physical Education (compulsory) 5APEP – Practical Physical Education	6PED – Physical Education	7PED – Physical Education	8PED – Physical Education
5PEP – Practical Physical Education	5ASSC 1 – Sports Science 5ASSC 2 – Sports Science	6PEP – PE Practical	7PEP – PE Practical	8PEP – PE Practical
5HEA – Health		6HEA – Health Education	7HEA – Health Education	8HEA – Health Education
			7OED – Outdoor Education	8OED – Outdoor Education

Health & Physical Education Year 9 & Year 10 Courses

Students in Year 9 must do 5HPE and students in Year 10 must do 5AHPE2. All other Health and PE courses in the junior school are optional.

Year 10 students can also select sports science courses.

Health Education is being offered in Years 11, 12 and 13. This is a useful course for students interested in Health Science, Education or Psychology pathways and is a University approved course at Level 3.



5HPE – Health & Physical Education

Available for study in: Compulsory in Year 9.

Main areas of study: This course covers the essential strands of the Health and Physical Education curriculum, it aims to develop a range of skills and knowledge required for a healthy and positive lifestyle. Focus is on improving wellbeing by learning about the concept of hauora, how this can be influenced, and strategies we can use to manage our hauora.

The Physical Education programme investigates safety in the outdoors through a three day camp at the Greenstone, the opportunity to experience, enjoy and reflect on a wide variety of activities as well as learning about the process behind learning new skills.

In this course you will learn:

Health:

- Hauora, influences, consequences, and strategies for how to improve and manage your wellbeing.
- Sexuality education: healthy relationships and keeping ourselves safe.

Physical Education:

- Riversafe practices, river education, skills and knowledge.
- Positive sportsmanship and fair-play principles.
- Skill technique, execution and strategies and tactics in volleyball.
- Effort and engagement in a range of team sports including traditional Maori games.

Health and Physical Education courses aim to develop the holistic competencies in the Ākonga Profile. Our compulsory junior HPE courses focus on the self and social aspects by giving students the knowledge and skills they need to build effective relationships, be self aware and build confidence.

Methods of assessment:

All Health and Physical Education assessments are curriculum based levels and are assessed primarily over Level 4 and 5 of the NZ Curriculum. There are a variety of different assessment modes across the course including; demonstrating skills, evaluating safety risks, and reflective journals.

This course leads to:

Year 9 Practical PE (5PEP) and Year 10 Health and Physical Education Courses (5AHPE, 5APEP, 5ASSC1, 5ASSC2). Health (5HEA) is offered for Year 9 or 10 students who enjoy health and the wider learnings around the impact of particular issues on society.

Equipment:

PE shirt and shorts and sports shoes.

Who to talk to for more information:

Any PE teacher or Miss Sibtsen (HoLA HPE)



5PEP – Physical Education

Available for study in: Year 9

Main areas of study: This practical Physical Education course is designed to get students active and develop essential practical skills as well as other important skills crucial to being a good team mate and contributor to a group. There is some freedom in this course for the students to choose what sports they would like to learn these skills through.

In this course you will learn:

- Attacking and defending strategies.
- Ki O Rahi.
- Team and group work, as well as interpersonal skills.
- Invasion games and concepts.
- Creation and development of a new competitive invasion game.
- Basic athletic skills and technique.

Health and Physical Education courses aim to develop the holistic competencies in the Ākonga Profile. Our junior HPE courses focus on the self and social aspects by giving students the knowledge and skills they need to build effective relationships, be self aware and build confidence.

Methods of assessment: All Health and Physical Education assessments are curriculum based levels and are assessed primarily over Level 4 and 5 of the NZ Curriculum. There are a variety of different assessment modes across the course including; demonstrating physical skills.

This course leads to: Year 10 Practical Physical Education (5APEP) which is also practically-based. Sports Science 1 (5ASSC1) and Sports Science 2 (5ASSC2) are offered in Year 10 for those who are keen on studying Physical Education in the senior school.

Equipment: PE shirt and shorts and sports shoes.

Who to talk to for more information: Any PE teacher or Miss Sibtsen (HoLA HPE)



5HEA – Health

Available for study in: Year 9 or Year 10.

Main areas of study: This course investigates societal issues and their causes and effects. This course will focus on developing research and critical thinking skills in relation to the underlying concepts of health education as well as being able to present facts, ideas and opinions with clarity and perception.

The intention of this course is that content will be student driven, you will choose a health issue or topic that interests you and complete a learning inquiry around that topic.

In this course you will learn:

- Research skills.
- Critical thinking.
- Presentation skills.
- An in-depth understanding of the four underlying concepts of Health Education that have been introduced in compulsory HPE classes.

As with our junior Physical Education courses, this course focuses on the holistic development aspect of the Ākonga Profile. Students will be positive contributors to our school community through health promotion.

Methods of assessment:

All Health and Physical Education assessments are curriculum based levels and are assessed primarily over Level 4 and 5 of the NZ Curriculum. Two assessments will be completed throughout this semester, an inquiry on a health topic of your choice and a health promotion task about your chosen topic.

This course leads to:

5HEA is designed to lead onto a senior health pathway of study. It can also benefit other subjects such as English and History where presentation, research and critical thinking skills are vital. Future pathways beyond school could include: social work, health sciences and research, nursing, community contributions and many more.

Who to talk to for more information:

Miss Sibtsen (HoLA HPE)



5AHPE – Health & Physical Education

Available for study in:	Compulsory in Year 10.
Main areas of study:	This course continues to develop knowledge of the underlying concepts in Health and Physical Education. The Health programme aims for students to understand influences on their wellbeing and develop critical thinking and decision making skills that allow them to manage their wellbeing. The Physical Education programme looks at developing interpersonal and leadership skills; physical skills; preparing students for Branches Camp; and being involved in a wide range of physical activities so students can engage in physical activity they enjoy outside of class.
In this course you will learn:	<p>Health:</p> <ul style="list-style-type: none"> ■ Managing my wellbeing. ■ Sexuality education. <p>Physical Education:</p> <ul style="list-style-type: none"> ■ Striking skills, attacking strategies and tactics. ■ Fitness concepts and principles through a variety of fun and engaging fitness activities. ■ Roles in a team, interpersonal skills and leadership skills through a sports education unit. ■ Basic kayaking and water skills in preparation for Branches Camp. <p>Health and Physical Education courses aim to develop the holistic competencies in the Ākonga Profile. Our compulsory junior HPE courses focus on the self and social aspects by giving students the knowledge and skills they need to build effective relationships, be self aware and build confidence.</p>
Methods of assessment:	All Health and Physical Education assessments are curriculum based levels and are assessed primarily over Level 5, and 6 of the NZ Curriculum. There are a variety of different assessment modes across the course including; demonstrating skills, running coaching sessions, group presentations, and reflective journals.
This course leads to:	Level 1 Physical Education (6PED), Level 1 PE Practical (6PEP) or Level 1 Health Education (6HEA).
Equipment:	PE shirt and shorts and sports shoes.
Course cost:	Approximately \$350.00 for Branches Camp.
Who to talk to for more information:	Any PE teacher or Miss Sibtsen (HoLA HPE)



5APEP – Physical Education

Available for study in: Year 10

Main areas of study: In this course there is a focus on goal setting and personal improvement and performance, leadership, developing physical skills and execution. There is some freedom in this course for the students to choose what sports or activities they would like to learn these skills through.

In this course you will learn:

- Goal setting.
- Athletic performance in specific events.
- Leadership skills, teaching/coaching the class, and officiating.
- A variety of different sports and activities.
- Skill technique and execution, strategies and tactics.

Health and Physical Education courses aim to develop the holistic competencies in the Ākonga Profile. Our compulsory junior HPE courses focus on the self and social aspects by giving students the knowledge and skills they need to build effective relationships, be self aware and build confidence.

Methods of assessment:

All Health and Physical Education assessments are curriculum based levels and are assessed primarily over Level 5, and 6 of the NZ Curriculum. There are a variety of different assessment modes across the course including; demonstrating physical skills and leading your class.

This course leads to:

Level 1 Physical Education (6PED), Level 1 PE Practical (6PEP) or Level 1 Health Education (6HEA).

Equipment:

PE shirt and shorts and sports shoes.

Who to talk to for more information:

Any PE teacher or Miss Sibtsen (HoLA HPE)



5ASSC1 – Sports Science 1

Available for study in: Year 10

Main areas of study: Sports Science 1 is designed for students who are passionate about physical activity and developing their potential as an athlete and sports person. This course suits students who are motivated to push themselves physically and motivated to learn about concepts that help to improve sporting performance and enjoyment. Main areas of study include fitness concepts, training programmes and interpersonal and leadership skills.

In this course you will learn:

- Fitness concepts and principles.
- Fitness testing and goal setting to improve personal fitness outcomes.
- Designing a training programme.
- A variety of different training methods and activities.
- Basic exercise physiology concepts.
- Interpersonal and leadership skills.
- How to contribute to a team and be a great team player and have a positive impact on others.

Health and Physical Education courses aim to develop the holistic competencies in the Ākonga Profile. Our junior HPE courses focus on the self and social aspects by giving students the knowledge and skills they need to build effective relationships, be self aware and build confidence.

Methods of assessment: The interpersonal skills unit, 'There's no 'I' in Team', is a curriculum based assessment and requires the demonstration of interpersonal skills in a team environment and reflections of the impact of these skills through a series of journal entries. 'Get Fit for Your Sport' requires students to plan and lead a training session.

This course leads to: 5ASSC1 develops some foundation knowledge that will support success in senior Physical Education courses. This course directly leads on to the academic pathways in the senior school. Future areas of study and interest for Physical Education students include; physical education, health sciences, health and recreation, personal training, coaching, managing, physiotherapy, massage therapy and any career based around the human body.

Equipment: PE shirt and shorts and sports shoes.

Who to talk to for more information: Any PE teacher or Miss Sibtsen (HoLA HPE)



5ASSC2 – Sports Science 2

Available for study in: Year 10

Main areas of study: Sports Science 2 is designed for students who are passionate about physical activity and developing their potential as an athlete and sports person. This course suits students who are motivated to push themselves physically and motivated to learn about concepts that help to improve sporting performance and enjoyment. Main areas of study include anatomy, biomechanics and exercise physiology concepts, skill analysis, leadership skills, coaching concepts and principles.

In this course you will learn:

- Anatomical concepts – muscles, bones, joints, etc.
- Biomechanical concepts – force summation, projectile motion, balance and stability, and levers.
- Exercise physiology – energy systems, short and long term responses to training.
- Skill analysis – using technology to identify areas of strength and improvement.
- Coaching principles – communication, group management and motivation strategies.
- Planning, delivering and evaluating a coaching session.
- Leadership skills.

Health and Physical Education courses aim to develop the holistic competencies in the Ākonga Profile. Our junior HPE courses focus on the self and social aspects by giving students the knowledge and skills they need to build effective relationships, be self aware and build confidence

Methods of assessment: The anatomy, biomechanics and exercise physiology unit, 'Understanding my Physical Performance', is a curriculum based assessment which requires two in-depth written assignments applying anatomical, biomechanical and exercise physiology knowledge to skill analysis.

The coaching unit, 'Call me Coach', is a curriculum based assessment and requires students to plan, deliver and evaluate a coaching session applying a range of relevant coaching and leadership principles.

This course leads to: 5ASSC2 develops foundation knowledge that will support success in senior Physical Education courses. This course directly leads on to the academic pathways in the senior school. Future areas of study and interest for Physical Education students include: physical education, health sciences, health and recreation, personal training, coaching, managing, physiotherapy, massage therapy and any career based around the human body.

Equipment: PE shirt and shorts and sports shoes.

Who to talk to for more information: Any PE teacher or Miss Sibtsen (HoLA HPE)



6PED – Physical Education (Level 1)

Prerequisites: Students choosing this course will need to have demonstrated enthusiasm and full participation in Year 9 and 10 Health and Physical Education Courses (5AHPE and 5APEP). Although not required, completing one of the Year 10 Sports Science courses (5ASSC1 or 5ASSC2) can be an advantage.

Why this course: This course offers an introduction to Senior Physical Education for students who have a reasonable level of literacy and wish to learn in through and about movement. Students who are interested in a career in high performance sport, coaching or physical training, health sciences or education will gain valuable insights into the why and how of sporting performance and teamwork. Although it is the more academic of the two Level 1 Physical Education Courses, 6PED still has a large practical component.

Course information: This is a course that explores a number of key concepts related to the physical education field. Students will learn about:

- Effort, engagement and influences affecting participation in sport and physical activities.
- Evaluating sports performance through anatomy, biomechanics and exercise physiology principles.
- Interpersonal skills and teamwork.
- Skill learning principles and ways to learn and improve physical skills.
- A passion for physical activity and movement as well as an understanding that there is both a theory and practical element is needed to be successful in this subject.

This course leads to: Level 2 Physical Education (7PED) or Level 2 PE Practical (7PEP).

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90962	Participate actively in a variety of physical activities and explain factors that influence own participation	5	Int	N	N
AS 90963	Describe the function of the body as it relates to the performance of physical activity	5	Int	Y	N
AS 90964	Demonstrate quality movement in the performance of a physical activity	3	Int	N	N
AS 90966	Demonstrate interpersonal skills in a group and explain how these skills impact on others	4	Int	Y	N
AS 90967	Demonstrate strategies to improve the performance of a physical activity and describe these outcomes	3	Int	Y	N
	Maximum Credits Available	20			



6PEP – Practical Physical Education (Level 1)

Prerequisites: Students who chose this course will only be admitted through HoLA approval.

Why this course: This course offers an introduction to Senior Physical Education for students who are more practically minded and learn best through movement. It is a course designed for students who are interested in developing their leadership skills and self-confidence through a variety of physical activities. This course offers students 18 credits and a pathway into Level 2 PE Practical (7PEP) and/or Level 2 Outdoor Recreation courses. The high practical component of this course would suit students who are active and seek to apply their knowledge in a practical context.

Course information: Level 1 Practical Physical Education is a course for students who thrive on physical activity and movement. Students will learn about:

- Effort, engagement and influences affecting participation in sport and physical activities.
- Interpersonal skills and teamwork.
- Developing knowledge and understanding of physical skills, strategies and tactics through movement.
- Safe behaviours in outdoor activities.
- Managing self effectively to maximise learning in sport and physical activity.

Course endorsement can be gained by achieving 14 credits at either the Merit or Excellence standard.

This course leads to: Level 2 PE Practical (7PEP).

Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course is assessed using: Achievement Standards and/or Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90962	Participate actively in a variety of physical activities and explain factors that influence own participation	5	Int	N	N
AS 90964	Demonstrate quality movement in the performance of a physical activity	3	Int	N	N
AS 90966	Demonstrate interpersonal skills in a group and explain how these skills impact on others	4	Int	Y	N
AS 90968	Demonstrate and show responsible behaviour for safety during outdoor education	3	Int	Y	N
AS 90970	Demonstrate self-management strategies and describe the effects on participation in physical activity	3	Int	Y	N
	Maximum Credits Available	18			



6HEA – Health Education (Level 1)

Prerequisites: None.

Why this course: This course is aimed at students who are interested in a health science, psychology, public health or education pathway. Health Education at Level 3 (8HEA) is a university-approved subject and offers you the chance to direct your own learning and choose areas of study that you feel passionate about. Level 1 Health will complement Level 1 Physical Education (6PED) or Level 2 PE Practical (6PEP), or can be taken on its own.

Course information: Throughout this course students will learn about the four underlying concepts of Health Education: hauora, the socio-ecological perspective, health promotion as well as attitudes and values.

Students will use this knowledge to investigate:

- A variety of influences teenagers experience.
- The consequences of these influences on wellbeing.
- Strategies that can be implemented to support wellbeing in these situations.

This course leads to: Level 2 Health (7HEA).

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90971	Take action to enhance an aspect of wellbeing	3	Int	Y	N
AS 91097	Demonstrate understanding of ways in which wellbeing can change and strategies to support wellbeing	4	Int	Y	N
AS 90974	Demonstrate understanding of strategies for promoting positive sexuality	4	Int	Y	N
AS 90975	Demonstrate understanding of issues to make health enhancing decisions in drug related situations	4	Ext	Y	N
AS 90972	Demonstrate understanding of influences on adolescent eating patterns to make health enhancing recommendations	4	Ext	Y	N
Maximum Credits Available		19			



7PED – Physical Education (Level 2)

Prerequisites: Level 1 Physical Education (6PED) and at least 14 Credits at Level 1, including Achievement in AS 90963. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: This course expands on foundation concepts learnt in Level 1 Physical Education and is designed to lead on to Level 3 Physical Education and Scholarship for highly motivated students. As a stand-alone course students will gain valuable skills and insight into improving personal physical performance, fitness, and leadership skills. Students need to be enthusiastic and passionate about the human body, and physical activity and movement as there is a considerable practical component to this course which forms the basis of the academic study.

Course information: This is a well-rounded course that covers a broad range of units related to the Physical Education field. Students will learn about:

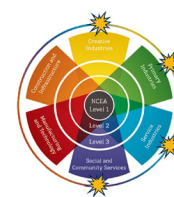
- Anatomy, biomechanics and skill learning principles which are applied to improve physical skills and analysis.
- Fitness concepts, training programmes and exercise physiology to improve personal fitness.
- Leadership roles through sports coaching and coaching theories.
- Group dynamics, interpersonal skills, leadership theories and roles in a team.

Course endorsement can be gained by achieving 14 credits at either the Merit or Excellence standard and this is strongly encouraged in this course.

This course leads to: Level 3 Physical Education (8PED or 8PEP).

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91328	Demonstrate understanding of how biophysical principles relate to the learning of physical skills.	5	Int	N	N
AS 91329	Demonstrate understanding of the application of biophysical principles to training for physical activity.	4	Int	N	N
AS 91330	Perform a physical activity in an applied setting.	4	Int	N	N
AS 91332	Demonstrate understanding of leadership strategies that contribute to the effective functioning of a group.	4	Int	N	N
AS 91336	Analyse group processes in physical activity.	3	Int	N	N
	Maximum Credits Available	20			



7PEP – PE Practical (Level 2)

Prerequisites: Study of either of the Level 1 Physical Education courses is an advantage but not essential. Entry is at the discretion of the HoLA.

Why this course: This course builds on concepts delivered in Level 1 PE Practical (6PEP). It is a well-balanced course that focuses on personal growth and development, leadership and self-responsibility in regards to physical activity and sport. There is plenty of practical application of group dynamics and leadership through physical activity. It is a fun, active and dynamic course that improves and develops life-long skills and attitudes.

Course information: There are five units of work delivered in Level 2 Practical Physical Education. Students will learn about:

- Social responsibility.
- Planning and running an event to get other students active.
- Group dynamics, interpersonal skills, leadership theories and roles in a team.
- Leadership roles through sports coaching and coaching theories.
- Practical skills and knowledge, tactics and strategies through Badminton and Ki O Rahi.

Students can gain course endorsement in this subject with 14 credits at Merit or Excellence level.

This course leads to: Level 3 PE Practical (8PEP).

Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course is assessed using: Achievement Standards and/or Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91330	Perform a physical activity in an applied setting.	4	Int	N	N
AS 91332	Demonstrate understanding of leadership strategies that contribute to the effective functioning of a group.	4	Int	N	N
AS 91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity.	3	Int	N	N
AS 91335	Examine the implementation and outcome(s) of a physical activity event or opportunity.	3	Int	N	N
AS 91336	Analyse group processes in physical activity.	3	Int	N	N
	Maximum Credits Available	17			



7HEA – Health Education (Level 2)

Prerequisites: None, however entry is at the discretion of the HoLA.

Why this course: This course is aimed at students who are interested in a health science, psychology, public health or education pathway. Health Education is a university approved subject at Level 3 (8HEA) and offers you the chance to direct your own learning and choose areas of study that you feel passionate about.

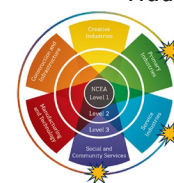
Course information: You will have the choice from the five Achievement Standards identified below, it is recommended you select four of the standards. The context of these standards can be negotiated with your teacher.

Students will learn about managing change and developing resilience through a variety of case studies about aspirational young New Zealanders. Students will investigate a variety of health issues impacting teenagers and select one of these to 'health promote'. They will also explore a range of issues related to sexuality and gender, evaluating how these impact the wellbeing of young people.

This course leads to: Level 3 Health (8HEA).

This course is assessed using: Achievement Standards. Course endorsement is available and encouraged in Health Education. Students will select four of the achievement standards below.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91235	Analyse an adolescent health issue	5	Ext	N	N
AS 91236	Evaluate factors that influence people's ability to manage change	5	Int	N	N
AS 91237	Take action to enhance an aspect people's wellbeing within the school or wider community	5	Int	N	N
AS 91238	Analyse an interpersonal issue that places personal safety at risk	4	Ext	N	N
AS 91239	Analyse issues related to sexuality and gender to develop strategies for addressing the issue	5	Int	N	N
	Maximum Credits Available	24			



7OED – Outdoor Education (Level 2)

Prerequisites: A commitment to trying new activities and being challenged. You must be available for one after school practical kayaking every fortnight in Term 1 and it is expected that you participate in every practical trip/experience unless there are exceptional circumstances. Entry is at the discretion of the HoLA.

Why this course: This course is fun, challenging and involves a range of new skills, experiences and opportunities to learn practical and physical skills as well as an awareness of self and others. It is a chance to become involved with the outdoors for the first time or continue to build on skills and knowledge from prior camps and experiences.

Course information: Students will learn about:

- Kayaking – Lake Wakatipu, Kawarau and Shotover Rivers.
- Snowcraft – Remarkables snow camp.
- Bushcraft/Tramping (day tramps and an overnight tramp and camp in Mt Aspiring National Park).
- Conservation issues.
- Weather studies.
- Increasing self-confidence and esteem.
- Safety – learn good outdoor safety as it relates to self and others.
- Relationships – sharing experiences and developing awareness of others around you and leadership skills.

The course includes one afternoon practical session per fortnight in Term 1 which continues until 5:00pm and is compulsory. There are two multi-day trips. Activities in this course are subject to resource availability.

This course leads to: Level 3 Outdoor Education (8OED).

This course is assessed using: Achievement Standards and/or Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91330	Perform a physical activity in an applied setting	4	Int	N	N
AS 91333	Analyse the application of risk management strategies to a challenging outdoor activity	3	Int	N	N
AS 91335	Examine the implementation and outcomes of a physical activity event.	3	Int	N	N
US 476	Roll a kayak	2	Int	N	N
US 438	Participate in building and camping overnight in a snow shelter	2	Int	N	N
US 425	Experience Day Tramps	3	Int	N	N
US 20159	Gather and apply weather information to an outdoor recreation activity	2	Int	N	N
Maximum Credits Available		19			



8PED – Physical Education (Level 3)

Prerequisites: 14 Credits or more at NCEA Level 2, including achievement in AS 91328 and AS 91329. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: Level 3 Physical Education offers further depth of study in optimising personal physical performance, leadership and sociology. It is an opportunity to apply specific training methods to personal performance and experience new and challenging contexts. It is a stepping stone to tertiary study in the field of physical education, health sciences, health and recreation, personal training, coaching, physiotherapy, massage therapy and any career based around the human body.

Course information: Students will learn about:

- Leadership and providing opportunities for other students to participate in physical activity.
- Skill analysis, practice and improvement.
- Anatomy and biomechanical application.
- Personal performance improvement plans, training programmes and concepts, and exercise physiology.
- Sociology and the effects of social issues on a sporting event.
- Practical skills and knowledge, tactics and strategies.

Course endorsement can be gained by achieving 14 credits at the Merit or Excellence standard, which is strongly encouraged. The opportunity to participate in scholarship is also available for top students.

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91499	Analyse a physical skill performed by self or others.	3	Int	N	N
AS 91500	Evaluate the effectiveness of a performance improvement programme.	4	Int	N	N
AS 91501	Demonstrate quality performance of a physical activity in an applied setting.	4	Int	N	N
AS 91502	Examine a current physical activity event, trend or issue and its impact on New Zealand society.	4	Int	Y	N
AS 91503	Evaluate the use of health promotion to influence participation in physical activity.	5	Int	N	N
	Maximum Credits Available	20			



8PEP – Practical Physical Education (Level 3)

Prerequisites: This course does not have any specific prerequisites, but having participated in a senior Physical Education course or Practical Physical Education course will be an advantage. Entry is at the discretion of the HoLA.

Why this course: This course is designed to build on the core concepts of social responsibility and practical performance from the Level 2 Practical Physical Education course. Level 3 Practical Physical Education is an application based course where getting out and being active is the most important element.

This course suits students who enjoy and are passionate about sport and physical activity. This course aims to be as practically based as possible and will suit students who learn best through movement, who have a good sense of self-management and relate well to others.

It is important to note that this is a level 3 achievement standard course so there will be a significant amount of theory work as well as practical.

Course information: Students will learn about:

- Leadership concepts and principles to provide opportunities for other students to participate in physical activity
- Fitness concepts and principles to build a personal training programme
- Developing personal physical fitness
- Practical skills and knowledge, tactics and strategies

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91498	Evaluate physical activity experiences and devise strategies for lifelong wellbeing.	4	Int	N	N
AS 91501	Demonstrate quality performance of a physical activity in an applied setting.	4	Int	N	N
AS 91502	Examine a current physical activity event trend or issue and its impact on New Zealand society.	4	Int	N	N
AS 91789	Devise strategies for a physical activity outcome.	4	Int	N	N
	Maximum Credits Available	16			



8HEA – Health Education (Level 3)

Prerequisites: None. Entry is at the discretion of the HoLA.

Why this course: This course is aimed at students who are interested in a health science, psychology, public health or education pathway.

It is a university approved subject and UE is available. The content of this course is student driven so you can direct your learning in topics you feel passionate about.

Course information: Students will select a health issue, illness or disease and investigate a variety of health practices used to treat the matter. They will learn about ethical principles and debate a range of ethical issues such as abortion, euthanasia, and the use of drugs in sport. Students will also analyse a N2 health issue such as methamphetamine use, binge drinking or teenage pregnancy, and look at the impact this is having on New Zealand society.

This course is assessed using: Achievement Standards. Students will select from the following standards the areas they would like to cover.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91461	Analyse a New Zealand Health Issue	5	Int	Y	N
AS 91462	Analyse an International Health Issue	5	Ext	Y	Y
AS 91463	Evaluate Health Practices Currently used in New Zealand	5	Int	Y	N
AS 91464	Analyse a contemporary health issue in relation to wellbeing	4	Int	Y	N
AS 91465	Evaluate Models for health promotion	5	Ext	Y	Y
	Maximum Credits Available	20			



8OED – Outdoor Education (Level 3)

Prerequisites: A commitment to activities and being challenged. Level 2 Outdoor Recreation (7OED) is an advantage, but not essential. You must be available for one after school practical kayaking session a fortnight in term 1 and it is expected that you attend and participate in all practical trips/experiences. HoLA approval may be required; you need to have a regard for safety, organisation and awareness in outdoor settings.

Why this course: The Wakatipu area is blessed with an excellent environment in terms of outdoor recreation: lakes, rivers, a variety of mountainous country and bush offer many opportunities to learn new skills and recreate. This course aims to provide students with an educational means to utilise their surrounding environment and develop some life-long recreational skills. It provides a sound introduction to various adventure tourism and adventure recreation/pursuit courses available at polytechnics.

Please note this course is not a university entrance (UE) approved course.

Course information:

Students will learn about:

- Kayaking skills – Shotover, Kawarau & Clutha Rivers (three day Clutha River Journey).
- Tramping/Bushcraft skills (3 day tramp in Mt Aspiring National Park).
- Mountaineering skills – snow camp and expeditions (three overnights in the mountains).
- Conservation and environmental learning.
- Leadership opportunities.

The course includes one afternoon session a fortnight in term 1 which continues to 5pm. There are four multi-day trips. The course combines both practical and theory components.

Activities in this course are subject to resource availability.

This course is assessed using: Achievement Standards and/or Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91501	Demonstrate quality performance of a physical activity in an applied setting	4	Int	N	N
AS 91504	Analyse issues in safety management for outdoor activities to devise safety management strategies	3	Int	N	N
AS 91789	Devise strategies for a physical activity outcome	4	Int	N	N
US 439	Demonstrate overnight expedition skills	8	Int	N	N
	Maximum Credits Available	19			

Languages: *Ngā Reo*

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5AOT - Aotearoa: Māori culture, Geography, History, and Language				
5FRE1 – French 1: “My World” 5FRE2 – French 2: “Enjoy your Meal” 5FRE3 – French 3: “Lost in Town”		6FRE – French	7FRE – French	8FRE – French
5JAP1 – Japanese 1: “Exploring Japan” JAP2 – Japanese 2: “Let’s Eat” 5JAP3 – Japanese 3: “My Daily Lifestyle”		6JAP – Japanese	7JAP & 8JAP may be available through correspondence	
5MAO1 – Māori 1: “My World” 5MAO2 – Māori 2: “Enjoy your Meal!” 5MAO3 – Māori 3: “Going to Town”		6MAO – Māori	7MAO – Māori	8MAO – Māori
5MND1 – Mandarin 1: “Me and You” 5MND2 – Mandarin 2: “Enjoy your Meal!” 5MND3 – Mandarin 3: “Happy Holiday”		6MND – Mandarin	7MND & 8MND may be available through correspondence	
5SPA1 – Spanish 1: “Discovering Spanish” 5SPA2 – Spanish 2: “Beautiful Life” 5SPA3 – Spanish 3: “Holidays in Spain”		6SPA – Spanish	7SPA & 8SPA may be available through correspondence	
5ESL1 & 5ESL2 – ELLP Foundation Stage		6ESL – ESOL	7ESL – ESOL	8ESL – ESOL
Other Languages may be made available or studied by Correspondence.				

Languages in the New Zealand Curriculum

Languages hold a vital place in a rich education. Languages are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices. Through languages, students learn to relate and connect to others, actively participate, value cultural and linguistic diversity and respect themselves and others.

Languages and cultures play a key role in developing students’ personal, group, national, and human identities. Studying languages strengthens literacy studies, develops communication skills and prepares students for living in a diverse, multicultural society and an increasingly globally interconnected world.

Languages in Year 9 & 10 Courses

The Junior Languages courses are designed to enable students to gain confidence in understanding basic oral and written language and in speaking and writing using everyday language. Courses ending in 1 (e.g. 5FRE1) are designed for students with limited experience whereas courses ending in 2 and 3 are designed for students who have already learned the chosen language. Courses are context based for those ending in 2 and 3. It is encouraged that students who wish to take Languages at a higher level (Year 11 and beyond) would have studied that language for two semesters and ideally three semesters in the junior school.

Note that 5AOT is a new course that allows students to learn Māori culture and language while endeavouring to take students outside of the classroom.



5AOT – Aoteroa: Māori Culture, Geography, History, and Language

Available for study in: Year 9 or Year 10.

Main areas of study:	<p>Te Ao Māori: The Māori World: Historical and contemporary issues. What's all the fuss about colonization, the New Zealand Wars, the Treaty of Waitangi, Bastion Point, and the disparity between ethnic groups in Aoteroa?</p> <p>Mātai Matawhenua: Geography of Aoteroa New Zealand Is it Lake Wakatipu or Lake Whakatipu and why do we have such a strong connection with place names, natural, and landforms? What's the connection between Māori and other indigenous cultures around the Pacific Islands?</p> <p>Tikanga Māori: Customary practices or behaviours What's the process and protocol at a pōwhiri, tangi, or hui? How do I perform a haka or waiata? How do I swing a taiaha or weave a basket like an expert? Most importantly- how do I make sure that I don't burn the kumara during a hāngi?</p> <p>Te Reo Māori: Language How do I introduce myself in te reo Māori? How do I pronounce words such as Taupō correctly? How can I use te reo Māori in everyday conversations and emails?</p> <p>Te Tiriti o Waitangi: The Treaty of Waitangi Why did we need a treaty? What's the problem? Why have people got such strong opinions on the treaty?</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Essential skills: literacy (writing process) and competencies- collaboration. ■ Holistic development: self (confidence) and social (connectedness). ■ Values: respect (Te whakuate) and inclusion (kotahitanga).
Methods of assessment:	<p>Students will be assessed using a range of tasks which could include:</p> <ul style="list-style-type: none"> ■ Visual presentations. ■ Reflective films. ■ Report writing. ■ Analysing material (statistical, visual or written). ■ Academic writing/essay. ■ Speeches.
This course leads to:	<p>This course provides a strong foundation to study either Social Sciences and/or Māori courses in the junior school.</p>
Equipment:	<p>General stationary and online resource (Language Perfect).</p>
Who to talk to for more information:	<p>Mr Charton (HoLA Languages)</p>



5FRE1 – French 1: “Mon Monde - My World”

Available for study in: Year 9 or Year 10. This course is designed for students for whom this is their first semester of French at Wakatipu High School.

Main areas of study: French - Languages - NZ Curriculum Level 1 to 3.

This course is designed for beginners in French keen to learn the basics of the language in order to gain confidence in speaking and writing French. This French course presents the language, culture and way of life in France using authentic materials through the topic ‘my world’. Students complete a variety of learning activities in speaking, listening, reading and writing French but also through cultural project enhancing their global knowledge. In addition to this they gain a linguistic understanding of how language operates to improve their communication skills in both French and English.

In this course you will learn:

- Through this topic you will learn to communicate about:
 - ▶ Everyday language (greet, farewell and thank people).
 - ▶ Personal information such as name, age and nationality.
 - ▶ Likes and dislikes.
 - ▶ Sports and leisure activities.
 - ▶ Simple classroom language.
 - ▶ Time, weather and seasons.
 - ▶ Relationship between people and family members.
 - ▶ Describing and comparing people.
- Competency in communicating in basic French.
- Knowledge of the French culture and similarities/differences with the New Zealand culture.
- Literacy skills in your native language through a range of projects.
- You will be introduced to new language to confidently communicate using natural French in spoken and written form.

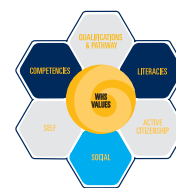
Online resources: Google Classroom is used to submit assignments and be up to date with this French class Interactive resources will also be used (i.e. Language Perfect and Duolingo) to extend your learning.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: Year 9 and 10 French courses (5FRE2, and/or 5FRE3).

Equipment: Workbook (French to Go 1) and online resource (Language Perfect).

Who to talk to for more information: Mr Charton (HoLA Languages)



5FRE2 – French 2: “Bon Appétit - Enjoy your Meal”

Available for study in: Year 9 or Year 10. This course is designed for students who have completed at least one semester of French at Wakatipu High School or at teacher’s discretion.

Main areas of study: French - Languages - NZ Curriculum Level 2 to 4.

This course is designed to build upon previously learnt material, as well as introduce students to new language to assist them in their endeavours to communicate effectively using natural spoken and written French. This course is structured to allow students to gain a deeper appreciation and understanding of modern and traditional France.

This French course presents the language, culture and way of life in France using authentic materials. Students complete a variety of learning activities in speaking, listening, reading and writing French but also through cultural project enhancing their global knowledge.

In this course you will learn:

- Through this topic you will learn to communicate about:
 - ▶ Everyday language (in casual and formal situations).
 - ▶ Ordering food and socialising.
 - ▶ Offer, ask for, accept and decline things.
 - ▶ Describing and comparing food.
 - ▶ Quality and quantity and cost of things.
 - ▶ Shopping.
 - ▶ Talking about health and wellbeing.
 - ▶ Fashion and what people wear depending on the weather.
- Knowledge of the French culture and similarities/differences with the NZ culture.
- Literacy skills in your native language through a range of projects.
- You will be introduced to new language to confidently communicate using natural French in spoken and written form.

Online resources: Google Classroom is used to submit assignments and be up to date with this French class. Interactive resources will also be used (i.e. Language Perfect and Duolingo) to extend your learning.

Methods of assessment: Class evaluation (written and oral in French) and cultural projects in English.

This course leads to: 5FRE3 and/or Level 1 French (6FRE).

Equipment: Workbook (French to Go 2) and online resource (Language Perfect).

Who to talk to for more information: Mr Charton (HoLA Languages)



5FRE3 – French 3: “Perdu en Ville - Lost in Town”

Available for study in: Year 9 or Year 10. This course is designed for students who have completed at least one semester of French at Wakatipu High School or at teacher's discretion.

Main areas of study: French - Languages - NZ Curriculum Level 2 to 4.

This course is designed to build upon previously learnt material, as well as introduce students to new language to assist them in their endeavours to communicate effectively using natural spoken and written French. This course is structured to allow students to gain a deeper appreciation and understanding of modern and traditional France.

This French course presents the language, culture and way of life in France using authentic materials. Students complete a variety of learning activities in speaking, listening, reading and writing French but also through cultural project enhancing their global knowledge.

In this course you will learn:

- Through this topic you will learn to communicate about:
 - ▶ Everyday language (in casual and formal situations).
 - ▶ Describing daily routine and home life.
 - ▶ Describing your house and town.
 - ▶ Asking and giving directions.
 - ▶ Travel and holiday.
 - ▶ Present and future activities.
 - ▶ Obligations and responsibilities.
 - ▶ Giving advice and opinions.
- Competency in communicating in basic French.
- Knowledge of the French culture and similarities/differences with the NZ culture.
- Literacy skills in your native language through a range of projects.
- You will be introduced to new language to confidently communicate using natural French in spoken and written form.

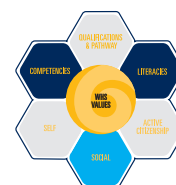
Online resources: Google Classroom is used to submit assignments and be up to date with this French class. Interactive resources will also be used (i.e. Language Perfect and Duolingo) to extend your learning.

Methods of assessment: Class evaluation (written and oral in French) and cultural projects in English.

This course leads to: 5FRE2 and/or Level 1 French (6FRE).

Equipment: Workbook (French to Go 2) and online resource (Language Perfect).

Who to talk to for more information: Mr Charton (HoLA Languages)



5JAP1 – Japanese 1: “日本をまなぼう - Exploring Japan”

Available for study in:	This course is designed for students for whom this is their first semester of Japanese at Wakatipu High School.
Main areas of study:	<p>Japanese Languages - NZ Curriculum Level 1 to 3.</p> <p>This course is designed for beginners of Japanese keen to learn the basics of the language in order to gain confidence in speaking and writing Japanese.</p> <p>The course encourages students to use Japanese in short conversations and to talk about themselves and their interests.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ To speak and understand Japanese in everyday context, including greetings/farewells and classroom instructions. ■ To read and write hiragana characters, and some kanji characters. ■ To give a self-introduction in Japanese. ■ To communicate about yourself and family. ■ The Japanese culture such as sports, animé, festivals, calligraphy. ■ To experience the making Japanese food, trying origami (paper folding). ■ Literacy skills in your native language through a range of projects. ■ Knowledge of the Japanese culture and similarities/differences with the New Zealand culture. <p>Online resources: Google classroom is used to submit assignments and be up to date with this class. Interactive resources will also be used (i.e. Language Perfect, Duolingo, Quizlet) to extend your learning.</p>
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	Year 9 and 10 Japanese courses (5JAP2 and/or 5JAP3).
Equipment:	Online resource (Language Perfect) and write-on booklet.
Who to talk to for more information:	Mr Charton (HoLA Languages)



5JAP2 – Japanese 2: “たべましょう！ - Let’s Eat !”

Available for study in: Year 9 or Year 10. This course is designed for students who have completed at least one semester of Japanese at Wakatipu High School or at teacher’s discretion.

Main areas of study: The language and customs of Japanese people will be learnt by students through everyday topics based on levels 2 to 4 of the New Zealand curriculum. This course is designed to build upon previously learnt material, as well as introduce students to new language to assist them in their endeavours to communicate effectively using natural spoken and written Japanese. This course is structured to allow students to gain a deeper appreciation and understanding of modern and traditional Japan. This course presents the language, culture and way of life in Japan using authentic and meaningful materials. Students will develop intercultural social awareness as they discover new cultures and countries. Students complete a variety of learning activities to improve their literacy in speaking, listening, reading and writing Japanese but also through cultural projects enhancing their global knowledge.

In this course you will learn:

- To speak and understand Japanese in everyday context about shopping, food, and health.
- To read and write katakana characters, and some kanji characters.
- Literacy skills in your native language through a range of projects.
- Knowledge of the Japanese culture and similarities/differences with the New Zealand culture.
- This course will cover:
 - ▶ Everyday language (in casual and formal situations).
 - ▶ Ordering food.
 - ▶ Quantity (counters) and cost of things.
 - ▶ Shopping.
 - ▶ Popular Food and Restaurants in Japan.
 - ▶ Health & Wellbeing.
 - ▶ Likes/ Dislikes & descriptions.
 - ▶ Giving opinions and reasons.

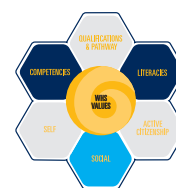
Online resources: Google classroom is used to submit assignments and be up to date with this class. Interactive resources will also be used (i.e. Language Perfect, Duolingo, Quizlet) to extend your learning.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: 5JAP3 and/or Level 1 Japanese (6JAP).

Equipment: Online resource (Language Perfect) and write-on booklet

Who to talk to for more information: Mrs Hearn (TiC Japanese) or Mr Charton (HoLA Languages)



5JAP3 – Japanese 3: “私の日常生活 - My Daily Lifestyle”

Available for study in: Year 9 or Year 10. This course is designed for students who have completed at least one semester of Japanese at Wakatipu High School or at teacher’s discretion.

Main areas of study: The language and customs of Japanese people will be learnt by students through everyday topics based on levels 2 to 4 of the New Zealand curriculum. This course is designed to build upon previously learnt material, as well as introduce students to new language to assist them in their endeavours to communicate effectively using natural spoken and written Japanese. This course is structured to allow students to gain a deeper appreciation and understanding of modern and traditional Japan. This course presents the language, culture and way of life in these countries using authentic and meaningful materials. Students will develop intercultural social awareness as they discover new cultures and countries. Students complete a variety of learning activities to improve their literacy in speaking, listening, reading and writing Japanese but also through cultural projects enhancing their global knowledge.

In this course you will learn:

- To speak and understand Japanese in everyday context, including daily routines, school life, understanding and giving directions.
- To read and write katakana characters, and some kanji characters.
- Literacy skills in your native language through a range of projects.
- Knowledge of the Japanese culture and similarities/differences with the New Zealand culture.
- This course will cover:
 - ▶ School life.
 - ▶ Daily routines & home life.
 - ▶ Describing the location of people, places and things.
 - ▶ Describe activities and events in a sequence.
 - ▶ Hobbies & interests.
 - ▶ My town.
 - ▶ Occupations.
 - ▶ Differences & similarities.
 - ▶ Giving opinions & advice.

Online resources: Google classroom is used to submit assignments and be up to date with this class. Interactive resources will also be used (i.e. Language Perfect, Duolingo, Quizlet) to extend your learning.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: 5JAP2 and/or Level 1 Japanese (6JAP).

Equipment: Online resource (Language Perfect) and write-on booklet

Who to talk to for more information: Mrs Hearn (TiC Japanese) or Mr Charton (HoLA Languages)



5MAO1 – Māori 1: “Tōku Ao - My World”

Available for study in: Year 9 or Year 10. This course is designed for students who have completed at least one semester of French at Wakatipu High School or at teacher’s discretion.

Main areas of study: Māori - Languages - NZ Curriculum Level 1 to 3.

This course is designed for students who are totally new to learning the Māori language or for students who have basic Māori language skills. The course develops skills in reading, writing, speaking and listening to Te Reo Māori. At this level the Māori course focuses on Kōrerorero (conversational Māori) with increasing emphasis on written language. You will become an actor, an artist, a journalist and will even be able to try your hand at Tī Rākau! Challenge yourself through this course and take every opportunity to enjoy the culture and develop your Te Reo Māori skills. Tihei mauri ora! Students complete a variety of learning activities in speaking, listening, reading and writing but also through cultural project-enhancing their global knowledge.

In this course you will learn:

- Through this topic you will learn to communicate about:
 - ▶ Te whānau me te kāinga (the family and the home).
 - ▶ Haka/Waiata.
 - ▶ Tikanga (customs).
 - ▶ Marae Kawa – Karakia/Mihi.
 - ▶ Kōrerorero (basic conversation).
 - ▶ Greet, farewell and thank people – introduce yourself and others.
 - ▶ Communicate about personal information such as name, age, nationality and home.
 - ▶ Communicate about likes and dislikes.
 - ▶ Relationships between people and ownership.
- Knowledge of tikanga and similarities/differences with other cultures.
- Literacy skills in your native language through a range of projects.
- You will be introduced to new language to communicate using basic Te Reo Māori in spoken and written form.

Online resources: Google Classroom is used to submit assignments and to be up to date with this Māori class. Interactive resources will also be used (i.e. Language Perfect) to extend the learning beyond the classroom.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: Year 9 and 10 Māori courses (5MAO2 and/or 5MAO3).

Equipment: Workbook (Māori To Go) and online resource (Language Perfect)

Who to talk to for more information: Mr Charton (HoLA Languages)



5MAO2 – Māori 2: “Kia pai te kai - Enjoy Your Meal!”

Available for study in: This course is designed for students who have completed at least one semester of Maori at Wakatipu High School or at teacher’s discretion.

Main areas of study: Māori - Languages - NZ Curriculum Level 2 to 4.

This course will lead to a greater understanding of the Māori language and culture, as part of Aotearoa’s cultural heritage. Students will further their skills and understanding in speaking, reading, writing and listening. Students will also learn about, and further develop their awareness of, the life and culture of Māori people. This Māori course presents the language, culture and way using authentic materials. Students complete a variety of learning activities in speaking, listening, reading and writing Māori but also through cultural project enhancing their global knowledge.

In this course you will learn:

- Through this topic you will learn to communicate about:
 - ▶ Relationships between people and ownership.
 - ▶ Everyday language (in casual and formal situations).
 - ▶ Ordering food and socialising.
 - ▶ Offer, ask for, accept and decline things.
 - ▶ Describing and comparing food.
 - ▶ Quality and quantity and cost of things.
 - ▶ Shopping.
 - ▶ Talking about health and wellbeing.
 - ▶ Obligations and responsibilities.
- Competency in communicating in basic Māori.
- Knowledge of the Māori culture and similarities/differences with the NZ culture.
- Literacy skills in your native language through a range of projects.
- You will be introduced to new language to confidently communicate using Te Reo Māori in spoken and written form.

Online resources: Google Classroom is used to submit assignments and be up to date with this Māori class. Interactive resources will also be used (i.e. Language Perfect to extend the learning beyond the classroom).

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: 5MAO3 and/or Level 1 Māori (6MAO).

Equipment: Workbook (Māori To Go) and online resource (Language Perfect).

Who to talk to for more information: Mr Charton (HoLA Languages)



5MAO3 – Māori 3: “Te Haerenga ki te Tāone - Going To Town”

Available for study in: Year 9 or Year 10. This course is designed for students who have completed at least one semester of Māori at Wakatipu High School or at teacher’s discretion.

Main areas of study: Māori - Languages - New Zealand Curriculum Level 2 to 4.

This course focuses on oral language production. Students are also exposed to writing in Te Reo Māori as a lead-in to NCEA. Elements of the course include Tikanga Māori, Kapa Haka, Noho Marae and an introduction to leadership. This course presents the language, culture and way of life using authentic materials. Students complete a variety of learning activities in speaking, listening, reading and writing Māori but also through cultural project enhancing their global knowledge.

In this course you will learn:

- Through this topic you will learn to communicate about:
 - ▶ Everyday language (in casual and formal situations).
 - ▶ Describing daily routine and home life.
 - ▶ Describing your house and town.
 - ▶ Asking and giving directions.
 - ▶ Travel and holiday.
 - ▶ Present and future activities.
 - ▶ Obligations and responsibilities.
 - ▶ Giving advice and opinions.
- Competency in communicating in basic Māori.
- Knowledge of the Māori culture and similarities/differences with the Polynesian culture.
- Literacy skills in your native language through a range of projects.
- Activities:
 - ▶ Do a Māori amazing race through Queenstown.
 - ▶ Be a Māori travel agent and design a travel brochure.
 - ▶ Study the journey of Māori to Aotearoa.
 - ▶ Visit to Waitangi.

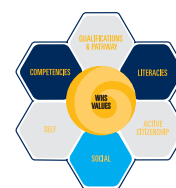
Online resources: Google Classroom is used to submit assignments and be up to date with this Māori class. Interactive resources will also be used (i.e. Language Perfect) to extend the learning beyond the classroom.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: 5MAO2 and/or Level 1 Māori (6MAO).

Equipment: Workbook (Māori to Go 2) and online resource (Education Perfect).

Who to talk to for more information: Mr Charton (HoLA Languages)



5MND1 – Mandarin 1: “我 和 你 - Me and You”

Available for study in:	Year 9 or Year 10. This course is designed for students for whom this is their first semester of Mandarin at Wakatipu High School.
Main areas of study:	<p>Mandarin - Languages - NZ Curriculum Level 1 to 3.</p> <p>This course is designed for beginners in Mandarin keen to learn the basics of the language in order to gain confidence in speaking and writing Mandarin. Students will learn to communicate in Mandarin by listening, speaking, reading and writing in class at the expected level of the curriculum (Level 1 to 3).</p> <p>This course is topic based and using the New Zealand Curriculum (i.e. recognising pinyin, the official phonetic system for Mandarin pronunciation, the four basic tones of Mandarin, writing using Chinese script, greetings, numbers from 1-100, talking about yourself, and more.) Also; Chinese history, customs and festivals, paper cutting and calligraphy. At the conclusion of each topic a major project will be proposed.</p>
In this course you will learn:	<p>To communicate about:</p> <ul style="list-style-type: none"> ■ Everyday language - Greet, farewell and thank people. ■ The classroom - basic classroom instructions. ■ Personal Information - Introduce oneself and others. ■ Family. ■ Numbers using Chinese characters. ■ Animals and pets. ■ Food.
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	Year 9 and 10 Mandarin courses (5MND2 and/or 5MND3).
Equipment:	Online resource (Language Perfect) and workbook (Ni Hao).
Who to talk to for more information:	Mr Charton (HoLA Languages)



5MND2 – Mandarin 2: “慢慢吃 - Enjoy Your Meal!”

Available for study in: Year 9 or Year 10. This course is designed for students who have completed one semester of Mandarin at Wakatipu High School or at teacher’s discretion.

Main areas of study: Mandarin - Languages - NZ Curriculum Level 2 to 4.

The learning of Mandarin in Semester 2 enables students to engage more meaningfully in the language to ensure that they are able to communicate at a basic level in the language, whilst continuing to form an appreciation of the Chinese culture. In addition to this they gain a linguistic understanding of how language operates to improve their communication skills in both Mandarin and English.

This Mandarin course presents the language, culture and way of life in Chinese using authentic materials. Students complete a variety of learning activities in speaking, listening, reading and writing Mandarin (both in pinyin and in characters), but also through a cultural project enhancing their global knowledge.

Students will have the opportunity to develop their skills in Chinese Calligraphy and may be able to take part in a national Chinese Calligraphy writing competition.

In this course you will learn:

- To communicate about:
 - ▶ Everyday language (in casual and formal situations).
 - ▶ How you are feeling.
 - ▶ You and your friends - describing and comparing people.
 - ▶ Food likes and dislikes.
 - ▶ Describing and comparing food.
 - ▶ The cost of items.
 - ▶ Hobbies.
 - ▶ Chinese Calligraphy.
- Competency in communicating in basic Mandarin.
- Knowledge of the Chinese culture and similarities/differences with the New Zealand culture.
- Literacy skills in your native language through a range of projects.
- You will develop your ability to communicate using natural Mandarin in spoken and written form.
- You will be able to read and write some characters with less reliance on pinyin.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: 5MND3 and/or Level 1 Mandarin (6MND).

Equipment: Online resource (Language Perfect) and workbook (Ni Hao).

Who to talk to for more information: Mr Charton (HoLA Languages)



5MND3 –Mandarin 3 : “节日快乐 - Happy Holiday!”

Available for study in: Year 9 or Year 10. This course is designed for students who have completed one semester of Mandarin at Wakatipu High School or at teacher’s discretion.

Main areas of study: Mandarin - Languages - NZ Curriculum Level 2 to 4.

In the course students’ Chinese language skills and cultural knowledge are gradually developed.

Students become increasingly confident to take part in general conversation with native speakers, understand most of what is said, and contribute relevant comments and opinions.

Students will have the opportunity to develop their skills in Chinese Calligraphy.

In this course you will learn:

- To communicate about:
 - ▶ Locating places, seeking and giving directions.
 - ▶ Giving opinions, contrasting and comparing.
 - ▶ Planing a holiday.
 - ▶ Promoting a location (town, region, country).
 - ▶ Advertising a product.
- Students will develop their ability to communicate using Mandarin in spoken and written form. They will be able to read and write some characters with less reliance on pinyin.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: 5MND2 and/or Level 1 Mandarin (6MND).

Equipment: Online resource (Language Perfect) and workbook (Ni Hao).

Who to talk to for more information: Mr Charton (HoLA Languages)



5SPA1 – Spanish 1: “Vamos a Descubrir Español - Discovering Spanish”

Available for study in: Year 9 or Year 10. This course is designed for students for whom this is their first semester of Spanish at Wakatipu High School.

Main areas of study: Spanish Languages - NZ Curriculum Level 1 to 3.

The course gives an introduction to basic Spanish speaking, reading and writing and insight into Spanish speakers’ cultures and lifestyles. Basic communicative functions such as greetings, introducing oneself and one’s family and talking about school life are central.

Spanish students will learn to communicate in Spanish by listening, speaking, reading and writing in class at the expected level of the curriculum (Level 1 to 3).

In this course you will learn:

- To greet and farewell each other.
- To introduce yourself and your family.
- To count to 100.
- To communicate about school.
- To communicate about likes and dislikes.
- To explore the Spanish culture around the world which may also include: Spanish songs, tasting Spanish food, learning some Spanish dances.

At the conclusion of each topic a major project will be proposed.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: Year 9 and 10 Spanish courses (5SPA2 and/or 5SPA3).

Equipment: Online resource (Language Perfect).

Who to talk to for more information: Mr Charton (HoLA Languages)



5SPA2 – Spanish 2: “La Buena Vida – Beautiful Life”

Available for study in:	Year 9 or Year 10. This course is designed for students who have completed at least one semester of Spanish at Wakatipu High School or at teacher’s discretion.
Main areas of study:	<p>Spanish Languages - NZ Curriculum Level 2 to 4.</p> <p>This course is designed to build upon previously learnt material, as well as introduce students to new language to assist them in their endeavours to communicate effectively using natural spoken and written Spanish. This course is structured to allow students to gain a deeper appreciation and understanding of modern and traditional Spain and Latin America. This course presents the language, culture and way of life in these countries using authentic materials.</p> <p>Students complete a variety of learning activities in speaking, listening, reading and writing Spanish but also through cultural projects enhancing their global knowledge.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Everyday language (in casual and formal situations). ■ Daily routine and home life. ■ Describing your house and town. ■ Asking and giving directions. ■ Saying what you do in your free time. ■ Using the future tense to describe plans. ■ Describing and comparing people. ■ Food you like to eat. ■ How the lives of teenagers are different in Spain and Latin America. ■ Literacy skills in English through a range of projects. ■ You will be introduced to new language to confidently communicate using natural Spanish in spoken and written form. <p>Online resources: Google Classroom is used to submit assignments and be up to date with this Spanish class. Interactive resources will also be used (i.e. Language Perfect) to extend the learning beyond the classroom.</p>
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	5SPA3 and/or Level 1 Spanish (6SPA).
Equipment:	Online resource (Language Perfect) and workbook (Mira Cuaderno).
Who to talk to for more information:	Mr Charton (HoLA Languages)



5SPA3 – Spanish 3: “Vacaciones en España - Holidays in Spain”

Available for study in: Year 9 or Year 10. This course is designed for students for who have completed one semester of Spanish at Wakatipu High School or at teacher’s discretion.

Main areas of study: Spanish Languages - NZ Curriculum Level 2 to 4.

This course is designed to build upon previously learnt material, as well as introduce students to new language to assist them in their endeavours to communicate effectively using natural spoken and written Spanish. This course is structured to allow students to gain a deeper appreciation and understanding of modern and traditional Spain and Latin America. This course presents the language, culture and way of life in these countries using authentic materials. Students complete a variety of learning activities in speaking, listening, reading and writing Spanish but also through cultural projects enhancing their global knowledge.

In this course you will learn:

- This course will cover:
 - ▶ Talking about present and future holidays.
 - ▶ Making plans.
 - ▶ Shopping for food and clothing.
 - ▶ Food and restaurants in Spanish speaking countries.
 - ▶ Places to go in new cities.
 - ▶ Travel and modes of transport.
 - ▶ Understanding and giving directions.
 - ▶ Popular places to visit in Spain and Latin America.
 - ▶ Giving opinions and reasons.
 - ▶ Knowledge of the Spanish culture and differences with the New Zealand culture (e.g. music, arts, dance).
 - ▶ Literacy skills in English through a range of projects.
 - ▶ You will be introduced to new language to confidently communicate using natural Spanish in spoken and written form.

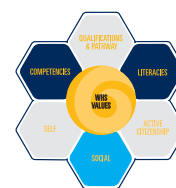
Online resources: Google Classroom is used to submit assignments and be up to date with this Spanish class. Interactive resources will also be used (i.e. Language Perfect) to extend the learning beyond the classroom.

Methods of assessment: Class evaluation (written and oral) and portfolios of conversations and writing pieces.

This course leads to: 5SPA2 and/or Level 1 Spanish (6SPA).

Equipment: Online resource (Language Perfect) and workbook (Mira Cuaderno)

Who to talk to for more information: Mr Charton (HoLA Languages)



5ESL1 & 5ESL2 – ELLP Foundation Stage

Available for study in:	<p>ESL courses are offered to students who do not have English as their first language and whose level of English is not high enough to succeed at the expected curriculum level.</p> <p>The nature of these courses depends on the ability of the students, their length of time in New Zealand and their educational goals. Course placement follows testing and discussion with students about their goals. Following testing students are placed in the corresponding English Learning Language Proficiency (ELLP) stage (From Foundation to Stage 3). Students will be placed in two ELLP Foundation Stage lines.</p>
Main areas of study:	<p>This course includes an introduction to our school, our local community and New Zealand's education system. It provides elementary skills for English language learning in reading, writing, listening and speaking, vocabulary and grammar.</p>
In this course you will learn:	<p>You will get lots of practice speaking and listening in a safe environment, where the speech is clear and slow.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ■ You will join in everyday conversation and listening on familiar topics. ■ You will be able to read simple texts. ■ You will know and use the first 1000 most common words. ■ You will be able to write basic sentences and link ideas using simple conjunctions. <p>We aim to build your confidence in speaking, listening, reading and writing English and will teach you more vocabulary and grammar.</p>
Methods of assessment:	<p>You will learn new vocabulary and have regular tests. You will have progress tests at the end of every module in the course book to test your English learning. The teacher will give you feedback on how you are doing and encourage you to speak English as much as possible.</p>
This course leads to:	<p>Level 1 ESOL (6ESL) or/and higher level English classes.</p>
Equipment:	<p>General stationery.</p>
Who to talk to for more information:	<p>Ms Hearn and/or Mr Charton (HoLA Languages)</p>



6FRE – French (Level 1)

Prerequisites: Satisfactory completion of at least two semesters of French in the junior school or at HoLA's discretion.

Why this course: Students will develop competency in the French language, listening, reading, speaking and writing skills. This course builds on the four skills of reading, writing, listening and speaking French. This course provides a formal qualification in French and is a prerequisite for Year 12 French. Learning French allows on to be understood in 55 countries across five continents and by over 200 million people. Students who know French will also more competitive in many disciplines across the national/international job market. French is the third most common language on the internet. Connect with pen pals, visit foreign websites and find student exchange opportunities including a 12-day trip to a French speaking country for Year 11 students and the Year 13 French exchange, six weeks in Switzerland.

Course information: In this course you will be working towards gaining Level 1 credits for NCEA. It will provide students with a deeper knowledge of France and French speaking countries, traditions and culture in France. This course encourages effective communication in listening and responding, speaking and presenting, interacting, viewing/reading and writing. In Year 11 the language, vocabulary, structures and themes you studied in Year 9 and Year 10 are revised and extended and the following new themes are studied: travel, sport and leisure, holidays, eating out, health and communication. You will develop communication beyond the immediate context of your life, e.g. about past and future events. You will learn to understand & produce a variety of text types, using a variety of tenses, structures & vocabulary, developing towards social competence.

This course leads to: Level 2 French (7FRE).

This course is assessed using: Achievement Standards

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90878 V2	Demonstrate understanding of a variety of spoken French texts relating to areas of most immediate relevance	5	Ext	N	N
AS 90879 V2	Give a spoken presentation in French that communicates a personal response	4	Int	N	N
AS 90880 V2	Interact using spoken French to communicate personal information, ideas and opinions in different situations	5	Int	N	N
AS 90881 V2	Demonstrate understanding of a variety of French texts relating to areas of most immediate relevance	5	Ext	N	N
AS 90882 V2	Write a variety of text types in French on areas of most immediate relevance	5	Int	N	N
Maximum Credits Available		24			



6JAP – Japanese (Level 1)

Prerequisites: Satisfactory completion of at least two semesters of Japanese in the junior school or at HoLA's discretion.

Why this course: Students will find this course very helpful if they are planning on travelling to Japan, and participating in exchange opportunities, meeting Japanese speakers, dealing with Japanese businesses and discovering the Japanese culture.

Course information: Learning Japanese gives students the chance to communicate in a different language, and to gain an appreciation of a fascinating culture. Students develop their speaking and listening skills, as well as reading and using the unique kanji writing system, which can be a rewarding and enjoyable experience. The aim of the course is to consolidate the four skills of reading, writing, listening and speaking so that students develop fluency in communication in Japanese. Students cover aspects of daily life such as family relationships, travel preparations, hobbies and sports. Other topics include houses, senior high school life and travelling. Students will learn to read and write using Kanji characters.

This course leads to: Level 2 and 3 Japanese (7JAP & 8JAP), which may be available through correspondence.

This course is assessed using: Achievements Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90893 V2	Listening Comprehension: demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	5	Ext	N	N
AS 90894 V2	Give a spoken presentation in Japanese that communicates a personal response	4	Int	N	N
AS 90895 V2	Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations.	5	Int	N	N
AS 90896 V2	Reading Comprehension: Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance	5	Ext	N	N
AS 90897 V2	Write a variety of text types in Japanese on areas of most immediate relevance	5	Int	N	N
	Maximum Credits Available	24			

Note: The running of this course will depend on sufficient number of students choosing this course. Students may be offered this as a 'multi-leveled' or 'multi-lingual' or 'multi-leveled and multi-lingual' option should there not be enough students choosing this course.



6MAO – Māori (Level 1)

Prerequisites: Students with prior knowledge of Te Reo Māori and who have done some Te Reo Māori in Year 9 and/or Year 10.

Why this course: There are numerous reasons to learn Māori from personal enjoyment to career requirements. Whatever it may be, learning Māori will not only provide great satisfaction, but a greater connection with New Zealand and an enhanced understanding of our culture and society.

Course information: By the end of Level 6 of the curriculum, students can converse with Te Reo Māori language speakers in familiar social situations and cope with some less familiar ones. They can use basic Māori language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write short passages, personal letters, and simple formal letters in Te Reo Māori. Students are increasingly confident in using a range of strategies for learning Te Reo Māori and for communicating with others in predominantly Māori social contexts.

Within the new NZ Curriculum, it is recommended that NCEA Level 1 Te Reo Māori students should be at level 5 and 6 'Te Puawaitanga' – achieving social competence of Te Reo Māori of the NZ Curriculum guidelines for learning Te Reo Māori in English medium schools – Te Aho Arataki Marau mo te ako i Te Reo Māori.

This course leads to: Level 2 Māori (7MAO).

This course is assessed using: Achievements Standards. These NCEA Te Reo Māori assessments evaluate five skills: 'Whakarongo' listening, 'Kōrero' speech, 'Pānui' reading comprehension, 'Tuhituhi' writing and 'Waihanga tuhi' crafted writing. A selection of the following standards will be assessed.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91085 V3	Whakarongo kia mōhio ki te reo o tōna ao	6	Int	Y	N
AS 91086 V3	Kōrero kia whakamahi i te reo tōna ao	6	Int	Y	N
AS 91087 V2	Pānui kia mōhio ki te reo o tōna ao	6	Ext	Y	N
AS 91088 V2	Tuhi i te reo o tōna ao	6	Ext	Y	N
AS 91089 V3	Waihanga tuhinga i te reo o tōna ao	6	Int	Y	N
	Maximum Credits Available	30			



6MND – Mandarin (Level 1)

Prerequisites: Satisfactory completion of at least two semesters of Mandarin in the junior school or at HoLA's discretion.

Why this course: Chinese is one of the oldest living languages, and it is also a major world language spoken across the globe by over one billion people. As the New Zealand population diversifies, Chinese is becoming one of the major languages in this country while remaining highly important for trade and tourism. For some students, the history and very look of its written characters are fascinating, while for others it is a chance to stay in touch with their own family background.

Course information: This subject focuses on both spoken and written modern standard Chinese (Mandarin), which is used throughout China, Singapore and Taiwan. It also explores the culture of Chinese-speaking countries.

Students are required to translate, listen and engage with the language as much as possible. Students develop their listening and speaking skills in modern standard Chinese (Mandarin) and their reading and writing of simplified characters. They also learn using Pinyin as a means of expanding their range of language.

This course leads to: Level 2 and 3 Mandarin (7MND & 8MND), which may be available through correspondence.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 90868 V2	Listening comprehension: Demonstrate understanding of a variety of spoken Mandarin texts on areas of most immediate relevance	5	Ext	N	N
AS 90869 V2	Give a spoken presentation in Mandarin that communicates a personal response	4	Int	N	N
AS 90870 V2	Interact using spoken Mandarin to communicate personal information, ideas and opinions in different situations.	5	Int	N	N
AS 90871 V2	Reading comprehension: Demonstrate understanding of a variety of Mandarin texts on areas of most immediate relevance	5	Ext	N	N
AS 90872 V2	Write a variety of text types in Mandarin on areas of most immediate relevance	5	Int	N	N
	Maximum Credits Available	24			

Note: The running of this course will depend on sufficient number of students choosing this course. Students may be offered this as a 'multi-leveled' or 'multi-lingual' or 'multi-leveled and multi-lingual' option should there not be enough students choosing this course.



6SPA – Spanish (Level 1)

Prerequisites: Satisfactory completion of at least two semesters of Spanish in the junior school or at HoLA's discretion.

Why this course: By studying Spanish, students gain insight into a rich history and a variety of cultures and societies that have spanned the globe.

Course information: This course develops the four main language skills: listening, speaking, reading and writing. Students hear and learn the Spanish language as it is spoken in both Spain and Latin America.

Throughout the course, the style remains conversational and learning is set to a backdrop of realistic and everyday situations. From introducing oneself to describing family and friends, this course provides students with the ability to socially converse in basic Spanish.

Other topics covered include holidays and travel, school life and sports and leisure activities.

This course leads to: Level 2 and 3 Spanish (7SPA & 8SPA), which may be available through correspondence.

This course is assessed using: Achievements Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90908 V2	Listening comprehension: Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance	5	Ext	N	N
AS 90909 V2	Give a spoken presentation in Spanish that communicates a personal response	4	Int	N	N
AS 90910 V2	Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations.	5	Int	N	N
AS 90911 V2	Reading comprehension: Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance	5	Ext	N	N
AS 90912 V2	Write a variety of text types in Spanish on areas of most immediate relevance	5	Int	N	N
	Maximum Credits Available	24			

Note: The running of this course will depend on sufficient number of students choosing this course. Students may be offered this as a 'multi-leveled' or 'multi-lingual' or 'multi-leveled and multi-lingual' option should there not be enough students choosing this course.



6ESL – ELLP Stage 1

Prerequisites: The course is only offered to Senior students who are working at Stage 1 of the ELLP (English Language Learning Progressions). They will be working towards NCEA Level 1. Students will be directed towards this course.

Why this course: The aim of the course is continue to build on the English language that students have already acquired while teaching more complex grammar and improving reading, writing, speaking and listening skills to support their learning in mainstream classes.

Course information: This class is for senior students who are at a level of English where they can manage in some mainstream classes but still need support, and still have a lot more English vocabulary and grammar to learn.

In this course you will learn to:

- Read, understand and respond to information texts, instructions and explanations.
- Write information texts, instructions and explanations.
- Ask for, listen to and give oral information, opinions, instructions and explanations.
- Take part in discussions and talk about themselves in an interview.

This course leads to: ELLP Stage 2 (7ESL).

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
US 27997 V3	Write simple texts for everyday practical purposes (EL)	5	Int	N	N
US 27998 V3	Complete simple forms with personal information (EL)	5	Int	N	N
US 31025V1	Present information on an everyday familiar topic (EL)	5	Int	N	N
US 31001 V1 OR US 31005 V1	Read and understand simple texts for everyday practical purposes (EL) OR Read and understand a range of simple written texts independently (EL)	5	Int	N	N
Maximum Credits Available		20			



7FRE – French (Level 2)

Prerequisites: Students should have gained at least 14 credits at Level 1 French (6FRE). If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: This course prepares students to gain personal independence in languages. Students will extend skills appropriate to tertiary studies and to the international workforce. Skills developed by completing this course are problem solving, analytic skills, flexibility of mind, confidence and clarity in oral communication and a fluency in French.

Course information: This course aims to reinforce the knowledge previously acquired and to target fluency in French regarding everyday life context.

This year you will continue to develop the skills of Years 9 to 11 and further extend them, so that by the end of this level you will be developing personal independence in French. You will be able to take part in general conversations with French speakers, understand some of what is said, and contribute relevant comments. You will be able to explain and discuss many of your own ideas and use language creatively. This year you will read a variety of authentic material and write expressively for a range of purposes. You will use a range of language-learning strategies effectively and by the end of the year you will be generally able to act in a culturally appropriate way in most social situations involving native speakers.

Topics include: personal relationships, the French-speaking world, film study, health, music and an introduction to French literature.

Students aim to prepare themselves to understand and communicate in French in our global society.

This course leads to: Level 3 French (8FRE).

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91118 V3	Demonstrate understanding of a variety of spoken French texts on familiar matters	5	Ext	N	N
AS 91119 V2	Give a spoken presentation in French that communicates information, ideas and opinions	4	Int	N	N
AS 91120 V2	Interact using spoken French to share and justify information, ideas and opinions in different situations	5	Int	N	N
AS 91121 V3	Demonstrate understanding of a variety of written/visual French text(s) on familiar matters	5	Ext	N	N
AS91122 V2	Write a variety of text types in French for genuine contexts	5	Int	N	N
	Maximum Credits Available	24			



7MAO – Māori (Level 2)

Prerequisites: Level 1 Māori (6MAO). Entry is at the discretion of the HoLA.

Why this course: Written, speaking, listening, reading and research skills are to be further developed in this course. The course is designed to focus on reo and some tikanga Māori while also preparing students for internal and external assessments as students will have opportunities to study within both traditional and contemporary contexts.

Within the new NZ Curriculum, it is recommended that Level 2 Te Reo Māori students should be at level 7 – achieving personal independence – of Te Reo Māori of the NZ Curriculum guidelines for learning Te Reo Māori in English medium schools.

Course information: Students should be able to:

- Communicate about future plans.
- Offer and respond to advice, warnings and suggestions.
- Express and respond to approval and disapproval, agreement and disagreement.
- Offer and respond to information and opinions, giving reasons.
- Read about and recount actual or imagined events in the past.

This course leads to: Level 3 Māori (8MAO).

This course is assessed using: Achievement Standards. Students in the Level 2 Te Reo Māori course have five achievement assessments throughout the year. These NCEA Te Reo Māori assessments evaluate five skills: 'Whakarongo' listening, 'Kōrero' speech, 'Pānui' reading comprehension, 'Tuhituhi' writing, 'Waihanga tuhi' crafted writing. Assessments are a combination of three Internal and two External examinations, and have a total credit value of 28 credits.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91284 V1	Whakarongo kia mohio ki te reo o te ao torotoro	4	Int	N	N
AS 91285 V1	Korero kia whakamahi i te reo o te ao torotoro	6	Int	N	N
AS 91286 V1	Panui kia mohio ki te reo o te ao torotoro	6	Ext	Y	N
AS 91287 V1	Tuhi i te reo o te ao torotoro	6	Ext	N	Y
AS 91288 V1	Waihanga tuhinga auaha i te reo o te ao torotoro	6	Int	N	Y
	Maximum Credits Available	28			



7ESL – ELLP Stage 2

Prerequisites: The course is only offered to Senior students who are working at Stage 2 of the ELLP (English Language Learning Progressions). They may be working towards Level 1 or 2. Students will be directed towards this course.

Why this course: The aim of the course is continue to build on the English language that students have already acquired while teaching more complex grammar and improving reading, writing, speaking and listening skills to support their learning in mainstream classes.

Course information: This class is for senior students who have been learning English for several years. Students will be doing mainstream subjects but still need English support and have more English vocabulary and grammar to learn.

In this course students will review all English grammar but at a more complex level. They will learn academic vocabulary, reading for practical purposes and start to develop their research skills. Students will develop their writing for different purposes, such as explanations.

In this course you will learn to:

- Read, understand and respond to information texts, instructions and explanations.
- Write information texts, instructions and explanations.
- Ask for, listen to and give oral information, opinions, instructions and explanations.
- Take part in discussions and talk about themselves in an interview.

This course leads to: Level 3 ESOL (8ESL).

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 30980 V1	Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)	5	Int	N	N
US 31026 V1	Present information on a familiar topic (EL)	5	Int	N	N
US 28001 V3	Complete a form (EL)	5	Int	N	N
US 31002 V1 OR US 31006 V1	Read and understand a straight forward text for a routine practical purpose (EL) OR Read and understand a range of straightforward written texts independently (EL)	5	Int	N	N
US 27999 V3	Write a simple connected text on a familiar topic (*optional)	5	Int	N	N
	Maximum Credits Available	25			



8FRE – French (Level 3)

Prerequisites: Students should have gained at least 14 credits at Level 2 French (7FRE). If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: Students will gain full confidence when using the language in many different contexts. Studying French at this level allows students to find excellent career opportunities overseas or locally. This course is designed to enhance the proficiency of students when using the French language within a wide variety of situations. By the end of Year 13, students should be able to explain and discuss many of their own ideas and may use the language creatively. They will be able to read authentic materials and write expressively for a range of purposes. Learning French at a Year 13 level will enable the students to gain full confidence when using the language in a wide variety of contexts.

French is used widely and spoken by over two hundred million people in more than forty different countries. Therefore studying it at this level allows the students to find excellent career opportunities either overseas or locally.

Course information: Students will develop their communication skills on:

- Certainty, uncertainty, possibility and probability.
- Dealing with the same information in different ways and contexts.
- Developing an argument with reasons.
- Recounting a series of event to inform, persuade, or entertain.

The suggested topics will be:

- Our changing world.
- The creative arts.
- Environmental issues.
- Media.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91543 V2	Demonstrate understanding of a variety of extended spoken French texts	5	Ext	N	N
AS 91544 V1	Give a clear spoken presentation in French that communicates a critical response to stimulus material	3	Int	N	N
AS 91545 V1	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	6	Int	N	N
AS 91546 V1	Demonstrate understanding of a variety of extended written and/or visual French texts	5	Ext	N	N
AS 91547 V1	Write a variety of text types in clear French to explore and justify varied ideas and perspectives	5	Int	N	N
	Maximum Credits Available	24			



8MAO – Māori (Level 3)

Prerequisites: Students should have successfully completed Level 2 Māori (7MAO). Entry is at the discretion of the HoLA.

Why this course: By the end of this course, students can take part in general conversation with speakers of te reo Māori, understand most of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use te reo Māori creatively. They can read a variety of authentic te reo Māori materials and write expressively for a range of purposes. Students use a range of strategies to help them learn te reo Māori effectively, and they demonstrate a high level of fluency for a learner of te reo Māori as a second language.

Within the new NZ Curriculum, it is recommended that Level 3 Te Reo Māori students should be at level 8 – Achieving personal independence of Te Reo Māori of the NZ Curriculum guidelines for learning Te Reo Māori in English medium schools.

Course information: Students should be able to:

- Communicate about certainty and uncertainty, possibility and probability.
- Develop an argument or point of view, with reasons.
- Recount a series of events to inform, persuade or entertain.
- Communicate the same information in different ways for different audiences.
- Respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori, for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD and radio.

This course is assessed using: Achievement Standards. Students in the Level 3 Te Reo Māori course have five achievement assessments throughout the year. These NCEA Te Reo Māori assessments evaluate five skills: 'Whakarongo' listening, 'Kōrero' speech, 'Pānui' reading comprehension, 'Tuhituhi' writing, 'Waihanga tuhi' crafted writing. Assessments are a combination of three internal and two external examinations, and have a total credit value of 28 credits.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91650 V2	Whakarongo kia mōhio ki te reo Māori o te ao whanui	4	Int	N	N
AS 91651 V2	Korero kia whakamahi i te reo Māori o te ao whanui	6	Int	N	N
AS 91652 V2	Panui kia mōhio ki te reo Māori o te ao whanui	6	Ext	Y	N
AS 91653 V2	Tuhi i te reo Māori o te ao whanui	6	Ext	N	Y
AS 91654 V2	Waihanga tuhinga whai take i te reo Māori o te ao whanui	6	Int	N	Y
	Maximum Credits Available	28			



8ESL – ELLP Stage 3

Prerequisites: The course is only offered to Year 12 or 13 students who have achieved Level 1 and are working towards NCEA Level 2, and in some cases Level 3. Students will be directed towards this course.

Why this course: The aim of the course is continue to build on the English language that students have already acquired while teaching more complex grammar and improving reading, writing, speaking and listening skills to support their learning in mainstream classes.

Course information: This class is for senior students who have been learning English for several years. Students will be doing mainstream subjects but still need English support.

In this course students will review all English grammar but at a more complex level. They will learn academic vocabulary, reading and how to do research. They will develop their writing for different purposes, such as explanations.

In this course you will learn to:

- Read, understand and respond to arguments, information texts, instructions, explanations and persuasive texts.
- Write information texts, instructions and explanations.
- Ask for, listen to and give oral information, opinions, instructions and explanations.
- Take part in formal discussions and interviews.

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs. These Unit Standards can be achieved at Merit & Excellence levels. Any endorsement achieved can be counted towards overall level endorsement.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 28062 V3	Participate in a formal interview (EL)	5	Int	N	N
US 28068 V3	Write a connected text on a familiar topic (EL) (Optional)	5	Int	N	N
US 30982 V1	Demonstrate understanding of a spoken text on a familiar topic (EL)	5	Int	N	N
US 30997 V1	Read and understand a text on a familiar topic (EL)	5	Int	N	N
	Maximum Credits Available	20			

Mathematics and Statistics: *Pāngarau*

YEAR 9		YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5MNA – Number & Algebra (compulsory) 5MGM – Geometry & Measurement (compulsory)	5AMNA – Number & Algebra (compulsory) 5AMSP – Statistics & Probability (compulsory)	6MAC – Theoretical Mathematics	7MAC – Pre-Calculus	8MAC – Calculus	
		6MAT – General Mathematics	7MAS – Pre-Statistics	8MAS – Statistics	
			7MAT – General Mathematics	8MAT – General Mathematics	
5NSP1 & 5NSP2 – Numeracy Support 1 & 2		6MAN – Mathematics for Numeracy			

Mathematics and Statistics Year 9 & Year 10 Courses

Students in Year 9 must do Number & Algebra (5MNA) in Semester 1 and then Geometry & Measurement (5MGM) in Semester 2.

Students in Year 10 must do Number & Algebra (5AMNA) in Semester 1 and then Statistics & Probability (5AMSP) in Semester 2.

High performing students may be granted an exception from Semester 2 of Year 10 (Statistics & Probability) by the HoLA, Mrs Hiestand.

Students who are well below the expected level for Numeracy in Year 9 and/or Year 10 will complete either one or two semesters of Numeracy Support alongside their regular mathematics courses.

Students' Numeracy levels will be determined through the triangulation of standardised tests, assessments and overall teacher judgement.

Please also note that because of the way the courses in Mathematics and Statistics branch off in Year 11, the preparation of students in the Junior school is important. Some careers require Calculus in Level 3 which generally requires success with algebra in Years 9 and 10. Additionally, there are many subjects (e.g. Physics, Chemistry and Economics) that require a high level of mathematics which is best achieved through the 6MAC and 7MAC courses. Be sure to read the prerequisites for these courses and/or discuss with your current mathematics teacher.



5MNA – Number & Algebra

Available for study in:	Compulsory in Year 9 Semester 1.
Main areas of study:	This course covers the Number and Algebra strands of the Mathematics and Statistics curriculum.
In this course you will learn:	<p>Students will gain an understanding of representations for, and a variety of strategies for, operating on rational numbers. Along with this they will develop their use of proportional thinking to solve real world problems. Proportional thinking is the ability to interpret and compare ratios, or to operate on more than one number simultaneously.</p> <p>Students will then learn to generalise the skills they have developed by progressing to algebraic representations. In this they will explore relationships between variables which can be represented by linear and quadratic equations. Equations are useful in modelling a variety of real-world situations. A common example for quadratics being projectile motion – the path taken by an object through the air forms a parabola.</p> <p>Students will learn to represent these relationships in a number of ways including equations, tables, graphs and diagrams.</p> <p>This course incorporates the Ākonga Profile in the following ways; explicit teaching and learning around numeracy and financial literacies, development of the competencies of critical thinking, problem solving and self management.</p>
Methods of assessment:	Students will be assessed via two reported skills assessments and various checkpoints during the semester.
This course leads to:	Compulsory Year 10 Mathematics courses (5AMNA and 5AMSP). Developing an understanding of Algebra and Number is essential for numerous careers. Algebra in particular leads through the senior school to the study of Calculus at Level 3 (8MAC). Calculus is a requirement for careers such as engineering, aviation, many sciences, architecture and some branches of finance.
Equipment:	Graphics calculator and general stationery.
Who to talk to for more information:	Mrs Hiestand (HoLA Mathematics and Statistics)



5MGM – Geometry & Measurement

Available for study in:	Compulsory in Year 9 Semester 2.
Main areas of study:	This course covers the Geometry and Measurement strands of the Mathematics and Statistics curriculum.
In this course you will learn:	<p>Students will explore geometric and measurement principles in order to gain an understanding of:</p> <ul style="list-style-type: none"> ■ The rules relating to geometric properties to calculate unknown angles and lengths. ■ Lines and curves (called loci) which can be described in terms of their relationship to certain fixed objects. ■ Changes to an object under different transformations which can be calculated. ■ Composing and decomposing shapes in order to find the lengths, areas and volumes of various complex objects. ■ Accuracy and limitations of various forms of measurement. <p>This course incorporates the Ākonga Profile in the following ways; explicit teaching and learning around numeracy, development of the competencies of critical thinking, problem solving and self management.</p>
Methods of assessment:	Students will be assessed via reported skills assessments and investigations, along with various checkpoints during the semester.
This course leads to:	Compulsory Year 10 Mathematics courses (5AMNA and 5AMSP). Developing an understanding of geometry is essential for numerous careers. The processes explored in geometry and measurement are not only practically useful in many trades, but also enable students to develop a logical set of reasoning which can be applied in high level mathematics.
Equipment:	Graphics calculator and general stationery.
Who to talk to for more information:	Mrs Hiestand (HoLA Mathematics and Statistics)



5NSP1 & 5NSP2 – Numeracy Support 1 & 2

Available for study in: Year 9 and Year 10.

This course is designed to benefit students who require extra support in Mathematics. These students are selected from a triangulation of evidence including standardised tests, assessments and overall teacher judgement. The student and parents/caregivers are contacted prior to the student being offered this option.

Main areas of study: To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life. Numeracy enables you to develop logical thinking and reasoning strategies in your daily life. We need numeracy to solve problems and make sense of time, numbers, patterns and shapes for activities like cooking, reading a map or bill, budgeting and all areas of employment.

This course is run in conjunction with the regular maths class and replaces one of the students options.

In this course you will learn: The purpose of this course is to deliver maths in a real life context in order to develop the necessary numerical life skills. For many students, it's difficult to make a real-life connection between math and their everyday lives. The course will be delivered through project based opportunities based around real life situations.

These projects could include such topics as:

- Planning and designing a vegetable garden.
- Designing and measuring for a piece of artwork.
- Budgeting for a meal.
- Reading recipes.
- Understanding a personal bank statement.
- Following a timetable.
- Understanding statistics in the news.
- Planning a trip.
- Managing your own money.
- Shopping - looking at sale prices, laybys and interest.

This course incorporates the Ākonga Profile in the following ways; explicit teaching and learning around numeracy and financial literacies, development of the competencies of critical thinking, problem solving and self management.

Methods of assessment: Students will be assessed through making a presentation to other students and the teacher.

This course leads to: Accelerating students mathematics achievement so that they may be in mainstream mathematics courses.

Equipment: Calculator, ruler and general stationery.

Who to talk to for more information: Mrs Adolph (Numeracy Teacher) and/or Mrs Hiestand (HoLA Mathematics and Statistics)



5AMNA – Number & Algebra

Available for study in:	Compulsory in Year 10 Semester 1.
Main areas of study:	This course covers the Number and Algebra strands of the Mathematics and Statistics curriculum. Students will continue to build on the algebraic and problem solving skills developed in Year 9 in preparation for NCEA Level 1.
In this course you will learn:	<p>Students will gain an understanding of representations for, and a variety of strategies for, operating on rational numbers. Along with this they will develop their use of proportional thinking to solve real world problems. Proportional thinking is the ability to interpret and compare ratios, or to operate on more than one number simultaneously.</p> <p>Students will then learn to generalise the skills they have developed by progressing to algebraic representations. In this they will explore relationships between variables which can be represented by linear and quadratic equations. Equations are useful in modelling a variety of real-world situations. A common example for quadratics being projectile motion – the path taken by an object through the air forms a parabola.</p> <p>Students will learn to represent these relationships in a number of ways including equations, tables, graphs and diagrams.</p> <p>This course incorporates the Ākonga Profile in the following ways; explicit teaching and learning around numeracy and financial literacies, development of the competencies of critical thinking, problem solving and self management.</p>
Methods of assessment:	Students will be assessed via two reported skills assessments and various checkpoints during the semester.
This course leads to:	Level 1 Mathematics courses (6MAC and 6MAT). Developing an understanding of Algebra and Number is essential for numerous careers. Algebra in particular leads through the senior school to the study of Calculus at Level 3 (8MAC). Calculus is a requirement for careers such as engineering, aviation, many sciences, architecture and some branches of finance.
Equipment:	Graphics calculator and general stationery.
Who to talk to for more information:	Mrs Hiestand (HoLA Mathematics and Statistics)



5AMSP – Statistics & Probability

Available for study in:	Compulsory in Year 10 Semester 2 (unless exempted by HoLA).
Main areas of study:	This course covers the Probability and Statistics strands of the Mathematics and Statistics curriculum.
In this course you will learn:	<ul style="list-style-type: none"> ■ Students will gain an understanding that statistics is telling a story about the wider universe with supporting evidence. ■ Define a problem to be investigated. ■ Plan for how this should be investigated. ■ Collect a sample of data in appropriate ways, while understanding the benefits and limitations to taking a sample. ■ Analysis data in a way appropriate to the type of data that makes patterns and comparisons visible. ■ Make reasonable and justified conclusions from data. ■ Understand applications and limitations of conclusions about populations from sample data. <p>From this knowledge students will then be able to detect flaws in the investigations of others. They will examine statistics reported in the media and become critical as to their validity.</p> <p>Students will also gain an understanding of estimating probabilities and probability distributions. They will learn to recognise the connections between experimental estimates, theoretical model probabilities and true probabilities.</p> <p>This course incorporates the Ākonga Profile in the following ways; explicit teaching and learning around numeracy, development of the competencies of critical thinking, problem solving and self management. Students will also learn to become better active citizens by being able to interpret and critically evaluate data about the world around them.</p>
Methods of assessment:	Students will be assessed via reported skills assessments and investigations, along with various checkpoints during the semester.
This course leads to:	Level 1 Mathematics courses (6MAC and 6MAT). There will also be careers in the future that are not yet determined driven by the mass quantity of easily accessible statistical data now available. Students need to be discerning in what they accept as true fact in the large number of statistical conclusions put in front of them everyday by the increasing volumes of media they are exposed to. Statistics is a requirement in future study for many things such as social and biological sciences.
Equipment:	Graphics calculator and general stationery.
Who to talk to for more information:	Mrs Hiestand (HoLA Mathematics and Statistics)



6MAC – Theoretical Mathematics (Level 1)

Prerequisites: Proficient at Level 5 in Algebra and Number and/or gaining HoLA approval. Teachers and HoLA will use examination results, standardised testing (e-asTTle, CEM) and overall teacher judgement along with work ethic to identify students who are best suited for this course.

Why this course: Students who are quick to pick up the concepts associated with Mathematics and Statistics and are able to work independently will succeed in this fast-paced course geared towards achieving with Excellence. Students are expected to strive for course endorsement in this course. It is recommended that students wishing to study the Sciences (Chemistry and/or Physics) and/or Economics at Level 2 or higher do this course. Students who are looking to do Level 3 Calculus must also do the 6MAC course.

Course information: Pathway towards Calculus and/or Statistics.
Students studying this course will be pushed towards achieving Merit and Excellence in all examinations and will be expected to demonstrate a high degree of self-management, including regular completion of homework and study.

This course leads to: Level 2 Mathematics and Statistics Courses (7MAC, 7MAS and 7MAT). Please see the prerequisites of these courses for more detail.

This course is assessed using: Achievement Standards and school set assessment. This includes an algebra skills assessment which will be used as evidence for admission to Level 2 Pre-Calculus (7MAC) and some Science courses at Level 2. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91029	Apply linear algebra in solving problems	3	Int	N	Y
AS 91027	Apply algebraic methods in solving problems (Algebraic skills will also be assessed via a school assessment aimed at providing further evidence of student's learning)	4	Ext (CAT)	N	Y
AS 91028	Investigate relationships between tables, equations or graphs	4	Ext	N	Y
AS 91031	Apply geometric reasoning in solving problems	4	Ext	N	Y
AS 91035	Investigate a given multivariate data set using the statistical enquiry cycle	4	Int	N	Y
	Maximum Credits Available	19			



6MAT – General Mathematics (Level 1)

Prerequisites: Proficient at Level 5 in some strands (Algebra, Number, Geometry, Statistics, Measurement and Probability) and/or HoLA approval. Teachers and HoLA will use examination results, standardised testing (e-asTTle, CEM) and overall teacher judgement along with work ethic to identify students who are best suited for this course.

Why this course: This course is weighted towards Internal Assessment. Students who wish to go on to Level 2 and 3 Mathematics, but struggle with Algebra and need additional time to grasp abstract mathematical concepts, should take this course. Students can achieve a course endorsement in this course. However, it is recommended that students who wish to do the Sciences (Chemistry and/or Physics) and/or Economics at Level 2 or higher, take the Level 1 Theoretical Mathematics (6MAC) course. If students wish to go on to the Level 2 Pre-Calculus (7MAC) and Level 3 Calculus (8MAC) courses, they should be enrolled in the Level 1 Theoretical Mathematics (6MAC) course.

Course information: Pathway towards Statistics and/or General Mathematics.

This general Level 1 Mathematics course caters towards students who can achieve good results in Mathematics and Statistics but need additional time to grasp taught concepts. It is a rigorous course that requires students to manage class work, homework and study responsibly.

The course is likely to be divided into five achievement standards covering aspects of Mathematics and Statistics such as Number, Linear Algebra, Statistics and Measurement. The majority of students in this course will proceed to either Level 2 Pre-Statistics (7MAS) or Level 2 General Mathematics (7MAT) course which can lead to Level 3 Statistics and/or Level 3 Mathematics.

This course leads to: Level 2 Mathematics and Statistics courses (7MAS and 7MAT). Please see the prerequisites of these courses for more detail.

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91026	Apply numeric reasoning in solving problems	4	Int	N	Y
AS 91029	Apply linear algebra in solving problems	3	Int	N	Y
AS 91030	Apply measurement in solving problems	3	Int	N	Y
AS 91036	Investigate bivariate numerical data using the statistical enquiry cycle	3	Int	Y	Y
AS 91037	Demonstrate understanding of chance and data	4	Ext	N	Y
	Maximum Credits Available	17			



6MAN – Mathematics for Numeracy

Prerequisites: Working at basic Level 5 or below. Teachers and HoLA will use examination results, standardised testing (e-asTTle, CEM) and overall teacher judgement (OTJ) along with work ethic to identify students who are best suited for this course.

Why this course: Students who struggle to grasp mathematical concepts but understand the need to gain basic numeracy skills for workplace and other academic endeavours.

Course information: This course caters towards students who struggle with mathematics and need extra time and assistance in grasping mathematical concepts. The course is designed to allow students to gain credits towards their Level 1 Certificate and achieve the basic numeracy requirement for Level 1 and University Entrance through internally assessed Achievement Standards and the new Numeracy Standards.

The topics covered this year are related to mathematics in everyday life and include numeric reasoning, measurement, statistics, probability and linear algebra.

This course leads to: Students who are successful in this course may move onto Level 1 General Mathematics (6MAT) in the following academic year. For motivated students who achieve highly in this course, the possibility exists to move into Level 2 courses (7MAT or 7MAS).

This course is assessed using: Achievement Standards and Unit Standards. Candidates can gain up to seven credits through internally assessed Achievement Standards or 10 credits through the Numeracy Unit standards. A selection of the following standards will be assessed appropriate to the student's needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91026	Apply numeric reasoning in solving problems	4	Int	N	Y
AS 91036	Investigate bivariate numerical data using the statistical enquiry cycle	3	Int	Y	Y
*US 26623	Use number to solve problems	10	Int	N	Y
*US 26626	Interpret statistical information for a purpose		Int	N	Y
*US 26627	Use measurement to solve problems		Int	N	Y
* The above 3 standards must be done in conjunction with one another and comprise a total of 10 credits.					
	Maximum Credits Available	17			

Note: This course is not designed to lead on to a Level 2 Mathematics or Statistics program. Students who wished to continue with Mathematics or Statistics would take 6MAT the following year.



7MAC – Theoretical Mathematics (Level 2)

Prerequisites: 14 Level 1 Credits from Achievement Standards, including at least Merit in Algebra AS 91027 (or merit in school algebra assessment) and two Merit/Excellence from other achievement standards. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: This is a fast-paced course geared towards students who are confident with algebra. Students wishing to study Calculus at Level 3 (8MAC) must do this course. This course will also be particularly beneficial for students wishing to do Scholarship Statistics.

Course information: This is a fast-paced intensive mathematics course that relies heavily on students' ability to think algebraically, both in manipulating algebraic expressions and solving complex equations. This course is a must for students intending to study Level 3 Calculus (8MAC). Students will need to be solid mathematicians and be expected to display the highest degree of self-management. Students who aspire to be engineers or mathematicians or study courses requiring a high-degree of mathematics should enrol in this course.

This course leads to: Level 3 Mathematics and Statistics courses (8MAC, 8MAS and 8MAT). Please see the prerequisites of these courses for more detail.

This course is assessed using: Achievement Standards. The course is divided up into five achievement standards (two internal and three external) covering aspects of mathematics and statistics such as algebra, non-linear graphs, calculus, statistics and probability. Candidates can gain up to 21 credits (eights internal, 13 external) from Achievement standards in this course and would be expected to achieve to the Merit/Excellence level. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91257	Apply graphical models in solving problems	4	Int	N	N
AS 91261	Apply algebraic processes in solving problems	4	Ext	N	N
AS 91262	Apply calculus methods in solving problems	5	Ext	N	N
AS 91264	Use statistical methods to make an inference	4	Int	N	N
AS 91267	Apply probability methods in solving problems	4	Ext	N	N
	Maximum Credits Available	21			



7MAS – Pre-Statistics (Level 2)

Prerequisites: 10 Level 1 Achievement Standard Credits If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: Students with a career path involving medicine, social sciences, journalism, finance, marketing, etc. are advised to take Statistics. Students who are competent mathematicians and good at writing, but algebra is not a strength and they do not intend on studying Level 3 Calculus should take this course. Students studying 7MAS will gain a solid understanding of statistics and modelling and will be well placed for success in a Level 3 Statistics course.

Course information: This Level 2 Statistics course uses Achievement Standards and leans heavily towards internal assessment. This is a rigorous Level 2 Mathematics course and will prepare students for many careers and university courses. Students sitting this course will not be eligible to do Calculus (8MAC) but may be eligible for Level 3 Statistics (8MAS) and/or Mathematics (8MAT).

This course leads to: Level 3 Statistics (8MAS) and Level 3 General Mathematics (8MAT). Please see the prerequisites of these courses for more detail.

This course is assessed using: Achievement Standards. This course will consist of up to six achievement standards (5 internal and 1 external) covering all aspects of the Statistical Inquiry Cycle as well as probability. Candidates can gain up to 18 credits in total, 14 credits through internally assessed Achievement Standards and 4 credits through externally assessed Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91263	Design a questionnaire	3	Int	N	N
AS 91264	Use statistical methods to make an inference	4	Int	N	N
AS 91265	Conduct an experiment to investigate a situation using statistical models	3	Int	N	N
AS 91266	Evaluate a statistically based report	2	Int	Y	N
AS 91267	Apply probability methods in solving problems	4	Ext	N	N
AS 91268	Investigate a situation involving elements of chance using a simulation	2	Int	N	N
	Maximum Credits Available	18			



7MAT – General Mathematics (Level 2)

Prerequisites: 10 Level 1 Mathematics credits through Achievement Standards. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: Students who wish to continue with academic mathematics but find greater success with internal assessments rather than external examinations should consider this course. This course has a mix of Mathematics, Statistics and Probability topics.

Course information: This Level 2 Mathematics course uses Achievement Standards and leans heavily towards internal assessment. Students who need a bit more time to grapple with mathematical concepts and the structure of written responses will be given the opportunity to do so in this course. This is a Level 2 Mathematics course and will well prepare students for many non-mathematical careers and university courses. Students sitting this course will not be eligible to do Calculus (8MAC) or Level 3 Statistics (8MAS) but may be eligible for Level 3 Mathematics (8MAT).

This course leads to: Level 3 General Mathematics (8MAT). Please see the prerequisites of these courses for more detail.

This course is assessed using: Achievement Standards. This course will consist of up to five achievement standards covering practical topics such as trigonometry, networks, probability, and geometry. Candidates can gain up to 13 credits in total, nine credits through internally assessed Achievement standards and four credits through externally assessed Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91259	Apply trigonometric relationships in solving problems	3	Int	N	N
AS 91260	Apply network methods in solving problems	2	Int	N	N
AS 91267	Apply probability methods in solving problems	4	Ext	N	N
AS 91256	Apply coordinate geometry methods in solving problems	2	Int	N	N
AS 91266	Evaluate a statistically based report	2	Int	Y	N
	Maximum Credits Available	13			



8MAC – Calculus & Scholarship (Level 3)

Prerequisites: 14 Level 2 Credits from 7MAC including at least Merit in two from Algebra 91261, Graphs 91257, Calculus 91262. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: This course caters to students who are strong mathematicians and are fluent in algebra. Students looking to study mathematics, statistics, sciences (including medical sciences), computer science, surveying, engineering, finance and business at university should be taking Level 3 Calculus.

Course information: This course covers aspects of mathematics such as derivatives, integrals, differential equations, real and complex numbers, conic sections and trigonometric functions.

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91573	Apply the geometry of conic sections in solving problems	3	Int	N	N
AS 91575	Apply trigonometric methods in solving problems	4	Int	N	N
AS 91577	Apply the algebra of complex numbers in solving problems	5	Ext	N	N
AS 91578	Apply differentiation methods in solving problems	6	Ext	N	N
AS 91579	Apply integration methods in solving problems	6	Ext	N	N
	Maximum Credits Available	24			



8MAS – Statistics & Scholarship (Level 3)

Prerequisites: 10 Level 2 Credits from 7MAC or 7MAS. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: This course caters to students who are mathematically inclined but is also worthwhile for students looking to study the sciences, social sciences (including psychology, sociology), medical science (e.g. medicine, dentistry, physiotherapy, psychiatry, etc.), physical education, geography, consumer science, accounting, marketing or economics. It is accessible to students who may struggle with algebraic thinking but are interested in developing their statistical understanding and literacy.

Course information: Students will use the PPDAC cycle to investigate the time-series, bivariate, multi-variate and experimental data. They will also learn about probability theory including various distributions. Students with high literacy skills and the ability to make connections between mathematical concepts and real-world contexts will do well in Statistics.

This course is assessed using: Achievement Standards. Please note that not all standards will be taught or assessed and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91580	Investigate time series data	4	Int	N	N
AS 91581	Investigate bivariate measurement data	4	Int	N	N
AS 91582	Use statistical methods to make a formal inference	4	Int	N	N
AS 91583	Conduct an experiment to investigate a situation using experimental design principles	4	Int	N	N
AS 91584	Evaluate statistically based reports	4	Ext	N	Y
AS 91585	Apply probability concepts in solving problems	4	Ext	N	N
AS 91586	Apply probability distributions in solving problems	4	Ext	N	N
	Maximum Credits Available	28			



8MAT – General Mathematics (Level 3)

Prerequisites: 10 Level 2 Mathematics Credits. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: This course caters to students who require Level 3 Mathematics credits for their chosen pathway, but do not have the algebraic experience necessary for Calculus or the desire to do Statistics. It is designed to complement the General Mathematics course at Level 2. This course would be appropriate for students needing Level 3 Mathematics as a University Entrance subject, or may be planning on a practical career pathway.

Course information: This course caters to students who have had some success in Level 2 Mathematics but find mathematics difficult and prefer their mathematics to have practical meaning to the real world.

This course is assessed using: Achievement Standards. All credits are gained through Achievement Standards, meaning this course could meet the requirements for University Entrance (although this is not the primary goal of the course). Students can gain up to 18 internally assessed credits and 4 externally assessed credits. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91574	Apply linear programming methods in solving problems	3	Int	N	N
AS 91580	Investigate time series data	4	Int	N	N
AS 91583	Conduct an experiment to investigate a situation using experimental design principles	4	Int	N	N
AS 91587	Apply systems of simultaneous equations in solving problems	3	Int	N	N
AS 91575	Apply trigonometric methods in solving problems	4	Int	N	N
AS 91586	Apply probability distributions in solving problems	4	Ext	N	N
	Maximum Credits Available	22			

Science: Pūtaiao

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5SCI1 – Science 1: Core Science (compulsory)	5ASCI3 – Science 3: Core Science (compulsory)	6SCE – Science	7BIO – Biology	8BIO – Biology
			7CHE – Chemistry	8CHE – Chemistry
5SCI2 – Big Project Science 1 (highly recommended)	5ASCI4 – Big Project Science 2 (highly recommended)	6SCS – Specialist Science	7HRT – Horticulture	8HRT – Horticulture
			7PHX – Physics	8PHX – Physics
			7SCE – Science	

Science Year 9 & Year 10 Courses

Why is science education important? We are surrounded by technology and the products of science every day. Public policy decisions that affect every aspect of our lives are based in scientific evidence. And, of course, the immensely complex natural world that surrounds us illustrates infinite scientific concepts. As children grow up in an increasingly technologically and scientifically advanced world, they need to be scientifically literate to succeed.

The Junior Science Programme is designed to introduce students to the core scientific concepts needed to become a scientifically literate citizen. These will form the foundational knowledge and skills needed for those wishing to pursue further studies in Sciences.

It is highly recommended that students who wish to study sciences at Level 1 (Year 11) and beyond, or wish to keep this pathway open, select at least one of the Big Project Science (5SCI2 and 5ASCI4) options. Ideally students will complete four semesters of science in preparation for NCEA i.e. all four of the Year 9 and 10 Science courses.



5SCI1 – Science 1: Matter, Physiology, and Energy

Available for study in: Compulsory in Year 9.

Main areas of study: Biology, Chemistry, Physics and the Nature of Science.

In this course you will learn:

During this semester course you will explore fundamental scientific concepts about how our world is made up, the structure and behaviour of atoms and how atoms and energy interrelate to produce the world around us. These principles will be used to explore aspects of human anatomy down to the cellular level and to study energy and its behaviour in the physical world. To read more about the course of study please use the links below.

[Matter topic overview](#)

[Physiology topic overview](#)

[Energy topic overview](#)

Essential Skills and dispositions

This course will support literacy and numeracy development as well as developing digital and scientific literacies alongside the essential skills of critical thinking, collaboration, and communication. Curiosity is an essential disposition for any course of learning but is especially important when studying sciences. This course is designed to develop curiosity.

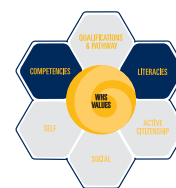
Methods of assessment:

The course will be assessed for both knowledge and skill development. The Nature of Science strands of the NZ Curriculum will be the focus of skills assessment in both 'Investigating in Science' and 'Communicating in Science'. Content knowledge will be assessed using a range of tasks including quizzes, tests, project and laboratory work which will contribute to a portfolio of work that they will continue to build on in each Science course. This work will be used and further developed in Year 11 for Level 1 and beyond.

This course leads to: Science 2 (5SCI2) and Science 3 (5ASCI3).

Equipment: Laptop and a device with video and camera capability (e.g. smartphone).

Who to talk to for more information: Any Science Teacher or Mr Gilbert (HoLA Science)



5SCI2 –Big Project Science

Available for study in:	Year 9 and is highly recommended for those preparing for NCEA Sciences.
Main areas of study:	Biology, Chemistry, Physics and the Nature of Science.
In this course you will learn:	<p>Big Project Science is all about developing scientific literacy and skill through doing science. The course begins with a project developed and carried out by students making use of the laboratory facilities and maker space. This project is based around a theme that students explore and culminates in a public showcase of student work both at school and at the regional Science and Technology Fairs. Students then move on to study electricity, magnetism, and the chemistry of nutrient cycles in the environment. The skills developed through project based learning are essential to effective study and achievement for NCEA and beyond.</p> <p>Electricity and Magnetism topic overview</p> <p>Ecology and Environmental Chemistry topic overview</p> <p>Big Project overview</p> <p>Essential Skills and dispositions</p> <p>This course will support literacy and numeracy development as well as developing digital and scientific literacies alongside the essential skills of critical thinking, collaboration, and communication. Curiosity is an essential disposition for any course of learning but is especially important when studying sciences. This course is designed to develop curiosity.</p>
Methods of assessment:	The course will be assessed for both knowledge and skill development. The Nature of Science strands of the NZ Curriculum will be the focus of skills assessment in both 'Investigating in Science' and 'Communicating in Science'. Content knowledge will be assessed using a range of tasks including quizzes, tests, project and laboratory work which will contribute to a portfolio of work that they will continue to build on in each Science course. This work will be used and further developed in Year 11 for Level 1 and beyond.
This course leads to:	Science 3 (5ASCI3)and Science 4 (5ASCI4).
Equipment:	Laptop and a device that is video and camera capable (e.g. smartphone).
Who to talk to for more information:	Any Science Teacher or Mr Gilbert (HoLA Science)



5ASCI3 – Science 3: Genetics, Forces, Acids and Bases

Available for study in: Compulsory in Year 10.

Main areas of study: Biology, Chemistry, Physics and the Nature of Science.

In this course you will learn:

BIOLOGY: Genetics - where do we come from? (Approximately 6 weeks)

Students will explore the question “where do we come from?” This will explore the basic building block of life, the cell, and continue on to study the code of life carried on molecules of DNA. Students will study how code is passed on from one generation to the next and how variation between individuals is generated. The processes of mitosis and meiosis will be explored. Microscopy will be a feature as students will be required to prepare and view a range of cells using light microscopes.

PHYSICS: Energy - what powers our world? (Approximately 6 weeks)

The Law of Conservation of Energy and how energy transformations are used in modern life to enable technology to function will be a focus for this topic. Knowledge of the properties of different energy types will enable students to look at everyday applications and technologies. The science of gravity sports, car crashes, speed and acceleration are examples of the contexts that will be used to explore this topic. There will be a numeracy focus to many aspects of this topic as there is a need to calculate energy values and to use mathematics to explain scientific ideas related to energy.

CHEMISTRY: Acids and bases (Approximately 6 weeks)

Students will explore the language of chemistry developing on from the work they did in Science 1. Examples include, atomic structure and the periodic table, formation of ions and how they interact to form compounds, writing formulae and equations, and describing chemical reactions. Students will explore how acids and bases are used in everyday life and how they form a big part of our daily lives. Students will learn to apply knowledge of the chemical properties of acids and bases to everyday situations. They will develop their laboratory skills and technical knowledge as they carry out chemical reactions and conduct scientific investigations exploring the chemical properties of a range of acids and base reactions.

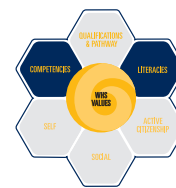
Methods of assessment:

The course will be assessed for both knowledge and skill development. The Nature of Science strands of the NZ Curriculum will be the focus of skills assessment in both ‘Investigating in Science’ and ‘Communicating in Science’. Content knowledge will be assessed using a range of tasks including quizzes, tests, project and laboratory work which will contribute to a portfolio of work that they will continue to build on in each Science course. This work will be used and further developed in Year 11 for Level 1 and beyond.

This course leads to: Science 4 (5ASCI4) and Level 1 Science courses (6SCE and 6SCS).

Equipment: Laptop and a device that is video and camera capable (e.g. smartphone).

Who to talk to for more information: Any Science Teacher or Mr Gilbert (HoLA Science)



5ASCI4 –Big Project Science 2

Available for study in: Year 10 – Highly recommended as preparation for Level 1 Sciences (6SCE and 6SCS).

Main areas of study: Biology, Chemistry, Physics and the Nature of Science.

In this course you will learn: **BIG PROJECT:** [Big Project Overview](#)

PHYSICS: Waves (Approximately 6 weeks)

This topic looks at the study of wave behaviour and builds on students understanding of energy developed in Science 3. Waves move energy from one place to another without the movement of matter. Students will study the properties of sound, light, seismic, and water waves to develop their understanding of wave properties and the scientific principles used to explain them. This topic provides a key foundation for those looking to study Physics at Level 2 and 3.

CHEMISTRY: Chemical Reactions (Approximately 6 weeks)

This topic is an extension of the Acids and Bases topic studied in Science 3. It looks to further develop the use of chemical language and also to widen students understanding of chemical properties through studying a range of reaction types. This topic will involve a large proportion of laboratory work as well as looking to apply knowledge of chemistry to real world examples. The portfolio work done in this topic will be able to be used in Year 11 to complete NCEA assessment tasks.

Methods of assessment: The course will be assessed for both knowledge and skill development. The Nature of Science strands of the NZ Curriculum will be the focus of skills assessment in both 'Investigating in Science' and 'Communicating in Science'. Content knowledge will be assessed using a range of tasks including quizzes, tests, project and laboratory work which will contribute to a portfolio of work that they will continue to build on in each Science course. This work will be used and further developed in Year 11 for Level 1 and beyond.

This course leads to: Level 1 Science courses (6SCE and 6SCS).

Equipment: Laptop and a camera that is video and camera capable (e.g. smartphone).

Who to talk to for more information: Any Science Teacher or Mr Gilbert (HoLA Science)



6SCE – Science (Level 1)

Prerequisites: It is highly recommended that a minimum of 3 Junior semester courses are completed. Entry is at discretion of the HoLA.

Why this course: This course places emphasis on the concept of science being a useful and integral part of life at school, home and in the community. In addition, successful completion of this Level 1 course is a prerequisite for Level 2 and 3 study within the Science area.

Students who are interested in pursuing the specialist sciences in Level 2 and Level 3 (biology, chemistry, horticulture, physics) may also elect to take the Level 1 Specialist Science (6SCS) course, which is designed to support and enhance the learning that is done in General Science so that the transition to Level 2 specialist sciences is as smooth as possible.

Course information: Have you thought about why you need to eat, why cars rust, how batteries produce electrical energy or why clouds produce rain? Science helps you discover answers to such questions. So many things are based on science and students can explore not just the world of living things, but all types of substances and how they react, while gaining an understanding of concepts, such as force and energy. This course has been designed to be relevant and interesting and to give you the opportunity to achieve the NCEA Qualification in a manner most appropriate to your individual learning needs.

You will learn from wide variety of topics in biology, chemistry and physics, building on skills and knowledge from your Year 9 and 10 science courses. In addition there is a greater emphasis on practical science skill, relating science ideas to the everyday world, learning to understand and evaluate evidence from a variety of sources, including those other than scientific texts. We will learn how to determine the purpose for which a resource has been written and how much it can be relied upon. In addition we will learn how to investigate through practical experiment, how to make experimental results relevant to others, and how to relate practical laboratory work to the wider world.

The course is divided into two 15-week “semesters”. Each semester comprises three five-week learning blocks. Students are required to completed three compulsory learning blocks; one each of Chemistry, Physics and Biology. Students will then select three additional topics to study in the remaining blocks based on their interests and pathway requirements.

This course leads to: Level 2 Science courses (7BIO, 7CHE, 7HRT, 7PHX and 7SCE).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90926	Report on a biological issue	3	Int	N	N
AS 90930	Carry out a practical chemistry investigation, with direction	4	Int	N	N
AS 90940	Demonstrate understanding of aspects of mechanics	4	Ext	N	N
AS 90944	Demonstrate understanding of aspects of acids and bases	4	Ext	N	N
AS 90948	Demonstrate understanding of biological ideas relating to genetic variation	4	Ext	N	N
Maximum Credits Available		19			



6SCS – Specialist Science (Level 1)

Prerequisites: A satisfactory completion and understanding of Year 10 Science as assessed by Science Department staff and the HoLA.

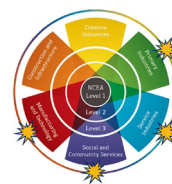
Why this course: This course has been designed for students who are intending to study multiple specialist sciences at Level 2 and 3. Students take this course as an option, alongside the Level 1 Science course (6SCE). This course will offer students access to greater breadth of knowledge across all aspects of the Science curriculum, so that the transition to Level 2 Biology, Chemistry, Horticulture and Physics is less challenging than it otherwise might be. Specialist Science will be particularly helpful to students who are planning to study Level 2 Physics and/or Chemistry although it is not a prerequisite.

Course information: You will learn from a wide variety of topics in biology, chemistry and physics. All of the topics build on the skills and knowledge from your junior science courses and in many cases they will complement the learning that you are doing in your General Science class. Because you will be covering theory from Level 1 Physics and Level 1 Chemistry, you will have two examinations in November in addition to your Level 1 Science exam. The biology component of this course will be assessed internally and both the fair test (AS 90925) and report (90950) will involve looking at the life processes of micro-organisms.

This course leads to: Level 2 Science courses (7BIO, 7CHE, 7HRT, 7PHX and 7SCE).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90925	Biology 1.1 - Carry out a practical investigation in a biological context, with direction	4	Int	N	Y
AS 90932	Chemistry 1.3 - Demonstrate understanding of aspects of carbon chemistry	4	Ext	N	N
AS 90937	Physics 1.3 - Demonstrate understanding of aspects of electricity and magnetism	4	Ext	N	Y
AS 90938	Physics 1.4 - Demonstrate understanding of aspects of wave behaviour	4	Ext	N	N
AS 90950	Science 1.11 - Investigate biological ideas relating to interactions between humans and micro-organisms	4	Int	N	N
	Maximum Credits Available	20			



7BIO – Biology (Level 2)

Prerequisites: Achieve entry into this course, students should attain a minimum of 10 Level 1 Science credits, including a minimum of a Merit grade in AS90948.

Why this course: A study of biology at this level leads to such industries and roles as: occupational therapy, park ranger, winemaker, cosmetician, genetic engineer, deer farmer, nurse, food technologist, veterinarian, beekeeper, speech therapy and animal breeder. Most of these careers also require Level 3 Biology. There is an emphasis on scientific skills and attitudes, which provide a sound basis for both future study and opportunity in the workplace. For students whose career plans include tertiary study it is important to find out whether Level 2 Chemistry (7CHE) is also required.

Course information: Students will learn about:

- Processes at the cellular level.
- DNA and gene expression.
- Genetic variation and change.

This course leads to: Level 3 Biology (8BIO).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided. Students will require a minimum of 12 Level 2 credits with grades of Merit or better in order to progress to Level 3 Biology.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91153	Carry out a practical investigation in a biology context	4	Int	N	N
AS 91154	Analyse the biological validity of information presented to the public	3	Int	N	N
AS 91156	Demonstrate understanding of life processes at the cellular level	4	Ext	N	N
AS 91157	Demonstrate understanding of genetic variation and change	4	Ext	N	N
AS 91159	Demonstrate understanding of gene expression	4	Ext	N	N
	Maximum Credits Available	19			



7CHE – Chemistry (Level 2)

Prerequisites: To achieve entry into this course, students should attain a minimum of 11 Level 1 Science credits, including at least a Merit grade in AS 90944. There is a strong mathematical element to this course. Students should have a Merit level grade in the Level 1 Maths Algebra Standard (MCAT).

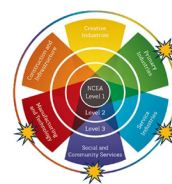
Why this course: Every aspect of our daily lives has in some way, shape or form been the result of a chemical reaction. From the chemistry which is the basis of all living organisms to the chemistry of cooking to the chemistry of the clothes we wear, there is nothing that does not involve chemistry in some shape or form. As large a proportion as possible of the year's work will include practical work and demonstrations. It is important that students are challenged by what they see, and learn how to explain their observation. If you are unsure whether or not chemistry is for you, or if you require chemistry for your chosen vocation, see HoLA Science or the Careers Adviser.

Course information: Chemistry is the study of the substances that make up the world. It is called the central science as it has a major impact on fields as diverse as environmental studies, biology, materials science, medicine and geology. By understanding chemistry we learn more about the world around us and ourselves. An education in chemistry will prepare you for a wide variety of positions in industry, education, research or the public sector. Chemists who have chosen to combine their chemistry with study in other fields, such as law or business often have a direct path to higher management.

This course leads to: Level 3 Chemistry (8CHE)

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided. Students will require a minimum of 12 Level 2 credits in order to progress to Level 3 Chemistry. These should be with Merit grades or higher.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91910	Carry out quantitative analysis	4	Int	N	N
AS 91911	Carry out an investigation into chemical species present in a sample using qualitative analysis	3	Int	N	N
AS 91163	Demonstrate understanding of the chemistry in a recent discovery or development	3	Int	N	N
AS 91164	Demonstrate understanding of bonding, structure and energy changes	5	Ext	N	N
AS 91165	Demonstrate understanding of the properties of selected organic compounds	4	Ext	N	N
AS 91166	Demonstrate understanding of chemical reactivity	3	Ext	N	N
AS 91167	Demonstrate understanding of oxidation – reduction	3	Int	N	N
	Maximum Credits Available	27			



7HRT – Horticulture (Level 2)

Prerequisites: 10 or more Science credits at Level 1.

Why this course: This course provides students with a diverse choice of achievement standards to link their interests to the fields of Horticulture, Soil Science & Sustainability.

Why study Horticulture?

Horticulture is the study of plant physiology and propagation. Horticulturists apply their knowledge of botany, plant and soil science to areas like viticulture, stone fruit production, and landscape design or crop management. They work directly with plants, overseeing all aspects of breeding, selection, planting, care and production. Some horticulturists work with food crops, while others work with ornamentals to beautify this world.

Why study Soil Science & Sustainability?

Soil science and soil ecology is related and integrated with the earth sciences - geology, geography, geophysics. The soil is a thin layer where rocks, micro-organisms, insects, air and water interact to provide the substrate for the living world. All our food systems and oxygen supply depend on these healthy terrestrial ecosystems.

Why study Landscape Design?

We all want to live in a better outdoor built environment- use skills to combine a creative design process with science to improve our interaction with the environment. Where could this lead- landscape architecture, town planning, landscape design.

Course information: This is a full NCEA academic course with an extensive practical component as well as having the potential to offer a more vocational pathway for some students. It is recommended that the course be combined with Level 1 General Science or Specialist Science (6SCE and 6SCS) and Level 2 and 3 Biology (7BIO and 8BIO). There will be an element of independent learning in order to develop a course to meet student interests and pathway needs.

This course leads to: Level 3 Horticulture (8HRT).

This course is assessed using: Achievement Standards. 20 credits to be selected from the standards below.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91290 V2	Demonstrate understanding of techniques used to modify physical factors of the environment for NZ plant production	4	Ext	N	N
AS 91157 V2	Demonstrate understanding of genetic variation & change	4	Ext	N	N
AS 91193 V2	Demonstrate understanding of physical principles related to the Earth System	4	Ext	N	N
AS 91289 V2	Carry out an extended practical agricultural or horticultural investigation	4	Int	N	N
AS 91291 V2	Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand	4	Int	N	N
AS 91292 V2	Demonstrate understanding of how management practices influence plant growth and development in NZ commercial production	4	Int	N	N
AS 91153 V2	Carry out a practical investigation in a biology context, with supervision	4	Int	N	N
AS 91160 V2	Investigate biological material at the microscopic level	4	Int	N	N
	Maximum Credits Available	20			



7PHX – Physics (Level 2)

Prerequisites: To achieve entry into this course students must attain a minimum of 11 Level 1 Science credits including at least a Merit grade in Science AS90940. There is a strong mathematical element to this course. Students should also have Merit level grades in the Level 1 Maths standards related to trigonometry, algebra and graphing.

Why this course: A wide range of further courses and career pathways such as: architecture, dentistry, surveying, photography, geology, veterinary, meteorology, aviation, medicine, laboratory work, electrician, engineering to name a few, require people with a background in physics. Apart from these areas which require physics, it also provides the 'how does it work?' for everyday things from microwaves to seat-belts. Physics graduates are widely sought after in professions as diverse as engineering and accounting due to the subject combining numeracy skills with problem solving.

Course information: Prior knowledge gained from a satisfactory understanding of the Level 1 Science course is assumed. The emphasis is on practical work where possible and analysis of 'real world' phenomenon and situations. The main topics are mechanics (including laws of motion and analysis of a systems using vectors), waves (including the behaviour of light, sound and other wave phenomena), electricity (including DC circuit behaviour and electromagnetism) and modern physics (including discoveries leading to structural models of the atom and radioactivity).

This course leads to: Level 3 Physics (8PHX).

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	4	Int	N	N
AS 91170	Demonstrate understanding of Waves	4	Ext	N	N
AS 91171	Demonstrate understanding of Mechanics	6	Ext	N	N
AS 91172	Demonstrate understanding of Atomic and Nuclear Physics (optional)	3	Int	N	N
AS 91173	Demonstrate understanding of Electricity and Electromagnetism	6	Ext	N	N
	Maximum Credits Available	23			



7SCE – Science (Level 2)

Prerequisites: An interest in continuing your study of Science and completing a course planning process.

Why this course: Studying Level 2 Science can go beyond the traditional Chemistry, Physics and Biology courses. This is an opportunity for students to build their own course of learning alongside a Science teacher – earth and space sciences, environmental sustainability, as well as topics from each of the three traditional courses can be used to build a programme of learning. This course will also suit those who still have Level 1 learning to complete as a transition into Level 2.

Course information: This course will continue with the personalised learning programmes experienced in Level 1 Science courses. Course design will occur prior to the end of the year and the process completed at the beginning of the new academic year. The course is designed to cater for students on alternative pathways as well as those with a specific passion for an aspect of the sciences not catered for by the more traditional subject pathways.

This course leads to: Level 3 Science courses (8BIO, 8CHE, 8HRT AND 8PHX).

This course is assessed using: Achievement standards. A maximum of 20 credits from any of the standards offered within the Science domain – please see links below for details of the standards available.

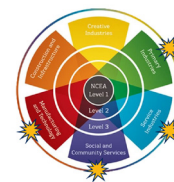
[Biology](#)

[Chemistry](#)

[Earth and Space Science](#)

[Education for Sustainability](#)

[Physics](#)



8BIO – Biology (Level 3)

Prerequisites: To achieve entry into this course, students should attain a minimum of 10 Level 2 Biology credits, including at least a Merit grade in AS 91157 or AS 91159.

Why this course: Biology at this level encourages students to develop skills and attitudes which will enable them to:

- Effectively carry out independent and cooperative investigations.
- Use resources for self-directed study.
- Use their understanding of biology with respect to decisions individuals and the wider community have to make.

These skills and attitudes can lead to tertiary study or the workplace.

Course information: Students will learn about:

- Investigating a plant and an animal.
- Genetics and evolution.
- The relationships between organisms and their environment.
- Human biological and cultural evolution.
- Contemporary issues in Biology and Biotechnology .

Course cost: Field trip course costs will be incurred during the year (approximately \$300.00). Should students not wish to pay to complete this field trip, they are reminded that these assessments are optional and, therefore, attendance on the field trip is recommended but not compulsory. The teaching leading up to the field trip will, however, still be carried out as a whole class.

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91601	Carry out a biological investigation	4	Int	N	N
AS 91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	Int	Y	Y
AS 91603	Demonstrate an understanding of the responses of plants and animals to their external environment	5	Ext	Y	Y
AS 91605	Demonstrate understanding of evolutionary processes leading to speciation	4	Ext	Y	Y
AS 91606	Demonstrate understanding of trends in human evolution	4	Ext	Y	Y
	Maximum Credits Available	20			



8CHE – Chemistry (Level 3)

Prerequisites: To enter this course students should achieve 10 credits at a Merit grade or better in the Level 2 Chemistry Achievement Standards.

Why this course: Chemistry at Level 3 picks up where we left off at Level 2: re-familiarising ourselves with the principles we have already learned and looking at new applications and challenges as we lay a strong foundation for university degrees in chemistry, biochemistry, technology, pharmacology, medicine, veterinary science, geology...the list is endless. A strong practical component will be involved in the course.

Course information: The Level 3 Chemistry course is assessed under the following headings:

- Atomic structure, bonding and related properties.
- Inorganic chemistry.
- Energetics of chemical and physical processes equilibrium.
- Oxidation – reduction reactions.
- Organic chemistry.

Students may also be expected, in addition to laboratory practical classes, to carry out an extended practical investigation—a challenging and exciting opportunity.

Although 27 credits are offered to Level 3 Chemistry students there is not a requirement for all Achievement Standards to be attempted. Rather, each student can tailor-make a course for themselves that will give them the best chance of experiencing success at this Level.

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91387	Carry out an investigation in Chemistry involving quantitative analysis	4	Int	N	Y
AS 91388	Demonstrate an understanding of spectroscopic data in chemistry	3	Int	N	N
AS 91389	Demonstrate understanding of chemical processes in the world around us	3	Int	Y	Y
AS 91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	5	Ext	N	N
AS 91391	Demonstrate understanding of the properties of organic compounds	5	Ext	N	N
AS 91392	Demonstrate understanding of equilibrium principles in aqueous systems	5	Ext	N	N
AS 91393	Demonstrate understanding of oxidation and reduction processes	3	Int	N	N
	Maximum Credits Available	27			



8HRT – Horticulture (Level 3)

Prerequisites: 10 or more Science credits at Level 2.

Why this course: This course provides students with a diverse choice of achievement standards to link their interests to the fields of Horticulture, Soil Science & Sustainability.

Why study Horticulture?

Horticulture is the study of plant physiology and propagation. Horticulturists apply their knowledge of botany, plant and soil science to areas like viticulture, stone fruit production, and landscape design or crop management. They work directly with plants, overseeing all aspects of breeding, selection, planting, care and production. Some horticulturists work with food crops, while others work with ornamentals to beautify this world.

Why study Soil Science & Sustainability?

Soil science and soil ecology is related and integrated with the earth sciences - geology, geography, geophysics. The soil is a thin layer where rocks, micro-organisms, insects, air and water interact to provide the substrate for the living world. All our food systems and oxygen supply depend on these healthy terrestrial ecosystems.

Why study Landscape Design?

We all want to live in a better outdoor built environment- use skills to combine a creative design process with science to improve our interaction with the environment. Where could this lead- landscape architecture, town planning, landscape design.

Course information: This is a full NCEA academic course with an extensive practical component as well as having the potential to offer a more vocational pathway for some students. It is recommended that the course be combined with Level 1 General Science or Specialist Science and Level 2 and 3 Biology. There will be an element of independent learning in order to develop a course to meet student interests and pathway needs.

This course is assessed using: Achievement Standards. 20 credits to be selected from the standards below.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91603 V2	Demonstrate understanding of the responses of plants and animals to their external environment	5	Ext	Y	Y
AS 91530 V3	Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products	5	Ext	Y	Y
AS 91528 V2	Carry out an investigation into an aspect of a New Zealand primary product or its production	4	Int	N	N
AS 91529 V2	Research and report on the impact of factors on the profitability of a New Zealand primary product	6	Int	Y	N
AS 91607 V2	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3	Int	Y	N
Maximum Credits Available		20			



8PHX – Physics (Level 3)

Prerequisites: 14 credits in Level 2 Physics, which should be at the Merit level.

Why this course: Study of Physics is particularly good for developing logical and conceptual thinking skills. Students who are 'practical' with an analytical mind will do well in this course. Physics is most important for further study in engineering, medicine or physical science and will benefit most other future courses. It has applications to many hobbies, sports and everyday life!

Course information: The course involves the application of physics, technological developments and their interaction with the lives of people. Physical phenomena are investigated descriptively and mathematically.

The major topics are mechanics including circular and simple harmonic motion, DC electricity, electromagnetism, wave motion, AC electricity and modern physics.

Level 3 Physics is appropriate for students intending to go on to tertiary study and for students whose formal education will go no further, but enjoy understanding what makes the world tick.

This course is assessed using: Achievement Standards. Please note that exact standards are subject to change and individual assessment programs may be provided.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	4	Int	N	N
AS 91523	Demonstrate understanding of wave systems	4	Ext	N	N
AS 91524	Demonstrate understanding of mechanical systems	6	Ext	N	N
AS 91525	Demonstrate understanding of modern physics (optional)	3	Int	N	N
AS 91526	Demonstrate understanding of electrical systems	6	Ext	N	N
	Maximum Credits Available	23			

Social Sciences: *Tikanga-ā-Īwi*

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5SOC1 – Social Studies 1: “Extreme World” (Compulsory)	5ASOC2 – Social Studies 2: “World in Crisis” (Compulsory)	6ECB – Economics & Business Studies	7BUS – Business Studies	8BUS – Business Studies
			7ECO – Economics	8ECO – Economics
5SOC3 – Social Studies 3: “The Ethics of Conflict” 5SOC4 – Social Studies 4: “Real World Problems”	5AECB – Enterprise and Innovation 5AHTC – Thinking Critically	6GEO – Geography 6HIS – History	7GEO – Geography	8GEO – Geography
			7TOU – Tourism	8TOU – Tourism
			7HIS – History	8HIS – History

Social Sciences Year 9 & Year 10 Courses

Social Science courses are designed to introduce students to important concepts that help students make sense of and understand not only the world around them today, but the world they will experience in the future. It helps to prepare them to become effective contributing citizens of the 21st Century. As well as exploring these concepts students will also learn and practice the skills needed to become critical thinkers who are able to communicate their knowledge and understanding.

All students must complete the two compulsory units. One of these units 5SOC1 must be completed in Year 9 and the other 5ASOC2 must be completed in Year 10.

- 5SOC1: Extreme World (Compulsory Year 9)
- 5ASOC2: World in Crisis (Compulsory Year 10)

Students may also select the following courses in either Year 9 or Year 10.

- 5SOC3: The Ethics of Conflict (Optional Year 9 and 10)
- 5SOC4: Real World Problems (Optional Year 9 and 10)

Year 10 students also have the following options available:

- 5AECB: Enterprise and Innovation (Optional Year 10)
- 5AHTC: Thinking Critically (Optional Year 10)

It is highly recommended that students who are wishing to study Social Sciences at Level 1 (Year 11) and beyond, or those who wish to keep this pathway open and available to them, select at least one of the optional courses available.



5SOC1 – “Extreme World”

Available for study in: Compulsory for Year 9 students.

Main areas of study: **Horrible Hazards**

What are extreme events? How would you and your community respond? What is a super volcano? Where might they be found? Tsunamis in Lake Wakatipu? Are you sure? Are pandemics a thing of the past? What happens if the antibiotics run out?

Colliding Cultures

Who are the stolen generation? The land developers vs the Marae, who won?

In this course you will learn:

Horrible Hazards. We live in an extreme world. Explore how we are at the mercy of the planet. Tropical cyclones, earthquakes, weather bombs, floods. Will you be able to survive the day after tomorrow? Could you survive and rebuild after an extreme natural event like Haiti? Do you have what it takes?

Can Life be Fair? What are human rights? What happens when some have them and others don't? How have people been stopped from enjoying the same rights as others? Where do you stand on this? Is it ever right to break the law to change this? We need your recommendations on how to tackle this issue. How would you do it?

This course provides explicit teaching of literacy - reading for meaning, research, academic writing, identifying and exploring different perspectives and critical thinking.

Methods of assessment:

Students will be assessed using a range of task which could include:

- Model construction and analysis.
- Report writing.
- Resource analysis.
- Analyzing perspectives.

This course leads to: Social Studies 2 (5ASOC2).

Equipment: General stationery.

Who to talk to for more information: Mrs Kelly (HoLA Social Sciences)



5SOC3 – “The Ethics of Conflict”

Available for study in: Year 9 and Year 10.

Main areas of study: **Is a conscience in war a luxury?**
Why a global war? Is propaganda just fake news?
Climate Change – Fake News? What is the best way to achieve change, terrorism?
What happens when countries, groups, people want different things?

In this course you will learn: **Is a conscience in war a luxury?** Will the past keep repeating itself? What is with the white feather and who were the conchies? Can you ever justify war?
Climate Change – Fake News? Who is really to blame for this? Who will pay the price for this? Is technology a cause? A solution? Who decides? Can a lone voice be an inspiration for change?
This course provides explicit teaching of literacy - reading for meaning, research, academic writing, identifying and exploring different perspectives. Critical thinking is a key aspect of this course.

Methods of assessment: Students will be assessed using a range of task which could include:
■ Developing and Structuring an Argument (Ethics and Morality).
■ Photo journalism.

This course leads to: Level 1 Social Science courses (6ECB, 6GEO and 6HIS). All Social Studies courses provide an excellent foundation to gain success in senior Social Science courses such as Geography, Tourism, Business Studies, Economics and History.

Equipment: General stationery.

Who to talk to for more information: Mrs Kelly (HoLA Social Sciences)



5SOC4 – “Real World Problems”

Available for study in: Year 9 and Year 10.

Main areas of study:	<p>Who cares about Poverty? Is poverty a myth or a reality for an increasing number of New Zealanders? Hand up or hand out?</p> <p>Terrible Terrorism: Is it true that “One man’s terrorist is another man’s freedom fighter?”</p>
In this course you will learn:	<p>Who cares about poverty? How do we close the poverty gap? There is no poverty in NZ. That’s right isn’t it? What is poverty? Is NZ becoming a third world country with third world issues? Or, do we need to get real? Is it poverty or is the gap between the rich and the poor getting bigger? Who is to blame?</p> <p>Terrible Terrorism: What is the best way to achieve change, terrorism? What happens when groups want different things? Who held the suitcase bombs in the past and who is holding them now? And how do the oil and gas companies see the actions of Greenpeace? Does “an eye for an eye leave the whole world blind”?</p> <p>This course provides explicit teaching of literacy - reading for meaning, both the explicit and the implied. Research, academic writing, identifying and exploring different perspectives, numeracy. Critical thinking is a key aspect of this course.</p>
Methods of assessment:	<p>Students will be assessed using a range of tasks which could include:</p> <ul style="list-style-type: none"> ■ Crime Boards. ■ Analysing material (Statistical, Visual or Written). ■ Problem Solving.
This course leads to:	<p>Level 1 Social Science courses (6ECB, 6GEO and 6HIS). All Social Studies courses provide an excellent foundation to gain success in senior Social Science courses such as Geography, Tourism, Business Studies, Economics and History.</p>
Equipment:	<p>General stationery.</p>
Who to talk to for more information:	<p>Mrs Kelly (HoLA Social Sciences)</p>



5ASOC2 – “World In Crisis”

Available for study in: Compulsory for Year 10 students.

Main areas of study: **Earth Aid:**
Is the earth under pressure? What is driving the decisions we are making?

Speaking of Colour: Are we one?
What is prejudice? What is privilege? When or will Martin Luther King’s dream be realized?

In this course you will learn: **Earth Aid: Are we destroying our world?** Is the earth under pressure? What is driving the decisions we are making? Is our want for more and more consumer goods going to result in other people losing their homes? Where do rusting fishing boats go to die? Why is the Amazon rainforest shrinking? Can you be the band aid the earth needs?

Speaking of Colour: Are we one? Is slavery really a thing of the past? How are rights being denied and what role do technologies such as social media play in this? How are people enslaved today and to what extent is it different from the past? Is it ever right to break the law to bring about change?

This course provides explicit teaching of literacy - reading for meaning, research, academic writing, identifying and exploring different perspectives. Critical thinking is a key aspect of this course.

Methods of assessment: Students will be assessed using a range of tasks which could include:

- Diagram.
- Debate the issue.
- Academic writing/essay.
- Analysing perspectives and decision making.

This course leads to: Level 1 Social Science courses (6ECB, 6GEO and 6HIS). All Social Studies courses provide an excellent foundation to gain success in senior Social Science courses such as Geography, Tourism, Business Studies, Economics and History.

Equipment: General stationery.

Who to talk to for more information: Mrs Kelly (HoLA Social Sciences)



5AECB – Enterprise and Innovation

Available for study in:	Year 10
Main areas of study:	This course predominantly concentrates on future problem solving with a context focussed on enterprise.
In this course you will learn:	<p>How to:</p> <ul style="list-style-type: none"> ■ Investigate a problem. ■ Develop and evaluate potential solutions. ■ Gather feedback from stakeholders. ■ Identify traits common among entrepreneurs. ■ Learn how to think creatively to add value to products. ■ Work in teams to create and promote a product. <p>This course provides explicit teaching of literacy, research, communication (written and oral) and report writing.</p>
Methods of assessment:	<p>Students will be assessed using a range of tasks which could include:</p> <ul style="list-style-type: none"> ■ Dragons Den. ■ Problem solving. ■ Peer evaluation and review.
This course leads to:	Level 1 Social Science courses (6ECB, 6GEO and 6HIS), but is particularly useful to students wishing to study Level 1 Economics and Business Studies (6ECB). All Social Studies courses provide an excellent foundation to gain success in senior Social Science courses such as geography, tourism, business studies, economics and history.
Equipment:	General stationery.
Who to talk to for more information:	Mrs Kelly (HoLA Social Sciences)



5AHTC – Thinking Critically

Available for study in:	Year 10
Main areas of study:	This course provides an introduction to thinking critically within a humanities context—both past and future. This course aims to work with and guide students to develop and facilitate thinking critically.
In this course you will learn:	<p>To think critically by focussing on:</p> <ul style="list-style-type: none"> ■ The language of critical thinking. ■ Understanding the role of questions. ■ Understanding the eight elements of critical thinking. ■ Examining inference and interpretation – implications and consequences. ■ Exploring and challenging assumptions made. ■ Examining critical reasoning. ■ Examining ethical reasoning and decision making. ■ Developing an argument. <p>This course provides explicit teaching of information literacy, research, formal essay and report writing.</p>
Methods of assessment:	During the course you will be assessed in a number of modes which will include formal essay writing and seminars.
This course leads to:	Level 1 Social Science courses (6ECB, 6GEO and 6HIS). All Social Studies courses provide an excellent foundation to gain success in senior Social Science courses such as geography, tourism, business studies, economics and history.
Equipment:	General stationery.
Who to talk to for more information:	Mrs Kelly (HoLA Social Sciences)



6ECB – Economics and Business Studies (Level 1)

Prerequisites: None, however entry is at the discretion of the HoLA.

Why this course: This course combines an introduction to Economics and to Business Studies. It leads to the separate Economics and Business Studies courses available at Levels 2 and 3, which are each accredited UE courses at Level 3. The knowledge and skills gained in Economics and Business Studies, in exposure with enterprise culture, can help shape 'creative, energetic, and enterprising' young people who will contribute to New Zealand's economic future. It provides opportunities for students to:

- Understand the role of the market in our economy.
- Knowledge of the decision making strategies used by both producers and consumers, and how these interact in the market.
- Gain knowledge and understanding of good business practice and of business as a productive activity.

Business contributes to the development of an enterprising culture in New Zealand and supports our efforts to improve economic and community wellbeing. Economics provides a greater understanding of the economic system and develops skills towards careers in finance, management, and social policy.

Course information: The business element of this course is practical, with students applying the 4 P's of marketing to a product and undertaking their own business activity. The economics element of the course focuses on producer decisions and how demand and supply determine price in a market.

This course leads to: Level 2 Economics (7ECO) and/or Level 2 Business Studies (7BUS).

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 90983	Demonstrate understanding of consumer choices, using scarcity and/or demand	4	Ext	Y	N
AS 90985	Demonstrate understanding of producer choices using supply.	3	Ext	Y	N
AS 90840	Apply the marketing mix to a new or existing product.	3	Int	Y	N
AS 90842	Carry out and review a product-based business activity within a classroom context with direction.	6	Int	Y	N
AS 90984	Demonstrate understanding of decisions a producer makes about production	5	Int	Y	N
	Maximum Credits Available	21			



6GEO – Geography (Level 1)

Prerequisites: None, however entry is at the discretion of the HoLA.

Why this course: Geography is a dynamic subject that takes a contemporary approach to issues that are both relevant and significant for people today and in the future. An increasing number of career pathways are open for people who study Geography such as environmental and immigration law, resource management, environmental analysts, town planners, tourism analysts.

This course leads to Level 2 Geography and Level 2 Tourism and provides students with strong research and analytical skills, which are highly sought after by many employers. Additionally these skills are useful in a wide range of other curriculum areas such as Science and Mathematics.

Course information: This course develops an understanding of how people and the natural environment interact. These key concepts are examined in both the theoretical and practical aspects of the subject.

This course leads to: Level 2 Geography (7GEO) and/or Level 2 Tourism (7TOU).

Course cost: There is a one-to-two day field trip in Term 1 during which some of the internal assessments take place. The cost of this field trip is partially determined by student numbers and consequently costs will be determined in 2020.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91010	Apply concepts and basic geographic skills to demonstrate understanding of a given environment	4	Ext	N	Y
AS 91011	Conduct geographic research with direction	4	Int	Y	Y
AS 91013	Describe aspects of a geographic topic at a global scale	3	Int	Y	N
AS 91014	Apply spatial analysis, with direction to solve a geographic problem	3	Int	Y	N
AS 91012	Describe aspects of a contemporary New Zealand geographic issue	3	Int	Y	N
	Maximum Credits Available	17			



6HIS – History (Level 1)

Prerequisites: None, however entry is at the discretion of the HoLA.

Why this course: History is a stimulating subject that investigates issues that are both relevant and significant for people today and in the future. An increasing number of career pathways are open for people who study History, such as criminal and family law, journalism, political analysts, research, social work, archaeology, human resource management.

This course leads to Level 2 History (7HIS) and provides skills which are useful in a wide range of other curriculum areas. Students develop research skills (planning and carrying out major research assignments) and communication skills (expressing ideas clearly and logically as well as learning how to construct balanced and logical arguments and reports).

Course information: “Small Country, Big World—Examining Our World, Our Country, Our People.” The Level 1 History course is about investigating events that are of significance to New Zealanders. This will involve looking at:

- Dropping the atomic bombs on Hiroshima and Nagasaki: What happened? Why? So what?
- September 11 terrorist attacks on the United States of America: What happened? Why? So what?
- Why was the 1981 Springbok Tour of New Zealand controversial? What were some of the different viewpoints held about this tour?
- Research Topic: Student choice.

This course leads to: Level 2 History (7HIS).

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91001	Carry out an investigation of an historical event, or place, of significance to New Zealanders	4	Int	Y	N
AS 91002	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	4	Int	Y	N
AS 91003	Interpret sources of an historical event of significance to New Zealanders	4	Ext	Y	N
AS 91004	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	4	Int	Y	N
AS 91006	Describe how a significant historical event affected New Zealand society	4	Ext	Y	N
	Maximum Credits Available	20			



7BUS – Business Studies (Level 2)

Prerequisites: None, however entry is at the discretion of the HoLA. Completion of the Level 1 Economics & Business Studies (6ECB) course is a major advantage. The Level 2 Economics course also provides complementary understanding of the forces that impact on the New Zealand business environment.

Why this course: Enterprise and business entrepreneurship are essential to New Zealand's economic future. Consequently, it is important to have an understanding of these areas before leaving school. You will learn how individuals and companies organise, plan and act to create and develop goods and services to satisfy the market. Most of your learning will focus on the New Zealand business environment. This course leads directly to Level 3 Business Studies (8BUS) and also prepares for tertiary study in business, marketing and other commerce degrees. It also contains skills and knowledge that will be valuable and relevant to your working life.

Course information: By using real-life case studies and individual and group investigations, you will gain an understanding of business theory and practice.

The externally assessed standards will explore how medium and large businesses of more than 20 employees make operational decisions in response to internal and external factors.

For the internally assessed standards, you will complete market research, plan and carry out a one-off business activity within a community/hapū context, and investigate motivational practice in a business environment.

This course leads to: Level 3 Business (8BUS).

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 90843	Demonstrate understanding of the internal operations of a large business	4	Ext	N	N
AS 90847	Investigate the application of motivation theory in a business	3	Int	N	N
AS 90846	Conduct market research for a new or existing product	3	Int	N	N
AS 90848	Carry out, review and refine a business activity within a community context with guidance	9	Int	N	N
	Maximum Credits Available	19			



7GEO – Geography (Level 2)

Prerequisites: 6GEO, otherwise HoLA approval is required. Students who begin their study of Geography at Level 2 will need to develop the skills and understandings other students have gained at Level 1.

Why this course: Geography is a dynamic subject that takes a contemporary approach to issues that are both relevant and significant for people today and in the future. An increasing number of career pathways are open for people who study Geography such as environmental and immigration law, resource management, environmental analysts, town planners, tourism analysts.

This course leads to Level 3 Geography (8GEO) and provides students with strong research and analytical skills, which are highly sought after by many employers. Additionally these skills are useful in a wide range of other curriculum areas such as Science and Mathematics.

Course information: This course develops an understanding of how people and the natural environment interact. These key concepts are examined in both the theoretical and practical aspects of the subject.

This course leads to: Level 3 Geography (8GEO) and/or Level 3 Tourism (8TOU).

Course cost: There is a one-to-two-day field trip in Term 1 during which some of the internal assessments take place. The cost of this field trip is partially determined by student numbers and consequently costs are to be determined in 2020.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91240	Demonstrate geographic understanding of a large natural environment	4	Ext	Y	Y
AS 91243	Apply concepts and geographic skills to demonstrate understanding of a given environment	4	Ext	N	N
AS 91244	Conduct geographic research with guidance	5	Int	N	N
AS 91241	Demonstrate geographic understanding of an urban pattern	3	Int	N	N
AS 91246	Explain aspects of a geographic topic at a global scale	3	Int	N	N
	Maximum Credits Available	19			



7HIS – History (Level 2)

Prerequisites: 16 Level 1 NCEA History or English credits, or HoLA approval. It is possible to take History for the first time at Level 2.

Why this course: History is a stimulating subject that investigates issues that are both relevant and significant for people today and in the future. An increasing number of career pathways are open for people who study History, such as criminal and family law, journalism, political analysts, research, social work, archaeology, human resource management.

This course leads to Level 3 History (8HIS) and provides skills which are useful in a wide range of other curriculum areas. Students develop research skills (planning and carrying out major research assignments) and communication skills (expressing ideas clearly and logically as well as learning how to construct balanced and logical arguments and reports.)

Course information: This course involves specific areas of study which will include:

- Conflict in Ireland.
- Nationalism.

These will allow students to learn about the forces and movements which often bring about major change in society. This means you explore why uprisings, rebels and civil wars happen.

Research topics for internal assessment provide students with the opportunity to study topics of their own choice.

This course leads to: Level 3 History (8HIS).

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91229	Carry out an inquiry of an historical event, or place, that is of significance to New Zealanders	4	Int	Y	N
AS 91230	Examine an historical event, or place, that is of significance to New Zealanders	5	Int	Y	N
AS 91231	Examine sources of an historical event that is of significance to New Zealanders	4	Ext	Y	Y
AS 91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders	5	Int	Y	N
AS 91233	Examine causes and consequences of a significant historical event	5	Ext	Y	Y
	Maximum Credits Available	23			



7ECO – Economics (Level 2)

Prerequisites: None. Completion of the Level 1 Economics & Business Studies (6ECB) is advantageous. Entry is at the discretion of the HoLA.

Why this course: You will learn about the key issues that face our New Zealand economy – employment, trade, income inequality and growth. You will learn to define and measure. You will understand causes. You will look at the effects on our economy and lives. You will compare and analyse the policies that government uses to manage these issues.

This course leads directly to Level 3 Economics and to tertiary courses. Economics is the basis for any career in commerce and is relevant to careers in management, tourism, social services, social policy, the corporate world, and self-employment.

Course information: In addition to classroom learning you will be involved in investigations. This is a combination of individual research and may include fieldwork. Healthy debate is a common feature of the class.

This course leads to: Level 3 Economics (8ECO) and/or Level 3 Business Studies (8BUS).

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91223	Analyse trade using economic concepts and models	4	Ext	N	Y
AS 91224	Analyse growth using economic concepts and models	4	Ext	N	Y
AS 91227	Analyse how government policy and contemporary economic issues interact	6	Int	Y	N
AS 91226	Analyse statistical data relating to two contemporary economic issues	4	Int	N	N
AS 91225	Analyse unemployment using economic concepts and models	4	Int	Y	N
	Maximum Credits Available	22			



7TOU – Tourism (Level 2)

Prerequisites: None, however entry is at the discretion of the HoLA.

Why this course: This course provides a stepping stone for students who wish to take further courses and/or pursue career pathways in the Tourism sector. Tourism is currently New Zealand's largest employment sector employing approximately 10% of the total workforce.

Students are able to work at their own pace.

Course information: The Unit Standard credits gained in this course contribute towards NCEA Level 2.

This course leads to: Level 3 Tourism (8TOU).

This course is assessed using: Unit Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 24729	Demonstrate knowledge of world destinations	4	Int	N	N
US 24726	Describe and compare social and cultural impacts of tourism	3	Int	N	N
US 24728	Demonstrate knowledge of work roles in tourism	3	Int	N	N
US 24730	Demonstrate knowledge of the business of tourism	4	Int	N	N
US 24731	Demonstrate knowledge of the destination of New Zealand	4	Int	N	N
US 24732	Demonstrate knowledge of tourist characteristics and needs	3	Int	N	N
<i>Two additional standards are available if literacy credits are needed - US 2989 and US 12773</i>					
	Maximum Credits Available	22			



8BUS – Business Studies (Level 3)

Prerequisites: None. Completion of the Level 1 Economics and Business Studies course (6ECB) and/ or the Level 2 Business course (7BUS) is advantageous. Entry is at the discretion of the HoLA.

Why this course: The knowledge and skills gained in Business Studies, and exposure to enterprise culture can help shape 'creative, energetic, and enterprising' young people who will contribute to New Zealand's economic future. Studying business enables students to appreciate the issues that challenge business in a rapidly changing world.

This subject leads directly to tertiary courses and is a valuable foundation for career pathways in finance, business, management, trade or politics.

Course information: Students will gain knowledge, skills and experience to:

- Analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.
- Plan, take to market, review and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place.

This is a UE-accredited course.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91379	Demonstrate understanding of how internal factors interact within a business that operates in a global context	4	Ext	Y	Y
AS 91382	Develop a marketing plan for a new or existing product	6	Int	Y	N
AS 91383	Analyse a human resource issue affecting businesses	3	Int	Y	N
AS 91384	Carry out, with consultation, an innovative and sustainable business activity	9	Int	Y	N
	Maximum Credits Available	22			



8GEO – Geography (Level 3)

Prerequisites: 7GEO, otherwise HoLA approval is required. Students who begin their study of Geography at Level 3 will need to develop the skills and understandings other students have gained at Level 2.

Why this course: Geography is a dynamic subject that takes a contemporary approach to issues that are both relevant and significant for people today and in the future. An increasing number of career pathways are open for people who study Geography. This is a UE accredited course.

This course leads to tertiary studies such as University Courses in the areas of geography, environmental law, planning, geographic information and planning systems etc. Additional pathways such as entry levels into various public sectors such tourism, immigration and DOC.

This course provides students with strong communication and analytical skills, which are highly sought after by both the private and public sectors.

Course information: This course develops an understanding of how people and the natural environment interact. These key concepts are examined in both the theoretical and practical aspects of the subject.

Course cost: Additionally, there is a two- to three-day field trip in Term 2 during which some of the internal assessments take place. The cost of this field trip is partially determined by student numbers and consequently costs will be determined in 2020.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91427	Demonstrate understanding of how a cultural process shapes geographic environment(s)	4	Ext	Y	Y
AS 91429	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills	4	Ext	Y	Y
AS 91430	Conduct geographic research with consultation	5	Int	N	N
AS 91431	Analyse aspects of a contemporary geographic issue	3	Int	Y	N
AS 91432	Analyse aspects of a geographic topic at a global scale	3	Int	N	N
	Maximum Credits Available	19			



8HIS – History (Level 3)

Prerequisites: 16 Level 2 NCEA History or English credits, or HoLA approval. It is possible to take History for the first time at Level 3.

Why this course: The course encourages students to be flexible in their thinking; improve their writing skills; develop information literacy skills; comprehend complex data; extend their research skills; and read extensively and selectively. An increasing number of career pathways are open for people who study History. This is a UE accredited course.

This course leads to tertiary studies such as University Courses in the areas of history, law, political science, media, journalism, management and administrative systems etc. Additional pathways such as entry levels into various public sectors such as immigration, social and public works.

This course provides students with strong communication and analytical skills, which are highly sought after by both the private and public sectors.

Course information: The focus of this course is the investigation of protest as a means of bringing about change. This will involve looking at significant developments and events critical to the Black Civil Rights Movement in the United States.

Research topics for internal assessment provide students with the opportunity to study topics of their own choice.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	5	Int	Y	N
AS 91435	Analyse an historical event, or place, of significance to New Zealanders	5	Int	Y	N
AS 91436	Analyse evidence relating to an historical event of significance to New Zealanders	4	Ext	Y	Y
AS 91437	Analyse different perspectives of a contested event of significance to New Zealanders	5	Int	Y	N
AS 91438	Analyse the causes and consequences of a significant historical event	6	Ext	Y	Y
AS 91439	Analyse a significant historical trend and the force(s) that influenced it	6	Ext	Y	Y
	Maximum Credits Available	31			



8ECO – Economics (Level 3)

Prerequisites: It is strongly advised that you should have studied either Level 1 or 2 Economics (6ECB and 7ECO) previously. Logical thinking is useful as the course places substantial emphasis on the analysis of graphs. History is a valuable complementary course for its critical thinking and essay writing skills, and for contextual understanding. HoLA approval is required if you have not previously taken Level 1 or 2.

Why this course: The essential “Who gets what?” is one of the key fundamentals that underpin all societies. For this reason, economists have become singularly powerful in influencing the social and political structure of all modern societies. Anyone interested in decision making in financial, management or political roles will benefit from an understanding of the underlying economic paradigms.

This subject leads directly to tertiary courses and is a valuable foundation for career pathways in finance, business, management, trade or politics.

Course information: Level 3 Economics is the study of allocative efficiency – how society can best use its resources to meet the needs and wants of its citizens. The central thesis argues in favour of the market as the most powerful and effective way to provide goods and services. You will find that the Level 3 course is more analytical than Level 1 or Level 2 Economics. You will use a range of economic models (graphs) to develop your understanding. In addition to classroom learning, your course will involve individual investigations. As always, we endeavour to apply learning to real life situations with a New Zealand context.

This is a UE-accredited course.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91399	Demonstrate understanding of the efficiency of market equilibrium	4	Ext	Y	Y
AS 91403	Demonstrate understanding of macroeconomic influences on the New Zealand economy.	6	Ext	Y	Y
AS 91401	Demonstrate understanding of micro-economic concepts	5	Int	Y	N
AS 91402	Demonstrate understanding of government interventions to correct market failures	5	Int	Y	N
	Maximum Credits Available	20			



8TOU – Tourism (Level 3)

Prerequisites: All Level 3 students are eligible for this course. Entry is through HoLA approval and may include an individual interview.

Why this course: This course provides a stepping stone for students who wish to take further courses and/ or pursue career pathways in the tourism sector. Tourism is currently New Zealand's largest employment sector employing approximately 10% of the total workforce.

Students are able to work at their own pace. The credits gained from this course contribute to NCEA Level 3.

Course information: This course is a Unit Standards based programme.

This course is assessed using: Unit Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 24725	Describe and analyse the economic significance of tourism	4	Int	N	N
US 24733	Describe and promote a New Zealand tourist destination	5	Int	N	N
US 23766	Demonstrate knowledge of the tourism industry	5	Int	N	N
US 3727	Demonstrate knowledge of Pacific Island countries as tourist destinations	5	Int	N	N
US 18211	Demonstrate knowledge of Australia as a tourist destination	5	Int	N	N
US 17384	List and use a range of Te Reo Maori greetings and farewells in Tourism	3	Int	N	N
	Maximum Credits Available	27			

Technology: *Hangarau*

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5DVC1 & 5DVC2 – Design & Visual Communication	5ADVC1 & 5ADVC2 – Design & Visual Communication	6DVC – Design & Visual Communication	7DVC – Design & Visual Communication	8DVC – Design & Visual Communication
5DIT1 & 5DIT2 – Digital Technology	5ADIT1 & 5ADIT2 – Digital Technology	6DIT – Digital Technology	7DIT – Digital Technology	8DIT – Digital Technology
5FTK1 & 5FTK2 – Food Technology	5AFTK1 & 5AFTK2 – Food Technology	6FTK – Food Technology	7FTK – Food Technology	8FTK – Food Technology
		6HOS – Hospitality	7HOS – Hospitality	
5HTK1 & 5HTK2 – Hard Materials Technology	5AHTK1 & 5AHTK2 – Hard Materials Technology	6HTK – Hard Materials Technology	7HTK – Hard Materials Technology	8HTK – Hard Materials Technology
		6TRD – Trade Skills (at WHS)	7TRD – Trade Skills (at WHS) 7AUT – Automotive	8TRD – Trade Skills (at WHS) 8AUT – Automotive

Technology Year 9 & Year 10 Courses

The Technology course options allow students to elect to study either one semester or a full year (two semesters) of a Technology course. If you wish to study only one semester of a specific Technology, then select Option 1 (i.e. 5DVC1) and you will be allocated to the class best fitting your full-year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of a Technology course, then select both Options 1 and 2 (i.e. 5DVC1 and 5DVC2). Additionally, if you would like to study more than one Technology course, select Option 1 for each Technology.



5DVC1 & 5DVC2 – Design & Visual Communication

Available for study in: Year 9. Note: You may either elect to study one semester of DVC, or a full year (i.e. two semesters). If you wish to study only one semester then select 5DVC1 and you will be allocated to the class best fitting your full year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of DVC, then select both 5DVC1 and 5DVC2.

Main areas of study:

- Freestanding clocks.
- Key fobs.
- Logo Design.
- Bedroom Furniture.

In this course you will learn:

You will develop skills in:

- The design process.
- Freehand sketching.
- Orthographic projection.
- Pictorial drawing methods.
- Rendering and graphic media.
- Design language and evaluation.
- Presentation skills.
- Computer Aided Design.

You will also develop the following aspects of the Ākonga Profile:

- Digital Literacy.
- Technological Literacy.
- Creativity.
- Critical thinking.
- Self-management.

All of the above skills and knowledge will be incorporated into projects that follow the technological design process.

Methods of assessment: All work will be submitted in portfolio form.

This course leads to: Design and Visual Communication in Year 10 (5ADVC1 and/or 5ADVC2) followed by Level 1 Design and Visual Communication (6DVC).

Who to talk to for more information: Mrs Kemp or Mrs Duncan (HoLA Technology)



5DIT1 & 5DIT2 – Digital Technology

Available for study in: Year 9. Note: You may either elect to study one semester of DIT, or a full year (i.e. two semesters). If you wish to study only one semester then select 5DIT1 and you will be allocated to the class best fitting your full year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of DIT, then select both 5DIT1 and 5DIT2.

Main areas of study: Units of work may include (but are not limited to):

- Computational thinking and problem solving.
- Introductory programming using Scratch.
- Managing digital information using spreadsheets.
- Introductory computer science concepts.
- Image manipulation using Adobe Photoshop.
- Introductory web design concepts.
- Introductory 3D modelling and 3D printing.

In this course you will learn: Digital Technologies skills and knowledge that will be incorporated into projects that follow the technological design process. You will learn the basics of a wide range of Digital Technology skills while developing an understanding of computational thinking and problem solving.

You will also develop the following aspects of the Ākonga Profile:

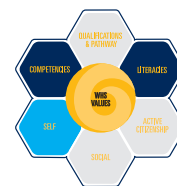
- Digital Literacy.
- Technological Literacy.
- Creativity.
- Critical thinking.
- Self-management.

All of the above skills, competencies and knowledge will be incorporated into projects that follow the technological design process.

Methods of assessment: All work will be submitted in portfolio form.

This course leads to: Digital Technology in Year 10 (55ADIT1 and/or 5ADIT2) followed by Level 1 Digital and Information Technology (6DIT) and/or Level 1 Electronics (6ETK).

Who to talk to for more information: Mr Harding or Mrs Duncan (HoLA Technology)



5FTK1 & 5FTK2 – Food Technology

Available for study in: Year 9. Note: You may either elect to study one semester of FTK, or a full year (i.e. two semesters). If you wish to study only one semester then select 5FTK1 and you will be allocated to the class best fitting your full year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of FTK, then select both 5FTK1 and 5FTK2.

Main areas of study: Contexts for learning may include (but are not limited to):

- Wrapped - based lunch ideas.
- Breakfasts in jars.
- Batter in a bottle.
- “Just Cook” - Food in a minute.

In this course you will learn: In this course you will also develop skills in:

- Using knives.
- Mis-en-place.
- Measurement.
- Health and Safety.
- Various cooking techniques.

You will also develop the following aspects of the Ākonga Profile:

- Numeracy.
- Technological Literacy.
- Creativity.
- Collaboration.
- Self-management.

All of the above skills and knowledge will be incorporated into projects that follow the technological design process.

Methods of assessment: All work will be submitted in portfolio form.

This course leads to: Food Technology in Year 10 (5AFTK1 and/or 5AFTK2), followed by Level 1 Food Technology (6FTK) and/or Level 1 Hospitality (6HOS).

Equipment: A container to put food into, writing gear and glue stick in pencil case, 40-page Clearfile, and a 1B8 exercise book.

Who to talk to for more information: Mrs Duncan (HoLA Technology)



5HTK1 & 5HTK2 – Hard Materials Technology

Available for study in: Year 9. Note: You may either elect to study one semester of HTK, or a full year (i.e. two semesters). If you wish to study only one semester then select 5HTK1 and you will be allocated to the class best fitting your full year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of HTK, then select both 5HTK1 and 5HTK2.

Main areas of study: Contexts for learning may include (but are not limited to):

- Designer Clocks.
- Woodwork.
- Jewellery.
- Toy Making.
- LUMA Project.

In this course you will learn:

- Measurement.
- Joinery.
- Basic workshop health and safety.
- Use of various tools and machinery.

You will also develop the following aspects of the Ākonga Profile:

- Technological Literacy.
- Creativity.
- Self-management.
- Problem-solving.

All of the above skills and knowledge will be incorporated into projects that follow the technological design process.

Methods of assessment:

All work will be submitted in portfolio form.

This course leads to:

Hard Material Technology in Year 10 (5AHTK1 and/or 5AHTK2), followed by Level 1 Hard Materials Technology (6HTK) and/or Level 1 Trade Skills (6TRD).

Who to talk to for more information:

Mrs Duncan (HoLA Technology)



5ADVC1 & 5ADVC2 – Design & Visual Communication

Available for study in: Year 10. Note: You may either elect to study one semester of DVC, or a full year (i.e. two semesters). If you wish to study only one semester then select 5ADVC1 and you will be allocated to the class best fitting your full year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of DVC, then select both 5ADVC1 and 5ADVC2.

Main areas of study:

- University room design.
- Designer inspired chairs.
- Children's toys.
- Personal passion project.

In this course you will learn:

You will develop skills in:

- The design process.
- Freehand sketching.
- Orthographic projection.
- Pictorial drawing methods.
- Rendering and graphic media.
- Design language and evaluation.
- Presentation skills.
- Computer Aided Design.

You will also develop the following aspects of the Ākonga Profile:

- Literacy.
- Digital Literacy.
- Technological Literacy.
- Creativity.
- Critical thinking.
- Self-management.

All of the above skills and knowledge will be incorporated into projects that follow the technological design process.

Methods of assessment: All work will be submitted in portfolio form.

This course leads to: Level 1 Design and Visual Communication (6DVC).

Who to talk to for more information: Mrs Kemp or Mrs Duncan (HoLA Technology)



5ADIT1 & 5ADIT2 – Digital Technology

Available for study in: Year 10. Note: You may either elect to study one semester of DIT, or a full year (i.e. two semesters). If you wish to study only one semester then select 5ADIT1 and you will be allocated to the class best fitting your full year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of DIT, then select both 5ADIT1 and 5ADIT2.

Main areas of study: Units of work may include (but are not limited to):

- Computational thinking and problem solving.
- Introductory programming using Scratch.
- Managing digital information using Spreadsheets.
- Introductory computer science concepts.
- Image manipulation using Adobe Photoshop.
- Introductory web design concepts.
- Introductory 3D modelling and 3D printing.

In this course you will learn: Digital Technologies skills and knowledge that will be incorporated into projects that follow the technological design process. You will learn the basics of a wide range of Digital Technology skills while developing an understanding of computational thinking and problem solving.

You will also develop the following aspects of the Ākonga Profile:

- Literacy.
- Numeracy.
- Digital Literacy.
- Technological Literacy.
- Problem solving.
- Self-management.

All of the above skills and knowledge will be incorporated into projects that follow the technological design process.

Methods of assessment: All work will be submitted in portfolio form.

This course leads to: Level 1 Digital and Information Technology (6DIT).

Who to talk to for more information: Mr Harding or Mrs Duncan (HoLA Technology)



5AFTK1 & 5AFTK2 – Food Technology

Available for study in: Year 10. Note: You may either elect to study one semester of FTK, or a full year (i.e. two semesters). If you wish to study only one semester then select 5AFTK1 and you will be allocated to the class best fitting your full year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of FTK, then select both 5AFTK1 and 5AFTK2.

Main areas of study: Contexts for learning may include (but are not limited to):

- “E-cookbook”
- “Cultural Foods”
- “Designer Hamburgers”
- “Food for Sport”
- “Vegetarian”
- “Ice cream”

In this course you will learn:

In this course you will also develop skills in:

- Using knives.
- Mis-en-place.
- Measurement.
- Health and Safety.
- Various cooking techniques.

You will also develop the following aspects of the Ākonga Profile:

- Numeracy.
- Technological Literacy.
- Creativity.
- Collaboration.
- Self-management.

All of the above skills and knowledge will be incorporated into projects that follow the technological design process.

Methods of assessment:

All work will be submitted in portfolio form.

This course leads to:

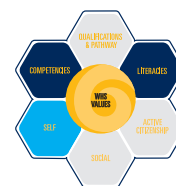
Level 1 Food Technology (6FTK) and/or Level 1 Hospitality (6HOS).

Equipment:

A container to put food into, writing gear and glue stick in pencil case, 40-page Clearfile, and a 1B8 exercise book.

Who to talk to for more information:

Mrs Duncan (HoLA Technology)



5AHTK1 & 5AHTK2 – Hard Materials Technology

Available for study in:	Year 10. Note: You may either elect to study one semester of HTK, or a full year (i.e. two semesters). If you wish to study only one semester then select 5AHTK1 and you will be allocated to the class best fitting your full year timetable. This may fall in Semester 1 or Semester 2. If you wish to study a full year of HTK, then select both 5AHTK1 and 5AHTK2.
Main areas of study:	Contexts for learning may include (but are not limited to): <ul style="list-style-type: none"> ■ Storage. ■ Jewellery. ■ Birdhouses. ■ Plastics.
In this course you will learn:	<p>In this course you will also develop skills in:</p> <ul style="list-style-type: none"> ■ Measurement. ■ Joinery. ■ Basic workshop health and safety. ■ Use of various tools and machinery. <p>You will also develop the following aspects of the Ākonga Profile:</p> <ul style="list-style-type: none"> ■ Numeracy. ■ Technological Literacy. ■ Creativity. ■ Critical thinking. ■ Self-management. ■ Problem solving. <p>All of the above skills and knowledge will be incorporated into projects that follow the technological design process.</p>
Methods of assessment:	All work will be submitted in portfolio form.
This course leads to:	Level 1 Hard Materials Technology (6HTK).
Who to talk to for more information:	Mrs Duncan (HoLA Technology)



6DVC – Design & Visual Communication (Level 1)

Prerequisites: Completion of at least one semester of Junior Design & Visual Communication (Graphics) is recommended but not compulsory.

Why this course: Design & Visual Communication focuses on real life problem solving. It also has a strong emphasis on high quality presentation. This course should appeal to students who are able to create innovative solutions to problems and present them in a visually appealing way. These skills can be transferred to a wide range of future study and career pathways.

Course information: Design & Visual Communication involves the visual communication of the solutions to design problems through application of the design process. Level 1 concentrates on specific skills required throughout this process. These skills are introduced through a series of short design brief tasks which are then submitted for internal assessment. The external aspect of the course involves presenting a portfolio of evidence across a variety of freehand and instrumental drawing skills. These external standards are carried out throughout the internal projects.

Equipment: Students are required to have their own folder and drawing equipment which should last throughout the student's school Design & Visual Communication career.

This course leads to: Level 2 Design and Visual Communication (7DVC).

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91063	Produce freehand sketches that communicate design ideas	3	Ext	N	N
AS 91064	Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas	3	Ext	N	Y
AS 91065	Produce instrumental paraline drawings to communicate design ideas	3	Ext	N	Y
AS 91066	Use rendering techniques to communicate the form of design ideas	3	Int	N	N
AS 91067	Use the work of an influential designer to inform design ideas	3	Int	N	N
AS 91068	Undertake development of design ideas through graphics practice	6	Int	N	N
	Maximum Credits Available	21			



6DIT – Digital Technology (Level 1)

Prerequisites: Completion of at least one but preferably two semesters of Junior Digital Technology is recommended but not compulsory. Students are expected to be operating at Level 5 of the Maths & Stats curriculum, ideally at Merit or higher.

Why this course: Students choosing this course will gain skills and knowledge which will provide them with a fundamental understanding of key concepts in Digital Technologies. Upon successful completion of this course, students will be well prepared for Level 2 & Level 3 Digital Technologies (7DIT and 8DIT).

Course information: The aim of this course is to introduce students a range of digital technologies concepts and help them move from passive consumers to active producers of digital technologies outcomes. This course will develop computational thinking skills while building capacity in designing and developing digital outcomes.

The course will include a range of topics which may include:

- Planning and developing basic computer programs.
- Designing and developing digital media outcomes including use of HTML and CSS for web development.
- Examining interface design and developing understanding of human computer interaction (HCI).
- Collecting, analysing and managing data using digital technologies.

The course aims to offer a programme of study which includes both theoretical and practical components.

This course leads to: Level 2 Digital Technology (7DIT).

This course is assessed using: Achievement Standards. The assessments listed are indicative only and subject to change based on the needs and interests of the students in the class.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91878 V1	Implement basic procedures to produce a specified digital information outcome	3	Int	Y	N
AS 91880 V1	Implement basic procedures to produce a specified digital media outcome	4	Int	Y	N
AS 91883 V1	Construct a plan for a basic computer program for a specified task	4	Int	Y	N
AS 91884 V1	Construct a basic computer program for a specified task	6	Int	Y	N
AS 91886 V1	Demonstrate understanding of basic concepts of information management	3	Ext	Y	N
	Maximum Credits Available	20			



6FTK – Food Technology (Level 1)

Prerequisites: Completion of at least one semester of Junior Food Technology is recommended but not compulsory.

Why this course: This course is for people who have an interest in food technology, food science and nutrition. Students will gain a greater understanding of technology systems and processes. The skills obtained in food technology will help prior to attending university courses.

Course information: The aim of this course is to explore basic concepts and procedures used in food technology. In Level 1 Food Technology you will study a range of concepts and procedures and look at their implementation in real life situations. Topics taught are likely to include:

- Basic concepts used in the processing of baked products in a commercial environment.
- The process of creating a healthy product for a specific need.
- The function of ingredients and how it can affect the outcome of different products.
- Making jams and understanding the basic procedures involved.

Food technology allows you to work creatively and analytically to identify, trial and evaluate potential solutions, and eventually put your ideas into practice. It is a fun but challenging subject that is approved for university entrance. Technology is the way of the future and there are numerous jobs and scholarships available for those who wish to pursue it. Whether or not you plan to engage in a career in food technology, you will develop a level of technological understanding that will enable you to participate as an informed participant in an ever-changing society. Food Technology will allow you to look at the world differently.

This course aims to offer a programme of study covering both theoretical and practical components of Food Technology.

This course leads to: Level 2 Food Technology (7FTK) and/or Level 2 Hospitality (7HOS).

This course is assessed using: Achievement Standards. To gain entry into the Year 12 Food Technology (7FTK) a student must gain at least 12 credits at Level 1 or at the discretion of the Teacher in Charge.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91044	Undertake brief development to address a need or opportunity	4	Int	Y	N
AS 91049	Demonstrate understanding of how materials enable technology products to function	4	Ext	Y	N
AS 91047	Undertake development to make a prototype to address a brief	6	Int	N	N
AS 91082	Implement basic procedures to process a specified product	4	Int	N	N
Maximum Credits Available		18			



6HOS – Hospitality (Level 1)

Prerequisites: Completion of at least one semester of Junior Food Technology is recommended but not compulsory.

Why this course: This course is for people who have an interest and would like to pursue a career in the hospitality industry. It has been designed to lead on to Level 2 Hospitality (7HOS).

Course information: The aim of this course is to explore practical cooking skills with a focus on developing basic competence in food hygiene and safety practices. This is essential as students will be preparing and serving their food to customers. The written component of the course has an equal weighting and comes in the form of workbooks from Service IQ.

Topics taught are likely to include:

- Career pathways in the hospitality industry.
- Preparation of meat dishes.
- Preparation of fruit and vegetable dishes.
- Preparation of egg and cheese dishes.
- Provide food service to the table.

Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course leads to: Level 2 Hospitality (7HOS). Please note this course does not lead to Level 2 Food Technology (7FTK).

This course is assessed using: Unit Standards. Please note this means that a subject endorsement is not possible, nor is it possible to gain credits towards an NCEA Level endorsement. Please note, the standards listed below are an indication only and may change at the discretion of the teacher.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
US 21058	Identify career pathways in the hospitality industry	2	Int	N	N
US 15900	Prepare and present meat in the hospitality industry	4	Int	N	N
US 15901	Prepare and present fruit and vegetables in the hospitality industry	3	Int	N	N
US 19770	Prepare and present egg and cheese dishes in the hospitality industry	2	Int	N	N
US 19770	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	3	Int	N	N
US 19769	Provide food service to the table in the hospitality industry	3	Int	N	N
US 15919	Prepare and present hot finger food in the hospitality industry	2	Int	N	N
	Maximum Credits Available	19			



6HTK – Hard Materials Technology (Level 1)

Prerequisites: Completion of at least one semester of Junior Hard Materials Technology is recommended but not compulsory.

Why this course: The aim of this course is to broaden each student's technological knowledge and practice while at the same time stimulating the creativity that lies within us all. We feel this course will engage students and challenge them. We hope it promotes personal excellence and that it will open up pathways to further learning.

Course information: Our focus in this Level 1 course is on helping students become innovative developers of products and systems. This NCEA Level 1 Hard Materials Technology course is fully assessed using Achievement Standards that highlight technology problem solving and planning. We see the delivery of Achievement Standards as being our best tool to encourage, challenge and engage our students.

This course leads to: Level 2 Hard Materials Technology (7HTK).

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
AS 91048	Demonstrate understanding of how technological modelling supports decision-making	4	Ext	N	N
AS 91047	Undertake development to make a prototype to address a brief	6	Int	N	N
AS 91056	Implement a multi-unit manufacturing process	4	Int	N	N
AS 91057	Implement basic procedures using resistant materials to make a specified product	6	Int	N	N
AS 91044	Undertake brief development to address a need or opportunity	4	Int	N	N
Maximum Credits Available		24			



6TRD – Trade Skills (Level 1)

Prerequisites: Completion of at least one semester of Junior Hard Materials Technology is recommended but not compulsory. Entry is granted at the discretion of the HoLA.

Why this course: This course provides the background learning for students to make informed decisions for a wider range of career pathways in the trade areas. Individual learning leading to either employment or decisions on focussing on one particular career pathway beyond school.

Course information: The course is based on acquiring skills and knowledge in mechanical engineering, introductory automotive and carpentry/cabinetry. Content covered in each area as follows:

- Mechanical Engineering – engineering based project.
- Automotive – introduction to engines and vehicle operation.
- Carpentry – personal project.

This course is modular course with a selection of Unit Standards offered.

Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course leads to: Level 2 Trade Skills at WHS (7TRD) and/or Level 2 Automotive (7AUT).

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs. Standards offered may be subject to change at the beginning of the year depending on student numbers and standards compatible with the course.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
US 15408	Describe motor vehicle safe motoring requirements and general locations of systems and components	4	Int		
US 22924	Develop a simple product using engineering materials	10	Int		
US 24356	Apply elementary workshop procedures and processes for a BCATS project	8	Int		
	Maximum Credits Available	22			



7DVC – Design & Visual Communication (Level 2)

Prerequisites: Level 1 Design and Visual Communication (6DVC) with a minimum of 16 credits and at least half should be at Merit level to ensure success at 7DVC. Entry is at the discretion of the HoLA.

Why this course: Design & Visual Communication focuses on real life problem solving. It also has a strong emphasis on high quality presentation. This course should appeal to students who are able to create innovative solutions to problems and present them in a visually appealing way. These skills can be transferred to a wide range of future study and career pathways.

Course information: Design and Visual Communication involves the presentation of solutions to design problems through application of the design process. At Level 2, this focuses on two specialist areas of design which include architecture, interior and landscape design, and product design which includes both graphic products and general product/engineering design. In addition, students learn advanced 2D and 3D drawing skills and CAD. The external aspect of this course focuses on the communication of design ideas and technical drawing.

Equipment: Students are required to have their own folder and drawing equipment which should last throughout the student's school Design & Visual Communication career.

This course leads to: Level 3 Design and Visual Communication (8DVC).

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91337	Use visual communication techniques to generate design ideas	3	Ext	N	N
AS 91340	Use the characteristics of a design movement or era to inform own design ideas	3	Int	N	N
AS 91341	Develop a spatial design through graphics practice	6	Int	N	N
AS 91342	Develop a product design through graphics practice	6	Int	N	N
	Maximum Credits Available	18			



7DIT – Digital Technology (Level 2)

Prerequisites: 6DIT with at least 14 credits or at the discretion of the HoLA.

Why this course: Students choosing this course will gain skills and knowledge which will provide them with an understanding of the concepts needed for Level 3 Digital Technologies (8DIT). It also provides sound skills for those with an interest in a career within fields of digital media and design, computer science and engineering.

Course information: The aim of this course is to develop an understanding of how to apply advanced skills and techniques in the development of Digital Technology outcomes. Digital technology applications, technologies and skills taught may include, but are not limited to:

- Programming: planning and developing advanced computer programs using the Python programming language.
- Digital Media: designing and developing web pages using advanced HTML and CSS.
- Digital Information: designing and developing databases and managing data efficiently.
- Computer Science: data representation (binary), compression, encoding, error correction and human computer interaction.

This course aims to offer a programme of study covering both theoretical and practical components of digital technologies. Assessment will take place via practical tasks to be undertaken during each unit of work.

This course leads to: Level 3 Digital Technology (8DIT).

This course is assessed using: Achievement Standards. The following are new standards that are still in development, therefore the exact standards used for assessment may change. However, the overall topics and themes for the course will remain consistent.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
	Use advanced techniques to develop a digital media outcome	4	Int	TBC	TBC
	Develop an advanced computer program	4	Int	TBC	TBC
	Use advanced iterative processes to plan and develop a digital outcome	6	Int	TBC	TBC
	Analyse a digital technology concept	3	Ext	TBC	TBC
	Present a summary of developing a digital outcome	3	Ext	TBC	TBC
	Maximum Credits Available	20			



7FTK – Food Technology (Level 2)

Prerequisites: Level 1 Food Technology (6FTK) or entry may be granted at the discretion of the HoLA.

Why this course: This course is for people who have an interest in food technology, food science and nutrition. Students will gain a greater understanding of technology systems and processes. The skills obtained in food technology will help prior to attending university courses.

Course information: The aim of this course is to explore advanced concepts and procedures used in food technology. In Level 2 Food Technology you will study a range of concepts and procedures and look at their implementation in real life situations.

Topics taught are likely to include:

- Ingredient characteristics and how it allows products to function.
- The process of developing a healthy product for a specific need.
- Advanced concepts used in the processing of products in a commercial environment.
- Socio-cultural factors and the considerations in food technology.
- Advanced procedures used to make a specific product.
- Understanding sustainability in the packaging of food.

Food technology allows you to work creatively and analytically to identify, trial and evaluate potential solutions, and eventually put your ideas into practice. It is a fun but challenging subject that is approved for university entrance. Technology is the way of the future and there are numerous jobs and scholarships available for those who wish to pursue it. Whether or not you plan to engage in a career in food technology, you will develop a level of technological understanding that will enable you to participate as an informed participant in an ever-changing society. Food Technology will allow you to look at the world differently.

This course aims to offer a programme of study covering both theoretical and practical components of food technology.

This course leads to: Level 3 Food Technology (8FTK).

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91356	Develop a conceptual design for an outcome	6	Int	N	N
AS 91351	Implement advanced procedures to process a specified product	4	Int	N	N
AS 91363	Demonstrate understanding of sustainability in design	4	Ext	N	N
AS 91352	Demonstrate understanding of advanced concepts in processing	4	Int	N	N
	Maximum Credits Available	18			



7HOS – Hospitality (Level 2)

Prerequisites: It is recommended that students have previously taken Food Technology or Hospitality. While there are no firm prerequisites, in the event of over-subscription, preferential entry will be given to those students who have completed the Level 1 Hospitality (6HOS) course. Entry is at the discretion of the HoLA.

Why this course: Queenstown's economy is built on tourism and a major part of this is the hospitality industry. From hotel work to front of house responsibilities in a cafe or restaurant, from working as a chef or even a barista, the opportunities for employment in our fair town are endless. This course has been designed for students who wish to pursue a career working in some aspect of the hospitality industry either here, elsewhere in NZ or even abroad.

Course information: The aim of this course is to continue exploring practical cooking skills and to develop confidence when greeting and serving customers in a hospitality setting. The written component of the course has an equal weighting and comes in the form of workbooks from Service IQ.

Topics taught are likely to include:

- Review of food safety practices.
- International food preparation and presentation
- Food and beverage service.

Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course is assessed using: Unit Standards. Please note this means that a subject endorsement is not possible, nor is it possible to gain credits towards an NCEA Level endorsement. Please note, the standards listed below are an indication only and may change at the discretion of the teacher and/or HoLA.

This course does not lead to NCEA Level 3 Food Technology (8FTK). Students who successfully complete this course are encouraged to apply for acceptance into the Level 3 Cookery Course run through the Cromwell Trades Academy.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 167	Practise food safety methods in a food business under supervision	4	Int	N	N
US 22234	Compare characteristics of international dishes and prepare and present international dishes	4	Int	N	N
US 14425	Prepare and serve hot and cold non-alcoholic drinks in a commercial hospitality environment	4	Int	N	N
US 14434	Clear and prepare areas for table service in a commercial hospitality environment	3	Int	N	N
US 14436	Provide table service in a commercial hospitality environment	4	Int	N	N
US 14462	Maintain personal presentation and greet customers in the hospitality industry	2	Int	N	N
	Maximum Credits Available	21			



7HTK – Hard Materials Technology (Level 2)

Prerequisites: Level 1 Hard Materials Technology (6HTK) with a minimum of 10 credits. There may be consideration given to a student who has followed a successful alternative pathway. Entry is granted at the discretion of the HoLA.

Why this course: The aim of this course is to broaden each student's technological knowledge and practice while at the same time stimulating the creativity that lies within us all. We feel this course will engage students and challenge them. We hope it promotes personal excellence and that it will open up pathways to further learning

Course information: This Level 2 course consists of a range of standards to stimulate each student's personal enquiry while also building a practical base as their foundation on which to be able to fabricate design outcomes. The problem solving skills accentuated through the technology design process are valuable transferable skills that will assist students in all facets of their learning and life.

This course leads to: This course may lead to study of 8HTK in special cases where the student has demonstrated high levels of literacy and exceptional self-management skills. This opportunity will be offered at the discretion of the HoLA.

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs. Some additional standards may be offered on a case by case basis.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91344	Implement advanced procedures using resistant materials to make a specified product with special features	6	Int	N	N
AS 91354	Undertake brief development to address an issue	4	Int	Y	N
AS 91357	Undertake effective development to make and trial a prototype	6	Int	N	N
AS 91366	Undertake development and implementation of an effective manufacturing process	6	Int	N	N
	Maximum Credits Available	22			



7TRD – Trade Skills (Level 2)

Prerequisites: Entry is granted at the discretion of the HoLA.

Why this course: This course provides the background learning for students to make informed decisions for a wider range of career pathways in the trade areas. Individual learning leading to either employment or decisions on focussing on one particular career pathway beyond school.

Course information: The course is based on acquiring skills and knowledge in mechanical engineering, introductory automotive and carpentry/cabinetry. Content covered in each area as follows:

- Mechanical Engineering – engineering based project/mini-bike.
- Automotive – tools, 2 and 4 stroke engines, and vehicle servicing and maintenance.
- Carpentry – projects include a cabinetry unit.
- Construction/building.

This course is modular course with a selection of Unit Standards offered.

Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course leads to: Level 3 Trade skills at WHS (8TRD) and/or Level 3 Automotive (8AUT).

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs. Standards offered may be subject to change at the beginning of the year depending on student numbers and standards compatible with the course.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 21907	Safe Welding under Supervision	3	Int	N	N
US 2395	Select, use and care for engineering hand tools	4	Int	N	N
US 21688	Demonstrate knowledge of Disassembling and Reassembling a Four Stroke Multi-Cylindar Engine	3	Int	N	N
US 25921	Make a Cupboard as a BCATS Project	6	Int	N	N
US 6401	Provide Basic Life Support	1	Int	N	N
US 6402	Provide First Aid	1	Int	N	N
	Maximum Credits Available	18			



7AUT – Automotive (Level 2)

Prerequisites: Entry is granted at the discretion of the HoLA.

Why this course:

- Applied learning.
- Career focussed.
- Gain industry qualifications, knowledge and skills.
- Safety – workplace safety requirements and practices.
- Can be taken as well as the Trades Academy Cromwell Automotive programme as the content differs.

Nationally there is demand for school leavers seeking employment in trades to be skilled and ready to enter the workforce.

Course information: The course is based on acquiring skills and knowledge at Level 2 based on Motor Vehicle Safe Motoring and all aspects of industry requirements:

- Knowledge of terminology in the motor industry.
- Knowledge of hand tools used in the automotive industry.
- Operation of two and four stroke petrol/diesel engines.
- Knowledge of fuel systems.
- Safe working practices.

This course includes practical on-site automotive experience, use of equipment and machinery. Work experience/gateway opportunities are available for students in a range of local businesses with a view to an apprenticeship or further training. Students undertaking this course will have the opportunity to complete the Standard Workplace First Aid Certificate.

Please note this is an alternative pathways course that does not lead to a university entrance (UE)-approved course at Level 3

This course leads to: Level 3 Automotive (8AUT) and/or Level 3 Trade skills at WHS (8TRD).

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs. Standards may be subject to change at the beginning of the year depending on student numbers and course compatibility.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 29579	Demonstrate knowledge of Good Work Habits and Safe Work Practices in the Motor Industry	4	Int	N	N
US 21670	Demonstrate knowledge of General Engineering Tasks in the Motor Industry	3	Int	N	N
US 21687	Demonstrate knowledge of Basic Tuning on a Four Stroke Petrol Engine	3	Int	N	N
US 30572	Demonstrate knowledge of Vehicle or Machine Batteries	3	Int	N	N
US 6401	Provide Basic Life Support	1	Int	N	N
US 6402	Provide First Aid	1	Int	N	N
Maximum Credits Available		15			



8DVC – Design & Visual Communication (Level 3)

Prerequisites: Level 2 Design and Visual Communication (7DVC) with a minimum of 16 credits and/or at the discretion of the HoLA.

Why this course: Design & Visual Communication focuses on real life problem solving. It also has a strong emphasis on high quality presentation. This course should appeal to students who enjoy to initiate and explore design ideas and who are able to produce and present their solutions creatively. At this level independent study skills are essential. Level 3 Design and Visual Communication leads to tertiary study in architecture, architectural drafting, Graphic design, fashion, landscape design, interior design, engineering, product design amongst others.

Course information: Design and Visual Communication involves the presentation of each student's solution to a personally identified design problem through application of the design process. This Level 3 course provides students with the opportunity to develop an in depth design solution within an area of personal interest where they will choose between either a spatial or product design.

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91627	Initiate design ideas through exploration	4	Ext	N	N
AS 91628	Develop a visual presentation that exhibits a design outcome to an audience	6	Int	N	N
AS 91629 OR AS 91630	Resolve a spatial design through graphic practice OR Resolve a product design through graphics practice	6	Int	N	N
	Maximum Credits Available	16			



8DIT – Digital Technology (Level 3)

Prerequisites: Level 2 Digital Technology (7DIT) with a minimum of 14 credits and/or at the discretion of the HoLA.

Why this course: Level 3 Digital Technologies offers students the opportunity to develop a larger project while following the technology design process. This course prepares students for further study in the vast field of Technology/Computer Science/Engineering.

Course information:

- Students will develop a computer program that utilises object oriented programming.
- Concepts, and study a range of computer science topics. In addition, they will undertake a major project in an area of interest that may include website development, database design, mobile app development, 3D modelling and game development.
- Skills learned in the course may include but are not limited to:
 - Object oriented programming using the Python programming language.
 - Design and development of responsive websites.
 - Computer science concepts.
- Brief development: analysis of project requirements to inform the scope of a software project.
- Prototype: development and implementation of a digital technology prototype.

This course is assessed using: Achievement Standards. The following are new standards that are still in development, therefore the exact standards used for assessment may changes. However, the overall topics and themes for the course will remain consistent.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91637	Develop a complex computer program for a specified task	6	Int	N	N
AS 91636	Demonstrate understanding of areas of computer science	4	Ext	Y	Y
<i>A major project will be completed that is assessed using a selection of the standards listed below. Two of the listed standards will be used for assessment purposes, giving a credit value of 8-12 credits for the project as a whole.</i>					
AS 91635	Implement complex procedures to produce a specified digital media outcome	4	Int	N	N
AS 91608	Undertake brief development to address an issue within a determined context	4	Int	N	N
AS 91610	Develop a conceptual design considering fitness for purpose in the broadest sense	6	Int	N	N
AS 91611	Develop a prototype considering fitness for purpose in the broadest sense	6	Int	N	N
	Maximum Credits Available	18-22			



8FTK – Food Technology (Level 3)

Prerequisites: Level 2 Food Technology (7FTK) with a minimum of 10 credits. There may be consideration given to a student who has followed a successful alternative pathway. These cases will be individually decided after discussion between the student and caregiver, the Teacher in Charge and the HoLA.

Why this course: Food Technology allows you to work creatively and analytically to identify, trial and evaluate potential solutions, and eventually put your ideas into practice. It is a fun but challenging subject that is approved for university entrance. Technology is the way of the future and there are numerous jobs and scholarships available for those that wish to pursue it. Whether or not you plan to engage in a career in food technology, you will develop a level of technological understanding that will enable you to be involved as an informed participant in an ever changing society. Food Technology will allow you to look at the world differently.

Course information: The aim of this course is to explore complex concepts and procedures used in food technology. As well as developing your cooking skills, you will be given the opportunity to complete a major ten-credit project which will involve you working with a client or stakeholder to develop a solution for a need or opportunity that you have established through research and exploration of a context and its associated issues.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91643	Implement complex procedures to process a specified product	6	Int	N	N
AS 91608	Undertake brief development to address an issue within a determined context	4	Int	N	N
AS 91610	Develop a conceptual design considering fitness for purpose in broadest sense	4	Int	N	N
AS 91613	Demonstrate understanding of material development	4	Ext	N	N
	Maximum Credits Available	18			



8HTK – Hard Materials Technology (Level 3)

Prerequisites: Completion of the Level 2 Hard Materials Technology course (7HTK) with 14 credits or more (or by negotiation with the HoLA/subject teacher).

Why this course: Hard Technology focuses on the development of outcomes to address real-world needs or opportunities as identified by you, based on research and stakeholder consultation. There is an emphasis at Level 3 on the documentation of the design process, as well as an expectation that practical skills and knowledge are at a high standard.

Course information: This Level 3 course is a UE approved subject. It offers a range of different Achievement Standards that allow students to embark on an individual pathway based on their passions and interests.

This course is assessed using: Achievement Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91608	Undertake brief development to address an issue within a determined context	4	Int	N	N
AS 91610	Develop a conceptual design considering fitness for purpose in the broadest sense	6	Int	N	N
AS 91611	Develop a prototype considering fitness for purpose in the broadest sense	6	Int	N	N
AS 91618	Undertake development and implementation of a green manufacturing process	6	Int	N	N
AS 91620	Implement complex procedures to integrate parts using resistant materials to make a specified product	6	Int	N	N
AS 91623	Implement complex procedures to create an applied design for a specified product	4	Int	N	N
	Maximum Credits Available	22			



8TRD –Trade Skills (Level 3)

Prerequisites: An interest in the trades sector and ideally some prior learning at either school or Cromwell Trades Academy helpful. Entry is at the discretion of the HoLA.

Why this course:

- Applied learning in a wider range of trades.
- Career focussed.
- Gain industry qualifications, knowledge and skills as preparation for securing an Apprenticeship or place in a pre-trades course at Polytech.

This course provides the background learning for students to make informed decisions for a wider range of career pathways in the trade areas. Individual learning leading to either employment or decisions on focussing on one particular career pathway beyond school.

Course information: The course is based on acquiring skills and knowledge in Mechanical Engineering, Introductory Automotive and Carpentry/Cabinetry. Content covered in each area as follows:

- Mechanical Engineering – Welding: construction of a go-cart/personal project.
- Automotive: car tuning, brakes, diesel engines, small engines, strip and reassemble engines.
- Carpentry: building project (shed).

This course is modular course with a selection of Unit Standards offered.

This course is assessed using: Unit Standards. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 30477	Demonstrate knowledge of Petrol and Diesel Engines	4	Int	N	N
US 30563	Demonstrate knowledge of Automotive, Charging and Starting Systems	4	Int	N	N
US 20799	Demonstrate knowledge of Common Engineering Metals	4	Int	N	N
US29684	Undertake a Stage 3 BCATS project	12	Int	N	N
	Maximum Credits Available	24			



8AUT – Automotive (Level 3)

Prerequisites: An interest in the Automotive industry and ideally some prior learning at either school or Cromwell Trades Academy. Entry is at the discretion of the HoLA.

Why this course:

- Applied learning.
- Career focussed.
- Gain industry qualifications, knowledge and skills as preparation for securing an Apprenticeship or place in a pre-trades course at Polytech.

This course provides the background learning for students to make informed decisions for transitioning to a career pathway in the automotive area. Individual learning leading to either an apprenticeship or further study/qualifications leading to employment in the industry.

Course information: The course is based on acquiring skills and knowledge in Automotive Engineering.

Practical may include:

- Servicing, tuning, brakes, maintenance.
- Welding - MIG, Arc, gas.
- Panel beating/restoration.

This course is assessed using: Unit Standards. This course is modular course with a selection of Unit Standards offered. A selection of the following standards will be assessed to meet the student's individual needs.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 30570	Demonstrate knowledge of Welding in the Motor Industry	3	Int	N	N
US 30568	Demonstrate knowledge of Brake Systems	4	Int	N	N
US 30574	Demonstrate knowledge of Ignition Systems	3	Int	N	N
US 920	Describe the Construction and Operation of Manual and Semi-Automatic Transmissions	4	Int	N	N
US 240	Demonstrate knowledge of petrol fuel systems	3	Int	N	N
	Maximum Credits Available	17			

Student Learning Support & Work and Study Skills

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5LSP1 & 5LSP2 – Literacy Support 1 & 2			9ACA – Trades Academy (Cromwell) 8GAT – Gateway (Workplace learning)	
5TAD1 & 5TAD2 – Talent Development (G&T)				8SIL – Senior Independent Learning
<i>Correspondence – other options may be available for study by distance learning</i>				

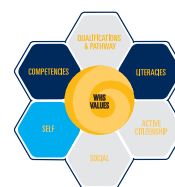
Our Student Learning Support team consists of the following specialist teachers and coordinators. For more details on any of the above courses, please see the following staff:

- Head of Student Learning Services – Ms Katie Tomkins
- Literacy Support – Ms Katie Tomkins
- Numeracy Support – Mrs Jane Adolph (please see the Mathematics section for more information on Numeracy Support)
- Special Educational Needs Coordinator (SENCO) – Mrs Karen Jamieson
- Programme Support Coordinator – Mr Ryan Gilbertson
- Gifted and Talented Coordinator – Mr Oded Nathan
- Careers Counselling – Mrs Bronwyn Gardiner, Ms Melanie Holland & Ms Tanya Glanfield
- Distance Learning/Correspondence – Mr Dax Richards & Ms Penny Hearn
- Special Assessments Coordinator – Jane Adolph
- Youth Support Worker – Gareth Hughes



5LSP1 & 5LSP2 – Literacy Support 1 & 2

Available for study in:	Year 9 and Year 10. Entry will only be as directed by Student Learning Services who will triangulate entrance testing, teacher recommendation and overall teacher judgment. Students requiring Literacy support will be notified by the SLS team and a meeting will be arranged.
Main areas of study:	These courses will be aimed at the students who sit under the minimum literacy thresholds for Year 9 and Year 10 and therefore require appropriate evidence-based intervention. Students will be directed into these courses after the analysis of diagnostic and start of year testing in consultation with their parents.
In this course you will learn:	<p>This has two progressions and these allow students to develop their reading skills and then their writing skills. Students will learn literacy strategies to enable them to become more fluent readers. They will then be able to apply these strategies across the curriculum to allow greater educational success.</p> <p>Over the semesters, key skills that will be taught are:</p> <ul style="list-style-type: none"> ■ Decoding. ■ Spelling. ■ Vocabulary. ■ Fluency. ■ Applying word knowledge to text. ■ Memory strategies .
Methods of assessment:	Students will be assessed using diagnostic literacy assessments. Dyslexia screening is available where necessary.
This course leads to:	Accelerating students literacy development to help them reach the expected level.
Equipment:	Laptop, 1B8 workbook and set of highlighters.
Who to talk to for more information:	Ms Tomkins (HoLA SLS)



5TAD1 & 5TAD2 – Talent Development

Available for study in:	Year 9 and 10. To successfully participate in this course students will need to demonstrate a high level of self-management. Entry into this course will be reviewed by the HoLA and/or G&T coordinator and will be evaluated periodically throughout the duration of the course.
Main areas of study:	Talent Development is an optional programme for academically gifted Year 9 and Year 10 students. This is an opportunity for students to personalise their own course by developing their skills and knowledge around an area of interest or passion. The teacher will help facilitate individualised learning programs but the most successful students will be self-starters and self-directed.
In this course you will learn:	<ul style="list-style-type: none"> ■ Explore areas of student interest. ■ Focus in on an area of particular interest, and design a personalised learning program. ■ Presentation skills. ■ Aspects of the Ākonga Profile that will be developed are: <ul style="list-style-type: none"> ▶ Self-management. ▶ Resilience and perseverance. ▶ Self-awareness and critical thinking around your chosen area of study. ▶ Meta-cognition including reflective practice and feedback.
Methods of assessment:	As this course will vary significantly in content between students, the main reporting throughout the course will focus on the competencies in our Ākonga Profile; self-management, collaboration, curiosity, critical-thinking, creativity, problem-solving, metacognition, but may differ between students. Student's projects will be presented through a community evening and could take a multitude of forms from visual display to TED style talk, etc.
This course leads to:	Talent development allows students to explore their areas of passion and research the ways in which they can apply their interests in their future life. The skills and personal competencies developed will help students across all future areas of study.
Equipment:	Dependant on the chosen line of study.
Who to talk to for more information:	Ms Tomkins (HoLA SLS) or Mr Nathan (Gifted & Talented Coordinator)



9ACA – Trades Academy (Cromwell)

Prerequisites:	The programme is offered to Year 12 and Year 13 students. Wakatipu High School links with Otago Polytechnic and the other Central Otago schools. This known as the Otago Secondary Tertiary College (OSTC). This is a government approved partnership. Students who have identified interest/intent in the study areas offered would be advised to consider this option.
Why this course:	<p>The purpose of the Trades Academy is to:</p> <ul style="list-style-type: none"> ■ Provide students with a wider range of options for study in NCEA. ■ Provide students with clear post-school pathways and give them a head start to achieving vocational qualifications. ■ Allow schools and Otago Secondary-Tertiary College to be more responsive to local business and economic needs.
Course information:	<p>How does studying at the Trades Academy fit in with school?</p> <p>Your trade qualification will be one subject of your NCEA selected subjects. You will attend Otago Polytechnic in Cromwell each Friday to study for your vocational qualification and attend school Monday to Thursday to study the rest of your NCEA qualifications. Trades Academy will show as one subject line on your timetable. During these periods Monday to Thursday you will catch up on subject work missed on Fridays with the assistance of our SIL class. Transport will be provided between school and Cromwell free of charge.</p> <p>In 2020 Otago Secondary Tertiary College will offer the Trades programmes listed below</p> <ul style="list-style-type: none"> ■ Automotive – Level 2. ■ Building and Construction – Level 2. ■ Primary Industries – Level 2. ■ Hospitality and Cookery – Level 2.
Who to talk to for more information:	Careers Advisor



8GAT – Year 12/13 Gateway: Structured Workplace Learning

Prerequisites:	Selection into the programme will be based on: previous academic achievement; ability to work independently; student/parent enthusiasm; and evidence of some career direction linking to the workplace industry. All interested students will be required for an interview to assess suitability. Enquiries to the Careers Hub.
Why this course:	Gateway will assist the student to succeed in obtaining entry either in their chosen areas of employment or set them up for further study leading to employment.
Course information:	<p>This programme is intended to assist students to make a start on their vocational pathway while still at school. It gives students the opportunity to gain qualifications in a career they are motivated to pursue for the future. There will be an opportunity to gain informed insight into a specific career area and gain some NCEA qualifications.</p> <p>Workplace learning will be a minimum of 20 hours spread over a number of days and up to one full day per week over a period of 20 weeks.</p> <p>Students will work and learn new skills in the workplace and be assessed by an accredited assessor in the field they are exploring. As part of the subject option selection interested Year 12 and 13 students are asked to apply for Gateway by recording this as one of their subject choices. Prior to students starting work placement the following will be covered:</p> <ul style="list-style-type: none"> ■ Health and Safety Requirements. ■ Setting up the Learning Plan. ■ Goal Setting. ■ Identifying Career Pathways. ■ Understanding Basic Employment Rights. ■ Effective Work Practice. ■ Specific Employer Expectations in and Workplace study.
This course is assessed using:	NCEA Levels 1, 2 and 3. There is an expectation that students will achieve a minimum of 20 credits through the industry provider and in the related employment skills Unit Standards. This combined with workplace learning/experience is equivalent to a full subject.
Who to talk to for more information:	Careers Advisor



8SIL – Senior Independent Learning

Prerequisites:	Only Year 13's can select SIL. Students in Year 12 who wish to do SIL can only do so through application to the Senior Leadership Team with an endorsement from their Dean.
Why this course:	Students are provided time to complete work which is generated from their other subjects. The main focus is the teachings of thinking and metacognitive skills to develop students' ability to be successful and self-aware high performing independent learners.
Course information:	<p>In this course you will learn to:</p> <ul style="list-style-type: none"> ■ Plan your own learning. ■ Manage your time. ■ Work productively collaboratively. ■ Reflect on your own learning. ■ Set goals and plan a pathway to achieving them. ■ Study, revise and take notes successfully. ■ Become self-aware around your own learning dispositions and habits. ■ Learn how to learn. ■ Reflect on your own thinking. <p>Students will be on an individual program contextualised by where they are at on the learning continuum.</p>
Who to talk to for more information:	Mr Nathan (Senior Deputy Principal)



Distance Learning – The Correspondence School and NetNZ

Available for study in:	Year 9 to Year 13
Main areas of study:	Please discuss with Mr Richards what courses might be available
Course information:	<p>Distance Learning, also known as “online learning” and “e-learning”, refers to any learning that is undertaken by students at school but with a teacher or tutor from outside our school. There are currently two avenues for distance learning for our students:</p> <ul style="list-style-type: none"> ■ Te Aho o te Kura Pounamu – the Correspondence School ■ NetNZ learning community <p>Who can enrol in Distance Learning courses</p> <ul style="list-style-type: none"> ■ Year 12 and Year 13 students wishing to access courses which Wakatipu High School does not offer ■ Year 9 to Year 13 students wishing to study their first or second language, if it is not offered at Wakatipu High School <p>What is required of students</p> <ul style="list-style-type: none"> ■ To be able to work independently, take ownership of their own learning. ■ Regular attendance at NetNZ video conferences/Google Hangouts. ■ To submit work on a regular basis to their e-teacher. ■ To communicate regularly with the e-teacher. This can be done by email, phone, Google Talk. ■ To communicate regularly with the e-learning co-ordinators (Mr Richards and Mrs Hearn).
Methods of assessment:	<p>Once you are entered in a course you will work with your e-teacher and Mr Richards to confirm your assessment programme for the year, e.g. the number and range of standards that you will be attempting.</p> <p>The e-teacher will provide an online learning course where resources, lessons, homework and assessments are made available.</p> <p>Students will have their online class on their timetable and will be in a supervised area during this time.</p>
Who to talk to for more information:	Mr Richards and Mrs Hearn (Distance Learning Coordinators)

Cross-Curricular Courses

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5XCR - Cross-Curricular English, Mathematics and Science				
				8PNP – Passions and Pathways



5XCR – Cross-Curricular English, Mathematics and Science

Available for study in: Year 9.

Main areas of study: Year 9 students who wish to complete their English, Mathematics and Science through an integrated cross-curricular course, structured around a critical theme or context, may select this option. Please note this will replace 5ENW, 5MGM and include a second semester of science.

In this course you will learn: The context of this course will be discussed with three teachers early in 2020 and will be co-constructed between teachers and students.

This course leads to: English, Mathematics and Science in Year 10.

Who to talk to for more information: Mrs Sonia Panapa (Deputy Principal)



8PNP – Passions and Pathways

Prerequisites: Available to Senior students only. Students will need to complete an application form and entry will be at the discretion of the TiC or SLT.

Why this course: An opportunity for students in Year 11, 12 and 13 to personalise a course that would meet their learning needs in relation to a passion and/or a pathway. The course would be constructed in conjunction with teachers and is not restricted to any one learning area. It provides an opportunity to enhance and develop areas of interest (passion subjects). It can also serve to assist pathways to further study.

Course information: Each student involved in designing and building a course of 15-20 credits from NCEA Achievement Standards. Learning would be project and inquiry focused with guidance from teachers and access to specialists, as required. Students with identified passions and/or pathways could use this course to extend and challenge their areas of interest. For UE purposes standards for UE subjects would sit within the markbooks of those subjects in order to be counted as part of the 14 or more credits towards UE. Students could potentially extend into Level 4 studies through SIT and University courses.

Course design is individualised to construct a purposeful and meaningful course for each student.

This process begins toward the end of the previous academic year with information being gathered by students for and about themselves. The process of mapping out the course would be completed in the first few weeks of the academic year. This process will be co-constructed with the input of Kaiārahi, subject teachers and Whānau. This is an involved and considered process; not a open menu of standards that students freely pick and choose.

Education for Sustainability standards could form the backbone of this type of course for students. They are action focused and lend themselves to be paired with standards from most Learning Areas (Arts, Health, Mathematics and Statistics, Physical Education, Technology, Social Sciences, Science). Equally courses could be contextually centred around topics. Examples could include Health, Food, or Philosophy.

Examples of possible course themes:

- Passion Project Human Rights Topic, e.g. Gender Inequality.
- Mountain Biking – technology, engineering, health, physical education.

This course is assessed using: Achievement Standards from Level 1-3. As part of the course design process learning programmes identified would be used to construct an assessment programme of approximately 15-20 credits.

Who to talk to for more information: Mr Gilbert or Ms Wood.



Wakatipu

HIGH SCHOOL

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