

2019 COURSE OPTION BOOKLET



Wakatipu
HIGH SCHOOL

SENIOR LEADERSHIP TEAM

Principal	Mr Steve Hall
Senior Deputy Principal	Mr Oded Nathan
Deputy Principal	Mr James Rasmussen
Assistant Principal	Mrs Sonia Panapa
Assistant Principal	Mrs Justine Duncan
Executive Officer	Ms Andrea Wilton-Connell

HEADS OF LEARNING AREAS (HoLA)

Arts	Mrs Alison Price
English	Ms Amanda Robinson
Health and PE	Miss 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

DEANS/GUIDANCE/CAREERS

Arthur Whanau	Mrs Penny Hearn (acting)
Duncan Whanau	Ms Katie Tomkins
Fox Whanau	Ms Maryanne Ahern
Hay Whanau	Mrs Ellen Paterson
Mackenzie Whanau	Miss Juliet Scott
Guidance Counsellor	Ms Vicki Patton
Guidance Counsellor	Mr Christopher Twedell
Careers Adviser	Mrs Bronwyn Gardiner
Careers Adviser	Ms Melanie Holland
International Students Director	Mrs Joan Potts

BOARD OF TRUSTEES

Chairperson	Mr Dean Hamilton
Trustee	Mr Tony Balfour
Trustee	Ms Niki Hawke
Trustee	Mrs Susan Mawhinney
Trustee	Mr Grant McCulloch
Trustee	Mr Charlie Phillips
Whanau Trustee	Ms Jackie Kukutai
Staff Trustee	Mrs Michelle Loggenberg
Student Trustee	Miss Mio Akiyama
Principal	Mr Steve Hall
Secretary	Ms Karla Dawson

2018 STUDENT LEADERSHIP

Head Students	Jordyn Clark and Bianca Crichton
Deputy Head Students	Chester Rosie, Olivia Woodham, Alfie Duffy and Lexi Rosemoore

Table of Contents

2019 Course Option Table.....	2
WHS Curriculum, Timetable and Course Selection.....	3
Selecting the Correct Course of Study	4
Careers Advice.....	4
National Certificate in Educational Achievement	7
University Entrance Requirements.....	8
The Arts: Ngā Toi.....	11
English: Te Reo Pākeha.....	44
Health and Physical Education: Hauora.....	60
Languages: Ngā Reo.....	79
Mathematics and Statistics: Pāngarau.....	106
Science: Pūtaiao.....	121
Social Sciences: Tikanga-ā-Īwi.....	136
Technology: Hangarau.....	156
Student Learning Services & Work and Study Skills.....	185
Cross-Curricular Courses.....	192

2019 Course Option Table

All options listed are subject to a minimum number of students selecting the option.

LEARNING AREA	YEAR 9 CURRICULUM LEVEL 4/5 (5+++)	YEAR 10 CURRICULUM LEVEL 5/6 (5A+++)	YEAR 11 NCEA LEVEL 1 (6+++)	YEAR 12 NCEA LEVEL 2 (7+++)	YEAR 13 NCEA LEVEL 3 (8+++)
Arts Ngā Toi	SART1 – Visual Art 1: "Still life painting" SART2 – Visual Art 2: "What's in a word" SART3 – Visual Art 3: "People and Portraits" SART4 – Visual Art 4: "Spaces"	SDRA1 – Drama: "We know what we are..." SDRA2 – Drama: "All the World's a stage" SDRA3 – Drama: "Come as you are" SDRA4 – Drama: "Counting the beat" SDRA5 – Performance Music 1: "Take it to the limit" SDRA6 – Performance Music 2: "For the love of it"	6ART – Visual Art 6DRA – Drama 6MUS – Music 6DAN – Dance 6PAR – Performing Arts	7ART – Art Painting 7ARD – Art Design 7ARH – Art History 7FOT – Art Photography 7DRA – Drama 7MUS – Music 7PAR – Performing Arts	8ARP – Art Painting 8ARD – Art Design 8ARH – Art History 8FOT – Art Photography 8DRA – Drama 8MUS – Music 8PAR – Performing Arts
	SENW – English (written) (compulsory) SENV – English (visual) (compulsory) SENF1 & SENF2 – Foundation English 1 & 2 SENF3 & SENF4 – Foundation English 3 & 4 SENM1 & SENM2 – English Migrant 1 & 2 SENIPE – Health & Physical Education (compulsory) SENP – Practical Physical Education SEHEA – Health	5ENW – English (written) (compulsory) 5ENV – English (visual) (compulsory) 5ENF3 & 5ENF4 – Foundation English 3 & 4 5ENM1 & 5ENM2 – English Migrant 1 & 2 5ENPE – Health & Physical Education (compulsory) 5ENP – Practical Physical Education 5ENHEA – Health	6ENG – English Academic 6ENF – English Visual & Creative 6ENM – English Migrant 6PED – Physical Education (PE) 6PEP – PE Practical 6HEA – Health Education	7ENG – English Academic 7ENF – English Visual & Creative 7ENM – Media Studies 7PED – Physical Education (PE) 7PEP – PE Practical 7HEA – Health Education 7OED – Outdoor Education	8ENG – English Academic & Scholarship 8ENF – English Visual & Creative 8ENM – Media Studies 8PED – Physical Education (PE) 8PEP – PE Practical 8HEA – Health Education 8OED – Outdoor Education
	5FRE1 – French 1: "My world" 5FRE2 – French 2: "Lights, camera, action" 5FRE3 – French 3: "Enjoy your meal" 5FRE4 – French 4: "Cost in town" 5MAO1 – Māori 1: "Toku Ao - My World" 5MAO2 – Māori 2: "Te Tāngata" 5MAO3 – Māori 3: "Kia pai te kai - Enjoy your meal" 5MAO4 – Māori 4: "Te Haerenga ki te Taone - Going to town" 5JAP1 – Japanese 1 5JAP2 – Japanese 2 5SPA1 – Spanish 1 5SPA2 – Spanish 2 5MND1 – Mandarin 1 5MND2 – Mandarin 2 5ESL1 & 5ESL2 – ELLP Foundation Stage	5FRE1 – French 1: "My world" 5FRE2 – French 2: "Lights, camera, action" 5FRE3 – French 3: "Enjoy your meal" 5FRE4 – French 4: "Cost in town" 5MAO1 – Māori 1: "Toku Ao - My World" 5MAO2 – Māori 2: "Te Tāngata" 5MAO3 – Māori 3: "Kia pai te kai - Enjoy your meal" 5MAO4 – Māori 4: "Te Haerenga ki te Taone - Going to town" 5JAP1 – Japanese 1 5JAP2 – Japanese 2 5SPA1 – Spanish 1 5SPA2 – Spanish 2 5MND1 – Mandarin 1 5MND2 – Mandarin 2 5ESL1 & 5ESL2 – ELLP Foundation Stage	6FRE – French 6MAO – Māori 7MAD – Māori 7NPA – Māori Performing Arts	7FRE – French 7MAO – Māori 7NPA – Māori Performing Arts	8FRE – French 8MAO – Māori
Mathematics and Statistics Pāngarau	5MNA – Number & Algebra (compulsory) 5MNG – Geometry & Measurement (compulsory) 5NSP1 & 5NSP2 – Numeracy Support 1 & 2	5MNA – Number & Algebra (compulsory) 5MNG – Geometry & Measurement (compulsory) 5NSP1 & 5NSP2 – Numeracy Support 1 & 2	6ESL – ESOL 6MAC – Theoretical Mathematics 6MAT – General Mathematics 6MAN – Mathematics for Numeracy	7ESL – ESOL 7MAC – Pre-Calculus 7MAS – Pre-Statistics 7MAT – General Mathematics 7MSP – Statistics for Numeracy	8ESL – ESOL 8MAC – Calculus 8MAS – Statistics 8MAT – General Mathematics
Science Pūtaiao	5SC11 – Science 1: Core Science (compulsory) 5SC12 – Science 2: Building Science Skills 5SC13 – Science 3: Core Science (compulsory) 5SC14 – Science 4: Building Science Skills for NCEA 5SC15 – Social Studies 3: "Extreme World" (Available only in 2019) 5SC16 – Social Studies 4: "The New World" (Available only in 2019) 5SC17 – Social Studies 1: "Global Crisis" (Available only in 2020) 5SC18 – Social Studies 2: "Difficult Differences" (Available only in 2020) 5SC19 – Thinking Critically 5SC20 – Enterprise and Innovation 5SC21 – Design & Visual Communication 5SC22 – Design & Visual Communication 5SC23 – Design & Visual Communication 5SC24 – Design & Visual Communication 5SC25 – Design & Visual Communication 5SC26 – Design & Visual Communication 5SC27 – Design & Visual Communication 5SC28 – Design & Visual Communication 5SC29 – Design & Visual Communication 5SC30 – Design & Visual Communication 5SC31 – Design & Visual Communication 5SC32 – Design & Visual Communication 5SC33 – Design & Visual Communication 5SC34 – Design & Visual Communication 5SC35 – Design & Visual Communication 5SC36 – Design & Visual Communication 5SC37 – Design & Visual Communication 5SC38 – Design & Visual Communication 5SC39 – Design & Visual Communication 5SC40 – Design & Visual Communication 5SC41 – Design & Visual Communication 5SC42 – Design & Visual Communication 5SC43 – Design & Visual Communication 5SC44 – Design & Visual Communication 5SC45 – Design & Visual Communication 5SC46 – Design & Visual Communication 5SC47 – Design & Visual Communication 5SC48 – Design & Visual Communication 5SC49 – Design & Visual Communication 5SC50 – Design & Visual Communication 5SC51 – Design & Visual Communication 5SC52 – Design & Visual Communication 5SC53 – Design & Visual Communication 5SC54 – Design & Visual Communication 5SC55 – Design & Visual Communication 5SC56 – Design & Visual Communication 5SC57 – Design & Visual Communication 5SC58 – Design & Visual Communication 5SC59 – Design & Visual Communication 5SC60 – Design & Visual Communication 5SC61 – Design & Visual Communication 5SC62 – Design & Visual Communication 5SC63 – Design & Visual Communication 5SC64 – Design & Visual Communication 5SC65 – Design & Visual Communication 5SC66 – Design & Visual Communication 5SC67 – Design & Visual Communication 5SC68 – Design & Visual Communication 5SC69 – Design & Visual Communication 5SC70 – Design & Visual Communication 5SC71 – Design & Visual Communication 5SC72 – Design & Visual Communication 5SC73 – Design & Visual Communication 5SC74 – Design & Visual Communication 5SC75 – Design & Visual Communication 5SC76 – Design & Visual Communication 5SC77 – Design & Visual Communication 5SC78 – Design & Visual Communication 5SC79 – Design & Visual Communication 5SC80 – Design & Visual Communication 5SC81 – Design & Visual Communication 5SC82 – Design & Visual Communication 5SC83 – Design & Visual Communication 5SC84 – Design & Visual Communication 5SC85 – Design & Visual Communication 5SC86 – Design & Visual Communication 5SC87 – Design & Visual Communication 5SC88 – Design & Visual Communication 5SC89 – Design & Visual Communication 5SC90 – Design & Visual Communication 5SC91 – Design & Visual Communication 5SC92 – Design & Visual Communication 5SC93 – Design & Visual Communication 5SC94 – Design & Visual Communication 5SC95 – Design & Visual Communication 5SC96 – Design & Visual Communication 5SC97 – Design & Visual Communication 5SC98 – Design & Visual Communication 5SC99 – Design & Visual Communication 5SC100 – Design & Visual Communication	5SC11 – Science 1: Core Science (compulsory) 5SC12 – Science 2: Building Science Skills 5SC13 – Science 3: Core Science (compulsory) 5SC14 – Science 4: Building Science Skills for NCEA 5SC15 – Social Studies 3: "Extreme World" (Available only in 2019) 5SC16 – Social Studies 4: "The New World" (Available only in 2019) 5SC17 – Social Studies 1: "Global Crisis" (Available only in 2020) 5SC18 – Social Studies 2: "Difficult Differences" (Available only in 2020) 5SC19 – Thinking Critically 5SC20 – Enterprise and Innovation 5SC21 – Design & Visual Communication 5SC22 – Design & Visual Communication 5SC23 – Design & Visual Communication 5SC24 – Design & Visual Communication 5SC25 – Design & Visual Communication 5SC26 – Design & Visual Communication 5SC27 – Design & Visual Communication 5SC28 – Design & Visual Communication 5SC29 – Design & Visual Communication 5SC30 – Design & Visual Communication 5SC31 – Design & Visual Communication 5SC32 – Design & Visual Communication 5SC33 – Design & Visual Communication 5SC34 – Design & Visual Communication 5SC35 – Design & Visual Communication 5SC36 – Design & Visual Communication 5SC37 – Design & Visual Communication 5SC38 – Design & Visual Communication 5SC39 – Design & Visual Communication 5SC40 – Design & Visual Communication 5SC41 – Design & Visual Communication 5SC42 – Design & Visual Communication 5SC43 – Design & Visual Communication 5SC44 – Design & Visual Communication 5SC45 – Design & Visual Communication 5SC46 – Design & Visual Communication 5SC47 – Design & Visual Communication 5SC48 – Design & Visual Communication 5SC49 – Design & Visual Communication 5SC50 – Design & Visual Communication 5SC51 – Design & Visual Communication 5SC52 – Design & Visual Communication 5SC53 – Design & Visual Communication 5SC54 – Design & Visual Communication 5SC55 – Design & Visual Communication 5SC56 – Design & Visual Communication 5SC57 – Design & Visual Communication 5SC58 – Design & Visual Communication 5SC59 – Design & Visual Communication 5SC60 – Design & Visual Communication 5SC61 – Design & Visual Communication 5SC62 – Design & Visual Communication 5SC63 – Design & Visual Communication 5SC64 – Design & Visual Communication 5SC65 – Design & Visual Communication 5SC66 – Design & Visual Communication 5SC67 – Design & Visual Communication 5SC68 – Design & Visual Communication 5SC69 – Design & Visual Communication 5SC70 – Design & Visual Communication 5SC71 – Design & Visual Communication 5SC72 – Design & Visual Communication 5SC73 – Design & Visual Communication 5SC74 – Design & Visual Communication 5SC75 – Design & Visual Communication 5SC76 – Design & Visual Communication 5SC77 – Design & Visual Communication 5SC78 – Design & Visual Communication 5SC79 – Design & Visual Communication 5SC80 – Design & Visual Communication 5SC81 – Design & Visual Communication 5SC82 – Design & Visual Communication 5SC83 – Design & Visual Communication 5SC84 – Design & Visual Communication 5SC85 – Design & Visual Communication 5SC86 – Design & Visual Communication 5SC87 – Design & Visual Communication 5SC88 – Design & Visual Communication 5SC89 – Design & Visual Communication 5SC90 – Design & Visual Communication 5SC91 – Design & Visual Communication 5SC92 – Design & Visual Communication 5SC93 – Design & Visual Communication 5SC94 – Design & Visual Communication 5SC95 – Design & Visual Communication 5SC96 – Design & Visual Communication 5SC97 – Design & Visual Communication 5SC98 – Design & Visual Communication 5SC99 – Design & Visual Communication 5SC100 – Design & Visual Communication	6SC1 – Science 6SC2 – Specialist Science 6GEO – Geography 6HIS – History 6ECB – Economics & Business Studies 6DVC – Design & Visual Communication 6DIT – Digital Technology 6ETK – Electronics 6HTK – Hard Materials Technology 6TRD – Trade Skills (at WHS) 6FTK – Food Technology 6HDS – Hospitality	7SC1 – Science 7SC2 – Specialist Science 7GEO – Geography 7HIS – History 7ECB – Economics & Business Studies 7DVC – Design & Visual Communication 7DIT – Digital Technology 7ETK – Electronics 7HTK – Hard Materials Technology 7TRD – Trade Skills (at WHS) 7FTK – Food Technology 7HDS – Hospitality	8SC1 – Science 8SC2 – Specialist Science 8GEO – Geography 8TOU – Tourism 8HIS – History 8ECB – Economics & Business Studies 8DVC – Design & Visual Communication 8DIT – Digital Technology 8ETK – Electronics 8HTK – Hard Materials Technology 8TRD – Trade Skills (at WHS) 8AUT – Automotive 8FTK – Food Technology 8HDS – Hospitality
Student Learning Support & Work and Study Skills	5LSP1 & 5LSP2 – Literacy Support 1 & 2 5TAD1 & 5TAD2 – Talent Development (GAT)	5LSP1 & 5LSP2 – Literacy Support 1 & 2 5TAD1 & 5TAD2 – Talent Development (GAT)	8LSP – Senior Independent Learning	8LSP – Senior Independent Learning	8LSP – Senior Independent Learning
Cross-Curricular Courses	5ANWP – Wicked Problem Solving	5ANWP – Wicked Problem Solving	8PNP – Passions & Pathways	8PNP – Passions & Pathways	8PNP – Passions & Pathways

WHS Curriculum, Timetable and Course Selection

From a curriculum perspective, 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 in that 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 before they specialise in the senior school. 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 and learn and achieve, as well as for life beyond school.

In addition, the timetable supports students to be able to multi-level study if that is appropriate for their learning and features a Kaiārahi model, in which a significant adult is there to support students academically and holistically to reach for their heights.

Our timetable runs on a two-week timetable, from Day 1 to Day 10. Ako Groups meet Monday and Friday for one hour and on Wednesday for 15 minutes. Kaiārahi are tasked with caring and supporting each and every student to reach for their heights and will be the primary support person for students and families. Ako time will also provide students with some time to work independently.

Students in the Junior school (Years 9 – 10) will select 12 half-year (semester) options in Year 9 and 12 half-year (semester) options in Year 10.

In Year 9 students take a full-year of English and Mathematics and then must take a minimum of a half-year (semester) from each of the six other Learning Areas (Arts, Health & Physical Education, Languages, Science, Social Sciences, and Technology). Year 9 students then select two more half-year options 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. In addition to their compulsory English, Mathematics, Science and Health & Physical Education subjects, students then select six more half-year options from the vast range of options that are available, so long as they have met the requirement above.

Some students in Year 9 and Year 10 will be required to have an option of Literacy, Numeracy and/or English Language Support to support their learning across the curriculum, which may result in one or two fewer option choices. In this case, students may be granted dispensation from the minimum of two half-year options from each of the Learning Areas by the end of their junior years.

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.

This book will assist Wakatipu High School students and their parents/caregivers to make course option selections for 2019. 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 or Careers Adviser. The House Dean and/or Kaiārahi will also be very helpful in discussing the course options selection process as a whole and the Senior Leadership Team is available for individual appointments. You can contact the front office and they will connect you with the appropriate person or people.

Selecting the Correct Course of Study

Choosing course options that combine student ability, interest, personality type and employment/study direction is extremely important.

Successful students study courses that combine:

ABILITY + INTEREST + EMPLOYMENT/STUDY DIRECTION + KEEPING OPTIONS OPEN

QUESTIONS YOU NEED TO 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 that good start—the one that sends them in the right direction and provides the skills, confidence and competence building that is so critical for progress beyond school. Long term career prospects are largely determined in the first ten years of working life. Subject selection can be difficult when you are not fully informed. In this world of constant change, it is not easy for both parents and students to know the requirements of what subjects to study to support longer term goals/pathways, and be informed about the changes relating to tertiary courses or training programmes leading to apprenticeships or entry level employment.

If you have any questions regarding this, Wakatipu High School has two Careers Advisers available. Please do not hesitate to contact the Careers Hub for further information.

Vocational Pathways

Vocational Pathways are part of the Government's Youth Guarantee scheme, which is about improving the transition from school to work by providing a wider range of learning opportunities, making better use of the education network, and creating clear pathways from school to work and study. What it means is it helps you plan your journey from learning to earning. Click on the link for detailed information—'[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 on the rosette to the right.

Each sector pathway was developed by a consortium made up of industry and education representatives, and coordinated by a Pathways Advisory Group, with an overarching working group drawing together the final decisions. The rosette is shown on the Level 2 subjects with the vocational pathway(s) starred to show they contribute.

Students can check their own NZQA profile (www.nzqa.govt.nz/login/)— this will show you your progress towards achieving NCEA with the Vocational Pathways also showing on your record of achievement. You can also use the online Profile Builder to explore your study options and start building your Vocational Pathways 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

It is important to keep options open so that a range of career pathways will be available when making the transition beyond school. However, many tertiary study courses make recommendations for background study. 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 studied beyond school. All degree study requires University Entrance. As this list is not exhaustive, 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. Very useful to take some combo of Level 3 Art (Design, Painting, Photography) and/or Graphics.
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 (advised to have both 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	Otago Contemporary School of Music, Christchurch Jazz School, NZ Drama School, NASDA, etc. all require music and/or drama respectively, 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 at Level 1 and achievement of Level 2 helpful.

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 assessment (by the school) and external assessment (by examination or outside marking of portfolios) with “credits” earned going towards the NCEA qualification.

Knowledge and skills will be assessed using “Achievement Standards” with results being 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 being recognised at two levels: Not Achieved and Achieved.

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

Course Endorsement – Merit or Excellence

Obtained if 14 Merit and/or Excellence credits (3 internal + 3 external + 8 others) are achieved in a designated course.

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.

NCEA Level 3 (Year 13) (see following page for University Entrance requirements)

Awarded when 80 credits are earned – with at least 60 at Level 3 + 20 from Level 2 or higher + Level 1 Literacy and Numeracy.

New Zealand Scholarship

New Zealand Scholarship is a separate award from NCEA and is assessed by way of external assessment only. The assessments are separate from the Level 3 assessments. A New Zealand Scholarship is awarded if a student achieves the scholarship standard in three subjects. Students can also gain awards in individual subjects. See www.nzqa.govt.nz for more information.

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.

University Entrance Requirements

NZQA has completed its review of the University Entrance (UE) requirements and below are the current MINIMUM requirements.

- 14 credits in each of three subjects from the list of approved subjects (see details 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 (i.e. 26623, 26626, 26627). 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 3.1 (91482) can contribute two credits to the reading requirement and two credits to the writing requirement.

This is the base requirement for entry, and 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 | ■ Drama | ■ Media Studies |
| ■ Biology | ■ Economics | ■ Music |
| ■ Business Studies | ■ English | ■ Painting (Practical Art) |
| ■ Calculus | ■ Food Technology | ■ Photography (Practical Art) |
| ■ Chemistry | ■ French | ■ Physical Education |
| ■ Design (Practical Art) | ■ Geography | ■ Physics |
| ■ Design & Visual Communication | ■ History | ■ Statistics |
| ■ Digital Technologies | ■ Mathematics | ■ Technology |

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, Health Education, Home Economics, Indonesian, Japanese, Korean, Latin, Print Making (Practical Art), Processing Technologies, Religious Studies, Samoan, Sculpture (Practical Art), Spanish, Social Studies, Te Reo angatira 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—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 is setting their own system but it seems 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. Longer 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.

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”		6ART – Visual Art	7ARP – Art Painting 7ARD – Art Design 7ARH – Art History 7FOT – Art Photography	8ARP – Art Painting 8ARD – Art Design 8ARH – Art History 8FOT – Art Photography
5DRA1 – Drama: “To thine own self be true” 5DRA2 – Drama: “The world’s my oyster”	5ADRA1 – Drama: “We know what we are, but know not what we may be” 5ADRA2 – Drama: “All the World’s a Stage”	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 the visual arts options in any order of preference.

The Drama course options are designed for specifically for Year 9 and Year 10 students. 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.

It would be suggested that students intending to study Drama or Music over two years would take Options 1 and/or 2 in Year 9 and continue to Options 3 and/or 4 in Year 10.

Additionally, it is recommended that students intending to follow through with any of the Arts at a higher level 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:	This unit predominantly covers drawing and painting of objects with particular study of personal objects using a range of Pop Artists as starting points to develop work further.
In this course you will learn:	<ul style="list-style-type: none"> ■ 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
Methods of assessment:	We assess using the four strands that are outlined in the NZ Curriculum. 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.
Equipment:	Students will be given a stationery list with required equipment to purchase through Office Max. Adobe Creative Cloud is required for this course and the licence is included in the course fees.
Course cost:	\$60.00. A portion of this cost will be to purchase all of the equipment required through Office Max.
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 type 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:	<ul style="list-style-type: none"> ■ 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
Methods of assessment:	We assess using the four strands that are outlined in the NZ Curriculum. 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
Equipment:	Students will be given a stationery list with required equipment to purchase through Office Max. Adobe Creative Cloud is required for this course and the licence is included in the course fees.
Course cost:	\$60.00. A portion of this cost will be to purchase all of the equipment required through Office Max.
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:	<ul style="list-style-type: none"> ■ 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
Methods of assessment:	We assess using the four strands that are outlined in the NZ Curriculum. 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.
Equipment:	Students will be given a stationery list with required equipment to purchase through Office Max. Adobe Creative Cloud is required for this course and the licence is included in the course fees.
Course cost:	\$60.00. A portion of this cost will be to purchase all of the equipment required through Office Max.
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, man-made 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:	<ul style="list-style-type: none"> ■ 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
Methods of assessment:	We assess using the four strands that are outlined in the NZ Curriculum. 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.
Equipment:	Students will be given a stationery list with required equipment to purchase through Office Max. Adobe Creative Cloud is required for this course and the licence is included in the course fees.
Course cost:	\$60.00. A portion of this cost will be to purchase all of the equipment required through Office Max.
Who to talk to for more information:	Ms Scott, Mrs Brown, Ms Koehn

5DRA1 – Drama: “To thine own self be true”

Available for study in:	Year 9
Main areas of study:	<p>Foundation #1 – Performance Skills in Drama</p> <p>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 aim for students to build confidence in performance and in their knowledge of stagecraft.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Ability to collaborate in a group and develop an idea into a final product of work (devising) ■ Develop a sustained, credible role through interpretation and understanding of a text ■ Understanding of how to apply drama techniques when performing a role ■ An appreciation of a wide variety of texts from New Zealand and across the world ■ Develop your confidence through improvisation and other impromptu situations ■ Understanding of how drama conventions and elements can shape a piece of original work ■ Self-esteem & confidence in public speaking ■ 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
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	5ADRA1 and/or 5ADRA2
Equipment:	Students are required to wear PE Uniform or leggings to class.
Course cost:	\$15.00 to cover costs of costume, props, make up and set
Who to talk to for more information:	Mr Hansen

5DRA2 – Drama: “The world’s my oyster”

Available for study in:	Year 9
Main areas of study:	<p>Project #1 - Creating Drama for Purpose</p> <p>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.</p> <p>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 are a few examples.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Ability to collaborate in a group and develop an idea into a final product of work (devising) ■ Develop a sustained, credible role through interpretation and understanding of a text ■ Understanding of how to apply drama techniques when performing a role ■ An appreciation of a wide variety of texts from New Zealand and across the world ■ Develop your confidence through improvisation and other impromptu situations ■ Understanding of how drama conventions and elements can shape a piece of original work ■ Self-esteem & confidence in public speaking ■ 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
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	5ADRA1 and/or 5ADRA2
Equipment:	Students are required to wear PE Uniform or leggings to class.
Course cost:	\$15.00 to cover costs of costume, props, make up and set
Who to talk to for more information:	Mr Hansen

5ADRA1 – Drama: “We know what we are, but know not what we may be”

Available for study in:	Year 10
Main areas of study:	<p>Foundation #2 - Performance Skills in Drama</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Ability to collaborate in a group and develop an idea into a final product of work (devising) ■ Develop a sustained, credible role through interpretation and understanding of a text ■ Understanding of how to apply drama techniques when performing a role ■ An appreciation of a wide variety of texts from New Zealand and across the world ■ Develop your confidence through improvisation and other impromptu situations ■ Understanding of how drama conventions and elements can shape a piece of original work ■ Self-esteem & confidence in public speaking ■ 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
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	NCEA full year courses and onto relevant tertiary study. Pathways include Writing, Directing, Acting, Law, Arts management, Communications, Media Studies, Stage management, teaching, film and television production, TV presenting and other creative industries.
Equipment:	Students are required to wear PE Uniform or leggings to class.
Course cost:	\$15.00 to cover costs of costume, props, make up and set
Who to talk to for more information:	Mr Hansen

5ADRA2 – Drama: “All the World’s a Stage”

Available for study in:	Year 10
Main areas of study:	<p>Project #2 - Creating Drama for Purpose</p> <p>This is a project based course where students will plan, develop and perform collaboratively a drama project intended for a specific group in the community. All aspects of production will be organised by the student group. The group will link their work to, and explore a specific Theatre Form.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Ability to collaborate in a group and develop an idea into a final product of work (devising) ■ Develop a sustained, credible role through interpretation and understanding of a text ■ Understanding of how to apply drama techniques when performing a role ■ An appreciation of a wide variety of texts from New Zealand and across the world ■ Develop your confidence through improvisation and other impromptu situations ■ Understanding of how drama conventions and elements can shape a piece of original work ■ Self-esteem & confidence in public speaking ■ 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
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	NCEA full year courses and onto relevant tertiary study. Pathways include Writing, Directing, Acting, Law, Arts management, Communications, Media Studies, Stage management, teaching, film and television production, TV presenting and other creative industries.
Equipment:	Students are required to wear PE Uniform or leggings to class.
Course cost:	\$15.00 to cover costs of costume, props, make up and set
Who to talk to for more information:	Mr Hansen

5MUS1 – Music Performance 1: “Come as you are”

Available for study in:	Year 9 and Year 10. This is course is designed for students who have had limited experience in music and wish to develop basic skills in performance.
Main areas of study:	The main focus is on developing instrumental and vocal skills with the emphasis on developing 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. These lessons will assist with development of technique and musical understanding. This course will also involve learning of musical theory to assist with music reading and understanding of musical elements and features, exploration of music from different genres and basic use of music technology.
In this course you will learn:	<ul style="list-style-type: none"> ■ 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. ■ Develop confidence through 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. ■ Develop your understanding of how to use and apply basic music theory and reading. ■ Develop your understanding of music through exploration of different genres. ■ There will also be provision for extension work based on individual project based activities.
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	5MUS3
Equipment:	Clearfile, paper and pens
Course cost:	Possible instrumental hire cost
Who to talk to for more information:	Mrs Price

5MUS2 – Creating Music 1: “Counting the beat”

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:	<p>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:</p> <ul style="list-style-type: none"> ■ GarageBand ■ Mixcraft ■ Guitar Pro ■ Sibelius <p>This course will also involve learning of basic music theory to assist with notation and understanding of musical elements and features.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Develop your understanding of how to create sound tracks for a short cartoon or movie extracts ■ Develop your understanding of the basics of the music language in terms of Elements and Features and how to apply them to your compositions ■ Develop your understanding of how to read and notate basic music ■ Develop your understanding of how different genres of music evolved and be able to describe their musical characteristics ■ Develop your understanding of how to use music technology to assist with recording your ideas ■ There will be also be some time spent in learning the basics of instrumental playing in guitar, keyboard and drums to help develop understanding of how to use them in compositions. It is expected that students will complete a portfolio of work that incorporates short pieces of music using a mixture of the programmes above. This will be a combination of individual and group based work.
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	5MUS4
Equipment:	Clearfile, paper and pens
Course cost:	Possible instrumental hire cost
Who to talk to for more information:	Mrs Price

5MUS3 – Music Performance 2: “Take it to the limit”

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 and who may be looking to access NCEA L1 Music in the following year.
Main areas of study:	The main focus is on further developing instrumental and/or vocal skills to prepare students for performance at the senior level. The emphasis is on further developing 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 student's skills.
In this course you will learn:	<ul style="list-style-type: none"> ■ 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. ■ Develop confidence 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. ■ Increase your understanding of how to read music. ■ Further develop knowledge of musical elements and features. ■ Further develop your understanding of different genres through listening and performing. ■ Use technology to enhance your performance work. ■ There will also be provision for extension work based on individual project based activities.
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	NCEA Level 1 Music
Equipment:	Clearfile, paper and pens
Course cost:	Possible instrumental hire cost
Who to talk to for more information:	Mrs Price

5MUS4 – Creating Music 2: “For the love of it”

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 and who may be looking to access NCEA L1 Music in the following year.
Main areas of study:	<p>This course further develops the skills learned in Creating Music 1. 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"> ■ Develop the skills to create soundtracks for a range of Movie clips. ■ Develop your understanding of how to present and record your own music using a range of programmes. ■ Further develop the skills to create your own song, solo instrumental, or band music. ■ Use the musical Elements and Features in a variety of creative contexts. ■ 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. ■ There will be also be some time spent 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.
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	NCEA Level 1 Music
Equipment:	Clearfile, paper and pens
Course cost:	Possible instrumental hire cost
Who to talk to for more information:	Mrs Price

5DAN1 & 5DAN2 – Dance: “Footloose”

Available for study in:	Year 9 and Year 10
Main areas of study:	<p>Performing:</p> <ul style="list-style-type: none"> ■ 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, etc. <p>Choreography:</p> <ul style="list-style-type: none"> ■ Elements – Body and space ■ Devices – Canon, repetition, inversion, and embellishment ■ Structures – Accumulation and Binary
In this course you will learn:	<ul style="list-style-type: none"> ■ Use elements of Dance to share personal movement vocabularies and the vocabularies of others ■ Develop the skills to explore and use choreographic devices to give form to dance ideas ■ Present dance for a particular purpose and record responses to their own and others' dance ■ Explore and describe how dance is used for different purposes in a range of cultures
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback along with the final summative grades. Assessments will vary from practical to written based tasks.
This course leads to:	This course leads to NCEA Level 1 Dance.
Equipment:	Dance gear
Course cost:	\$15.00 to cover costs of costume, props, make up and set
Who to talk to for more information:	Mrs Price or Miss Kumar

6ART – Visual Art (Level 1)

Prerequisites:	Completion of at least one semester of Junior Visual Art and/or HoLA/TIC approval
Why this course:	<p>This course enables students to gain a taste of what the study of painting, photography and design entails at the senior level. In completing this course, students will be more informed about the specific direction they wish their art to take at NCEA Level 2. Furthermore, research suggests that art education is important in developing thought processes and perceptual awareness, which is helpful in developing creative thinking. This, of course, can be applied to any field or endeavour.</p>
Course information:	<p>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.</p> <p>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.</p> <p>In Term One all students must complete a range of design and painting related activities. Once completed 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.</p> <p>A fun-filled, colourful year of experimentation and refining the art of picture making skills is to be expected. Students who are passionate about creativity and enjoy working in all fields of the arts should consider this course.</p>
Course cost:	\$120.00
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			

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 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:	<p>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!</p> <p>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.</p> <p>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.</p> <p>Pathways include Writing, Directing, Acting, Law, Arts management, Communications, Media Studies, Stage management, teaching, film and television production, TV presenting and creative industries.</p>
Course cost:	\$30.00 course costs covers production technology costs such as Make Up/Costume/Set and Props. There may be extra costs to access visiting Theatre Performances.
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 V3	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/or 5MUS4 option courses but entry is also possible in consultation with Mrs Price. Experience in playing an instrument/vocals is a necessary requirement to achieving in this course. Some knowledge of music reading would also be beneficial.
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 strongly 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>NCEA 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 ■ Use of sound technology in a performance situation <p>Pathways include: Performer, Arranger, Comper, Session Musician, Teacher, Events manager, broadcaster, media</p>
Course cost:	Possible costs for instrument hire and theory books (if applicable).
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	34			

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.
Course information:	<p>This courses 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 L1 Achievement Standards.</p> <p>Key skills that are developed include:</p> <ul style="list-style-type: none"> ■ 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 <p>Pathways include: Dance, choreography, Stage management, Teaching, TV and Film Production, TV Presenting and other creative industries.</p>
Course cost:	\$30.00. There may be other costs required to access Live Dance performances.
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 V3	Perform Dance sequences	6	Int	N	N
	Maximum Credits Available	24			

6PAR – Performing Arts (Level 1)

Prerequisites: Experience in some area of Performing Arts would be beneficial and 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.

Course cost: \$100.00

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	17			



7ARP – Art Painting (Level 2)

Prerequisites: 20 credits or more gained in Level 1 Art (6ART) and/or TIC/HoLA approval.

Why this course: 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).

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: 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:

- 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

Course cost: \$120.00 includes all necessary materials and tools to complete the course.

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 91321 V2	Develop ideas in a related series of drawings appropriate to established Painting practise	4	Int	N	N
AS 91325 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			



7ARD – Art Design (Level 2)

Prerequisites:	Completion of Junior Visual Art and/or Level 1 Art (6ART) and/or HoLA/TIC approval.
Why this course:	This course provides an introduction to graphic design and it enables students to gain the background skills and knowledge needed to satisfactorily undertake Level 3 Design. Students must complete this level before they are allowed move into Level 3. Further, research suggests that art education is important in developing thought processes and perceptual awareness which is helpful in developing creative thinking.
Course information:	<p>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.</p> <p>It is essential that the student has Adobe Photoshop.</p>
Course cost:	\$100.00. This includes drawing materials, workbook, A3 clearfile, memory stick. A portion of the fee is allocated to the students printing account to cover the cost of both A4 and A3 sized colour printing done throughout the year. Students are required to monitor their accounts to ensure that their design fee is used strictly for this subject area.
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 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.

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.

Course cost: \$5.00

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 V2	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			



7FOT – Art Photography (Level 2)

Prerequisites: Level 1 Visual Art course where they have studied Painting, Photography and Design. Also recommended are AS1.4 Digital Construction from Digital Technology (6DIT) and/or Level 1 Design & Visual Communication (6DVC). Students not meeting the prerequisites must complete a Photographic Analysis sheet to demonstrate their ability to research and discuss art works with the HoLA/TIC.

Why this course: Photography is both a creative and a technical course. It enables students to develop skills and pursue individual ideas during the year. Students gain a strong foundation in photography skills such as digital/manual camera knowledge, picture composition, black and white darkroom techniques, Photoshop skills, etc. It is also an art subject requiring knowledge and understanding of artist models and movements. 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 and can be applied to any field of endeavour. 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 traditional black and white development and printing, and 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 and allows students to explore their expressive ideas.

Course cost: A digital single-lens reflex camera is useful and can be hired from the school, if needed. Access to a computer at home or a laptop with Adobe Photoshop is an advantage. \$170.00 if students have their own camera or \$200.00 if students want to hire a camera (when available) during the year from the school library. This covers costs for a memory stick, workbook, **darkroom paper and the majority of printing costs, etc. Some costs may be subject to change.**

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 91307	Demonstrate an understanding of methods and ideas from established practice appropriate to Photography	4	Int	N	N
AS 91312	Use drawing methods to apply knowledge of conventions appropriate to Photography	4	Int	N	N
AS 91317	Develop ideas in a related series of drawings appropriate to established Photography practise	4	Int	N	N
AS 91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within Photography	12	Ext	N	N
	Maximum Credits Available	24			



7DRA – Drama (Level 2)

Prerequisites:	Level 1 Drama experience is preferred, but not essential. All students must seek approval from HoLA/TIC. Entry may be approved through an interview process. Students are encouraged to be involved in extra-curricular activities. Students are expected to be available to rehearse outside class time for the Level 2 major production.
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:	<p>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, intellectual creativity on a daily basis. For those who have taken Level 1 Drama, 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 forms such as Greek or Shakespeare.</p> <p>Pathways include writing, directing, acting, law, arts management, communications, media studies, stage management, teaching, film and television production, TV presenting and creative industries.</p> <p>This course provides a strong platform to continue in Year 13 and work towards acceptance into Performing Arts schools and Arts degrees majoring in theatre/performing arts.</p>
Course cost:	\$40.00 covers production technology costs such as make-up, costume, set & props. Students will view live performances outside class time or during class time as part of their course. These opportunities will be an extra cost.
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 91218 V2	Perform a substantial role in a scripted production	5	Int	Y	N
AS 91214 V2	Devise and perform a drama to realise an intention	5	Int	N	N
AS 91217 V2	Examine the work of a playwright	4	Int	Y	N
AS 91219 V1	Discuss drama elements, techniques, conventions and technologies within live performance	4	Ext	Y	N
AS 91216 V3	Use complex performance skills associated with a drama or theatre form or period	4	Ext	N	Y
AS 91220 V2	Script a scene suitable for drama performance	4	Int	Y	N
	Maximum Credits Available	22			

[Return to Contents](#)



7MUS – Music (Level 2)

Prerequisites:	It is expected that students will have completed the Level 1 Music course although entry can occur in consultation with Mrs Price. Experience in playing an instrument/vocals is required 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; 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 and use of sound technology in recording situations.</p> <p>Pathways include: Performer, Arranger, Comper, Session Musician, Teacher, Events manager, broadcaster, media</p>
Course cost:	Possible costs for instrument hire and theory books (if applicable).
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	24			



7PAR – Performing Arts (Level 2)

Prerequisites:	Experience in some area of Performing Arts would be beneficial and 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.
Course cost:	\$100.00
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			

8ARP – Art Painting (Level 3)

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

Course cost: \$120.00 covers all drawing and painting materials, workbook and clear-file and access to colour printer.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91446 V1	Research and analyse approaches within established painting practice	4	Int	N	N
AS 91451 V1	Investigate and use ideas and methods in the context of a drawing study in painting	4	Int	N	N
AS 91456 V1	Produce original work within painting to show extensive knowledge of art making methods and ideas	14	Ext	N	N
	Maximum Credits Available	22			

8ARD – Art Design (Level 3)

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

Course cost: \$220.00 includes drawing materials, workbook, A3 clearfile, 4GB memory stick. \$160.00 of the fee is allocated to the students printing account to cover the cost of both A4 and A3 sized colour printing done throughout the year. Students are required to monitor their accounts to ensure that their design fee is used strictly for this subject area.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91445 V1	Use drawing to demonstrate understanding of conventions appropriate to design	4	Int	N	N
AS 91450 V1	Systematically clarify ideas using drawing informed by established design practice	4	Int	N	N
AS 91455 V1	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	14	Ext	N	N
AS 91460 V1	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.
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.
Course cost:	None.
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	32			

8FOT – Photography (Level 3)

Prerequisites:	Level 2 Photography (7FOT) is compulsory; the student must have gained a Merit in AS 90480 at Level 2 and/or HoLA/TIC approval.
Why this course:	<p>This course enables those students interested in photography (both manual and digital) to gain more cohesive knowledge and skills. Students will endeavour to pursue their own thematic interests to develop more professional and conceptual photographs. It offers a more personal and in depth study of subject matter and media. This course requires self-motivated and dedicated students who are willing to put in the time out of school hours (e.g. after school, lunchtimes and weekends).</p> <p>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.</p>
Course information:	This course is designed to further students' knowledge of photography as an art-making subject. Students will become more confident with Adobe Photoshop and related black and white darkroom procedures. Students will explore more personal conceptual ideas and be urged to pursue more complicated and creative directions of study. Each student will exhibit works in an exhibition showcasing student photography.
Course cost:	A digital single-lens reflex camera is useful and can be hired from the school, if needed. Access to a computer at home or a laptop with Adobe Photoshop is an advantage. \$170.00 if students have their own camera or \$200.00 if students want to hire a camera (when available) during the year from the school library. This covers costs for a memory stick, workbook, darkroom paper and the majority of printing costs etc. There will be an extra charge for specific digital printing paper which will occur later in the year. Students may not spend the entirety of this course fee if they choose particular paper and printing options which can be discussed with the teacher during the year.
This course is assessed using:	Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91447 V1	Use drawing to demonstrate understanding of conventions appropriate to photography	4	Int	N	N
AS 91452 V1	Systematically clarify ideas using drawing informed by established photography practice	4	Int	N	N
AS 91457 V1	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 preferred, but not essential. All students must seek approval from HoLA/ TIC and an interview may be required. Students will be expected to be involved and, where possible, take a lead in extra-curricular activities such as Sheilah Winn, Theatre Federation One Act Play and the musical. Students are expected to be available to rehearse outside class time (scheduled breaks, after-school & weekends) for the Level 3 major production.
Why this course:	This is an invigorating, challenging and engaging course for mature young men and women. You will embark on a personal journey that will ask a lot of you but will bring you 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:	<p>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.</p> <p>Pathways include writing, directing, acting, law, arts management, communications, media studies, stage management, teaching, film and TV production, TV presenting and creative industries.</p> <p>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.</p>
Course cost:	\$50.00 covers production technology costs such as make-up, costume, set and props. Students will view live performances outside class time or during class time as part of their course. These opportunities will be an extra cost.
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 V1	Interpret scripted text to integrate drama techniques in performance	4	Int	Y	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 91513 V1	Devise and perform a drama to realise a concept	5	Int	N	N
AS 91516 V1	Demonstrate understanding of the work of a drama or theatre theorist or practitioner.	4	Int	Y	N
AS 91514 V2	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 although entry can occur in consultation with Mrs Price. Experience in playing an instrument/vocals for at least three years is recommended and some understanding of the music process would also be beneficial. Students will be expected to be involved and, where possible, take a lead in extra-curricular activities.

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 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.

Pathways include : Performer, Arranger, Comper, Session Musician, Teacher, Events manager, broadcaster, media

Course cost: Possible costs for instrument hire and theory books (if applicable).

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		26			

8PAR – Performing Arts (Level 3)

Prerequisites: Experience in some area of Performing Arts would be beneficial and 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.

Course cost: \$100.00

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	21			

English: *Te Reo Pākehā*

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5ENW – English (written) (compulsory)	5AENW – English (written) (compulsory)	6ENG – English 6ENF – Foundation	7ENG – English 7ENF – English Foundation 7MST – Media Studies	8ENG – English 8ENV – English Visual & Creative 8MST – Media Studies
5ENV – English (visual) (compulsory)	5AENV – English (visual) (compulsory)			
5ENF1 – Foundation English 1 5ENF2 – Foundation English 2	5AENF3 – Foundation English 3 5AENF4 – Foundation English 4			
5ENM1 & 5ENM2 – English Migrant 1 & 2		6ENM – English Migrant		

English Year 9 & Year 10 Courses

Junior English courses integrate the key competencies and strands of the curriculum within a thematic context. The English semester options are designed to allow students to take a full course of four semesters across Years 9 and 10. Each semester course will study a 'core' text and this text 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-below the expected literacy threshold, as determined through the triangulation 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.
- Please note that in some cases students may be recommended for additionally 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: Students have the opportunity to be involved in various competitions and activities throughout the year, such as Stop Drop Read, Spelling Xtra, New Zealand Spelling Bee and SpeechFest. These exciting and rewarding activities bring to life the fun, creative and practical side of English. We also have a large Book Club for students from all year levels, plus the Wakatipu Writing Club. Our Debating Club is formed of junior and senior students and all students are welcome to attend this and any of our other activities.

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

Available for study in:	Compulsory in Year 9
Main areas of study:	<p><i>“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</i></p> <p>As we know, while first impressions are powerful, they aren't always accurate as 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. This activity is meant 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 and complementary short texts, poetry and films. You will produce a piece of creative writing and a visual text to demonstrate your learning.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ To closely read a novel ■ To write a basic essay ■ To make connections between texts ■ To create a visual text that communicates more sophisticated ideas ■ To write creatively in a range of forms
Methods of assessment:	During the course you are assessed in a number of modes: essay writing, formal and creative writing, and visual texts.
This course leads to:	Year 10 English
Equipment:	1B8 exercise book, pens and pencils.
Course cost:	\$20.00 for annual subscription to homework programme.
Who to talk to for more information:	HoLA/Assistant HoLA

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

Available for study in:	Compulsory in Year 9
Main areas of study:	<p><i>“Your identity is your most valuable possession. Protect it.” – Elastigirl, The Incredibles</i></p> <p>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 core 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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ 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 create an oral text that communicates more sophisticated ideas
Methods of assessment:	During the course you are assessed in a number of modes: essay writing, formal and creative writing, and speaking.
This course leads to:	Year 10 English
Equipment:	1B8 exercise book, pens and pencils.
Course cost:	\$20.00 for annual subscription to homework programme.
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:	<p>Foundation English skills for success</p> <p>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 work on building the foundations to good communication by increasing skills in punctuation, grammar and spelling.</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Closely view films and other visual texts ■ Study a novel in depth ■ Use information literacy skills ■ Closely read a range of short fiction and poetry ■ Present information clearly in visual and oral forms ■ Write a range of text types <p>Students who take Foundation English will move towards Level 5 in a more supported manner, with extra time spent on reading and writing skills.</p>
Methods of assessment:	<p>There is thorough diagnostic testing at the start of the year with PAT Listening, PAT Reading Comprehension and e-asTTle reading and writing tests.</p> <p>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.</p>
This course leads to:	This course supports students who need additional support with their English to enable them to access the subject at Level 1.
Equipment:	1B8 exercise book, pens and pencils.
Course cost:	\$20.00 for annual subscription to homework programme.
Who to talk to for more information:	HoLA/Assistant HoLA

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

Available for study in:	Compulsory in Year 10
Main areas of study:	<p><i>“A novel can open doors to the past but also allow a look into the future.” – Sally Mann</i></p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ To closely read a novel ■ To write a 'describe and explain' essay ■ To make connections between texts ■ To create a visual text that communicates sophisticated ideas ■ To write in a variety of different forms
Methods of assessment:	During the course you are assessed in a number of modes: essay writing, formal and creative writing, and visual texts.
This course leads to:	Level 1 English and Media Studies courses.
Equipment:	1B8 exercise book, pens and pencils.
Course cost:	\$20.00 for annual subscription to homework programme.
Who to talk to for more information:	HoLA/Assistant HoLA

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

Available for study in:	Compulsory in Year 10
Main areas of study:	<p><i>“Survival is triumph enough.” – Harry Crews</i></p> <p>As basic as being human, each of us shares another common thread: the ability 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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ To closely read a film ■ To analyse short written texts ■ To write a ‘describe and explain’ essay ■ To make connections between texts ■ To complete a research inquiry ■ To present ideas verbally ■ To write in a variety of different forms
Methods of assessment:	During the course you are assessed in a number of modes: essay writing, formal and creative writing, and speaking.
This course leads to:	Level 1 English and Media Studies courses.
Equipment:	1B8 exercise book, pens and pencils.
Course cost:	\$20.00 for annual subscription to homework programme.
Who to talk to for more information:	HoLA/Assistant HoLA

5AENF3 & 5AENF4 – Foundation English 3 & 4

Available for study in:	Compulsory for Year 10 students with literacy levels below Level 5 at the start of Year 10. Students will be directed into this course following the triangulation of entrance data, overall teacher judgement and standardised testing.
Main areas of study:	<p>Constructing a foundation of core skills in preparation for Level 1 English</p> <p>This course develops the core communication skills that allow you to participate in English and other subjects as you move through the year levels. The difference between Level 4 and Level 5 of the curriculum is in the sophistication of the texts studied and the complexity of work that you are expected to produce.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Closely view films and other visual texts ■ Study a novel in depth ■ Use information literacy skills ■ Closely read a range of short fiction and poetry ■ Present information clearly in visual and oral forms ■ Write a range of text types <p>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.</p>
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:	This course is for students who need another year of skills building before being ready to work at Level 6/NCEA Level 1 of the NZ Curriculum in English.
Equipment:	1B8 exercise book, pens and pencils.
Course cost:	\$20.00 for annual subscription to homework programme.
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 are required in Year 10 English. The Year 10 English exam results will also indicate that the student will cope with the demands of this course. Some students may elect to study English: Foundation as an alternative to English. Entry is at the discretion of the HoLA.

Why this course: Understanding the meaning of different texts is an important part of literacy and communication. Level 1 English is a fun, challenging course for all students who intend to continue their study in any subject area to Level 2 and beyond. The skills developed in this course help support student learning in Year 12 and 13 in all subjects. Students will gain the required ten literacy credits to complete the NCEA Level 1 Certificate, and have the opportunity to achieve Merit or Excellence endorsement.

Course information: This course will help students achieve the maximum number of credits at the highest grade they are capable of. Students who elect to take this course will undertake a range of tasks that fulfil the requirements of the English Curriculum. These include: listening, speaking, reading, writing in a range of styles and contexts, viewing visual texts and presenting. The course builds on the skills gained in the junior school. It encourages responsiveness to a wide range of texts; the ability to draw connections between texts and real-life; writing for different audiences; and practical experience in such areas as speech-making and creating visual texts. These are transferable skills that will support study in most other subject areas. The course is designed to help students meet the entry criteria for Level 2 English. Most students at Wakatipu High School will take this course at Level 1.

Course cost: None.

This course is assessed using: Achievement Standards. Students require a minimum of 14 Level 1 credits including one externally assessed standard and are expected to attempt all internally assessed standards in order to progress to Level 2 English.

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 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 90852	Explain significant connection(s) across texts, using supporting evidence	4	Int	Y	N
	Maximum Credits Available	21			

6ENF – English: Foundation (Level 1)

Prerequisites: None.

Why this course: English is a diverse subject that is the foundation of every aspect of our lives. 'English: Foundation' is a course for students who enjoy texts such as 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 students will select which standards best suit their needs. Most students in this course will complete internal assessments 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. Students will gain the required ten Literacy credits to complete the NCEA Level 1 Certificate, and if entered for one external standard may have the opportunity to gain Merit or Excellence endorsement.

Course information: The course will help students develop skills, reading a lot of visual and written texts, writing in a variety of situations, and using their text studies as a stimulus for writing. The course is designed to fulfil the requirements of the English Curriculum, although assessment of each part of the curriculum may not take place. The course builds on the skills gained in the junior school.

The course is designed to help students meet the entry criteria for Level 2 English: Foundation. Students are expected to complete the 'core' standards as part of this course, but will be able to choose the other standards they would like to sit.

Course cost: None.

This course is assessed using: Achievement Standards. Students require a minimum of 10 Level 1 credits, and must attempt all internally assessed 'core' standards to progress to Level 2 English: Foundation. To gain entry to Level 2 English, students require 14 Level 1 credits including one externally assessed standard.

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 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			

6ENM – English Migrant (Level 1)

Prerequisites: Students will be nominated for this course by their English teacher. English Language Learners (ELL) or students who speak English as a Second Language will be recommended for this course depending on their proficiency in English. Entry is at the discretion of the HoLA.

Why this course: This is a dedicated English class for ELL students to help students achieve the 10 literacy credits required to gain Level 1 NCEA. Students will read a variety of visual and written texts, and develop their skills in writing for particular purposes and audiences. Part of the course is designed to help students speak confidently in a range of situations and some assessments will be completed orally. This course will support the work students complete in ESOL. Throughout the year students will collect evidence of their writing, reading and speaking to submit for their Literacy Portfolio. Some students may be able to complete one or more Level 1 or 2 English internal standards.

Course information: The course is designed to help students transition to Level 1 English or Level 1 English: Foundation the following year.

This course is designed with flexibility so that each student is working to their best ability as they gain literacy credits. Some students will be able to complete English internal assessments. The small class size ensures students receive more help and support as they raise the level of their general literacy.

Please note that students who wish to achieve their Literacy Portfolio will need to gather work samples and evidence from other subjects, as the work must come from a range of sources. Student Learning Services (SLS) will help monitor this throughout the year.

Course cost: None.

This course is assessed using: Achievement Standards and Unit Standards. The following standards will be assessed to meet the student's individual needs. Students who gain their literacy portfolio are able to enter Level 1 English. Students who gain their literacy portfolio plus one achievement standard are able to enter Level 1 English: Foundation the following year.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	LEVEL 1 LITERACY	LEVEL 1 NUMERACY
US 26622	Write to communicate ideas for a purpose and audience	4	Int	Y	N
US 26624	Read texts with understanding	3	Int	Y	N
US 26625	Actively participate in spoken interactions	3	Int	Y	N
AS 90055	Create a visual text	3	Int	Y	N
AS 90854	Form personal responses to independently read texts	4	Int	Y	N
AS 90856	Close viewing of film	3	Int	Y	N
	Maximum Credits Available	19			



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:	<p>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 the way it shapes, 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 as every day we are exposed to many texts through printed, visual and web based mediums.</p> <p>English at Level 2 is designed to ensure that students develop these key skills, which also provide the foundation to any course of study they undertake at school or tertiary level. This course is designed to support students in developing the skills they need for any future course of study, with a focus on academic writing.</p> <p>English at Level 2 is not compulsory, but Level 2 English credits are required for entry into many tertiary courses. The UE Literacy requirements of five credits for writing and five credits for reading are available through this course.</p>
Course information:	<p>This course covers all areas of the NZ Curriculum for English: making meaning (listening, reading, viewing) and creating meaning (speaking, writing, presenting). The standards selected for assessment have been selected because they ensure students gain UE Literacy and provide a foundation for any future course of study. 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 the maximum number of credits. This course also provides a pathway for study of English at Level 3.</p> <p>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.</p>
Course cost:	None. We recommend that students purchase their own film texts and novels.
This course is assessed using:	Achievement Standards. Students will require a minimum of 14 Level 2 English credits to enter either Level 3 English or Level 3 English: Foundation.

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 91099	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	4	Ext	N	Y
AS 91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	4	Ext	Y	N
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		25			



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. Entry is at the discretion of the HoLA.

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 most activities are designed so that students are able to gain credits across 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 standard to achieve the best grades they are capable of.

Course cost: None.

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			



7MST – Media Studies (Level 2)

Prerequisites: None.

Why this course: Media Studies 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 make media products that engage audiences.

Course information: This course combines practical work with theory and students will be assessed using both internal and external standards. In the first term, students will develop a base knowledge about core media concepts and the role media plays in society as well as beginning a year-long study of a film genre. In Term 2 students develop their knowledge of good visual and audio craft, and learn about narrative elements in serialized TV drama. 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 3, drawing together the threads of this course.

Course cost: A security deposit of \$50.00 is payable at the start of the Media Studies course, which shall be refunded at the end of the school year if the student has returned all loaned equipment in an undamaged and working condition.

Students require a SD card (16GB) for internal assessment storage. Those students who already own a MacBook Pro that meets the operating system requirements to run Final Cut Pro X may wish to purchase a student license for \$150.00, although this is optional. iMacs are available for students to use for video editing, and ownership of a Mac is not required as part of the course.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91249	Demonstrate understanding of narrative in media texts	4	Int	N	N
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	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? 'English: Academic' 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. Text choices must be appropriate to Level 8 of the National Curriculum and approved by their English teacher, which means that they have a literary reputation and are adult in theme. 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.

Course cost: Students are required to purchase their own copies of the set texts.

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, as this course does not offer credits towards this. 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? 'English: Visual and Creative' at Level 3 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. Text choices need to be appropriate to Level 8 of the NZ Curriculum and approved by their English teacher. 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.

Course cost: Students may be required to purchase or access digital files of films and TV shows.

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 study tasks to ensure they have the skills and content-knowledge required to meet the requirements of the Level 3 course.

Why this course: The media is constantly changing and shaping our society. The progress of technology, mobility, connectivity, and digitisation is changing how we communicate in the world. Students are increasingly participating 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.

Course cost: A security deposit of \$50.00 is payable at the start of the Media Studies course, which shall be refunded at the end of the school year if the student has returned all loaned equipment in an undamaged and working condition.

Students require a SD card (16GB) for internal assessment storage. Those students who already own a MacBook Pro that meets the operating system requirements to run Final Cut Pro X may wish to purchase a student license for \$150.00, although this is optional. iMacs are available for students to use for video editing, and ownership of a Mac is not required as part of the course.

This course is assessed using: Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91490	Demonstrate understanding of an aspect of a media industry	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 91496	Demonstrate understanding of a significant development in the media	3	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	20			

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)			
5PEP – Practical Physical Education	5APEP – Practical Physical Education 5ASSC 1 – Sports Science 5ASSC 2 – Sports Science	6PED – Physical Education 6PEP – PE Practical	7PED – Physical Education 7PEP – PE Practical	8PED – Physical Education 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:	<p>This course covers the essential aspects 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 well-being by learning about the concept of Hauora, how this can be influenced, and strategies we can use to manage our Hauora.</p> <p>The Physical Education programme looks at safety in the outdoors through a three day camp at the Greenstone, developing positive sportsmanship as well as the opportunity to experience, enjoy and reflect on a wide variety of activities giving students the skills they need to engage in physical activity outside of school.</p>
In this course you will learn:	<p>Health:</p> <ul style="list-style-type: none"> ■ Hauora, influences, consequences, and strategies for how to improve and manage your well-being ■ Sexuality education: healthy relationships and keeping ourselves safe <p>Physical Education:</p> <ul style="list-style-type: none"> ■ 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
Methods of assessment:	All Health and Physical Education assessments are curriculum based levels and are assessed primarily over Level 4, 5, and 6 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:	5AHPE or for those who thrive on physical activity and movement there are 5PEP and 5APEP courses which are purely practically based. 5ASSC1 and 5ASSC2 are also offered in Year 10 for those who are keen on studying Physical Education in the senior school. 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.
Course cost:	\$115.00 for Greenstone Camp and \$125.00 for Journeys.
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:	<ul style="list-style-type: none"> ■ 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
Methods of assessment:	All Health and Physical Education assessments are curriculum based levels and are assessed primarily over Level 4, 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:	5APEP which is also practically based. 5ASSC1 and 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.
Course cost:	None.
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:	<p>This course aims to take Health to a whole new level looking at and investigating 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.</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ 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.
Methods of assessment:	All Health and Physical Education assessments are curriculum based levels and are assessed primarily over Level 4, 5, and 6 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.
Equipment:	None.
Course cost:	None.
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 well-being and develop critical thinking and decision making skills that allow them to manage their well-being. 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 well-being ■ 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
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:	6PED (Level 1 Physical Education) or 6PEP (Level 1 Practical Physical Education).
Equipment:	PE shirt and shorts and sports shoes.
Course cost:	Approximately \$325.00 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:	<ul style="list-style-type: none"> ■ 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
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:	6PED (Level 1 Physical Education) or 6PEP (Level 1 Practical Physical Education). Both courses are for students who thrive on learning in, through and about movement.
Equipment:	PE shirt and shorts and sports shoes.
Course cost:	None.
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:	<ul style="list-style-type: none"> ■ 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
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, i.e. PED. 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.
Course cost:	\$25.00
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:	<ul style="list-style-type: none"> ■ 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
Methods of assessment:	<p>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.</p> <p>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.</p>
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, i.e. PED. 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.
Course cost:	\$20.00
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 the 5AHPE and/or 5APEP course. Although not required, completing the 5ASSC Sports Science courses is 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. This course offers a pathway into Level 2 Physical Education. Although it is the more academic of the two Level 1 Physical Education courses it still has a large practical component.
Course information:	<p>This is a course that explores a number of key concepts related to the physical education field. Students will learn about:</p> <ul style="list-style-type: none"> ■ 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 <p>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. Course endorsement can be gained by achieving 14 credits at either the Merit or Excellence standard and this is strongly encouraged in this course.</p>
Course cost:	Approximately \$24.00 for visits to external facilities such as the gym, and the use of outside instructors and specialist coaches.
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 choosing this course will need to have demonstrated enthusiasm and full participation in the 5AHPE and/or 5APEP courses.
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 Practical Physical Education 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:	<p>Level 1 Practical Physical Education is a course for students who thrive on physical activity and movement. Students will learn about:</p> <ul style="list-style-type: none"> ■ 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 <p>Course endorsement can be gained by achieving 14 credits at either the Merit or Excellence standard.</p>
Course cost:	Approximately \$50.00 for visits to external facilities such as the gym, and the use of outside instructors and specialist coaches.
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 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 6PED or 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 well-being
- Strategies that can be implemented to support well-being in these situations

Course cost: None.

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 well-being	3	Int	Y	N
AS 91097	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	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:	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:	<p>This is a well-rounded course that covers a broad range of units related to the Physical Education field. Students will learn about:</p> <ul style="list-style-type: none"> ■ 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 <p>Course endorsement can be gained by achieving 14 credits at either the Merit or Excellence standard and this is strongly encouraged in this course.</p>
Course cost:	\$30.00 for visits to external facilities such as the gym, and the use of outside instructors and specialist coaches.
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 – Practical Physical Education (Level 2)

Prerequisites: None. Study of either of the Level 1 Physical Education courses is an advantage but not essential.

Why this course: This course builds on concepts delivered in Level 1 Practical Physical Education. 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.

Course cost: Approximately \$10.00 for visits to external facilities such as the gym, and the use of outside instructors and specialist coaches.

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.

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 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.

Course cost: None.

This course is assessed using: Achievement Standards. Course endorsement is available and encouraged in Health Education

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 well-being 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	20			



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.

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. There is something for everyone in this unique course.

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.

Course cost: \$450.00; to be paid in two instalments, Terms 1 and 3 by set dates. This covers all trip costs excluding food and personal gear hire.

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. Wakatipu High School Physical Education graduates are good leaders, team players, socially responsible, adaptable, motivated, optimistic, enthusiastic, critical thinkers and have a love for physical activity and movement.
Course information:	<p>Students will learn about:</p> <ul style="list-style-type: none"> ■ 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 <p>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.</p>
Course cost:	None.
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 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.

Why this course: This course is designed to build on the core concepts of social responsibility, leadership 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 looking to gain Level 3 credits towards their NCEA Level 3 certificate and who enjoy and are passionate about sport, physical activity and leadership. This course is practically based and will suit students who learn best through movement, who have a good sense of self-management and relate well to others.

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

Course cost: Approximately \$35.00 for visits to external facilities such as the gym, and the use of outside instructors.

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 91789	Devise strategies for a physical activity outcome.	4	Int	N	N
AS 91498	Activities in this course are subject to resource availability.	4	Int	N	N
	Maximum Credits Available	12			

8HEA – Health Education (Level 3)

Prerequisites: None.

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: Throughout this course you will have the choice of the five Achievement Standards identified below. The context you choose for each of these Achievement Standards can be negotiated with your teacher and should be something you are passionate about.

Course cost: None.

This course is assessed using: Achievement Standards. Students will select from the following standards the areas they would like to cover. This IS a University Entrance approved course. Students can receive course endorsement in Health Education

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 well-being	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 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.

Course information: Students will learn about:

- Kayaking skills – Shotover, Kawarau & Clutha Rivers (3 day Clutha River Journey)
- Tramping/Bushcraft skills (3 day tramp in Mt Aspiring National Park)
- Mountaineering skills – snow camp and expeditions (3 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.

Course cost: \$450.00; to be paid in two instalments (Terms 1 & 3). This covers all trip costs excluding food and personal gear hire.

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
AS 91503	Evaluate the use of health promotion to influence participation in physical activity	5	Int	N	N
	Maximum Credits Available	24			

Languages: Ngā Reo

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5FRE1 – French 1: “My world” 5FRE2 – French 2: “Lights, camera, action” 5FRE3 – French 3: “Enjoy your meal” 5FRE4 – French 4: “Lost in town”		6FRE – French	7FRE – French	8FRE – French
5MAO1 – Māori 1: “ Tōku Ao - My World” 5MAO2 – Māori 2: “ Te Tangata” 5MAO3 – Māori 3: “Kia pai te kai - Enjoy your meal!” 5MAO4 – Māori 4: “Te Haerenga ki te Tāone - Going To Town”		6MAO – Māori	7MAO – Māori	8MAO – Māori
5MCT – Māori Culture: Tikanga	7MPA – Māori Performing Arts			
5JAP1 – Japanese 1 5JAP2 – Japanese 2				
5MND1 – Mandarin 1 5MND2 – Mandarin 2				
5SPA1 – Spanish 1 5SPA2 – Spanish 2				
5ESL1 & 5ESL2 – ELLP Foundation Stage	6ESL – ESOL	7ESL – ESOL	8ESL – ESOL	
Other Languages may be made available or studied by Correspondence.				

Languages Year 9 & Year 10 Courses

French and Māori in the Junior School have 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. Options 1 and 2 are intended for students who are studying the language for the first time, while Options 3 and 4 are designed for students who have already taken at least one semester of the language.

It would be suggested that students intending to study a specific language over two years would take Options 1 and/or 2 in Year 9 and continue to Options 3 and/or 4 in Year 10.

It is required that students intending to follow through with a specific language at the Senior level would have studied a minimum of two semesters of that language over two years.

Mandarin, Japanese and Spanish were new course options in 2018 at Wakatipu High School. These languages are currently only available for two semesters of study. Further study of these languages can be done through distance learning or possibly in-school instruction should student numbers support it.

English as a Second Language (ESOL): Students for whom English is a second language will be tested and placed in the appropriate class accordingly to their level of ESL class.

Extra-curricular activities: Students have the opportunity to be involved in various competitions and activities throughout the year, such as: Maori Language, Linguathletics, International Languages Week, Noumea French Immersion Programme, Swiss Exchange, Waitangi (tikanga and te reo Maori) weekend, Marae weekend, and sitting international diplomas.

5FRE1 – French 1: “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 or students who are planning to study a full two years of French in the Junior 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 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
- 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: 5FRE2, 5FRE3 and/or 5FRE4

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

Course cost: \$40.00 covers French to Go 1, Language Perfect.

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

5FRE2 – French 2: “Lights, camera, action”

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 or students who are planning to study a full two years of French in the Junior School.
Main areas of study:	<p>French - Languages - NZ Curriculum Level 1 to 3.</p> <p>The learning of French 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 French culture and the Francophone world. In addition to this they gain a linguistic understanding of how language operates to improve their communication skills in both French and English.</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Through this topic you will learn to communicate about: <ul style="list-style-type: none"> ▶ Everyday language (in casual and formal situations) ▶ Relationship between people and family members ▶ Describing and comparing people ▶ What people wear depending on the weather ▶ Cost of items ▶ Likes and dislikes and opinions ▶ Leisure activities ■ 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. <p>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.</p>
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	5FRE1, 5FRE3 and/or 5FRE4
Equipment:	Workbook (French to Go 1) and online resource (Language Perfect)
Course cost:	\$40.00 covers French to Go 1 and Language Perfect.
Who to talk to for more information:	Mr Charton (HoLA Languages)

5FRE3 – French 3: “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.
Main areas of study:	<p>French - 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 French. This course is structured to allow students to gain a deeper appreciation and understanding of modern and traditional France.</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Through this topic you will learn to communicate about: <ul style="list-style-type: none"> ▶ 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 well-being ▶ 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. <p>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.</p>
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	6FRE
Equipment:	Workbook (French to Go 2) and online resource (Language Perfect)
Course cost:	\$40.00 covers French to Go 2 and Language Perfect.
Who to talk to for more information:	Mr Charton (HoLA Languages)

5FRE4 – French 4: “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.
Main areas of study:	<p>French - 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 French. This course is structured to allow students to gain a deeper appreciation and understanding of modern and traditional France.</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Through this topic you will learn to communicate about: <ul style="list-style-type: none"> ▶ 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 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. <p>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 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:	6FRE
Equipment:	Workbook (French to Go 2) and online resource (Language Perfect)
Course cost:	\$40.00 covers French to Go 2 and Language Perfect
Who to talk to for more information:	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 for whom this is their first semester of Māori at Wakatipu High School or students who are planning to study a full two years of Māori in the Junior School.
Main areas of study:	<p>Māori - Languages - NZ Curriculum Level 1 to 3.</p> <p>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 learn about Te Ao Māori at Wakatipu High School.</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Through this topic you will learn to communicate about: <ul style="list-style-type: none"> ▶ 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 ▶ Use and respond to simple classroom language ▶ Communicate about time, weather and seasons ■ Competency in communicating in basic Te Reo ■ 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. <p>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.</p>
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	5MAO2, 5MAO3 and/or 5MAO4
Equipment:	Workbook (Māori To Go) and online resource (Language Perfect)
Course cost:	\$40.00 covers Māori To Go 1 and Language Perfect
Who to talk to for more information:	Whaea Paringatai (TiC Māori) and/or Mr Charton (HoLA Languages)

5MAO2 – Māori 2: “Te Tangata”

Available for study in:	Year 9 or Year 10. This course is designed for students for whom this is their first semester of Māori at Wakatipu High School or students who are planning to study a full two years of Māori in the Junior School.
Main areas of study:	<p>Māori - Languages - NZ Curriculum Level 1 to 3.</p> <p>The learning of Māori in Semester 2 offers students further development in competency and confidence in writing, reading, listening to & speaking Te Reo. It also extends students knowledge and understanding of Māori values and protocols. Students complete a variety of learning activities in speaking, listening, reading and writing Te Reo Māori but also through cultural project enhancing their global knowledge.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Through this topic you will learn to communicate about: <ul style="list-style-type: none"> ▶ Relationships between people and ownership ▶ Physical and mental characteristics ▶ Comparing people ▶ What people wear depending on the weather ▶ Give and asking for cost of items ▶ Likes and dislikes and opinions ▶ Leisure activities ■ Competency in communicating in basic Māori ■ Knowledge of the Māori culture and similarities/differences with the Māori & Polynesian 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. <p>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).</p>
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	5MA01, 5MA03 and/or 5MA04
Equipment:	Workbook (Māori To Go) and online resource (Language Perfect)
Course cost:	\$40.00 covers Māori To Go 1 and Language Perfect
Who to talk to for more information:	Whaea Paringatai (TiC Māori) and/or Mr Charton (HoLA Languages)

5MAO3 – Māori 3: “Kia pai te kai - 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 Māori at Wakatipu High School.

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:
 - ▶ 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 well-being
 - ▶ Obligations and responsibilities
 - ▶ Giving advice and opinions
 - ▶ Haka / Waiata
 - ▶ Tikanga (customs)
 - ▶ Kawa o te Marae – Karakia / Mihi
- 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: 6MAO - NCEA Level 1 Māori and Māori Performing Art and Tikanga Unit Standards

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

Course cost: \$40.00 covers Māori To Go 2 and Language Perfect

Who to talk to for more information: Whaea Paringatai (TiC Māori) and/or Mr Charton (HoLA Languages)

5MAO4 – Māori 4: “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.
Main areas of study:	<p>Māori - Languages - New Zealand Curriculum Level 2 to 4.</p> <p>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.</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Through this topic you will learn to communicate about: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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 <p>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).</p>
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	6MAO - NCEA L1 Māori and Māori Performing Arts and Tikanga Unit Standards
Equipment:	Workbook (Māori to Go 2) + online resource (Language Perfect)
Course cost:	\$40.00 covers Māori To Go 2 and Language Perfect.
Who to talk to for more information:	Whaea Paringatai (TiC Māori) and/or Mr Charton (HoLA Languages)

5MCT – Māori Culture: Tikanga

Available for study in: Year 9 or Year 10

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

This course aims to provide an insight into a Māori worldview. Learn about traditions, tikanga concepts, values, protocols, and understand why Māori do things a certain way. Challenge your thinking and reflect on your own beliefs and values and how they relate to those of other cultures.

By having an insight into Tikanga Māori, students explore the Māori world, its culture, tikanga practices and explore whakapapa links and history. This course enables students to meaningfully learn Te Reo Māori (Māori Language) in context.

In this course you will learn:

- Through this topic you will learn to:
 - ▶ Describe and explain the pōwhiri process
 - ▶ Describe and explain the marae complex and the roles and responsibilities of people associated with the marae and the various hui that partake on a marae
 - ▶ Describe and explain the separation of Ranginui and Papatūānuku
 - ▶ Describe the terms connected with whakapapa in accordance with one's own whakapapa
 - ▶ Describe and explain knowledge of harakeke
- You will learn to develop your:
 - ▶ Basic Māori words & sentence structures
 - ▶ Tikanga concepts, values and belief systems
 - ▶ Māori leadership and traditions as well as philosophies and protocols
 - ▶ Māori in a contemporary world
- Activities:
 - ▶ Demonstrate skills of harakeke
 - ▶ Explain knowledge and participate in cooking of a hāngi
 - ▶ Explain knowledge and understanding of the origins of the foundation skills of performance, haka, pai, all types of waiata tawhito, and waiata-a-ringa
- 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: 6MAO - NCEA L1 Māori (with at least another semester of Māori to achieve in 6MAO or Māori Performing Arts and Tikanga Unit Standards)

Equipment: Online resource (Language Perfect)

Course cost: \$25.00

Who to talk to for more information: Whaea Paringatai (TiC Māori) and/or Mr Charton (HoLA Languages)

5JAP1 – Japanese 1: “Exploring Japanese”

Available for study in:	Year 9 or Year 10. 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:	5JAP2
Equipment:	Online resource (Language Perfect) and write-on booklet
Course cost:	\$25.00
Who to talk to for more information:	Mr Charton (HoLA Languages)

5JAP2 – Japanese 2

Available for study in:	Year 9 or Year 10. This course is designed for students who have completed one semester of Japanese at Wakatipu High School.
Main areas of study:	<p>Japanese Languages - NZ Curriculum Level 2 to 4.</p> <p>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.</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 Japanese. Students complete a variety of learning activities in speaking, listening, reading and writing Japanese but also through cultural projects enhancing their global knowledge.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ To speak and understand Japanese in everyday context, including daily routines, school life, shopping and 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 <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:	This course leads to further study of Japanese either through distance learning or possibly in-school instruction should student numbers support it.
Equipment:	Online resource (Language Perfect) and write-on booklet
Course cost:	\$25.00
Who to talk to for more information:	Mr Charton (HoLA Languages)

5MND1 – Mandarin 1: “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 (L1 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, talk about yourself, etc.) 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:	5MND2
Equipment:	Online resource (Language Perfect) and workbook (Ni Hao)
Course cost:	\$48.00
Who to talk to for more information:	Mr Charton (HoLA Languages)

5MND2 – Mandarin 2

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.
Main areas of study:	<p>Mandarin - Languages - NZ Curriculum Level 2 to 4.</p> <p>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.</p> <p>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.</p> <p>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.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ To communicate about: <ul style="list-style-type: none"> ▶ 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 ▶ 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:	This course leads to further study of Mandarin either through distance learning or possibly in-school instruction should student numbers support it.
Equipment:	Online resource (Language Perfect) and workbook (Ni Hao)
Course cost:	\$48.00
Who to talk to for more information:	Mr Charton (HoLA Languages)

5SPA1 – Spanish 1: “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:	<p>Spanish Languages - NZ Curriculum Level 1 to 3.</p> <p>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.</p> <p>Spanish students will learn to communicate in Spanish by listening, speaking, reading and writing in class at the expected level of the curriculum (L1 to 3).</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ 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 <p>At the conclusion of each topic a major project will be proposed.</p>
Methods of assessment:	Class evaluation (written and oral) and portfolios of conversations and writing pieces.
This course leads to:	This course leads to further study of Spanish either through distance learning or possibly in-school instruction should student numbers support it.
Equipment:	Online resource (Language Perfect)
Course cost:	\$30.00 for Language Perfect
Who to talk to for more information:	Mr Charton (HoLA Languages)

5SPA2 – Spanish 2: “All in a teenager’s day”

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.
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 ■ Travel and holiday ■ High frequency verbs in the past, present and future tenses ■ Buying food and ordering at a restaurant ■ Shopping for clothing ■ 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. <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:	This course leads to further study of Spanish either through distance learning or possibly in-school instruction should student numbers support it.
Equipment:	Online resource (Language Perfect) and workbook (Mira Cuaderno)
Course cost:	\$25.00
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 international students and students living permanently in New Zealand 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:	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.
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:	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.
This course leads to:	This course leads to 6ESL or/and higher level English classes.
Equipment:	General stationery.
Course cost:	\$15.00
Who to talk to for more information:	Ms Hearn and/or Mr Charton (HoLA Languages)

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: Studying a language to this level will allow students to expand their understanding of people, their languages and cultures. 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. Be understood in 55 countries across five continents and by over 200 million people. Be more competitive in the national/ international job market in disciplines like business, medicine, aviation, law, transportation technologies, and international distribution & luxury goods. 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.

French is the official working language of the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross and much more! Develop critical, creative thinking & problem solving skills. French also provides the base for more than 50% of the modern English vocabulary, which improves performance in other subject.

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.

Course cost: Approximately \$30.00 (Language Perfect)

This course is assessed using: Achievement Standards

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

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:	<p>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.</p> <p>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.</p>
Course cost:	\$25.00 (Language Perfect)
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, 'Waihanga tuhi' crafted writing.

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

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

Course cost: \$15.00

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 27998 V2	Complete basic forms on familiar topics (EL)	4	Int	N	N
US 27988 V2	Participate in basic spoken personal exchanges (EL)	10	Int	N	N
US 27997 V2	Write basic texts for practical purposes (EL)	7	Int	N	N
US 27981 V2	Read and understand basic texts for practical purposes (EL)	7	Int	N	N
	Maximum Credits Available	28			



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:	<p>This course aims to reinforce the knowledge previously acquired and to target fluency in French regarding everyday life context.</p> <p>This year you will continue to develop the skills of years 9 to 11 and further extend them, so that by the end of Level 7 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.</p> <p>Topics include: personal relationships, the French-speaking world, film study, health, music and an introduction to French literature.</p> <p>Students aim to prepare themselves to understand and communicate in French in our global society.</p>
Course cost:	Approximately \$30.00 (Language Perfect)
This course is assessed using:	Achievement Standards.

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

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 NCEA 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

Course cost: \$25.00

This course is assessed using: Achievement Standards. Students in the NCEA 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			



7MPA – Māori Performing Arts

Prerequisites: Year 11 through 13 students with prior Kapa Haka involvement and an enthusiasm to perform. Entry may be granted at the teacher's discretion. Note that this is not a beginner's course.

Why this course: Learning tikanga Māori allows students to have a better understanding of the Māori culture and other cultures within New Zealand and overseas, they develop an understanding of the central roles that language, culture, place and heritage play in shaping identity and in giving direction and meaning to life. Students come to understand that culture shapes the ways people think and behave, and begin to appreciate the value of cultural diversity. They learn about the important role that indigenous languages and cultures play in New Zealand and throughout the world.

Course information: Students who sign up for this course should come away with a better understanding of Māori Culture and Tikanga, an aptitude to communicate in Te Reo Māori on topics at a simple level, as well as a sense of community.

Course cost: \$25.00

This course is assessed using: Unit Standards. Standards cover performance, history, tikanga, Māori tourism, and ideas and concepts in Te Ao Māori. Please note that students can attain credits in one year towards their specific NCEA year level. Other Maori Performing Arts Unit Standards may be offered depending on ability and experience.

STANDARD	DESCRIPTION	CREDITS	INT/ EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
US 22752	Demonstrate knowledge and skills of performance components	3	Int	N	N
US 22754	Demonstrate knowledge of the origins of Māori performing arts disciplines and events	4	Int	N	N
US 27108	Describe the protocols and roles associated with pōwhiri in accordance with tikanga	2	Int	N	N
US 22755	Demonstrate knowledge of a Māori performing arts costume ensemble	3	Int	N	N
US 23005	Demonstrate knowledge of whakairo	4	Int	N	N
	Maximum Credits Available	16			



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 NCEA Level 1 or Level 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

Course cost: \$15.00

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 28001 V2	Complete simple forms (EL)	5	Int	N	N
US 27984 V2	Read and understand simple texts for practical purposes (EL)	7	Int	N	N
US 28022 V2	Demonstrate understanding of simple spoken information on familiar topics (EL)	5	Int	N	N
US 27991 V2	Participate in spoken exchanges on personal and familiar topics (EL)	10	Int	N	N
US 28000 V2	Write simple texts for practical purposes (EL)	7	Int	N	N
	Maximum Credits Available	34			

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:	<p>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.</p> <p>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.</p>
Course information:	<p>Students will develop their communication skills on:</p> <ul style="list-style-type: none"> ■ 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 <p>The suggested topics will be:</p> <ul style="list-style-type: none"> ■ Our changing world ■ The creative arts ■ Environmental issues ■ Media
Course cost:	Approximately \$30.00 (Language Perfect)
This course is assessed using:	Achievement Standards.

STANDARD	DESCRIPTION	CREDITS	INT/EXT	UE LITERACY (READING)	UE LITERACY (WRITING)
AS 91543 V1	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	4	Int	N	N
AS 91545 V1	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	5	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).

Why this course: By the end of level 8, 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 NCEA 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

Course cost: \$25.00

This course is assessed using: Achievement Standards. Students in the NCEA 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	Pānui 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 NCEA Level 1 and are working towards NCEA Level 2, and in some cases NCEA 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:	<p>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.</p> <p>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.</p> <p>In this course you will learn to:</p> <ul style="list-style-type: none"> ■ 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
Course cost:	\$15.00
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 28064 V2	Present information on a familiar topic (EL)	5	Int	N	N
US 28056 V2	Read and understand texts on familiar topics (EL)	5	Int	N	N
US 28050 V2	Demonstrate understanding of spoken information on familiar topics (EL)	5	Int	N	N
US 28068 V2	Write texts on familiar topics (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)	5AMNA – Number & Algebra (compulsory)	6MAT – General Mathematics	7MAT – General Mathematics	8MAT – General Mathematics
5MGM – Geometry & Measurement (compulsory)	5AMSP – Statistics & Probability (compulsory)	6MAC – Theoretical Mathematics	7MAC – Pre-Calculus 7MAS – Pre-Statistics	8MAC – Calculus 8MAS – Statistics
5NSP1 & 5NSP2 – Numeracy Support 1 & 2		6MAN – Mathematics for Numeracy		

Mathematics and Statistics Year 9 & Year 10 Courses

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

Students in Year 10 must do 5AMNA Number & Algebra in Semester 1 and then 5AMSP Statistics & Probability 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. Students will learn to represent these relationships in a number of ways including equations, tables, graphs and diagrams.</p>
Methods of assessment:	Students will be assessed via two reported skills assessments and various checkpoints during the semester.
This course leads to:	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 NCEA. Calculus is a requirement for careers such as engineering, aviation, many sciences, architecture and some branches of finance.
Equipment:	Graphics calculator and general stationery.
Course cost:	There may be a cost for a homework book of no more than \$30.00.
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
Methods of assessment:	Students will be assessed via reported skills assessments and investigations, along with various checkpoints during the semester.
This course leads to:	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.
Course cost:	There may be a cost for a homework book of no more than \$30.00.
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: <ul style="list-style-type: none"> ■ 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
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.
Course cost:	There may be a cost for materials of no more than \$30.00.
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. Students will learn to represent these relationships in a number of ways including equations, tables, graphs and diagrams.</p>
Methods of assessment:	Students will be assessed via two reported skills assessments and various checkpoints during the semester.
This course leads to:	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 NCEA. Calculus is a requirement for careers such as engineering, aviation, many sciences, architecture and some branches of finance.
Equipment:	Graphics calculator and general stationery.
Course cost:	There may be a cost for a homework book of no more than \$30.00.
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 Mathematics and Statistics)
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>
Methods of assessment:	Students will be assessed via reported skills assessments and investigations, along with various checkpoints during the semester.
This course leads to:	In a data driven world, a good understanding of statistics is essential. There will 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.
Course cost:	There may be a cost for a homework book of no more than \$30.00.
Who to talk to for more information:	Mrs Hiestand (HoLA Mathematics and Statistics)

6MAC – Mathematics (Level 1)

Prerequisites: Proficient at Level 5 in Algebra and Number 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: 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 NCEA Level 2 or higher levels 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.

Course cost: Approximately \$40.00 for homework books and External Exam practice books

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 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 NCEA 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 6MAC course. If students wish to go on to a 7MAC course and Calculus at Level 3, they should be enrolled in the 6MAC course.
Course information:	<p>Pathway towards Statistics and/or General Mathematics</p> <p>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.</p> <p>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 7MAS or 7MAT course which can lead to Level 3 Statistics and/or Level 3 Mathematics.</p>
Course cost:	Approximately \$55.00 for homework book and External Exam revision books.
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 NCEA Level 1 Certificate and achieve the basic Numeracy requirement for NCEA 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.

Students who are successful in this course may move onto a 6MAS course in the following academic year. For motivated students who achieve highly in this course, the possibility exists to move into 7MAT or 7MAS.

Course cost: Approximately \$40.00.

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			



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 must do this course. This course will also be particularly beneficial for students wishing to do Scholarship Statistics.
Course information:	<p>Pathway towards Calculus and/or Statistics</p> <p>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. 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.</p>
Course cost:	Approximately \$40.00 plus EOY Examination Booklets.
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 – Statistics (Level 2)

Prerequisites: 10 Level 1 Credits in 6MAS (6MAT in 2018) or 6MAC. 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: Pathway towards Statistics
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).

Course cost: Approximately \$45.00.

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. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: Students who find mathematics challenging, but require Level 2 Mathematics credits for their pathway will be well suited for the 7MAT course. This course has been designed to deliver Achievement Standards in a practical context. Students engaged in trades and/or students whose literacy skill make a Statistics course too challenging should choose this course. Students studying 7MAT will gain a solid understanding of practical mathematical concepts, which will prepare them to study 8MAT at Level 3 if they wish.

Course information: Pathway towards General Mathematics
This Level 2 Practical 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).

Course cost: Approximately \$45.00.

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 in 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.

Course cost: Approximately \$55.00.

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.
Course cost:	Approximately \$55.00.
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 credits who may be planning on a trades or 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.

Course cost: Approximately \$55.00.

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 – General Science	7BIO – Biology 7CHE – Chemistry	8BIO – Biology 8CHE – Chemistry
5SCI2 – Science 2: Building Science Skills	5ASCI4 – Science 4: Building Science Skills for NCEA	6SCS – Specialist Science	7PHX – Physics 7HRT – Horticulture	8PHX – Physics 8HRT – Horticulture

Science Year 9 & Year 10 Courses

The Junior Science Programme is designed to introduce students to the core scientific concepts needed to become a scientifically literate citizen for the 21st Century. These will form the foundational knowledge and skills needed for those wishing to pursue further studies and careers in science.

Students may also select 5SCI2 Science 2: Building Science Skills in Year 9 and/or 5ASCI4 Science 4: Building Science Skills for NCEA in Year 10. It is highly recommended that students who are wishing to study sciences at Level 1 (Year 11) and beyond, or wish to keep this pathway open, select **at least one** of the 5SCI2 or 5ASCI4 options.

5SCI1 – Science 1: Core Science

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:	<p>CHEMISTRY: Matter (Approximately 6 weeks) Students will explore the particle theory of matter. What is matter and what is it made from? Including: states of matter, solutions and solubility, atomic structure, the periodic table and chemical and physical change. Through a mixture of theory and practical lessons students will build knowledge and understanding of the fundamental makeup of the material world. Students will also learn about the science laboratory, scientific thinking, processes and protocols. Students will begin to develop knowledge and understanding of the language of chemistry. An ongoing development of this language is necessary for successful study of chemistry in later years.</p> <p>BIOLOGY: Physiology (Approximately 6 weeks) Students will explore the fundamental biology concept of what it means to be 'alive'. A broad introduction to what it means to be alive and how living things are classified. The focus then will shift to the energy systems used to power living things and the context of human physiology will be used for this. Students will study respiration and how it provides the energy needed to maintain life. Through this and in depth look at the digestive system, the circulatory system and their structures and processes.</p> <p>PHYSICS: Force and motion (Approximately 6 weeks) Students will explore Newton's Laws of motion. What is a force? What do forces do? Concepts such as speed, velocity, and acceleration will be explored through investigation and observation. Students will design and carry out investigations to gather evidence that they can use to describe and explain Newton's Laws as they apply to everyday situations. Students will explore the theory of gravity and develop an understanding of how gravity impacts on our daily lives. There will be a numeracy focus to aspects of this topic as there is a need to use mathematics to explain scientific ideas related to forces and motion</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 NCEA Level 1 and beyond.
This course leads to:	5SCI2 and 5ASCI3
Equipment:	General stationery.
Course cost:	None.
Who to talk to for more information:	Any Science Teacher or Mr Gilbert (HoLA Science)

5SCI2 – Science 2: Building Science Skills

Available for study in:	Year 9
Main areas of study:	Biology, Chemistry, Physics and the Nature of Science
In this course you will learn:	<p>PHYSICS: Electricity and Magnetism (Approximately 6 weeks) Electricity and magnetism are central to our daily lives. The fundamentals of electricity will be introduced and will include using evidence gathering to describe the behaviour of electrical voltage and current in different types of circuits and how this is applied to electrical circuits that we use every day. The fundamentals of magnetism will be studied and then observed in the laboratory with the aim of investigating the inextricable relationship between electricity and magnetism. Students will study how these two phenomena are intertwined and how this knowledge is used to generate electrical current and motion.</p> <p>CHEMISTRY: Environmental / systems and cycles (Approximately 6 weeks) In this topic students will explore the field of material science and explore the properties of a range of materials and their uses. This can begin with a look at the properties of elements and extend to include semiconductors, ceramics and polymers. New and advanced materials that are being developed include nanomaterials and biomaterials, etc. The basis of materials science involves studying the structure of materials, and relating them to their properties. An understanding of how elements and molecules are cycled in the environment and how this affects our daily lives will be developed. Examples could include the water cycle, the carbon cycle and the nitrogen cycle.</p> <p>Big Project: Developing a passion project During this semester students will participate in Science Week and look to explore their thinking in Science by developing a research question that will be developed into a "Big Project". Areas of focus for this study will begin with, but are not limited to, the physics and chemistry topics studied during this course.</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 NCEA Level 1 and beyond.
This course leads to:	5ASCI3 and 5ASCI4
Equipment:	General stationery.
Course cost:	None.
Who to talk to for more information:	Any Science Teacher or Mr Gilbert (HoLA Science)

5ASCI3 – Science 3: Core Science

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:	<p>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.</p> <p>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.</p> <p>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.</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 NCEA Level 1 and beyond.
This course leads to:	5ASCI4 and NCEA Level 1 Science courses
Equipment:	General stationery.
Course cost:	None.
Who to talk to for more information:	Any Science Teacher or Mr Gilbert (HoLA Science)

5ASCI4 – Science 4: Building Science Skills for NCEA

Available for study in:	Year 10
Main areas of study:	Biology, Chemistry, Physics and the Nature of Science
In this course you will learn:	<p>BIOLOGY: Ecology / Ecosystems (Approximately 6 weeks) Students will study the biosphere and how we classify the living world. An understanding of the interrelatedness of the components of an ecosystem and a development of systems thinking is a key foundational skill needed for future studies in Biology. This topic will look at the biological classification system and will investigate adaptations of named organisms. The system of modern biological classification is based on evolutionary relationships between organisms, both living and extinct. Learning to identify and describe key adaptations, and the techniques used to do so, is a key step towards understanding this system. The study of living communities is best done in the field and there will be a field trip component to this course (location to be determined).</p> <p>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 NCEA Level 2 and 3.</p> <p>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.</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 NCEA Level 1 and beyond.
This course leads to:	NCEA Level 1 Science courses
Equipment:	General stationery.
Course cost:	None.
Who to talk to for more information:	Any Science Teacher or Mr Gilbert (HoLA Science)

6SCE – General Science (Level 1)

Prerequisites:	A satisfactory understanding from the two compulsory semesters from junior science as assessed by Science Department staff and/or at the discretion of the HoLA.
Why this course:	<p>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.</p> <p>Students who are interested in pursuing the specialist sciences in Level 2 and Level 3 (i.e. biology, chemistry and 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.</p>
Course information:	<p>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.</p> <p>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.</p> <p>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.</p>
Course cost:	Approximately \$30.00 for workbooks.
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 90940	Demonstrate an understanding of aspects of mechanics	4	Ext	N	N
AS 90944	Demonstrate understanding of aspects of acids and bases	4	Ext	N	N
AS 90926	Report on a biological issue	3	Int	N	N
AS 90948	Demonstrate understanding of biological ideas relating to genetic variation	4	Ext	N	N
AS 90930	Carry out a practical chemistry investigation, with direction	4	Int	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 NCEA Level 2 and 3. It is intended that 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 and Physics is smooth and 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.

Course cost: Approximately \$40.00 cost of workbooks.

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 90950	Science 1.11 - Investigate biological ideas relating to interactions between humans and micro-organisms	4	Int	N	N
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	Y
	Maximum Credits Available	20			



7BIO – Biology (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 90948. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: A study of biology at this level leads to jobs in fields as diverse 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 is also required.

Course information: Students will learn about:

- Processes at the cellular level
- DNA and gene expression
- Genetic variation and change

Course cost: Approximately \$30.00 for the course manual.

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). If prerequisites are not met, entry may be granted at the discretion of the HoLA.

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. Chemistry is a vital prerequisite in so many careers in our increasingly technology based society. If you are unsure whether or not chemistry is for you, or if you require chemistry for your chosen vocation, see HOD Chemistry 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.

Course cost: Approximately \$36.00 for the course workbook.

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 91161	Carry out quantitative analysis	4	Int	N	N
AS 91162	Carry out procedures to identify ions present in solution	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			



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 AS 90940 - Demonstrate Understanding of Aspects of Mechanics. 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. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

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).

Course cost: Approximately \$23.00 for a workbook and \$12.00 for access to an online learning website.

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			



7HRT – Horticulture (Level 2)

Prerequisites: 10+ 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 NCEA 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.

Course cost: Field trip costs as required - these will be local day trips and of minimal cost

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			

8BIO – Biology (Level 3)

Prerequisites: To achieve entry into this course, students should attain a minimum of 12 Level 2 Biology credits, including at least a Merit grade in AS 91157 or AS 91159. Students should also have at least 9 credits in Level 2 English.

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: Approximately \$25.00 for the course manual.

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 16 credits at a Merit grade or better in the Level 2 Chemistry Achievement Standards. If prerequisites are not met, entry may be granted at the discretion of the HoLA.

Why this course: Chemistry at Level 2 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.

Course cost: Approximately \$36.00 for the workbook.

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			

8PHX – Physics (Level 3)

Prerequisites:	14 credits in Level 2 Physics, which should be at the Merit level. Completion of 7MAC is required. If prerequisites are not met, entry may be granted at the discretion of the HoLA.
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:	<p>The course involves the application of physics, technological developments and their interaction with the lives of people. Physical phenomena are investigated descriptively and mathematically.</p> <p>The major topics are mechanics including circular and simple harmonic motion, DC electricity, electromagnetism, wave motion, AC electricity and modern physics.</p> <p>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.</p>
Course cost:	Approximately \$25.00 for the workbook.
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			

8HRT – Horticulture (Level 3)

Prerequisites: 10+ 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 NCEA 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.

Course cost: Field trip costs as required - these will be local day trips and of minimal cost

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			

Social Sciences: *Tikanga-ā-Īwi*

YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
5SOC3 – Social Studies 3: "Extreme World" (Available only in 2019)	5AHTC – Thinking Critically 5AECB – Enterprise and Innovation	6GEO – Geography 6HIS – History 6ECB – Economics & Business Studies	7GEO – Geography 7TOU – Tourism 7HIS – History 7ECO – Economics 7BUS – Business Studies	8GEO – Geography 8TOU – Tourism 8HIS – History 8ECO – Economics 8BUS – Business Studies
5SOC4 – Social Studies 4: "Tomorrow's World" (Available only in 2019)				
5SOC1 – Social Studies 1: "Global Crisis" (Available only in 2020)				
5SOC2 – Social Studies 2: "Difficult Differences" (Available only in 2020)				

Social Sciences Year 9 & Year 10 Courses

Social Studies at Wakatipu High 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. All of the courses cater for students at any level of learning.

The Social Studies courses are designed as multi-level and are not year or age specific:

- Social Studies 3: Extreme World (Available only in 2019)
- Social Studies 4: Tomorrow's World (Available only in 2019)
- Social Studies 1: Global Crisis (Available only in 2020)
- Social Studies 2: Difficult Differences (Available only in 2020)

Year 10 students also have the following options available:

- Enterprise and Innovation
- Thinking Critically

It would be expected that students intending to follow through with a Social Science in the Senior School would have studied a minimum of two of the Social Studies courses over two years.

5SOC3 – Social Studies 3: “Extreme World”

Available for study in:	Available only in 2019 for Year 9 and Year 10 students
Main areas of study:	<p>Horrible Hazards What happens when an extreme natural event hits town? Would you know what caused it? What would you do?</p> <p>Can Life be Fair? The news is often full of horrific stories; understand some of the reasons behind these stories and consider what we could do</p>
In this course you will learn:	<p>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?</p> <p>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?</p> <p>This course provides explicit teaching of reading for meaning, research, numeracy, formal report writing and critical thinking.</p>
Methods of assessment:	<ul style="list-style-type: none"> ■ Simulation: An extreme natural event hits Queenstown. Assess the impact and submit your recommendations. ■ Write a recommendation for the United Nations: You are a youth ambassador to the UN reporting on a denial of human rights currently occurring. Make your recommendation on an action to be taken by the UN.
This course leads to:	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
Course cost:	None
Who to talk to for more information:	Mrs Kelly (HoLA Social Sciences)

5SOC4 – Social Studies 4: “Tomorrow’s World Will There Be One?”

Available for study in:	Available only in 2019 for Year 9 and Year 10 students
Main areas of study:	<p>The Pen or the Gun? The world is full of conflict. Can we do anything to stop it? Should we?</p> <p>Climate Change, myth or reality? From Kyoto to Paris, where to now? Is globalisation the problem or the answer?</p>
In this course you will learn:	<p>The power of the pen or the power of the gun? How have countries resolved their differences? What are the different ways in which different people respond to conflict? Will the past keep repeating itself? What is it about being seen to be different that causes extreme responses? Who were the “Conchies” and how were they treated? What is the War on Terror all about?</p> <p>Climate Change is it a myth or our terrifying present and future reality? Is there a connection between globalisation and the changes in the climate? Who benefits from globalisation, who pays the price? Economic needs versus environmental cost.</p>
Methods of assessment:	<ul style="list-style-type: none"> ■ Address to the UN. Students present a case as a documentary, rap, letter from the children of the future suggesting an action for change, the UN could take and the reasons why. ■ Court of the future.
This course leads to:	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
Course cost:	None
Who to talk to for more information:	Mrs Kelly (HoLA Social Sciences)

5SOC1 – Social Studies 1: “Global Crisis”

Available for study in:	Available only in 2020 for Year 9 and Year 10 students
Main areas of study:	<p>Are we destroying our world? Is the earth under pressure? What is driving the decisions we are making?</p> <p>What is the best way to achieve change, terrorism? What happens when countries, groups, people want different things?</p>
In this course you will learn:	<p>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? Why does the Aral Sea resemble a burial ground for rusting fishing boats? Why is the Amazon rainforest shrinking?</p> <p>What is the best way to achieve change, terrorism? What happens when countries, groups, people want different things? What made Munich infamous? Who held the suitcase bombs in the past and who is holding them now? New Zealand and France – a special relationship? Why did the French bomb the Rainbow Warrior? And how might the oil companies see the actions of Greenpeace? Was Gandhi correct when he said “an eye for an eye, leaves the whole world blind”?</p> <p>This course provides explicit teaching of reading for meaning, research, numeracy, formal essay writing and critical thinking.</p>
Methods of assessment:	<ul style="list-style-type: none"> ■ Diagram ■ Debate the issue ■ Write an essay
This course leads to:	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
Course cost:	None
Who to talk to for more information:	Mrs Kelly (HoLA Social Sciences)

5SOC2 – Social Studies 2: “Difficult Differences”

Available for study in:	Available only in 2020 for Year 9 and Year 10 students
Main areas of study:	<p>How do we close the poverty gap? Is there really no such thing as a free lunch? Is child poverty a myth or an increasing problem in New Zealand?</p> <p>What happens when cultures collide? “White man's burden” what did they mean?</p>
In this course you will learn:	<p>The Poverty Gap: 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>Colliding Cultures: What happens when cultures collide? “White man's burden” what did they mean? Did anyone ask the indigenous nations? How might the ‘stolen generation’ respond? And how say the people of Ngati Whatua? From the battle between the Prime Minister and the land developers vs the Marae at Bastion Point to the Hikoi. What is the connection to the ‘Trail of Tears’, what experiences did they share?</p> <p>This course provides explicit teaching of reading for meaning, research, numeracy, formal essay writing and critical thinking.</p>
Methods of assessment:	<ul style="list-style-type: none"> ■ Venn Diagram. ■ Address to the UN. Students present a case as a documentary, rap, letter from the children of the future suggesting an action for change, the UN could take and the reasons why. ■ Court of the future.
This course leads to:	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
Course cost:	None
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 ■ Build a prototype solution ■ 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 ■ Understand the importance of keeping accurate financial records
Methods of assessment:	Tasks will be based on the NZ Curriculum and assessed using SOLO taxonomy. There will be on-going formative assessment and feedback as well as final summative grades. Assessments will primarily be written based tasks.
This course leads to:	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
Course cost:	None
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:	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
Course cost:	None
Who to talk to for more information:	Mrs Kelly (HoLA Social Sciences)

6GEO – Geography (Level 1)

Prerequisites: None.

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 resource management, environmental analysts, town planners, tourism managers and analysts.

This course leads to Level 2 Geography 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).

Course information: This course develops an understanding of people and the natural environment and how the two interact. Students examine these during field work.

Course cost: Approximately \$26.00 for the workbook.
Additionally, 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 2019.

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.

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 tourism, law, journalism, architecture, writing, teaching, research, social work, publishing, library, archaeology, public relations. This course leads to Level 2 History 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 and constructing balanced, logical arguments).

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.

Course cost: None.

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			

6ECB – Economics and Business Studies (Level 1)

Prerequisites: None.

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, and exposure to 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
- Explore enterprise culture
- Gain knowledge and understanding of good business practice and of business as a productive activity
- Acquire greater financial capability

Business contributes to the development of an enterprising culture in New Zealand and supports our efforts to improve economic and community well-being. Economics provides a greater understanding of the economic system of which we are all a part, 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.

Course cost: Approximately \$45.00.

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			



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 resource management, environmental analysts, town planners, tourism managers and analysts.

Course information: This course develops an understanding of people and the natural environment and how the two interact. Students examine these when undertaking research and during field work.

Course cost: \$30.00 for workbook costs.

Additionally, 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 2019.

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			



7TOU – Tourism (Level 2)

Prerequisites: Entry is through HoLA/TIC approval and may include an individual interview.

Why this course: This course provides a stepping stone to students who can go on to take further courses and gain jobs in the tourism and travel industry or go onto further education. Tourism is currently New Zealand's largest employment sector employing approximately 10% of the total workforce.

Course information: This course is a Unit Standard based two year programme. The unit standards gained are recognised independently.

Course cost: \$170.00 plus any additional field trip costs. Students receive Part One and Two folders each year, which include workbooks and course information. These materials, a combination of workbooks and assessments are provided by The New Zealand School of Tourism.

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			



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: This course leads to Level 3 History and provides skills which are valuable in many careers e.g. tourism, law, journalism, architecture, writing, teaching, research, social work, publishing, library, archaeology, public relations. Students develop information literacy skills, research skills (planning and carrying out major research assignments) and communication skills (expressing ideas clearly and logically and constructing balanced, logical arguments).

Course information: This course involves specific areas of study which will include:

- Conflict in Ireland
- Revolt in Kenya

These will focus on ideas such as nationalism which can result in forces and movements of people (IRA and Mau Mau) who bring about change.

Research topics for internal assessment provide students with the opportunity to study topics of their own choice.

Course cost: None.

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.

Why this course: Most opinions are cheap. Everybody can have one, even when they have no idea of what's going on or how things work. In this course you will become someone worth listening to, whose opinions are based on knowledge, understanding and values. 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 fieldwork. You will work online to find relevant statistics and to present data and assignments. We use as much topical, up-to-date information as we can. Healthy debate is a common feature of the class.

Course cost: Approximately \$45.00.

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 91228	Analyse a contemporary economic issue of special interest using economics concepts and models	4	Int	Y	N
AS 91225	Analyse unemployment using economic concepts and models	4	Int	Y	N
	Maximum Credits Available	22			



7BUS – Business Studies (Level 2)

Prerequisites: None. 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 and so 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 large New Zealand business environment. This course leads directly to Level 3 Business Studies 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, individual and group investigation, 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 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.

Course cost: Approximately \$45.00.

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			

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 such as resource management, environmental analysts, town planners, tourism managers and analysts.

Course information: This course develops an understanding of people and the natural environment and how the two interact. Students examine these when undertaking research and during field work.

Course cost: \$26.00 for workbook.

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 are to be determined in 2019.

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			

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: Students awarded with this qualification are able to demonstrate communication skills; written and verbal, mathematics and information technology in the context of the tourism and travel industry. This includes knowledge of world geography and tourism destinations within NZ, as well as tourism as a world-wide industry. Tourism is currently NZ's largest employment sector employing approximately 10% of the total workforce.

Course information: This course is a Unit Standards based programme.

Course cost: \$170.00 plus additional field trip costs. Students receive Part One and Two folders each year which include workbooks and course information. These folders are provided by The Sir George Seymour National College of Tourism and Travel. Field trips will be offered during the year in the wider Central Otago area.

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			

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:	<p>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.</p> <p>Level 3 History provides skills which are valuable in many careers, e.g. tourism, law, journalism, architecture, writing, teaching, research, social work, publishing, library, archaeology and public relations.</p>
Course information:	<p>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.</p> <p>Research topics for internal assessment provide students with the opportunity to study topics of their own choice.</p>
Course cost:	None.
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 any career 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.

Course cost: Approximately \$45.00.

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 91400	Demonstrate understanding of the efficiency of different market structures using marginal analysis	4	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			

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.

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.

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.

Course cost: Approximately \$45.00.

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 91380	Demonstrate understanding of strategic response to external factors by a business that operates in a global context	4	Ext	Y	Y
AS9 1381	Apply business knowledge to address a complex problem(s) in a given global business 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
AS 91385	Investigate the exporting potential of a New Zealand business in a market, with consultation	3	Int	Y	N
	Maximum Credits Available	33			

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 6ETK – Electronics	7DIT – Digital Technology 7ETK – Electronics	8DIT – Digital Technology
5HTK1 & 5HTK2 – Hard Materials Technology	5AHTK1 & 5AHTK2 – Hard Materials Technology	6HTK – Hard Materials Technology 6TRD – Trade Skills	7HTK – Hard Materials Technology 7AUT – Automotive 7TRD – Trade Skills	8AUT – Automotive 8TRD – Trade Skills
5FTK1 & 5FTK2 – Food Technology	5AFTK1 & 5AFTK2 – Food Technology	6FTK – Food Technology 6HOS – Hospitality	7FTK – Food Technology 7HOS – Hospitality	8FTK – Food Technology

Technology Year 9 & Year 10 Courses

The Technology course options allow students to elect to study either one semester or a full year (2 semesters) of a technology. 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, then select both Options 1 and 2 (i.e. 5DVC1 and 5DVC2). Additionally, if you would like to study more than one technology, 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.: 2 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:	<ul style="list-style-type: none">■ Freestanding clocks■ Key fobs■ Logo Design■ Bedroom Furniture
In this course you will learn:	<p>You will develop skills in:</p> <ul style="list-style-type: none">■ The design process■ Freehand sketching■ Orthographic projection■ Pictorial drawing methods■ Rendering and graphic media■ Design language and evaluation■ Presentation skills■ Computer Aided Design <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:	5ADVC1 and/or 5ADVC2 in Year 10, followed by NCEA Level 1 Design and Visual Communication (6DVC).
Equipment:	None
Course cost:	None
Who to talk to for more information:	Mr Birkett 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.: 2 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:	<p>Units of work may include (but are not limited to):</p> <ul style="list-style-type: none"> ■ 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.
Methods of assessment:	All work will be submitted in portfolio form.
This course leads to:	5ADIT1 and/or 5ADIT2 in Year 10, followed by NCEA Level 1 Digital and Information Technology (6DIT) and/or NCEA Level 1 Electronics (6ETK)
Equipment:	None
Course cost:	\$5.00 per semester.
Who to talk to for more information:	Mr Harding or 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.: 2 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): <ul style="list-style-type: none"> ■ Designer Clocks ■ Breakfast Trays ■ Clay sculptures ■ Pewter Casting ■ Stool
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>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:	5AHTK1 and/or 5AHTK2 in Year 10, followed by NCEA Level 1 Hard Materials Technology (6HTK)
Equipment:	None
Course cost:	\$50.00 per semester. This price is indicative only and subject to change based on cost of materials and the nature of individual projects.
Who to talk to for more information:	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.: 2 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): <ul style="list-style-type: none"> ■ Wrapped - based lunch ideas ■ Breakfasts in jars ■ Batter in a bottle ■ "Just Cook" - Food in a minute
In this course you will learn:	<p>In this course you will also develop skills in:</p> <ul style="list-style-type: none"> ■ Using knives ■ Mis-en-place ■ Health and Safety ■ Various cooking techniques <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:	5AFTK1 and/or 5AFTK2 in Year 10, followed by NCEA Level 1 Food Technology (6FTK) and/or NCEA 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.
Course cost:	\$80.00 per semester.
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.: 2 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:	<ul style="list-style-type: none">■ University room design■ Designer inspired chairs■ Children's toys■ Personal passion project
In this course you will learn:	<p>You will develop skills in:</p> <ul style="list-style-type: none">■ The design process■ Freehand sketching■ Orthographic projection■ Pictorial drawing methods■ Rendering and graphic media■ Design language and evaluation■ Presentation skills■ Computer Aided Design <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:	NCEA Level 1 Design and Visual Communication (6DVC).
Equipment:	None
Course cost:	None
Who to talk to for more information:	Mr Birkett 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.: 2 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:	<p>Units of work may include (but are not limited to):</p> <ul style="list-style-type: none"> ■ 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.
Methods of assessment:	All work will be submitted in portfolio form.
This course leads to:	NCEA Level 1 Digital and Information Technology (6DIT) and/or NCEA Level 1 Electronics (6ETK)
Equipment:	None
Course cost:	\$5.00 per semester.
Who to talk to for more information:	Mr Harding or 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.: 2 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:	In this course you will also develop skills in: <ul style="list-style-type: none"> ■ Measurement ■ Joinery ■ Basic workshop health and safety ■ Use of various tools and machinery <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:	NCEA Level 1 Hard Materials Technology (6HTK)
Equipment:	None
Course cost:	\$50.00 per semester. This price is indicative only and subject to change based on cost of materials and the nature of individual projects.
Who to talk to for more information:	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.: 2 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): <ul style="list-style-type: none"> ■ "E-cookbook" ■ "Cultural Foods" ■ "Designer Hamburgers" ■ "Food for Sport" ■ "Vegetarian" ■ "Ice cream"
In this course you will learn:	<p>In this course you will also develop skills in:</p> <ul style="list-style-type: none"> ■ Using knives ■ Mis-en-place ■ Health and Safety ■ Various cooking techniques <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:	NCEA Level 1 Food Technology (6FTK) and/or NCEA 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.
Course cost:	\$80.00 per semester.
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.
Course cost:	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 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

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.

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.

Course cost: \$10.00

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			

6ETK – Electronics Technology (Level 1)

Prerequisites:	Completion of at least one semester of Junior Technology (Preferably Digital Technology) is recommended but not compulsory.
Why this course:	This course is for people with an interest in electronics and those who are considering a career in the electro-technology or electrical industries. This is a growth area in the New Zealand and international economies, with good job opportunities for suitably qualified people.
Course information:	This pathway allows students to examine and develop analogue and digital electronics, components, and systems enabling design, construction, and fault-finding in circuits and/or microcontroller systems.
Course cost:	Due to the practical nature of this subject, the course fees of \$75.00 contribute towards hardware used by pupils. Completed projects are retained by pupils once used for assessment.
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 91050	Demonstrate understanding of the role of subsystems in technological systems	4	Ext	Y	N
AS 91047	Undertake development to make a prototype to address a brief	6	Int	N	N
AS 91079	Implement basic techniques in constructing a specified electronic and embedded system	3	Int	N	N
AS 91881	Develop an electronic outcome	6	Int		
	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.
Course cost:	\$110.00. This price is indicative only and subject to change based on cost of materials and the nature of individual projects.
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 (HTK) 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.

Course cost: \$50.00 to cover the use of materials/consumables.

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		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			

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:	<p>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:</p> <ul style="list-style-type: none"> ■ 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 <p>Why study food technology?</p> <p>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.</p> <p>This course aims to offer a programme of study covering both theoretical and practical components of Food Technology.</p>
Course cost:	\$100.00 for food and consumables
This course is assessed using:	Achievement Standards. To gain entry into the Year 12 Food Technology 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 (FTK) 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 7HOS.
Course information:	<p>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.</p> <p>Topics taught are likely to include:</p> <ul style="list-style-type: none"> ■ 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
Course cost:	\$180.00 for food, consumables and Service IQ workbooks.
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			



7DVC – Design & Visual Communication (Level 2)

Prerequisites:	6DVC with a minimum of 16 credits and at least half should be at Merit level to ensure success at 7DVC.
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.
Course cost:	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 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	22			



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. 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.

Course cost: \$20.00 to cover paper and printing. Students may need to provide their own specialist materials such as special paper or printing media.

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)
	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			



7ETK – Electronics Technology (Level 2)

Prerequisites: 6ETK or 6SCS (Specialist Science) with a minimum of 14 credits.

Why this course: This course is for people with an interest in electronics and those who are considering a career in the electro-technology or electrical industries. This is a growth area in the New Zealand and international economies, with good job opportunities for suitably qualified people.

Course information: This pathway allows students to examine and develop analogue and digital electronics, components and systems enabling design, construction and fault-finding in circuits and/or microcontroller systems.

Course cost: Due to the practical nature of this subject, the course fees of \$75.00 contribute towards hardware used by pupils. Completed projects are retained by pupils once used for assessment.

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 91358	Demonstrate understanding of how technological modelling supports risk management	4	Ext	N	N
AS 91375	Implement advanced interfacing procedures in a specified electronic environment	3	Int	N	N
AS 91357	Undertake effective development to make and trial a prototype	6	Int	N	N
AS 91374	Demonstrate the understanding of advanced concepts used in the construction of electronic environments				
AS 91354	Undertake brief development to address an issue	4	Int	N	N
	Maximum Credits Available	20			



7HTK – Hard Materials Technology (Level 2)

Prerequisites: 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.

Course cost: \$110.00. This price is indicative only and subject to change based on cost of materials and the nature of individual projects.

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 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			



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

Individual learning and employment related opportunities in the automotive and engineering related trades. Nationally there is demand for school leavers seeking employment in trades to be skilled and ready to enter the workforce. This course provides the background learning for students to either enter into an apprenticeship or to on to further tertiary trade study and then into 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.

Course cost: None

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		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			



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.

Course cost: \$75.00 to cover the use of materials/consumables.

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		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			



7FTK – Food Technology (Level 2)

Prerequisites: 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

Why Study Food Technology?

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.

Course cost: \$100.00 for food and consumables.

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. Entry may be granted at the discretion of the HoLA.
Why this course:	This course is for students who have an interest in the hospitality industry. While there are no firm prerequisites, in the event of over-subscription, preferential entry will be given to those students who have completed the 6HOS course.
Course information:	<p>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.</p> <p>Topics taught are likely to include:</p> <ul style="list-style-type: none"> ■ Review of food safety practices ■ International food preparation and presentation ■ Food and beverage service <p>Why study Hospitality?</p> <p>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.</p>
Course cost:	Approximately \$180.00 for food, consumables and Service IQ workbooks.
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.

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			

8DVC – Design & Visual Communication (Level 3)

Prerequisites: 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.

Course cost: Students are required to have their own folder and drawing equipment.

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 OR 6	Int	N	N
Maximum Credits Available		16			

8DIT – Digital Technology (Level 3)

Prerequisites:	7DIT or 7ETK with a minimum of 14 credits and/or at the discretion of the TiC or 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:	<p>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.</p> <p>Skills learned in the course may include but are not limited to:</p> <ul style="list-style-type: none"> ■ 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 develop: development and implementation of a digital technology prototype
Course cost:	None. Some additional costs may be incurred based on the requirements of individual projects.
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			

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.

Course cost: \$30.00 to cover the use of materials/consumables.

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		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
US 29684	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

Course cost: None

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		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			

8FTK – Food Technology (Level 3)

Prerequisites: 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.

Course cost: We aim to keep the cost at \$100.00 for food and consumables, however, as students will be working with individual clients some change may result.

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			

Student Learning Services & 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 Services 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) – Karen Jamieson
- Programme Support Coordinator – Ms Ryan Gilbertson
- Gifted and Talented Coordinator – Mrs Lee Hiestand (acting 2018)
- Careers Counsellor – Mrs Bronwyn Gardiner & Mrs Melanie Holland
- Distance Learning/Correspondence – Mr Dax Richards & Ms Penny Hearn

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 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 are able to learn literacy strategies to apply across the curriculum and are necessary for success at NCEA.</p> <p>By spending specialised and dedicated time building these skills early on in their high school career, students are encouraged to develop their critical literacy skills with a reading focus for the Level 2/3 class and a writing focus for the Level 3/4 course. Students may in some cases take up to four consecutive semesters of Literacy Extension in the junior school.</p> <p>Over the course of the semesters, key skills that will be learned are:</p> <ul style="list-style-type: none"> ■ Establishing ■ Remembering ■ Enduring ■ Applying ■ Decision making
Methods of assessment:	<p>Students will be assessed through personalised assignments relevant to their level including diagnostic literacy assessments. SAST spelling test and the DRA reading assessment. Dyslexia screening is also available where appropriate.</p> <p>In Year 10 there is the option to include five NCEA Level 1 credits from Supported Learning during each semester for students likely to complete Year 10 below level 5B.</p>
This course leads to:	Accelerating students literacy development to help them reach the expected level.
Equipment:	Laptop, 1B8 workbook and set of highlighters.
Course cost:	\$30.00 to cover programmes used in the course.
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 able 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 ■ Develop: <ul style="list-style-type: none"> ▶ Self-management skills ▶ Personal resilience and perseverance ▶ Awareness, knowledge, and critical thinking around your chosen area of study ▶ Reflective practice and feedback ▶ Presentation skills
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 Akonga 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.
Course cost:	Dependant on the chosen line of study and any associated costs.
Who to talk to for more information:	Ms Tomkins (HoLA SLS) or Mrs Hiestand (Acting Gifted & Talented Coordinator)



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. 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. There will be an opportunity to gain informed insight into a specific career area and gain some NCEA qualifications. Students will work and learn new skills in the workplace and be assessed by an accredited assessor in the field they are exploring. Mentoring through quality employers, Industry Training Providers and Apprenticeship Providers is positive in ensuring appropriate career pathways are chosen.</p> <p>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.</p> <p>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 <p>During the work placement students will meet with the Gateway Coordinator to discuss issues arising from: work, their Learning Plan and Workplace study.</p> <p>Possible areas of learning:</p> <table border="0"> <tbody> <tr> <td>■ Baking</td><td>■ Horticulture</td></tr> <tr> <td>■ Building</td><td>■ Hospitality</td></tr> <tr> <td>■ Business Administration</td><td>■ Media</td></tr> <tr> <td>■ Computing</td><td>■ Motor Engineering</td></tr> <tr> <td>■ Contracting</td><td>■ Plumbing</td></tr> <tr> <td>■ Education</td><td>■ Printing and Design</td></tr> <tr> <td>■ Electrical</td><td>■ Retail</td></tr> <tr> <td>■ Food Processing</td><td>■ Sport and Recreation</td></tr> <tr> <td>■ Joinery</td><td>■ Tourism</td></tr> <tr> <td>■ Hairdressing</td><td></td></tr> </tbody> </table>	■ Baking	■ Horticulture	■ Building	■ Hospitality	■ Business Administration	■ Media	■ Computing	■ Motor Engineering	■ Contracting	■ Plumbing	■ Education	■ Printing and Design	■ Electrical	■ Retail	■ Food Processing	■ Sport and Recreation	■ Joinery	■ Tourism	■ Hairdressing	
■ Baking	■ Horticulture																				
■ Building	■ Hospitality																				
■ Business Administration	■ Media																				
■ Computing	■ Motor Engineering																				
■ Contracting	■ Plumbing																				
■ Education	■ Printing and Design																				
■ Electrical	■ Retail																				
■ Food Processing	■ Sport and Recreation																				
■ Joinery	■ Tourism																				
■ Hairdressing																					
Course cost:	None.																				
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.																				

9ACA – Trades Academy (Cromwell or SIT)

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 with regard to The Central Lakes Trades Academy. This is a government approved partnership. The Trades Academy delivers trades and technology programmes to secondary students in the Queenstown Lakes and Central Otago district. 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 their 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 or SIT in Remarkables Park 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>2019 Central Lakes Trades Academy (Cromwell) programmes include:</p> <ul style="list-style-type: none"> ■ Automotive – Level 2 ■ Building and Construction – Level 2 ■ Hospitality – Level 2 ■ Primary Industries – Level 2 ■ Beauty/Salon Skills – Level 2 ■ Cookery – Level 3 <p>2019 SIT (Remarkables Park) programmes include:</p> <ul style="list-style-type: none"> ■ Beauty/Salon Skills – Level 2
Course cost:	None. There is no cost for this programme as costs are funded by the government. Places in the programmes are restricted to a number per school, therefore a selection process may be necessary.

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 Deans endorsement
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>
Course cost:	None.

Distance Learning – The Correspondence School and NetNZ

Available for study in:	Year 9 to Year 13
Main areas of study:	You will need to 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>
Course cost:	Will vary according to subjects selected.
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
5AWMP – Wicked Problem Solving				
		8PNP – Passions and Pathways		

We are looking to develop more cross-curricular courses.

5AMWP – Wicked Problem Solving

Available for study in:	Year 9 and Year 10
Main areas of study:	<p>A wicked problem is a problem that is difficult or impossible to solve because of incomplete, contradictory, and changing requirements that are often difficult to recognise. This course develops processes for students to examine and form recommendations for real world problems which do not have simple answers.</p> <p>Students will learn about some of the wicked problems facing the Wakatipu Basin from local experts. As a class we will try to make sense of one selected problem and come up with our recommendations. Students in small groups will then work in depth on a problem of their choosing over several months. This will cumulate in students presenting what they have learned along with recommendations to key stakeholders for their selected problem.</p>
In this course you will learn:	<ul style="list-style-type: none"> ■ Consider the community and environment in which they live ■ Consider opposing viewpoints ■ Write a proposal ■ Consider ethics in relation to gathering and use of data ■ Decide on and follow timelines ■ Interact assertively and respectfully with local and central organisations and individuals ■ Determine what data is required and conduct a process for gathering data ■ Analyse data and present it in meaningful ways ■ Make recommendations ■ Present to key stakeholders (final assessment) <p>This course aims to develop student's ability to examine complex problems which do not have tidy solutions.</p>
Methods of assessment:	Students will be assessed via making a presentation to local stakeholders within the context of their selected problem.
This course leads to:	The ability to think about problems from different perspectives and really look in depth at a context will assist students to communicate higher level thinking which is essential for Merit and Excellence grades in many NCEA courses. The social skills of working and communicating with others including their peers and people from different organisations will develop their confidence and assertiveness. These are all highly desirable attributes in many future careers.
Equipment:	Graphics calculator and general stationery.
Course cost:	There may be a cost for a homework book of no more than \$30.00.
Who to talk to for more information:	Mrs Hiestand (HoLA Mathematics and Statistics)

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:	<p>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+ credits towards UE. Students could potentially extend into Level 4 studies through SIT and University courses.</p> <p>Course design is individualised to construct a purposeful and meaningful course for each student.</p> <p>This processes 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.</p> <p>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.</p> <p>Examples of possible course themes:</p> <ul style="list-style-type: none"> ■ Passion Project Human Rights Topic, e.g. Gender Inequality ■ Mountain Biking – technology, engineering, health, physical education
Course cost:	This would be dependent on the course designed and the nature of learning required. For example, students would be expected to cover field trip costs and the costs of specialist materials needed for projects.
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.





QUEENSTOWN | NEW ZEALAND
www.wakatipu.school.nz