

2024

CURRICULUM STUDIES GUIDE

He Mahere Marautanga



CBHS

Choosing a Course of Study

The purpose of this booklet is to help you make the best subject choices to meet your particular needs. You need to study the options available very closely and fully discuss these with your parents, teachers and the school's guidance staff if necessary.

Help is available from...

- your Parents
- your Subject Teachers
- your Dean
- the Transition-Careers Staff
- your Kaitiaki (Form Teacher)
- the Guidance Counsellor

NB: Not all courses listed in this book may run — many are dependent on numbers.

Important Information

- Before considering particular courses, students and parents ***should*** carefully consider:
 - NCEA Certificates
 - Level 1 Literacy and Numeracy
 - NCEA Endorsements
 - University Entrance requirements at New Zealand (and potentially overseas) universities
 - NZQA Scholarship
 - Background Information for Careers
 - Transition to Work opportunities
 - Vocational Pathways
- Course selections for next year will be made online – instructions will be provided later.
- While every effort is made to ensure accuracy in the following information, changes can become necessary because of timetabling restrictions, class sizes, specialist staffing and recruitment, etc.

CURRICULUM EVENING 15TH AUGUST
CHRISTCHURCH BOYS' HIGH SCHOOL HALL
4PM-6PM

Deans, Subject Heads of Department, Careers, Staff, and staff from Ara Te Pūkenga, University of Canterbury, Lincoln University, Victoria University of Wellington and New Zealand Defence Force will be onsite to help guide and advise students and parents in your course selections.

Deans

Year 9	Mrs. C. Welsh	Deputy Headmaster	Mr. S. Fraser
Year 10	Mr. P. Coady	Assistant Principal (Property)	Mr. C. Dunnett
Year 11	Ms. K. Kovani	Assistant Principal (Junior School)	Mr. D. Bone
Year 12	Mr. G. McNaughton	Assistant Principal (Curriculum)	Ms. J. Pearson
Year 13	Mr. W. Waller	Assistant Principal (Senior School)	Mr. N. Vernon

Director of International Students	Mr. C. Everett
Careers / Transition	Mrs. M. Connolly
Guidance Counsellor	Mr. J. Makinson
NZQA/NCEA Liaison	Mr. P. Watson
Assessment Coordinator	Ms. J. Pearson

Heads of Department

Art	Ms. M McCormack
Agriculture	Mr. A. Gyles
Biology	Ms. L. Pears
Chemistry	Mr. J. Andersen
Classical Studies	Mr. M. Drury
Commerce	Mr. A. Drayton
English	Ms. N. Ward
EAL (English as an Additional Language)	Ms. L. Briggs
Geography	Mr. T. Adams
Gifted & Talented Students	Ms. L. Pears
History	Mr. M. Drury
Languages	Mr. W. Waller
Learning Support	Mr. P. Chaplin
Mathematics	Mr. P. Childs
Music	Mr. R. Barker
Physical Education and Health	Mr. P. Watson
Physics	Dr. N. Mehrtens
Science	Dr. N. Mehrtens
Social Studies	Mr. M. Drury
Technology	Mr. A. Breig
Te Reo Māori	Mr D. Hapuku

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Subject Outlines

Art/Ngā Toi

Visual Arts–Yr 10	14
Digital Arts–Yr 10	14
Visual Arts –Yr 11	15
Digital Arts–Yr 11	15
Visual Arts –Yr 12	16
Design Art–Yr 12–13	17
Photography Art –Yr 12–13	18
Painting Art –Yr 13	19
Printmaking Art –Yr 13	19

Commerce/Tauhokohoko

Financial Literacy –Yr 10	20
Business Studies –Yr 10	20
Economics –Yr 10	21
Economics & Business –Yr 11	22
Accounting and Business –Yr 11	23
Economics –Yr 12–13	24
Accounting –Yr 12–13	25
Business Studies –Yr 12–13	27
Agribusiness –Yr 12–13	29

English/Te Reo Pākehā

English –Yr 10–13	31
English B –Yr 11–12	33
Drama –Yr 10–12	34

English as an Additional Language/Ngā Reo

EAL –Yr 9–12	36
English for Academic Purposes –Yr 12	37

Languages/Ngā Reo

Chinese –Yr 10–13	38
French –Yr 10–13	42
Japanese –Yr 10–13	44
Te Reo Māori –Yr 10–13	47

Mathematics/Pāngarau

Mathematics –Yr 10–12	48
Mathematics Numeracy –Year 11	50
MTA– NCEA Mathematics	51
Statistics –Yr 12–13	52
Calculus –Yr 13	54

Music/Toi Puoro

Music 1–Yr 10	55
Music 2–Yr 10	55
Music –Yr 11–13	56

Physical Education/Hākinakina

Health & Physical Education –Yr 10	59
Sports Performance –Yr 10	59
Physical Education –Yr 11	60
Sports Performance –Yr 11	61
Physical Education –Yr 12–13	62
Health –Year 11 -12	64
Outdoor Education –Yr 12–13	66
Sports Studies –Yr 13	70

Science/Pūtaiao

Science –Yr 10	71
Environmental Science –Yr 10	71
Science –Yr 11	72
EAL Science –Yr 12	72
Biochemistry / Physical Science–Yr 11	73
Applied Science –Yr 11	74
Agriculture –Yr 12–13	75
Biology –Yr 12–13	77
Chemistry –Yr 12–13	79
Physics –Yr 12–13	81

Social Sciences/Tikanga ā-lwi

Social Studies –Yr 10	82
Geography –Yr 10–13	83
History –Yr 10–13	86
Classical Studies –Yr 12–13	90
Pacific Studies Yr 11–13	92

Technology/Hangarau

Design & Visual Communication –Yr 10	94
Resistant Materials Technology –Yr 10	95
Design & Visual Communication –Yr 11–13	96
Generic Tech (Achievement Stds)–Yr 11–12–13	99
Technology Pre-Trade Metal –Yr 11	102
Technology Pre-Trade Wood –Yr 11	103
Technology Pre-Trade Metal –Yr 12	104
Technology Pre-Trade Wood –Yr 12	105
Industrial Technology –Yr 13	106
Food Technology –Yr 10	107
Food Technology –Yr 11–12–13	108
Hospitality (Culinary Skills)-Yr 12–13	111
Digital Technology (Computing) –Yr 10–13	112

Gateway/Ara Kē **113**

Dual Enrolled Programmes **114**

CURRICULUM STRUCTURE

Year 9

English
Mathematics
Health & Physical

Science
Social Studies
° Art
° Materials Technology
° Music/Drama

+ choose one option from...

French
Japanese
Te Reo Māori

*An intensive literacy course
may replace a subject
for selected students*

Year 10

1. English
2. Mathematics
3. Health & Physical Education
4. Science
5. Social Studies

+ choose 4 options from...

Business Studies
Design & Visual Com [Graphics]
Digital Art
Digital Technology
Drama
Economics
Environmental Science
Financial Literacy
Food Technology
Geography
History
Materials Technology (Wood/
Metal)
Music 1
Music 2
Sports Performance
Visual Art

* Chinese
* French
* Japanese
* Te Reo Māori

*If you choose a language
this will count as two op-
tions across two semes-
ters for the full year.

You should also select
two other options

Year 11

1. English
*Students will be placed into ENG,
ENB, EAL ø or EAP ø*
2. Mathematics
*Students will be placed in MTH,
MTG or NUM*
3. Science
*or Biochem. + Phys. Science
or Applied Science ø*

+ choose 3 options – or 2 only if Biochem + Phys Science is chosen – from...

Accounting and Business
Chinese
Design & Visual Communications
Digital Art
Digital Technology (Computing)
Drama/Performing Arts
Economics and Business
Food Technology
French
Generic Technology Metal/Wood (AS)
Geography
Health
History
Japanese
Music
Pacific Studies
Physical Education
Sports Performance
Technology Pre-trade Wood ø
Technology Pre-trade Metal ø
Te Reo Māori
Visual Arts

Multi-level studies Option choices
are possible across Years 11–13

Year 12

1. English
*Students will be placed into ENG, ENB,
EAL ø or EAP ø*

+ choose 4 or 5 options from...

Accounting
Agriculture
Agribusiness
Biology
Business Studies
Chemistry
Chinese
Classical Studies
Design Art
Design & Visual Communication
Digital Tech (Computing)
Drama
Economics
Food Technology (or Hospitality ø)
French
General Studies–Dual Enrolment
Geography
Health
History
Japanese
Generic Technology (TAS)
Mathematics A Band
or Statistics
Music
Outdoor Education ø (OED / OEL)
Pacific Studies
Photography Art
Physical Education
Physics
Technology Pre-trade Wood ø
Technology Pre-trade Metal ø
Te Reo Māori
Visual Arts

Year 13

Choose 5 or 6 options from...

‡ Accounting
‡ Agriculture
‡ Agribusiness
‡ Biology
‡ Business Studies
‡ Calculus
‡ Chemistry
‡ Chinese
‡ Classical Studies
‡ Design Art
‡ Design & Visual Communications
‡ Digital Tech (Computing)
‡ Drama
‡ Economics
‡ English
English as an Additional
Language ø
English for Academic Purposes
‡ Food Technology
(or Hospitality ø)
‡ French
‡ Generic Technology (TAS)
‡ Geography
‡ History
Industrial Technology ø
‡ Japanese
‡ Music
Outdoor Education ø (OED / OEL)
Pacific Studies
‡ Painting Art
‡ Photography Art
‡ Physical Education
‡ Physics
‡ Printmaking Art
Sports Studies ø
‡ Statistics
‡ Te Reo Māori

Key to symbols

° one trimester courses
ø Unit Standards based courses
‡ Year 13 UE-approved courses

QUALIFICATIONS

NCEA Certificates

REQUIREMENTS

- Level 1** 60 credits are required at any level (level 1, 2 or 3) + 20-credit co-requisite in literacy and numeracy
- Level 2** 60 credits at level 2 or above (+ 20-credit co-requisite in literacy and numeracy*)
- Level 3** 60 credits at level 3 or above (+ 20-credit co-requisite in literacy and numeracy*)

- Credits can be gained over more than one year.
- Credits may also be used towards other qualifications. For example, Unit Standards in the domain 'generic computing' might be used towards a Level 2 NCEA certificate, as well as towards a National Certificate in Computing (Level 2).

* Learners need to complete the co-requisite once only. Further information is provided below.

see also NCEA Endorsements page 7

Level 1 NCEA – Literacy & Numeracy

REQUIREMENTS

- For 2024 and 2025, **to be awarded any level of NCEA**, learners will need to achieve the new 20-credit co-requisite in literacy and numeracy through achieving either the new standards in Literacy-Writing, Literacy-Reading, Numeracy, Te Reo Matatini, and Pāngarau **or** gaining 20 credits from a list of literacy and numeracy-rich standards.
- If learners meet the NCEA literacy and numeracy requirements before the new Level 1 achievement standards are phased through (prior to 2024), this achievement will be recognised towards the new co-requisite.
- Learners need to complete the co-requisite once only.
- Learners **must use only one assessment option** to complete the literacy or te reo matatini component and **one assessment option** to complete the numeracy or pāngarau component. For example, a learner needs both the new reading and writing Common Assessment Activities (CAA) for literacy – not the reading CAA and 5 credits from assessments for English achievement standards.

Literacy

The Literacy standard is met if a minimum of 10 credits are earned through either:

- a Te Reo Matatini standard or these two Literacy standards: US32403: Read written texts to understand ideas and information; US32405: Write texts to communicate ideas and information. These co-requisites are set to meet the demands of the New Zealand Curriculum at Level 4/5.
- Gaining 10 credits from a list of literacy rich standards. The complete list of specified standards can be found on the [NCEA Education website](#). The literacy standards are set to meet the demands of the New Zealand Curriculum at Level 6.

Literacy is the written and oral language people use in their everyday life and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

Numeracy

The Numeracy standard is met if a minimum of 10 credits are earned through either:

- US32406: Use mathematics and statistics to meet the numeracy demands of a range of situations **or** the Pāngarau standard US32412, Te whakamahi pāngarau me te tauanga hei whakatutuki i ngā hiahia pāngarau o ngā pūāhua whai take. These co-requisites are set to meet the demands of the New Zealand Curriculum at Level 4/5.
- Gaining 10 credits from a list of numeracy rich standards. The complete list of specified standards can be found on the [NCEA Education website](#). The literacy standards are set to meet the demands of the New Zealand Curriculum at Level 6.

Numeracy is the bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, learning, work and community tasks, social and leisure activities.

NCEA Certificate & Course Endorsements

Certificate Endorsement

Excellence Endorsement The NCEA Certificate will be endorsed with **Excellence** if 50 or more credits are gained at Excellence.

Merit Endorsement The NCEA Certificate will be endorsed with **Merit** if 50 credits or more are gained at Merit or Excellence.

- Credits earned can count towards an endorsement over more than one year. However, they must be gained at the same level of the certificate.
- For example, Level 2 credits will count towards endorsement of a Level 1 NCEA certificate if gained in the same academic year, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

Course Endorsement

Excellence Endorsement A course will be endorsed with Excellence if 14 or more credits at Excellence are earned within the course and within a single school year.

Merit Endorsement A course will be endorsed with Merit if 14 or more credits at Merit or Excellence are earned within the course and within a single school year.

- At least three of these credits must be from externally assessed standards and three credits from internally assessed standards. Note, this does not apply to Physical Education, and Level 3 Visual Arts.
- A course endorsement can be gained independently of a qualification. For example, a student may achieve a Merit endorsement for their Level 2 Mathematics course regardless of whether they achieve NCEA Level 2.
- A course endorsement is gained at the level of the lowest-level standard of the eligible credits.
- Courses may include Unit Standards, but only Standards with Merit and/or Excellence criteria will contribute to an endorsement.
- The result for any standard can be used in only one course endorsement in the year it is reported.
- Course endorsement does not include Scholarship.

NZQA Entry Fees

Domestic candidates

Entry fees have been abolished from 2019

International fee-paying candidates

- | | |
|---|-----------------|
| • Basic fee, regardless of number of subjects entered | \$383.30 |
| • NZ Scholarship fee, per subject | \$102.20 |

New Zealand University Entrance – through NCEA

ADMISSION REQUIREMENTS TO UNIVERSITY

You must meet the admission requirements for your programme(s) of study. In addition to achieving university entrance, many undergraduate programmes require you to have taken specific subjects and have gained minimum credits in certain subjects. Many universities have also set minimum rank scores for guaranteed entry to specific courses. Some programmes have other requirements such as a portfolio, audition and/or interview.

UNIVERSITY ENTRANCE

- For the most up-to-date information including Special Admissions visit <https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/>

NCEA APPROVED SUBJECTS FOR UNIVERSITY ENTRANCE

- Only certain school subjects can be used toward gaining University Entrance. This subject list is constantly being reviewed by NZQA.
- For the most up-to-date information visit <https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/>

GUARANTEED ENTRY SCORES (GES)

- Some universities use a rank score system for guaranteed or preferential entry into some courses of study, especially for those with limited or competitive entry.
- The score is based on the number of Level 3 credits gained with Excellence, Merit or Achieved.
- Students may still be accepted into a course of study if they don't meet the rank score but do meet the University Entrance standard.
- Students should check each individual Universities policy on GES scores and ranks.**

New Zealand Scholarships – Year 13

NZ Scholarships recognise 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. 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.

- Scholarships of between \$500 in a single subject up to \$10,000 can be awarded
- For up-to-date information visit <https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/>

School Scholarships and Awards

Christchurch Boys' High School also has a number of scholarships available (these are indicative amounts only based on those paid in 2020 and varies according to fund income). For more information regarding these scholarships, visit <https://www.cbhs.school.nz/student-services/scholarships/>

Bickerton-Widdowson Scholarships	\$1000 for each NCEA Scholarship gained – if attending Canterbury University.
A.N.V. Dobbs Memorial Scholarship	\$890 for the study towards a Commerce degree – can be continued for up to 3 years.
J.F. Moffatt Scholarship	\$500 for one year to a pupil intending to major in Chemistry at the Canterbury University.
Sir Arthur Sims Scholarships	\$1,000 if a full-time degree course at Lincoln University – can be continued for up to 3 years.
A.D. Tench Awards	\$500 on the basis of NCEA results; if taking a university science course.
John Wilson Memorial Scholarship	\$500–\$2500 if studying towards a Science degree at the University of Canterbury – can be continued for up to 3 years.

Background Information For Careers

- The notes on the following pages represent only a small selection of possible careers and the entry requirements listed here are only a guide and generally minimum ones. Often an extra year of school can help your chances of selection. See the careers staff for further details.
- Generally, the higher the level of the qualification sought, the higher the school qualification required. Degrees require University Entrance (see p.8) and National Diplomas require 54 or more Level 2 credits.
- Careers such as trades which have an apprenticeship or pre-trade training requirement at present are not listed. Most currently require English, Mathematics and a Science to Level 2, as well as other appropriate subjects. Please see the Careers staff if you are interested in more information regarding pre-trade courses
- STAR courses and Work Experience often help to gain entry.
- For further or more detailed information see the careers staff or use the resources and computer in the transition room to visit the websites of tertiary institutions. A useful website is the CBHS Careers Noticeboard - <https://cbhs.careerwise.school/>
- Success in tertiary education correlates closely with success at school – the more you have above the minimum requirements, the higher the chances of success.

Learning Extension Activities

Additional tuition, as appropriate, is available to students within or outside normal classroom hours. This includes reading assistance, English as an Additional Language (EAL), mathematics tutoring, study skills, writing support, extension and instrumental music tuition.

First Year University Courses

These may be available in some subjects. Heads of Department or the Careers Adviser will provide details. School funding may cover some of the associated university course fees.

Gifted and Talented Programme

- This programme aims to provide gifted students with the support needed to fully develop their gifts into talents and to challenge each student. A multi-category approach to giftedness is taken: academic, arts, cultural, sports and leadership are recognised and supported.
- The school endeavours to provide a variety of options including a differentiated curriculum within the classroom; acceleration; and enrichment activities in class, school-wide and externally. In addition, it recognises that gifted students also need on-going pastoral care and has a coordinator for the gifted programme in addition to the school's guidance counsellors and Deans whom gifted students are able to consult.
- Our programme has a range of formal and informal identification processes, e.g. data gathering from contributing schools and RTLB, standardised testing and nomination by student, teacher, parent or Dean.
- For some students, an individual education plan (IEP) is drawn up incorporating information from personal interview, parent input and teacher input. This is very much a team effort from student, parents and the school.
- Students who show special talents in particular subjects may be allowed to pursue them at a higher level, concurrently with their regular course, including tertiary study.
- The New Zealand Scholarship Award is available in a range of senior subjects.

Learning Support

Christchurch Boys' High School recognises the neuro-diversity of our students and seeks to support all learners during their time at school. Learning Support is available for diagnostic assessment, applying for Special Assessment Conditions with NZQA, supporting students with Reader/Writers in assessment, and providing small group learning support and tuition to students that struggle with literacy, numeracy, or other aspects of their learning. For more details of these services, please contact Mr Chaplin at chaplinpj@staff.cbhs.school.nz

Transition To Work

Transition programmes aim to develop the skills and knowledge necessary for students to make a successful transition to post-school life, especially the world of work. The following programmes help in this process.

STAR courses—enable students to experience study not normally available at school. They:

- enable subjects such as industrial trades, sports, tourism, first aid to offer further skill development with outside providers.
- enable individual students who are unsure of their future pathways to taste different career options.
- extend students who have been highly successful academically through extension studies at university.

Gateway Programme— The Tertiary Education Commission provide funding to the school to deliver this programme to senior school students in Years 12 and 13.

The key elements of the program are:

- It is designed to strengthen the pathway for students to progress from school to workplace learning.
- It provides students with structured workplace learning across a range of industries, while they continue to study at school.
- Students are expected to achieve 20 NCEA credits as part of the programme. An individual learning path is provided to each student that details the learning and NCEA standards to be achieved that are relevant to their chosen industry.

Familiarisation Programmes—visits to universities, polytechnics and private training establishments; hosting of liaison officers; visits to industry.

Curriculum Vitae—assistance with writing these and job or tertiary education applications.

Career Planning Interviews—on an individual basis.

Careers Expo

Year Group Programmes

Year 9

Compulsory Subjects (All students)

English, Health, Mathematics, Physical Education, Science, Social Studies, and one language chosen from French, Japanese or Te Reo Māori.

Option Subjects

In addition, there is one trimester (a third of the year) term each of **Materials Technology, Music** and **Art/Drama**. Students who require additional English language support will be offered access to English as an Additional Language (EAL). (For a small group of students, a subject may be replaced by an intensive reading course).

Year 10

Compulsory Subjects (All students)

English, Physical Education (Health), Mathematics, Science and Social Studies.

Option Subjects

Students select up to 4 option subjects

All options except Languages (*see notes below) will run as single semesters (a semester is two terms). The first semester will run in Terms 1 and 2. The second semester will run in Terms 3 and 4. Options will occur in different semesters dependent on student numbers and staffing considerations. The option subjects enable students to broaden their experience and provide a basis for choosing Year 11 subjects. The school encourages students to continue learning an additional language.

- **Year 10 language study** is a necessary background for study in that language in Year 11.
- **Year 10 study in the other option subjects** provides a very useful background for Year 11 study in a subject – however all can be picked up for the first time in Year 11.

** Students who select a Language (Chinese, Te Reo, French or Japanese) will study it for the whole year across both semesters. This means a student selecting a Language option, will select **TWO** other options in Year 10. Year 10 language study is a necessary background for study in that language in Year 11.*

The table below shows the Learning Areas of the New Zealand Curriculum and how the compulsory subjects and option subjects are distributed across those Learning Areas. The compulsory subjects at CBHS expose students to the first five learning areas. Whilst they are not compelled to select options from every Learning Area, students are strongly encouraged to experience a broad range of Learning Areas.

NEW ZEALAND CURRICULUM LEARNING AREAS								
ENGLISH	HEALTH/PE	MATHS	SCIENCE	SOCIAL SCIENCES	LANGUAGES	TECHNOLOGY	ARTS	OTHERS
Compulsory Subjects at CBHS								
English	Phys Ed and Health	Mathematics	Science	Social Studies				
	Sports Performance		Environmental Science	History	Chinese	Materials Tech (Wood)	Visual Arts	Financial Literacy
				Geography	French	Materials Tech (Metal)	Digital Arts	
				Business Studies	Japanese	Design & Visual Communication	Drama	
				Economics	Te Reo	Food Technology	Music: 1	English as an Additional Language
						Digital Technology	Music: 2	English as an Additional Language

ENTRANCE TO YEAR 11–13 COURSES

Course entry will remain at the discretion of the school. Students will be entered into courses that, within the school's resources, best enable them to achieve well in NCEA and which will provide a pathway for successful lives creating resilient, adaptable, hardworking thinkers and communicators with a strong sense of place and identity.

Five or Six Subjects?

- In Years 11 and 12 all students take six subjects. Year 12 students may opt for a study period or a sixth subject in consultation with their Kaitiaki and Dean. Most Year 12 students are encouraged to take six subjects.
- Year 13 students take five or six subjects.
- In Years 12 and 13, it is possible to include multi-level courses (see below). This option needs to be carefully discussed with the Careers Advisor and/or appropriate Dean.
- Year 13 students gaining Excellence (or possibly Merit) endorsements for Level 2 subjects are expected to enter NZ Scholarship in that subject.
- When students opt to take five subjects, they will automatically be allocated Study as their sixth subject. Study is an unstructured period during which students may work independently on homework, assignments or catchup work.

Multi-level Studies

Senior students may choose a course in which subjects are studied at different year levels. This flexibility provides students with the opportunity to:

- choose from a wider range of subjects
- shape a course to their individual needs
- extend where there is proven ability and confidence, and to reinforce learning where there has been difficulty
- develop basic skills that enhance employment opportunities.

Year 11

Compulsory Subjects (All students)

English, Mathematics and **either Science** (single subject) **or Biochemistry + Physical Science** (double subject).

– If **Science** is chosen, **three** options are chosen from the subject lists.

– If **Biochemistry + Physical Science** is chosen, **two** options are chosen from the subject list.

Option Subjects

See subject list on p.5.

Year 11 Qualifications (see 'Assessment' in subject outlines)

- Students will be assessed against Level 1 Achievement Standards and/or Unit Standards. Unit Standards and some Achievement Standards are assessed internally during normal classes with the balance of Achievement Standards assessed externally through examinations or presentation of folios of work.
- Each Standard carries credit points; 60 credits at Level 1 or higher, and 10 literacy and 10 numeracy credits, will earn a **National Certificate in Educational Achievement, Level 1**.
- Students may also gain NCEA Standards, courses and certificates **with Merit and Excellence Endorsements** (see page 7).

Year 12

In selecting Year 12 courses, students must give very careful thought to which Year 13 courses they will take the following year. Taking a Year 12 course that does not lead directly to a Year 13 subject is likely to mean having to take one or more new subjects in Year 13. If you are considering going to university, it is advisable in Year 12 to take five or six courses leading to Year 13 UE-approved subjects. It is possible for Year 12 students to take one or more subjects at different year levels. Possibilities should be discussed well in advance with the appropriate Dean.

Compulsory Subjects (All students)

English is the only compulsory subject – except for those who have already completed an English Level 2 course.

Option Subjects

See subject list on p5.

- A large proportion of students continue their education after leaving school and many of their courses require mathematical or statistical skills. Accordingly, it is strongly recommended that all Year 12 students continue with Mathematics.
- **Dual Enrolment and Gateway** (*see also p. 116-118*) courses allow student to access programmes beyond school. This includes Dual Pathway programmes at Ara and other tertiary institutions.

Year 12 Qualifications

- Students will be assessed in nearly all courses against Level 2 Achievement or Unit Standards.
- Students may also gain NCEA Standards, courses and certificates with Endorsements (*see page 7*).
- Note: Level 2 is awarded only if the 10 Level 1 numeracy and 10 literacy credits have been earned.
- University Halls of Residence entry is decided on Level 2 NCEA results – not Level 3 results.

Year 13

IMPORTANT

In selecting Year 13 courses, students must give **very careful** thought to future study intentions.

If you are considering going to university, it is desirable to take five or six UE-approved subjects. Read the sections on University Entrance and Guaranteed Entry Scores very carefully. (page 8.)

Compulsory Subjects

There are no compulsory subjects at Year 13.

- The majority of students study **five** subjects but it is possible to take **six** subjects in Year 13.
- Study at university or another learning institution during Year 13 may be approved by the Dean.
- All subjects can be chosen from the subject lists on p 5

Year 13 Qualifications

- Students will be assessed in nearly all courses against Level 3 Achievement or Unit Standards.
- Students may also gain **NCEA** Standards, courses and certificates **with Endorsements**. (*see page 7*).

NZ SCHOLARSHIP

- If you gained a Level 2 Excellence or Merit subject endorsement in Year 12, you should be attempting Scholarship in that subject.
- Attempting Scholarship introduces further learning opportunities, will enhance Level 3 achievement and may be financially very rewarding with NZQA and School scholarships awarded each year.
- Note: NZ Scholarship is offered for UE approved courses only.

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10 VAR — VISUAL ARTS**INTRODUCTION**

Students are challenged and encouraged in:

- creative and imaginative self-expression
- developing technical skill using a wide range of art practices and procedures
- organisation of materials, equipment and management of time
- development of ideas
- understanding the functions of art
- learning about contemporary and historical art and art of other cultures
- discovering the options that skills and qualifications in art can support.

CONTENT AND SKILLS

A variety of subjects perceived as relevant to the year group of students will be used to stimulate the making of art works. Students will use a range of the following processes and techniques:

- drawing – using a range of drawing media e.g. charcoal, pencil, chalk, pen, pencil, collage

- printmaking – woodblock, intaglio, collograph monoprint (this is a technology unit)

- painting

Art appreciation – where relevant to course content, students discuss, view and research the work of established artists, both contemporary and traditional.

ASSESSMENT

Assessment is ongoing throughout the course. All work, from working drawings to finished art work, is assessed. Students are also encouraged to critically appraise their own work, analysing their strengths and weaknesses.

COSTS

Open to review – \$45 covers costs of disposable materials supplied by the Art department.

10 DAR — DIGITAL ARTS**INTRODUCTION**

Students in Year 10 would be able to access the rich course content and skill-based learning that digital art provides, not only providing a stepping-stone to the senior courses but also establishing a skill set that is highly transferable across the curriculum.

CONTENT AND SKILLS

The ability to use digital software, such as Photoshop and Illustrator, allows students to bring this skill to the fore in any area of the curriculum where presentation and creativity of approach is valued.

This course would also be actively contributing to the provision of digital technology at junior level, embedding the need to be creative in the use of software as well as being a competent technician.

ASSESSMENT

Assessment is ongoing throughout the course.

FUTURE PATHWAYS

The Art Department has Digital Art courses in NCEA Level 2 & 3, Photography and Design. The intention of this course is to make that established pathway more evident and accessible to junior students.

RECOMMENDED LEVEL OF ATTAINMENT

Year 10 Art recommended

INTRODUCTION

The aim of the course is to enable students to:

- develop practical knowledge in the visual arts
- develop ideas in the visual arts
- communicate and interpret in the visual arts
- understand the visual arts in context.

CONTENT AND SKILLS

Subject matter appropriate to the year group is used to stimulate the making of art works. The subject or theme continues throughout the year.

Students are involved in using a range of materials and equipment to develop the appropriate skills in a selection of painting, print-making, mixed media or construction.

Drawing is seen to be the foundation skill and is given due emphasis.

Students also undertake research into established practices and procedures that are relevant to the course – this involves drawing, critiquing and analysis. Ideas and techniques derived from this are incorporated into practical work.

COSTS

Open to review – approx. \$80.

*Students may choose **either** Visual Arts **OR** Digital Arts – **not** both.*

RECOMMENDED LEVEL OF ATTAINMENT

Year 10 Digital Art recommended

INTRODUCTION

The aim of the course is to enable students to:

- develop practical knowledge in the digital arts
- develop ideas in the digital arts
- communicate and interpret in the digital arts
- understand the digital arts in context.

CONTENT AND SKILLS

Subject matter appropriate to the year group is used to stimulate the making of art works. The subject or theme continues throughout the year.

Students are involved in using a range of digital applications to develop the appropriate skills used Photograph and Design.

Students also undertake research into established practices and procedures that are relevant to the course

– this involves drawing, critiquing and analysis. Ideas and techniques derived from this are incorporated into practical work.

COSTS

\$60.

NCEA STANDARDS – 11 VAR AND 11DAR

Not all standards will necessarily be assessed

	Level	Credits	L1 Lit.	L1 Num.	
External					
91914 v3	1	5	no	no	Explore Visual Arts processes and conventions to inform own art making
91915 v3	1	5	no	no	Create a sustained body of related artworks in response to an art making proposition
Internal					
91912 v3	1	5	no	no	Use practice-based visual inquiry to explore Aotearoa New Zealand's Māori context and another cultural context
91913 v3	1	5	no	no	Produce resolved artwork appropriate to established art making conventions

RECOMMENDED LEVEL OF ATTAINMENT

16 Level 1 credits in Art or 12 credits in 1.4 at Excellence or Merit in Art

INTRODUCTION

The aim of this course is to develop an understanding of existing procedures and practices which underlie art and design and the practice and extension of these in individual performance.

CONTENT AND SKILLS

- Drawing – students explore a range of drawing techniques using a variety of media.

- Exploring the media – students explore and extend technical and compositional skills in two to three of the following: painting, print making, mixed media. Research into current and established practice and procedures is an integral part of the working process.
- Individual project – students select a medium to work in and will then explore a theme of their own choice. They work through a related series of drawings, small and large works and complete a set number of finished works.

COSTS

Open to review – approx. \$80.

NCEA STANDARDS – 12 VAR

Students select EITHER the Printmaking or the Painting Standards for a total of 22 credits, PLUS AS 91325 for an extra 4 credits

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91321 v2	2	12	no	no	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within painting
91323 v2	2	12	no	no	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within printmaking
Internal					
91311 v2	2	4	no	no	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to painting
91313 v2	2	4	no	no	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to printmaking
91316 v2	2	4	no	no	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established painting practice
91318 v2	2	4	no	no	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established printmaking practice
91325 v2	2	4	no	no	Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to cultural conventions

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12 DES — VISUAL ART–DESIGN

[RETURN TO CONTENTS PAGE](#)**RECOMMENDED LEVEL OF ATTAINMENT**

16 credits in Level 1 Art or Excellence or Merit for Art 1.4 (12 credits).

Subject to the availability of computers, places may be limited. This limitation will not apply to students who have a laptop with the appropriate software installed and who meet the above requirements.

INTRODUCTION

This course introduces students to design practices and procedures and extends their understanding through individual performance.

CONTENT AND SKILLS

A mixture of written and practical work is covered. Students learn skills to develop problem-solving strategies. They work on a variety of projects using both hand-drawing and computer generated techniques that are based on all or a selection of the listed Standards.

Areas of development may include: design briefs for logos; posters; illustration; company identity through promotional material for fashion, music or 3D design industries.

COSTS

Open to review – approx. \$60.

NCEA STANDARDS – 12DES

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91320 v2	2	12	no	no	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within design
Internal					
91310 v2	2	4	no	no	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to design
91315 v2	2	4	no	no	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established design practice
91325 v2	2	4	no	no	Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to cultural conventions

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13 DES — VISUAL ART–DESIGN

RECOMMENDED LEVEL OF ATTAINMENT

Twelve Level 2 credits in Design Art. Subject to the availability of computers, places may be limited. This limitation will not apply to students who have a laptop with the appropriate software installed and who meet the above requirements.

INTRODUCTION

The aim is to develop an understanding of existing design practices and to undertake design projects produced within a set of clearly defined design problems that are explored in the context of all or a selection of the listed Standards.

The use of the design process to solve, analyse and generate ideas is developed into three Level 3 Achievement Standards.

CONTENT AND SKILLS

- Foundation skills – students set their own and work on projects related to the following: illustration, layout and typography, 3D design, company identity, fashion design, to name a few possibilities.
- Research – students critically assess the effectiveness of their own work and how it relates to existing design examples.
- Through a series of individually generated design projects students use design processes and techniques to generate, clarify and resolve their ideas to meet the criteria for the achievement standards for Level 3 Design.

COSTS

Open to review – approx. \$40

NCEA STANDARDS – 13DES

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91455 v2	3	14	no	no	Design 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within design practice
Internal					
91445 v2	3	4	no	no	Design 3.2 - Use drawing to demonstrate understanding of conventions appropriate to design
91450 v2	3	4	no	no	Design 3.3 - Systematically clarify ideas using drawing informed by established design practice

RECOMMENDED LEVEL OF ATTAINMENT

16 Level 1 credits in Art or 12 credits in 1.4 at Excellence or Merit in Art. Subject to the availability of computers, places may be limited. This limitation will not apply to students who have a laptop with the appropriate software installed and who meet the above requirements.

INTRODUCTION

This course introduces students to photography practices and procedures and extends their understanding through individual performance.

CONTENT AND SKILLS

There is a mixture of written work and practical work,

with research into recently established practices.

The course covers the use of Photoshop and other digital programs. Dark-room skills and alternative processes; may be covered depending on the student's interest. Also addressed: picture-making conventions and skills, the study of photographers as artists; thematic application of an idea based on the work of another artist and relating to the individual's course of study.

COSTS

Materials – \$60.

All students must have their own digital SLR camera with light meter and manual function.

NCEA STANDARDS – 12PHO

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91322 v2	2	12	no	no	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within photography
Internal					
91312 v2	2	4	no	no	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to photography
91317 v2	2	4	no	no	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established photography practice
91325 v2	2	4	no	no	Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to cultural conventions

RECOMMENDED LEVEL OF ATTAINMENT

Twelve Level 2 credits in Photography

INTRODUCTION

The aim is to develop a thematic understanding and approach to photography that allows a student to demonstrate his ideas in a thematic way. Use of photographic techniques and processes to solve, analyse and generate ideas is developed into three Level 3 Achievement Standards.

CONTENT

The course covers the use of Photoshop and other digitally related programs. Dark-room skills and alternative processes; may be covered depending on the student's interest. The ability to use technical language to discuss ideas and results is also developed.

SKILLS

- Gain some knowledge of historical/photographic development and conventions and relate them to contemporary practice in New Zealand and internationally.
- Develop compositional skills through exercising critical faculties in discussing and writing about their own and others' work by using artist models, (ie. established photographers), to generate compositional starting points in their own work.

COSTS

Materials – \$50.

All students must have their own digital SLR camera with light meter and manual function.

NCEA STANDARDS – 13PHO

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91457 v2	3	14	no	no	Photography 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice
Internal					
91447 v2	3	4	no	no	Photography 3.2 - Use drawing to demonstrate understanding of conventions appropriate to photography
91452 v2	3	4	no	no	Photography 3.3 - Systematically clarify ideas using drawing informed by established photography practice
91460 v2	3	4	no	no	Photography 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context

RECOMMENDED LEVEL OF ATTAINMENT

18 Level 2 credits in Art or Photography or Design.

INTRODUCTION

The aim is to develop an understanding of existing procedures and practices which underlie the making of art and design and the practice and extension of those in individual performance.

CONTENT AND SKILLS

- Drawing – revision of the basic skills.
- Individual project – students work on a thematic study of their own choice. They use at least one

established form of painting and make reference to relevant recent and established practice to provide original work. They will develop sequences of drawings, small works and finished paintings that are founded on a research project.

- Compiling the examination folio – students extend and resolve ideas through a series of works that are presented in a three-panel folio.

COSTS

Open to review – approx. \$80.

NCEA STANDARDS – 13PTG

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91456 v2	3	14	no	no	Painting 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice
Internal					
91446 v2	3	4	no	no	Painting 3.2 - Use drawing to demonstrate understanding of conventions appropriate to painting
91451 v2	3	4	no	no	Painting 3.3 - Systematically clarify ideas using drawing informed by established painting practice

RECOMMENDED LEVEL OF ATTAINMENT

18 Level 2 credits in Art, Photography or Design.

INTRODUCTION

The aim of the course is to develop an understanding of existing procedures and practices which underlie the making of art and design and the practice and extension of those in individual performance.

CONTENT AND SKILLS

- Drawing – revision of the basic skills
- Individual project – with reference to recent and established practice students select a thematic study.

- Then using at least *one* form of printmaking, students demonstrate their ability to sustain and develop pictorial ideas throughout the printmaking process, both in prints and drawings. This practical work is founded on a research project.
- Compiling the examination folio – students extend and resolve ideas through a series of works that are presented in a three-panel folio.

COSTS

Open to review – approx. \$110.

NCEA STANDARDS – 13PRN

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91458 v2	3	14	no	no	Printmaking 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice
Internal					
91448 v2	3	4	no	no	Printmaking 3.2 - Use drawing to demonstrate understanding of conventions appropriate to printmaking
91453 v2	3	4	no	no	Printmaking 3.3 - Systematically clarify ideas using drawing informed by established printmaking practice

10 FLT — FINANCIAL LITERACY**AIMS**

This Year 10 option will give student's knowledge and skills to better manage their financial affairs, now and later in life as individuals, members of community organisations, and as stakeholders in businesses. Values that underpin effective management of finances include being honest and acting ethically, taking responsibility for your own actions and decisions, being reliable, well organised and having the ability to deliver on time. Such values support young people to contribute to the well-being of New Zealand as actively involved, confident and connected, responsible citizens.

CONTENT

- Understanding financial planning by preparing budgets
- Understanding different types of income and deductions (e.g. tax, Kiwisaver, etc.)
- Considering different investment opportunities
- Understanding the risks and costs of borrowing
- Minimising risk through insurance
- Considering tools for spending wisely
- Awareness of consumer rights and responsibilities.

These skills will be applied to life events such as buying a car, going flatting or applying for a student loan. The course is digitally based through OneNote and makes use of Word, Excel and PowerPoint. As well, the program 'Banquer' will be used in conjunction with the course.

SKILLS

This option will help students develop capabilities associated with self-management. They will learn why it's important to establish personal goals, make plans, manage projects, and set high standards. They will have ethical strategies for meeting challenges associated with buying goods and services.

They will also be encouraged to recognise the importance of balancing rights and responsibilities. Financial processing exercises will enhance their financial literacy and so improve their ability to communicate with confidence.

ASSESSMENT

Assessment data will be gathered in a variety of ways to inform both the teacher and the student on the next learning steps that are required. Formative assessment will be used to ascertain what students have learned, what their strengths are and where any gaps may be.

FUTURE PATHWAYS

As well as exposing students to a range of possible careers, this financial literacy option provides a background and pathway to the following Level 1 Commerce courses: 11 Economics and Business or 11 Economics and Accounting.

10 BUS — BUSINESS STUDIES**AIMS**

At year 10 students, in groups, will research, produce and market a sustainable school-based product. In a rapidly changing world, it is important that students are able to make informed and rational decisions about business matters that are not limited simply to how to make the greatest profit but also consider social, environmental, and cultural aspects impacts.

CONTENT

The school-based enterprise activity will include:

- business values
- innovation
- sustainability
- market research
- production
- market day
- evaluation

SKILLS

This option will help students develop capabilities such as initiative, resilience, and resourcefulness and the skills of problem solving, co-operation, decision making, negotiation, and communicating.

Also, by gaining a knowledge and understanding of good business practice and of business as a productive activity, they will acquire greater financial capability.

ASSESSMENT

Assessment data will be gathered in a variety of ways to inform both the teacher and the student on the next learning steps that are required. Formative assessment will be used to ascertain what students have learned, what their strengths are and where any gaps may be.

FUTURE PATHWAYS

As well as exposing students to a range of possible careers this business option provides a direct pathway to the following Commerce courses: 11 Economics and Business or 11 Economics and Accounting.

10 ECO — ECONOMICS

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AIMS

At Year 10, students will be introduced to economic thinking and concepts for the first time. The skills developed will allow students to think differently about decisions and recognise the different perspectives and values that are around them.

Students will learn to understand the concepts of 'Enterprise', 'Citizenship', 'Globalisation' and 'Sustainability' through the economic lens.

CONTENT

- Understanding why there is “no free lunch” –the concept of opportunity cost
- Investment strategies and options
- Market Economic Theory and Models
- Consumer Values
- Economic History
- Patterns of Trade
- Free Trade and Protectionism
- Economic Growth
- Government policies
- Climate change and the economy
- Student inquiry

SKILLS

This option will help students develop critical thinking and inquiry skills, as well as subject specific models. These skills will allow students to be able to explain real world problems and identify factors that influence them. In addition, students will also be able to make connections between New Zealand and the global economy. Frequent opportunities for interactive work and interest-based research will enable students to enhance their thinking, relating to others, self-management and participation. By studying Economics in Year 10, students will be able to begin contributing to Business, Government and Financial contexts in the classroom and beyond.

ASSESSMENT

Assessment data will be formally gathered on four occasions throughout the course, in addition to continuous formative assessment. This will inform both Student and Teacher on learning progress and needs. Assessment will be undertaken through a mixture of group and individual methods with a focus on real-world applications.

FUTURE PATHWAYS

Year 10 Economics exposes students to skills and concepts applicable for a wide range of careers in business, government and more. It also provides a direct pathway into either 11 Economics and Business or 11 Economics and Accounting.

INTRODUCTION

This course focuses on starting up and running a business, including conducting business activities, making sound decisions, and analysing your business. Additionally, we will study other businesses and draw conclusions from our observations.

CONTENT

Throughout the year, we will cover various areas to equip you with the skills needed to run a successful business and understand its essential components. These areas include:

- **Financial Decisions:** We will explore how businesses make financial decisions, the tools they employ for decision-making, and the resulting impact on the business.

- **Pricing Strategies:** Understand how businesses determine pricing and how market prices are established, along with their effects on stakeholders and the business itself.
- **Business Purpose and Survival:** Discover the reasons behind a business's existence and learn the tools to ensure its financial survival. Furthermore, we'll explore business goals that go beyond mere economic objectives, such as environmental and social goals.

FUTURE PATHWAYS

12 Accounting, 12 Agribusiness, 12 Business, 12 Economics

NCEA STANDARDS – 11EBU

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
External					
92030 v2	1	5	yes	no	Commerce 1.3 - Demonstrate understanding of how interdependent financial relationships are affected by an event
92031 v2	1	5	yes	no	Commerce 1.4 - Demonstrate understanding of how an organisation's financial viability is affected by an event
Internal					
92028 v2	1	5	no	yes	Commerce 1.1 - Demonstrate understanding of an organisation's financial decision making
92029 v2	1	5	no	no	Commerce 1.2 - Demonstrate understanding of price determination for an organisation

Students may choose **either** 11 Economics and Business **OR** 11 Accounting and Economics – **not both**.

INTRODUCTION

This course looks at the decision-making processes and financial viability of local businesses and sporting organisations by studying real-world examples. We will learn key commerce ideas, concepts and skills, applying these to the ever-changing economic world around us.

CONTENT

Throughout the year we will cover various areas such as:

- Exploring how producers choose to price their products to maximise sales and profit, along with how this impacts consumers and other stakeholders
- The actions organisations can take to sustain their operations in the future

- Examining the links between businesses, their consumers and outside parties

- Utilising relevant financial tools to support an organisation's decision-making processes

On completion of this course, students will be equipped with financial and non-financial skills and knowledge to evaluate and make a change in the world around them.

FUTURE PATHWAYS

12 Accounting, 12 Agribusiness, 12 Business, 12 Economics

NCEA STANDARDS – 11ACE

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
External					
92030 v2	1	5	yes	no	Commerce 1.3 - Demonstrate understanding of how interdependent financial relationships are affected by an event
92031 v2	1	5	yes	no	Commerce 1.4 - Demonstrate understanding of how an organisation's financial viability is affected by an event
Internal					
92028 v2	1	5	no	yes	Commerce 1.1 - Demonstrate understanding of an organisation's financial decision making
92029 v2	1	5	no	no	Commerce 1.2 - Demonstrate understanding of price determination for an organisation

*Students may choose **either** 11 Accounting and Economics **OR** 11 Economics and Business Studies – **not both**.*

RECOMMENDED LEVEL OF ATTAINMENT

One Level 1 EBU Achievement Standard or competence in Level 1 English.

INTRODUCTION

Studying economics may not help you become rich but it will introduce you to an “economic way of thinking” that enables you to logically assess the pros and cons of different alternatives and make choices that are efficient and equitable. It does this by explaining, through economic models and statistics, the inter-relationship between key economic variables.

This is especially relevant when analysing the economic policies of different political parties.

FUTURE PATHWAYS

13 Business, 13 Economics, 13 Agribusiness

NCEA STANDARDS – 12ECO

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91222 v2	2	4	no	no	Economics 2.1 - Analyse inflation using economic concepts and models
Internal					
91225 v2	2	4	yes	no	Economics 2.4 - Analyse unemployment using economic concepts and models
91226 v2	2	4	no	no	Economics 2.5 - Analyse statistical data relating to two contemporary economic issues
91227 v2	2	6	yes	no	Economics 2.6 - Analyse how government policies and contemporary economic issues interact

RECOMMENDED LEVEL OF ATTAINMENT

One Level 2 Economics standard or with the approval of the HOD.

INTRODUCTION

Economics is a study that analyses the processes that enable people and firms to exchange their limited goods and services in a way that ensures we get more of what we like and less of what we don't like. The real value of economics lies in the insights which it gives into the way people are likely to behave in given circumstances.

FUTURE PATHWAYS

Tertiary studies, BCom.

CONTENT

The course focuses on the efficiency of free markets. But you will see that government intervention is justified if the aim is to achieve a more efficient or equitable outcome. Efficiency relates to how well an economy allocates scarce resources to meet the want and needs of consumers. Equity considers the fairness of resource distribution and wealth.

- Using markets to allocate scarce resources will often result in the best outcomes for society.
- Sometimes government intervention in markets is justified if they are failing.
- Making decisions at the margin (comparing the additional costs and benefits) maximises the gains for consumers and producers.
- Assessing the impact on the NZ economy of various internal and external factors.

NCEA STANDARDS – 13ECO

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91400 v2	3	4	yes	yes	Economics 3.2 - Demonstrate understanding of the efficiency of different market structures using marginal analysis
91399 v2	3	4	yes	yes	Economics 3.1- Demonstrate understanding of the efficiency of market equilibrium
Internal					
91401 v2	3	5	yes	no	Economics 3.3 - Demonstrate understanding of micro-economic concepts
91402 v2	3	5	yes	no	Economics 3.4 - Demonstrate understanding of government interventions to correct market failures

RECOMMENDED LEVEL OF ATTAINMENT

Two Level 1 Accounting Standards (incl. AS 90977) or, for new students, they must have achieved literacy and numeracy at level One.

INTRODUCTION

This course advances from Level 1 Accounting but is also suitable for students new to the subject. Basic skills and concepts are revisited as revision or as a brief introduction to the subject.

It builds on Year 11 Accounting with a more in-depth coverage of the processing, reporting and interpretation of accounting information for business.

SKILLS

- Prepare and maintain financial records
- Manage financial affairs
- Act with integrity
- Contribute to the wider community.

Extensive use of spreadsheets is made throughout the course.

FUTURE PATHWAYS

13ACC, 13AGB.

CONTENT

- Subsystems that help safeguard business assets
- Using computer software to process accounting information (Xero)
- Reporting accounting information
- Analysing and interpreting accounting information.

LEARNING OBJECTIVES

- Manage the financial affairs of sole proprietors that operate accounting sub-systems, while acting with integrity
- Make use of appropriate communication tools and skills to process, report and interpret information for individuals and sole proprietors that operate accounting sub-systems.

NCEA STANDARDS – 12 ACC

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91176 v2	2	5	no	no	Accounting 2.3 - Prepare financial information for an entity that operates accounting subsystems
91177 v2	2	4	no	no	Accounting 2.4 - Interpret accounting information for entities that operate accounting subsystems
Internal					
91175 v2	2	4	no	no	Accounting 2.2 - Demonstrate understanding of accounting processing using accounting software
91179 v2	2	3	no	no	Accounting 2.6 - Demonstrate understanding of an accounts receivable subsystem for an entity
91386 v2	2	3	no	no	Accounting 2.7 - Demonstrate understanding of an inventory subsystem for an entity

RECOMMENDED LEVEL OF ATTAINMENT

Two Level 2 accounting standards (at least one external) or three Level 1 standards (including two external). For new students, strong Level 2 Mathematics and English results (in consultation with TIC Accounting).

INTRODUCTION

The Year 13 course assumes previous knowledge by building on existing skills learned in accounting and applying these to financial and management accounting for partnerships and companies.

Although not generally recommended for new students without a level 1 or 2 Accounting background, new students with a good grounding in level 2 Maths and sound writing skills are usually accepted. These students will be provided with resources that allow them to catch up on the basic ideas and concepts required.

Any student intending to pursue a future course in commerce is strongly advised to consider this subject as it is a core course at most tertiary institutions.

SKILLS

- Prepare accounting information for business
- Manage financial affairs
- Act with integrity
- Contribute to the wider community.

Extensive use of spreadsheets is made throughout the course.

CONTENT

- Preparing and reporting accounting information for partnerships
- Preparing and reporting accounting information for companies
- Analysing a company annual report
- Understanding a job cost subsystem
- Preparing information for management

LEARNING OBJECTIVES

Manage the financial affairs of companies to enable internal and external users to make effective and ethical decisions.

Make use of appropriate communication tools and skills to process, report and interpret information for companies.

FUTURE PATHWAYS

Tertiary studies, BCom.

NCEA STANDARDS – 13 ACC

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91406 v2	3	5	no	no	Accounting 3.3 - Demonstrate understanding of company financial statement preparation
91408 v2	3	4	no	no	Accounting 3.5 - Demonstrate understanding of management accounting to inform decision-making
Internal					
91405 v2	3	4			Accounting 3.2 - Demonstrate understanding of accounting for partnerships
91407 v2	3	5	yes	yes	Accounting 3.4 - Prepare a report for an external user that interprets the annual report of a NZ reporting entity
91409 v2	3	4	no	no	Accounting 3.6 - Demonstrate understanding of a job cost subsystem for an entity

RECOMMENDED LEVEL OF ATTAINMENT

Course completion of 11Economics and Business Studies or 11 Accounting or by approval from the HOD of Commerce

INTRODUCTION

Studying business enables students to appreciate the issues that challenge businesses and stakeholders. In a rapidly changing world, it is important that citizens are able to make informed and rational decisions about business matters. Business Studies at Level 2 focuses on the contribution NZ businesses to their local communities and the NZ economy generally. Students focus on methods used by businesses to increase motivation and use a NZ firm as a case study.

Studying business creates opportunities for students to:

- understand the integral role of business in society and the NZ economy generally
- further develop the key competencies of The New Zealand Curriculum through fostering qualities such as initiative, resilience and resourcefulness, and skills such as problem solving, co-operation, decision making, negotiation, and communication skills
- acquire greater financial capability.

CONTENT

- Provide solutions to critical problems in a large business context.
- Market research.
- Human resource management.
- Running a community-focused enterprise.

FUTURE PATHWAYS

13 Business Studies, 13 Agribusiness

NCEA STANDARDS – 12BUS

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
90845 v2	2	4	no	no	Business Studies 2.3 - Apply business knowledge to a critical problem(s) in a given large business context
Internal					
90847 v1	2	3	no	no	Business Studies 2.5 - Investigate the application of motivation theory in a business
90848 v2	2	9	no	no	Business Studies 2.6 - Carry out, review and refine a business activity within a community context with guidance

RECOMMENDED LEVEL OF ATTAINMENT

At least an Achieved grade in AS90848 or by the approval of the HOD of Commerce.

INTRODUCTION

Studying business enables students to appreciate the issues that challenge businesses and stakeholders. In a rapidly changing world, it is important that citizens are able to make informed and rational decisions about business matters.

Studying business gives opportunities for students to:

- understand the integral role of business in society and the economy
- explore enterprise culture
- fosters qualities such as initiative, resilience, and resourcefulness and skills such as problem-solving, co-operation, decision-making, negotiation, and

communication skills

- gain knowledge and understanding of good business practice and of business as a productive activity
- acquire greater financial capability.

CONTENT

- Identifying and justifying solutions to complex business problems in a global context.
- Running an innovative and sustainable business.
- Investigating skill-shortage issues facing businesses.
- Examine different financing options firms could use to purchase key assets, using financial and non- financial information.

FUTURE PATHWAYS

Tertiary studies, BCom.

NCEA STANDARDS – 13 BUS

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
91382 v2	3	6	yes	no	Business Studies 3.4 – Develop a marketing plan for a new or existing product
91384 v2	3	9	no	no	Business Studies 3.6 - Carry out, with consultation, an innovative and sustainable business activity
External					
91381 v2	3	4	yes	yes	Business Studies 3.3- Apply business knowledge to address a complex problem in a given global business context

RECOMMENDED LEVEL OF ATTAINMENT

At least 10 Level One Economics and Business Studies credits or 10 Level One Accounting credits or by the approval of the TIC of Agribusiness.

INTRODUCTION

The subject of Agribusiness is at the heart of how New Zealand earns a living. 70% of our merchandise export earnings and around 12% of Gross Domestic Product is from Agribusiness Industries. Today's agribusinesses are sophisticated multi-million-dollar businesses run by owners and employees who have the many skills that are required to run these enterprises. Agribusinesses want reliable workers with a good work ethic, a willingness to learn and the ability to establish positive relationships with colleagues.

FUTURE PATHWAYS

Employment forecasts across the value chain of agribusinesses show there are skill shortage. The sector needs environmental scientists, engineers, economists, accountants, marketing, business professionals and much more. In simple terms, this means there are well-paid career opportunities but a lack of skilled people to fill them.

CONTENT

Aims of the course:

- To prepare students for career pathways and opportunities within the Agribusiness sector.
- To develop a knowledge of basic facts, principles and theories in Agribusiness, in particular sustainability and future proofing
- To provide students with opportunities to develop scientific and business skills and attitudes.
- To develop an appreciation of the impact science and technology has on our everyday lives.
- To provide students with the economic skills required to understand the export prices of our major commodity exports

NCEA STANDARDS – 12AGB

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
90811 v3	2	4	yes	no	Education for Sustainability 2.2 - Explain how human activity in a biophysical environment has consequences for a sustainable future
91865 v1	2	4	no	no	Agribusiness 2.7 - Demonstrate understanding of future proofing influences that affect business viability
91866 v1	2	4	no	no	Agribusiness 2.8 - Conduct an inquiry into the use of organisms to meet future needs
91867 v1	2	3	no	no	Agribusiness 2.9 - Demonstrate understanding of a primary industry business structure that best meets the strategic needs of a business
91868 v1	2	4	no	no	Agribusiness 2.10 - Demonstrate understanding of cash flow forecasting for a business

RECOMMENDED LEVEL OF ATTAINMENT

At least 10 Level Two Agribusiness or 10 Level Two Commerce credits or by the approval of the TIC of Agribusiness.

INTRODUCTION

The subject of Agribusiness is at the heart of how New Zealand earns a living. 70% of our merchandise export earnings and around 12% of Gross Domestic Product is from Agribusiness Industries. Today's agribusinesses are sophisticated multi-million-dollar businesses run by owners and employees who have the many skills that are required to run these enterprises. Agribusinesses want reliable workers with a good work ethic, a willingness to learn and the ability to establish positive relationships with colleagues.

FUTURE PATHWAYS

Employment forecasts across the value chain of agribusinesses show there are skill shortage. The sector needs environmental scientists, engineers, economists, accountants, marketing, business professionals and much more. In simple terms, this means there are well-paid career opportunities but a lack of skilled people to fill them.

CONTENT

Aims of the course:

- facts, principles and theories in Agribusiness, in particular sustainability, adding value and to prepare students for career pathways and opportunities within the Agribusiness sector.
- To develop a knowledge of basic finding appropriate solutions to future proofing issues
- To provide students with opportunities to develop scientific and business skills and attitudes.
- To develop an appreciation of the impact science and technology has on our everyday lives.

NCEA STANDARDS – 13AGB

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
91385 v2	3	3	yes	no	Business Studies 3.7 - Investigate the exporting potential of a New Zealand business in a market, with consultation
91869 v1	3	4	yes	no	Agribusiness 3.8 - Analyse future proofing strategies to ensure long term viability of a business
91870 v1	3	4	no	no	Agribusiness 3.9 - Analyse the effect of financing options of a strategic capital expenditure decision on a business
91871 v1	3	4	yes	no	Agribusiness 3.10 - Analyse how a product meets market needs through innovation in the value chain

13 BUSINESS AND 3 AGRIBUSINESS COUNT AS ONE UE APPROVED SUBJECT.
Students that wish to do both subjects must get approval of the Year 13 Dean.

101**10 ENG — ENGLISH****INTRODUCTION**

The skills and processes outlined in the English Curriculum are common to each year group but the levels of achievement become progressively more complex and sophisticated. Students in Year 10 are expected to be working at Level 5.

FUTURE PATHWAYS

11ENG, 11ENB.

CONTENT

The course programme focuses on reading and writing skills. Materials are specific to each class and determined by the reading skills and interests of students. Class programmes are planned to follow the common assessment schedule for Year 10 and the curriculum.

SKILLS

Examples of Level 5 curriculum indicators are:

- Selects and reads texts for enjoyment and personal fulfilment

- cognises, understands and considers the connections between oral, written and visual language
- Integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts
- Selects and uses appropriate processing and comprehension strategies with confidence
- Thinks critically about texts with understanding and confidence
- Uses an increasing understanding of the connections between oral, written and visual language when creating texts
- Creates a range of increasingly varied and complex texts by integrating sources of information and processing strategies.

ASSESSMENT

Internally assessed based on class work and common tests.

102**11ENG — ENGLISH****RECOMMENDED LEVEL OF ATTAINMENT**

Compulsory (see also 11 English B).

INTRODUCTION

Students are assessed against Level 6 of the Curriculum.

FUTURE PATHWAYS

12ENG, 12ENB

CONTENT

The class programmes prepare students for assessment in writing and the reading of written and verbal texts. All classes follow a similar course outline with variations in texts studied. The course consists of internal and external assessments.

NCEA STANDARDS – 11ENG

All students will complete 1.1, 1.2, 1.3 and 1.4.

	Level	Credits	L1 Lit.	L1 Num.	
External					
91926 v3	1	5	yes	no	English 1.3 - Develop ideas in writing using stylistic and written conventions
91927 v3	1	5	yes	no	English 1.4 - Demonstrate understanding of significant aspects of unfamiliar texts
Internal					
91924 v3	1	5	yes	no	English 1.1 - Demonstrate understanding of how context shapes verbal language use
91925 v3	1	5	yes	no	English 1.2 - Demonstrate understanding of specific aspects of studied text

RECOMMENDED LEVEL OF ATTAINMENT

14 Level 1 English credits, four of which should be from externally assessed standards.

INTRODUCTION

Students are assessed against Level 7 of the Curriculum.

FUTURE PATHWAYS

13ENG, NZ Scholarship

CONTENT

The programme prepares students for assessment in writing, speaking, reading of written and visual texts, and information/literary research.

All classes follow a similar course outline with variations in texts studied for external assessment.

NCEA STANDARDS – 12ENG

All students will complete 2.1, 2.3, 2.8 and 2.10. The choice to complete 2.4, 2.5 or 2.7 will follow consultation with the class teacher

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91098 v3	2	4	yes	yes	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence
91100 v2	2	4	yes	yes	English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence
Internal					
91101 v2	2	6	no	yes	English 2.4 - Produce a selection of crafted and controlled writing
91102 v2	2	3	no	no	English 2.5 - Construct and deliver a crafted and controlled oral text
91104 v2	2	4	no	no	English 2.7 - Analyse significant connections across texts, supported by evidence
91105 v2	2	4	yes	no	English 2.8 - Use information literacy skills to form developed conclusion(s)
91107 v2	2	3	no	no	English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

RECOMMENDED LEVEL OF ATTAINMENT

Twelve Level 2 English credits including four gained from external examinations.

INTRODUCTION

Students in Year 13 work towards Level 3 NCEA. This course is suited to students with strong writing skills and the ability to read and appreciate adult literature. English is a University Entrance approved subject at Year 13.

FUTURE PATHWAYS

Careers in media, law, teaching, etc.

CONTENT

Level 3 NCEA English requires the study of literary texts with an established critical reputation.

Students should recognise that the course requires sustained independent reading both of texts and of critical commentaries, and advanced reading and writing skills are essential as is independent analytical thought.

ASSESSMENT

All students complete 3.1 and 3.3, and two of 3.4, 3.5, 3.6, 3.7 and 3.9. The choice will follow consultation with the class teacher.

NCEA STANDARDS – 13 ENG

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91472 v1	3	4	yes	yes	English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence
91474 v1	3	4	yes	yes	English 3.3 - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence
Internal					
91475 v1	3	6	no	yes	English 3.4 - Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas
91476v1	3	3	no	no	English 3.5 - Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas
91477v1	3	3	no	no	English 3.6 - Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language
91478 v1	3	4	no	no	English 3.7 - Respond critically to significant connections across texts, supported by evidence
91480 v1	3	3	no	no	English 3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence

RECOMMENDED LEVEL OF ATTAINMENT

Based on Year 10 English results some students may be invited into this course in preference to 11ENG

INTRODUCTION

This course is primarily for students who have experienced difficulty with English at the junior school level. The course establishes confidence and competence through concentrating on practical and everyday language skills rather than literature.

CONTENT

The course emphasises reading and writing skills. It reinforces and builds on previously acquired skills in reading, writing, speaking, listening and presenting. A selection of the standards listed below will be offered.

FUTURE PATHWAYS

12ENB, 12ENG

NCEA STANDARDS – 11ENB

All students will complete 1.1 and 1.2

	Level	Credits	L1 Lit.	L1 Num.	
External					
91926 v3	1	5	yes	no	English 1.3 - Develop ideas in writing using stylistic and written conventions
91927 v3	1	5	yes	no	English 1.4 - Demonstrate understanding of significant aspects of unfamiliar texts
Internal					
91924 v3	1	5	yes	no	English 1.1 - Demonstrate understanding of how context shapes verbal language use
91925 v3	1	5	yes	no	English 1.2 - Demonstrate understanding of how context shapes verbal language use

RECOMMENDED LEVEL OF ATTAINMENT

Between 8 and 11 Level 1 English credits *and* Level 1 Literacy *and* at the discretion of the HOD. Students who gain less than eight English credits or have not gained Level 1 Literacy are required to complete Year 11 English.

INTRODUCTION

The intention is to provide a high-interest course based on carefully selected resources and tasks involving reading and writing. The course aims to provide an

avenue for boys who will generally not be studying English at university but who intend to gain the literacy requirement for University Entrance in order to study other tertiary subjects.

CONTENT AND SKILLS

The emphasis is on wide reading and writing skills. All Standards offered can contribute towards the five reading and five writing credits for the UE Literacy requirement. The focus of this course is on completing UE literacy and is not a pathway into Year 13 which is for the academic study of English.

NCEA STANDARDS – 12ENB

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
91101 v2	2	6	no	yes	English 2.4 - Produce a selection of crafted and controlled writing
91105 v2	2	4	yes	no	English 2.8 - Use information literacy skills to form developed conclusion(s)
91106 v2	2	4	yes	no	English 2.9- Form developed personal responses to independently read texts supported by evidence

10DRA — DRAMA

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INTRODUCTION

This course is a practical, performance-based course for either those who have taken drama in Year 9 or those who are new to the subject.

CONTENT

The focus will be on the performance aspects of drama, with the opportunity to work on scripted and student created drama.

SKILLS

The following skills will be included:

- Basic acting skills
- Stage technologies
- Comedy

ASSESSMENT

Performance assessments in class.

FUTUREPATHWAYS

11 Drama, 12 Drama and 13 Drama.

11DRA — DRAMA

INTRODUCTION

This course is a performance-based course with a strong focus on group work. It is a fun, creative and practical course.

FUTURE PATHWAYS

12DRA, 13DRA

CONTENT

Focus is on the performance side of drama and the opportunity to watch live professional theatre.

SKILLS

- Devising and performing a script in a group
- Learn how to apply and use drama techniques
- Learn about theatre forms
- Perform as part of a school production

ASSESSMENT

Three internal assessments and one external assessment. All internal assessments involve performing as part of a group. Only one assessment will be performed for an outside audience.

NCEA STANDARDS – 11DRA

	Level	Cred - its	L1 Lit.	L1 Num.	
External					
91942 v2	1	5	no	no	Use drama techniques to perform a scripted role for an audience
91943 v2	1	5	no	no	Respond to a drama performance
Internal					
91940 v2	1	5	no	no	Explore the function of theatre Aotearoa
91941 v2	1	5	no	no	Participate in creative strategies to create a drama

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12DRA — DRAMA

[RETURN TO CONTENTS PAGE](#)**INTRODUCTION**

Year 12 Drama will be offered to those students who are interested in performing, though it is not a prerequisite to have been in drama activities previously. This course will focus on performance as part of a group and is a very practical course.

FUTURE PATHWAYS

13DRA.

CONTENT

A strong focus on creating and performing scripts as part of a group.

SKILLS

- Devise and perform a drama
- Use drama techniques in a small group
- Perform a role in a school production
- Watch a live piece of theatre

ASSESSMENT

Three internal assessments and one external assessment. All internal assessments involve performing as part of a group. Only one assessment will be performed for an outside audience.

NCEA STANDARDS – 12DRA

Not all standards will necessarily be assessed.

	Level	Cred - its	UE Rdg.	
External				
91219 v2	2	4	no	Drama 2.7 - Discuss drama elements, techniques, conventions and technologies within live performance
Internal				
91213 v2	2	4	yes	Drama 2.1 - Apply drama techniques in a scripted context
91214 v2	2	5	no	Drama 2.2 - Devise and perform a drama to realise an intention
91218 v2	2	5	yes	Drama 2.6 - Perform a substantial acting role in a scripted production

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13DRA — DRAMA

INTRODUCTION

Year 13 Drama will be offered to those students who are interested in performing, though it is not a prerequisite to have been in drama activities previously. This course will focus on performance as part of a group and is a very practical course. This is a University Entrance approved course.

CONTENT

A strong focus on creating and performing scripts as part of a group.

SKILLS

- Devise and perform a drama
- Use drama techniques in a monologue
- Perform a role in a school production
- Watch a live piece of theatre

ASSESSMENT

Three internal assessments and one external assessment. Only one assessment will be performed for an outside audience.

NCEA STANDARDS – 13DRA

Not all standards will necessarily be assessed.

	Level	Cred - its	UE Rdg.	UE Wrtg	
External					
91518 v3	3	4	no	yes	Drama 3.7 - Demonstrate understanding of live drama performance
Internal					
91512 v2	3	4	yes	no	Drama 3.1 - Interpret scripted text to integrate drama techniques in performance
91513 v2	3	5	no	no	Drama 3.2 - Devise and perform a drama to realise a concept
91517 v2	3	5	yes	no	Drama 3.6 - Perform a substantial acting role in a significant production

120 9 & 10 EAL — English as an Additional Language**INTRODUCTION**

English as an Additional Language (EAL) helps English language learners (ELLs) learn English for further learning while they maintain learning in their home languages. Target students are international and migrant students who are in Years 9 or 10.

Level of English Language: Stage 1-3 *English Language Learning Progressions*.

CONTENT AND SKILLS

English language learning outcomes come from the academic content demands of mainstream subjects. Students develop their reading, writing, speaking and listening in English, while improving their vocabulary and grammar. Students will also learn critical literacy skills in preparation for NCEA Literacy standards.

FUTURE PATHWAYS

There is a pathway to 12EAL or 12EAP. Other students may choose not to take EAL in Year 11 and may choose to pick up EAP in Year 12 or 13.

132 12 EAL — English as an Additional Language**INTRODUCTION**

Target students are migrant students and new international students who are in Year 11, 12 or 13. Level of English Language: Foundation Stage to Stage 2 of *English Language Learning Progressions*.

CONTENT AND SKILLS

Content outcomes are from a range of curriculum learning areas e.g. Health, Geography or Science. There are also English language learning outcomes to prepare

students for the academic language demands of mainstream subjects. Topics usually last for five weeks. Students learn vocabulary and grammar concurrently with developing their reading, writing, speaking and listening in English.

ASSESSMENT

Most students will attempt to achieve Level 2 English Language standards. Depending on their English language stage, some students may have the opportunity to be assessed for Level 1 English Language standards.

FUTURE PATHWAYS

Students will usually progress to 12EAP.

NCEA STANDARDS – 12 EAL

Not all standards will necessarily be assessed – students will be entered for standards commensurate with their ability which may include equivalent Level 1 standards.

Students will aim to achieve 20 credits in this course.

	Level	Credits	UE Rdg.	UE Wrtg.	
27999 v3	2	5	no	no	Write a simple connected text on a familiar topic (EL)
30995 v1	2	5	no	no	Read and understand a straightforward text on a familiar topic (EL)
30980 v1	2	5	no	no	Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)
31020 v1	2	5	no	no	Participate in an interview on a familiar topic (EL)
31026 v1	2	5	no	no	Present information on a familiar topic (EL)

[RETURN TO CONTENTS PAGE](#)**INTRODUCTION**

Level of English Language: Stage 3 *English Language Learning Progressions* This course helps bilingual students for further development of their English while they maintain learning in their home languages. Target students are New Zealand-born, international and migrant bilingual and international students who are in Years 12 or 13. The students will generally achieve Level 3 English Language standards.

CONTENT AND SKILLS

Content outcomes are from a range of curriculum learning areas e.g. Social Sciences, Health. There are also English language learning outcomes to help prepare students for the academic language demands of mainstream subjects. Topics usually last for five weeks. Students learn vocabulary and grammar concurrently with developing their reading, writing, speaking and listening in English.

FUTURE PATHWAYS

This course is for students preparing for tertiary study. Year 12 students will usually progress to 13EAP

NCEA STANDARDS – 12EAP

Not all standards will necessarily be assessed – students will be entered for standards commensurate with their ability. Standards may be added as needed. Students will aim to achieve 20 credits in this course.

Standard	Level	Credits	UE Rdg.	UE Wrtg.	Standard name
Internal					
28068 v3	3	5	no	no	Write a connected text on a familiar topic (EL)
28062 v3	3	5	no	no	Participate in a formal interview (EL)
30982 v1	3	5	no	np	Demonstrate understanding of a spoken text on a familiar topic (EL)
30997 v1	3	5	no	no	Read and understand a text on a familiar topic (EL)
31027 v1	3	5	no	no	Deliver a developed presentation on a familiar topic (EL)

INTRODUCTION

Level of English: Level 4 of the *English Language Learning Progressions*.

This course helps bilingual students build their academic English for understanding and expressing ideas at the highest level of the New Zealand Curriculum. Target students are New Zealand-born, migrant and international students who also use languages other than English. Domestic students who are not taking mainstream English at Year 13 but would like to improve their reading and writing skills at a high academic level may enrol for 13EAP.

CONTENT AND SKILLS

Research skills, using academic written and spoken texts are the focus of this course.

FUTURE PATHWAYS

This course is for students preparing for tertiary study.

ASSESSMENT

English for Academic Purposes Standards at Level 3 and English for Academic Purposes Standards for University Entrance Reading and Writing at Level 4.

NCEA STANDARDS – 13 EAP

	Level	Credits	UE Rdg.	UE Wrtg.	
22749 v4	4EAP	5	no	yes	Write a text under test conditions in English for an academic purpose
22751 v4	4EAP	6	yes	no	Read and process information in English for academic purposes
30507 v1	3EAP	5	no	no	Write a short text under test conditions in English for an academic purpose
22750 v4	4EAP	6	yes	Yes	Write a crafted text for a specific audience using researched material in English for an academic purpose

500**10 CHN — CHINESE
ACTIVITIES****INTRODUCTION**

Year 10 Chinese continues to revise what was covered in year 9 and gradually increasing competency in the Chinese language. The course materials are all available on OneNote including teaching notes for the convenience of personal learning. A variety of fun learning activities such as Quizlet, Kahoot, Jeopardy, who wants to be a millionaire, Education Perfect, songs, board games, role play, voice acting, video, etc make the learning of Chinese more interesting and fun.

CONTENT

The year 10 course will cover the following topics:

- Birthday
- Daily routines
- My house
- Clothes
- Shopping
- Inviting and visiting a friend
- Eating in a Chinese restaurant
- Weather

SKILLS

Students continue to develop their Chinese language skills in listening, speaking, reading and writing, at the same time becoming increasingly more understanding of Chinese culture.

Students will be provided with opportunities to participate in the following:

- Chinese Pathway Workshop at UC
- Chinese Immersion Day
- Chinese Language Week activities
- Regional and national Chinese competitions: speech, calligraphy, song, essay writing, etc
- Chinese culture activities: Chinese movie, martial arts, paper cutting, Chinese painting, making dumplings, Chinese tea ceremony, Chinese traditional games, Chinese lunch etc.
- Host students from our sister school Beijing No 4 which is one of the top schools in China.

ASSESSMENT

Regular vocabulary tests, unit tests and self-assessment worksheets help students to monitor their own development in Chinese language skills. The two-hour examination at the end of the year covers the full year's work to assess their Chinese language skills.

Students are encouraged to sit the HSK Chinese Language Level Test which is an internationally recognised Chinese proficiency test.

RECOMMENDED LEVEL OF ATTAINMENT

Completion of the 10 CHN course or Level 4 of National Curriculum in Chinese.

INTRODUCTION

Work begun in Year 10 continues, revising what was covered then and gradually increasing competency in the language.

CONTENT

Students learn to speak about the past, express their own opinions, give and accept or decline invitations, make comparisons, thank, apologise, congratulate and compliment, ask people to do things and understand descriptions of how things are done.

ACTIVITIES

Role play, viewing video clips, taking part in a variety of games, songs and other typically Chinese activities such as martial arts, calligraphy, paper cutting, etc. Students use a variety of resources on Education Perfect, One Note and Quizlet to practise Chinese language skills in their own time. They also have the opportunity to participate in regional and national speech, calligraphy and Chinese song competitions and to take part in the China Study Tour.

SKILLS*Listening*

- Understand and respond appropriately to more complex dialogue, narrative, and information.
- Get the gist of language from selected authentic sources such as Chinese visitors or Chinese television programmes, videos, or audio tapes.

- Recognise detail and interpret meaning in more complex language.

Speaking

- Speak confidently and fairly fluently with increasingly accurate tones, pronunciation, and intonation.
- Use more complex language appropriately and with confidence in conversation.
- Use a wide range of language to present information and ideas.

Reading

- Get the gist of a wide range of texts containing some unfamiliar language.
- Recognise detail and interpret meaning from a range of texts.
- Recognise Chinese characters.

Writing

- Write simple passages of linked paragraphs using more complex language with confidence and increasing fluency and accuracy.
- Write a sequence of descriptive statements in a logical progression, following a model.
- Write Chinese characters.

ASSESSMENT

Students are encouraged to sit the HSK Chinese Language Level Test which is an internationally recognised Chinese proficiency test.

NCEA STANDARDS – 11CHN

	Level	Credits	L1 Lit.	L1 Num.	
External					
91954 v2	1	5	no	no	Demonstrate understanding of written Chinese related to everyday contexts
91955 v2	1	5	no	no	Demonstrate understanding of spoken Chinese (Mandarin) related to everyday contexts
Internal					
91952 v2	1	5	no	no	Interact in spoken Chinese (Mandarin) to share and respond to information, ideas, and opinions
91953 v2	1	5	no	no	Communicate in Chinese (Mandarin) for a chosen purpose

RECOMMENDED LEVEL OF ATTAINMENT

14 Level 1 credits in Chinese, at least four of these from internal oral assessments.

INTRODUCTION

Revises Year 11 work and gradually increases competency in the language.

CONTENT

Students learn to interpret selected and adapted media; make predictions and respond to them; understand, express and enquire about actions or events which are conditional upon other actions or events; report what someone said or wrote; recognise, express and ask about opinions, attitudes or emotions in relation to events, actions and other people. Compared to previous levels, a degree of sophistication is now present in using the language.

SKILLS

- Listening – students gradually learn to get the gist of some unknown material and develop their interpretation of more complex language.

- Speaking – increasingly accurate tones, more complex language and using a wider range of language.
- Reading – recognise Chinese characters and develop the skill of picking up the gist of written material with some unknown components in it.
- Writing – write characters, developing linking ideas both grammatically and in the range of language.

ACTIVITIES

Similar to previous levels with a development in the use of a variety of resources on Education Perfect, One Note and Quizlet. Students have the opportunity to participate in regional and national speech, essay-writing and calligraphy competitions and to take part in the China Study Tour.

ASSESSMENT

Students are encouraged to sit the HSK Chinese Language Level Test which is an internationally recognised Chinese proficiency test.

NCEA STANDARDS – 12CHN

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91108 v3	2	5	no	no	Chinese 2.1 - Demonstrate understanding of a variety of spoken Chinese texts on familiar matters
91111 v3	2	5	no	no	Chinese 2.4 - Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters
Internal					
91109 v2	2	5	no	no	Chinese 2.3 - Interact using spoken Chinese to share information and justify ideas and opinions in different situations
91110 v2	2	4	no	no	Chinese 2.2 - Give a spoken presentation in Chinese that communicates information, ideas and opinions
91112 v2	2	5	no	no	Chinese 2.5 - Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts

RECOMMENDED LEVEL OF ATTAINMENT

14 Level 2 credits in Chinese, at least four of these from internal oral assessments.

INTRODUCTION

NCEA Level 3 up to and including Level 8 *Chinese in the New Zealand Curriculum*.

CONTENT

Material using the vocabulary up to and including NCEA Level 3 Chinese characters and compounds and grammar structures.

Students now range over the whole of the eight levels detailed in *Chinese in the New Zealand Curriculum*, gaining familiarity with spoken and written Chinese and increasing the ability to use a wide range of grammatical structures.

In using the content of course materials the students learn to communicate in some of the following ways: recognise, express, and enquire about doubt, possibility, probability, and uncertainty of actions and events; use language about consequences, advice, directing other people, giving hypotheses and arguing for and against.

Chinese is a University Entrance approved subject at Year 13.

SKILLS

- Listening – interpret opinions, attitudes, and emotions; recognise fine detail and draw inferences and conclusions.
- Speaking – speak confidently and fluently, with fairly accurate tones, pronunciation, and intonation. Initiate and confidently maintain conversation with a variety of speakers.
- Reading – get the gist of a wide variety of texts; recognise Chinese characters.
- Writing – adapt format, length, and style to suit a particular purpose and audience; write Chinese characters.

ACTIVITIES

Students are given opportunities to use Education Perfect, One Note and Quizlet to practise language skills in their own time, use on-line resources and experience a variety of activities that help in the understanding and use of Chinese.

Students have the opportunity to participate in regional and national speech, essay-writing and calligraphy competitions and to take part in the China Study Tour.

ASSESSMENT

Students are encouraged to sit the HSK Chinese Language Level Test which is an internationally recognised Chinese proficiency test.

NCEA STANDARDS – 13CHN

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91533 v2	3	5	no	no	Chinese 3.1 - Demonstrate understanding of a variety of extended spoken Chinese texts
91536 v1	3	5	no	no	Chinese 3.4 - Demonstrate understanding of a variety of extended written and/or visual Chinese texts
Internal					
91534 v1	3	3	no	no	Chinese 3.2 - Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material
91535 v1	3	6	no	no	Chinese 3.3 - Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations
91537 v1	3	5	no	no	Chinese 3.5 - Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives

INTRODUCTION

Year 10 French continues to build on knowledge gained in Year 9. We use the same textbook, along with the same fun activities such as Kahoot, Quizlet, buzz, songs, word-finds, and group challenges.

There are many opportunities available to senior students studying French. There is the trip to Tahiti or New Caledonia and we have an exchange school in France where four students come to Christchurch for six weeks in September / October. Two students go to Rangī Ruru and two come to us. Two of our students host them and those students go with the two students from Rangī Ruru to France in January / February the following year to stay with the same students they hosted.

CONTENT

The course continues with the remaining units of *Tapis Volant 1*, covering the following topics:

- daily routines • directions
- weather • holidays
- shopping • describing people

SKILLS

Students develop their skills of reading, writing, listening and speaking and cultural knowledge. They also learn to talk about the past, using the perfect tense.

We also have a French assistant, a real French person from France, or sometimes other French-speaking countries, who comes over for the year to help with games, activities and pronunciation.

ACTIVITIES

We have an activity day with the students from Rangī Ruru where students learn pétanque, some other games and try some French pastries.

ASSESSMENT

There is a test for each unit so that students can monitor their progress. This will help them decide whether to continue their studies in Year 11. The examination at the end of the year covers the full year's work.

RECOMMENDED LEVEL OF ATTAINMENT

Completion of Year 10 French

INTRODUCTION

Students study a wide variety of French language and culture, in order to develop their ability to communicate in many everyday situations.

There are many opportunities available to senior students studying French. There is the trip to Tahiti or New Caledonia and we have an exchange school in France where four students come to Christchurch for six weeks in September / October. Two students go to Rangī Ruru and two come to us. Two of our students host them and those students go with the two students from Rangī Ruru to France in January / February the following year to stay with the same students they hosted.

SKILLS

- understand written French
- understand spoken French
- communicate in spoken French
- communicate in written French

CONTENT

The course follows the *Tapis Volant 2* textbook and covers these topics:

Holidays – sports and leisure – travel – eating and drinking out – health – one's country.

NCEA STANDARDS – 11FRE

	Level	Credits	L1 Lit.	L1 Num.	
External					
91966 v2	1	5	No	No	Demonstrate understanding of written French related to everyday contexts
91967 v2	1	5	No	No	Demonstrate understanding of spoken French related to everyday contexts
Internal					
91964 v2	1	5	No	No	Interact in spoken French to share and respond to information, ideas, and opinions
91965 v2	1	5	No	No	Communicate in French for a chosen purpose

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RECOMMENDED LEVEL OF ATTAINMENT

15 Level 1 credits in French, at least three from internal speaking assessments

INTRODUCTION

The Year 12 course continues to develop competence in French in a wide variety of situations.

There are many opportunities available to senior students studying French. There is the trip to Tahiti or New Caledonia and we have an exchange school in France where four students come to Christchurch for six weeks in September / October. Two students go to

Rangi Ruru and two come to us. Two of our students host them and those students go with the two students from Rangi Ruru to France in January / February the following year to stay with the same students they hosted.

CONTENT

Literature – Health – a French-speaking country.

SKILLS

- sensible guessing of the meaning from context
- understanding main points
- selecting key information

NCEA STANDARDS – 12FRE

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91118 v3	2	5	no	no	French 2.1 - Demonstrate understanding of a variety of spoken French texts on familiar matters
91121 v3	2	5	no	no	French 2.4 - Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters
Internal					
91119 v2	2	5	no	no	French 2.3 - Interact using spoken French to share information and justify ideas and opinions in different situations
91120 v2	2	4	no	no	French 2.2 - Give a spoken presentation in French that communicates information, ideas and opinions
91122 v2	2	5	no	no	French 2.5 - Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts

RECOMMENDED LEVEL OF ATTAINMENT

15 Level 2 credits in French, at least 3 from internal speaking assessments.

INTRODUCTION

The course aims to develop and extend students' ability to communicate in French.

Students are exposed to a wide variety of material including authentic texts.

French is a University Entrance approved subject at Year 13

CONTENT

Topics studied are:

L'immigration – l'environnement – *Le Petit Prince*

SKILLS

- selecting and classifying relevant information
- summarising
- adapting and re-presenting material

NCEA STANDARDS – 13FRE

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91543 v2	3	5	no	no	French 3.1 - Demonstrate understanding of a variety of extended spoken French texts
91546 v1	3	5	no	no	French 3.4 - Demonstrate understanding of a variety of extended written and/or visual French texts
Internal					
91544 v1	3	3	no	no	French 3.2 - Give a clear spoken presentation in French that communicates a critical response to stimulus material
91545 v1	3	6	no	no	French 3.3 - Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations
91547 v1	3	5	no	no	French 3.5 - Write a variety of text types in clear French to explore and justify varied ideas and perspectives

INTRODUCTION

Japanese remains one of the most important and useful languages for NZ students to learn. The Year 10 course is a full-year programme available to students who have completed the Year 9 course or have a sound knowledge of basic Japanese language, including hiragana and simple sentence patterns.

CONTENT

After a brief review of the key ideas from Year 9 Japanese, we cover new topics including Describing Myself and Others, Families and Friends, Health, Shopping and Eating and Drinking. The katakana script (for foreign words) is introduced during Terms 1&2.

SKILLS

Where possible, real-life opportunities to use Japanese are offered, through visits to local restaurants and welcoming exchange students from Japan into class.

We really focus on developing conversation skills as the basis for taking part in cultural activities with students from other Christchurch schools.

ACTIVITIES

We help students experience Japanese culture through eating (even making) Japanese food like sushi, learning the basics of Japanese sports, watching anime movies and reading simple manga...you might even create a simple comic story of your own in Japanese.

ASSESSMENT

Learning a language requires regular study away from class, to practise new words and expressions but you will quickly develop the skills needed to pursue Japanese at higher levels. Platforms like Quizlet and Education Perfect are really useful in making practice fun, so you'll learn how best to use these. Short tests will regularly help you check your progress and an end-of-year exam rounds off the course.

511**11 JPN — JAPANESE****RECOMMENDED LEVEL OF ATTAINMENT**

Completion of Year 10 Japanese or its equivalent.

INTRODUCTION

Students acquire the skills to communicate in Japanese within a range of situations centred on the everyday experiences of young New Zealanders and on their possible personal contacts with Japan and the Japanese, in New Zealand or in Japan.

CONTENT AND SKILLS

Achievement objectives up to curriculum level 6 are covered. New topics are: Japanese urban life, travel, Japanese homes and daily routines. Also, a review and update of Year 9–10 topics.

All materials are presented in *hiragana* and *katakana*. At least 50 *kanji* are also taught. Students will further develop the skills to:

- understand Japanese spoken at moderate speed
- reply in Japanese to straightforward questions
- read a passage or dialogue in hiragana, katakana and elementary kanji
- write well-formed kana
- express themselves in written Japanese
- understand differences in the way of life in Japan.

ACTIVITIES

Students have various opportunities to use Japanese outside the classroom, through letter and email exchanges as well as cultural visits. Some written work will be completed on computer, although submissions for the writing portfolio will be hand-written. Native Japanese speakers in the class enhance opportunities for skill development.

NCEA STANDARDS – 11JPN

	Level	Credits	L1 Lit.	L1 Num.	
External					
91958 v2	1	5	No	No	Demonstrate understanding of written Japanese related to everyday contexts
91959 v2	1	5	No	No	Demonstrate understanding of spoken Japanese related to everyday contexts
Internal					
91956 v2	1	5	No	No	Interact in spoken Japanese to share and respond to information, ideas, and opinions
91957 v2	1	5	No	No	Communicate in Japanese for a chosen purpose

RECOMMENDED LEVEL OF ATTAINMENT

14 Level 1 credits in Japanese, at least four from internal oral assessments.

INTRODUCTION

Students consolidate and diversify skills over a wider range of themes and extend their awareness of aspects of Japanese life, using language up to Level 7 of the NZ Curriculum.

Topics are related to the New Zealand situation as well, enabling students to communicate and receive information on the two countries, the two peoples and their way of life and education systems.

ACTIVITIES

Students may have the opportunity to participate in an NCEA preparation day during term two with students and teachers from other Christchurch schools. Our highly inter-active programme helps students develop the confidence to interact in Japanese, a key element in real-life situations.

Senior classes typically include native Japanese students which assists greatly in students' skill development.

CONTENT

Family Life – eating and drinking – leisure activities – the Japanese school system.

Kanji are further developed in Year 12. We cover all of the 75 active-use and 125 passive-use kanji set down in the curriculum. Plain and conversational language forms are also introduced, helping students develop much more complex and colloquial Japanese.

SKILLS

Students will:

- demonstrate an increased ability to meet the goals set down for Year 11
- demonstrate an awareness and familiarity with the way of life, using spoken and written Japanese
- use, in written and oral Japanese, a range of vocabulary and grammatical structures
- comprehend a wider range of structures and vocabulary used in written and spoken Japanese
- read and write 75 kanji and recognise a further 125 kanji.

NCEA STANDARDS – 12JPN

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91133 v3	2	5	no	no	Japanese 2.1 - Demonstrate understanding of a variety of spoken Japanese texts on familiar matters
91136 v3	2	5	no	no	Japanese 2.4 - Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters
Internal					
91134 v2	2	5	no	no	Japanese 2.3 - Interact using spoken Japanese to share information and justify ideas and opinions in different situations
91135 v2	2	4	no	no	Japanese 2.2 - Give a spoken presentation in Japanese that communicates information, ideas and opinions
91137 v2	2	5	no	no	Japanese 2.5 - Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts

RECOMMENDED LEVEL OF ATTAINMENT

14 Level 2 credits in Japanese, at least four from internal oral assessments.

INTRODUCTION

Students consolidate, refine, extend and diversify their skills over a wider range of themes and extend their awareness of aspects of Japanese life.

Topics are related to the New Zealand situation as well, enabling students to communicate and receive information on both societies, the two peoples and their way of life, their work and leisure activities.

Japanese is a University Entrance approved subject at Year 13

ACTIVITIES

NCEA Level 3 study seminars at UC occur in the winter vacation. Speech contests are held in the third term. A wide range of visual resources supplements the advanced texts studied and promotes inter-active language development.

CONTENT

N.Z. and Japan – travel and tourism – current events – Japan at work- environmental issues.

We study the 250 kanji which are required for NCEA Level 3.

SKILLS

Students will:

- demonstrate an increased and extended ability to meet the goals set down for Year 12
- demonstrate an awareness and familiarity with the structure of Japanese society and its value system using spoken and written Japanese
- use in written and oral Japanese a wide range of vocabulary and grammatical structures
- read and write 125 kanji and recognise a further 125 kanji.

Senior classes typically include native Japanese students which assists greatly in students' skill development.

NCEA STANDARDS – 13JPN

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91553 v2	3	5	no	no	Japanese 3.1 - Demonstrate understanding of a variety of extended spoken Japanese texts
91556 v1	3	5	no	no	Japanese 3.4 - Demonstrate understanding of a variety of extended written and/or visual Japanese texts
Internal					
91554 v1	3	3	no	no	Japanese 3.2 - Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material
91555 v1	3	6	no	no	Japanese 3.3 - Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations
91557 v1	3	5	no	no	Japanese 3.5 - Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives

TE REO MĀORI

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531-533

10–13 TRM — TE REO MĀORI

INTRODUCTION

This course builds on the previous year's work and develops skills in whakarongo (listening), kōrero (speaking), pānui (reading,) tuhituhi (writing), mātakitaki (observing) and whakaatu (presenting).

CONTENT

A wide range of teaching and learning techniques are implemented to enable effective student learning across the four main areas of language acquisition.

Reo Torohū – Receptive Language Skills

Whakarongo – Listening

Pānui – Reading

Reo Whakaputa – Productive Language Skills

Kōrero – Speaking

Tuhituhi - Writing

Cultural practices are also taught for student benefit and to enhance and develop emerging language skills

Tikanga – Protocol Based Learning

Marae/School Whare (Place Based Education)

Kapa Haka (Māori performance)

Mau Rākau (Māori Martial Arts)

Mahi Toi (Arts)

Using a wide range of teaching and learning strategies ensures that students will be provided every opportunity to learn and excel in Te Reo Māori.

TIKANGA

Students are taught about tikanga Māori from Year 9 through to Year 13. Much of this is done in class although a lot is also taught at the marae which all students visit every year as a group. There is a big emphasis on the concept of tuakana/teina (the elder taking care of the younger) while at the marae.

NCEA STANDARDS – 11TRM

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
External					
92094	1	4	yes	no	Te Reo Māori 1.3 - Te tautohu i ētahi mātāpono Māori kei roto i te reo
92095	1	6	yes	no	Te Reo Māori 1.4 - Te whakapuaki whakaaro i runga i te tika haere o te reo
Internal					
92092	1	6	yes	no	Te Reo Māori 1.1- Te kōrero mō te ora o te reo i mua i te tau 1970
92093	1	4	yes	no	Te Reo Māori 1.2 - Te whakapuaki whakaaro i runga i te āta rere o te re

NCEA STANDARDS – 12TRM

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91286 v1	2	6	yes	no	Te Reo Maori 2.3 - Panui kia mohio ki te reo o te ao torotoro
91287 v1	2	6	no	yes	Te Reo Maori 2.4 - Tuhi i te reo o te ao torotoro
Internal					
91284 v1	2	4	no	no	Te Reo Maori 2.1 - Whakarongo kia mohio ki te reo o te ao torotoro
91285 v1	2	6	no	no	Te Reo Maori 2.2 - Korero kia whakamahi i te reo o te ao torotoro
91288 v3	2	6	no	yes	Te Reo Maori 2.5 - Waihanga tuhinga auaha, i te reo o te ao torotoro

NCEA STANDARDS – 13TRM

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91652 v2	3	6	yes	no	Te Reo Maori 3.3 - Panui kia mohio ki te reo Maori o te ao whanui
91653 v2	3	6	no	yes	Te Reo Maori 3.4 - Tuhi i te reo Maori o te ao whanui
Internal					
91650 v2	3	4	no	no	Te Reo Maori 3.1 - Whakarongo kia mohio ki te reo Maori o te ao whanui
91651 v2	3	6	no	no	Te Reo Maori 3.2 - Korero kia whakamahi i te reo Maori o te ao whanui
91654 v2	3	6	no	yes	Te Reo Maori 3.5 - Waihanga tuhinga whai take i te reo Maori o te ao whanui

400**10 MTH — MATHEMATICS****INTRODUCTION**

This course establishes the confidence and skills necessary for success in the senior school. Year 9 skills are revised and further developed and many Year 11 concepts are introduced.

CONTENT

- Algebra
- Trigonometry
- Measurement
- Number
- Geometry
- Graphing relationships

SKILLS

- Clear communication of mathematical ideas
- Investigating and problem solving
- Applying mathematics and modelling

ACTIVITIES

Students have the opportunity to participate in several competitions provide interesting and varied challenges and, for some, recognition through certificates and prizes.

- the Junior Mathematics Competition
- the Australian Mathematics Competition or ICAS
- Cantamath.

ASSESSMENT

Common end of topic tests that are aligned with the NZ Curriculum. Boys will also be attempting the Numeracy Unit Standards Test for 10 credits.

401**11 MTH — MATHEMATICS (Main)**

This is the mainstream course at NCEA Level 1 and provides a foundation for progression into Year 12 Mathematics.

This is the appropriate course for those wishing to study Mathematics or Science in the senior school or at tertiary level.

CONTENT AND SKILLS

Skills covered will range from all areas being Number, Measurement, Geometry, Algebra and Statistics.

FUTURE PATHWAYS

Students can progress into 12MTH or 12STA. Students wishing to gain entrance to Year 12MTH will be required to pass a minimum of ten credits. That is, two of the three papers on offer.

NCEA STANDARDS – 11MTH

	Level	Credits	L1 Lit.	L1 Num.	
External					
91946 v2	1	5	no	yes	Mathematics and Statistics 1.3 - Interpret and apply mathematical and statistical information in context
91957 v2	1	5	no	yes	Mathematics and Statistics 1.4 - Demonstrate mathematical reasoning
Internal					
91945 v2	1	5	no	yes	Mathematics and Statistics 1.2 - Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific

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11 MTG — MATHEMATICS (General)[RETURN TO CONTENTS PAGE](#)

This course is designed for those wishing to study a less Algebraic course. The focus will be on Statistics and Probability. However, one internal paper will have some Algebraic content attached to it.

CONTENT AND SKILLS

Skills covered will be Statistics and Probability for two Achievement Standards with the remaining having a more focus on Number, Measurement and Geometry with some Algebraic content.

FUTURE PATHWAYS

This course is designed to provide a pathway into 12STA. Students wishing to gain entrance to Year 12STA will be required to pass a minimum of ten credits. That is, two of the three papers on offer.

NCEA STANDARDS – 11MTG

	Level	Credits	L1 Lit	L1 Num	
External					
91946 v2	1	5	no	yes	Mathematics and Statistics 1.3 - Interpret and apply mathematical and statistical information in context
Internal					
91944 v2	1	5	no	yes	Mathematics and Statistics 1.1 Explore data using a statistical enquiry process
91945 v2	1	5	no	yes	Mathematics and Statistics 1.2 - Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific

11NUM - NUMERACY

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INTRODUCTION

This course is designed for those students who have not gained the Numeracy credits from the NCEA Common Assessment Activity in Year 10. Entrance into this course will be by invitation from the HOD and Year 11 Dean, based on Year 10 results.

CONTENT AND SKILLS

The purpose of this course is to assess the learner's ability to use mathematics and statistics in everyday life. The design of the course will be thematic, looking at everyday life problems.

ASSESSMENT

This course offers ten credits from one Unit Standard. The grade obtained is either Achieved or Not Achieved. The students will have two chances throughout the year to attempt the Numeracy Common Assessment Activity. If they are successful with their first attempt during Term Two, they will then be encouraged to complete AS 91944 - Explore data using a statistical enquiry process.

FUTURE PATHWAYS

Future pathways are likely to lead into 11MTG in Year 12.

NCEA STANDARDS – 11NUM

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
External					
32406 v2	1	10	no	yes	Use mathematics and statistics to meet the numeracy demands of a range of situations
Internal					
91944 v2	1	5	no	yes	Mathematics and Statistics 1.1 Explore data using a statistical enquiry process

RECOMMENDED LEVEL OF ATTAINMENT

14 credits in 11MTH. Students that have been successful in other forms of Mathematics should see the HOD of Mathematics. All cases are treated on their merits by the HOD and Dean.

INTRODUCTION

This is the mainstream mathematics course which provides the background for both 13 Calculus and 13 Statistics. Additionally, the course provides students with the knowledge and skills necessary for other Year 12 and 13 courses – in particular the sciences.

FUTURE PATHWAYS

Leads to 13CAL and/or 13STA.

CONTENT AND SKILLS

Students develop analytical problem-solving skills and are introduced to calculus. Good algebraic skills are emphasised and are a necessary requirement for success.

Topics include:

- Calculus – differentiation, integration
- Coordinate geometry
- Algebraic expressions and methods
- Probability
- Trigonometry
- Graphing

NCEA STANDARDS – 12MTA

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91261 v3	2	4	no	no	Mathematics and Statistics 2.6 - Apply algebraic methods in solving problems
91262 v3	2	5	no	no	Mathematics and Statistics 2.7 - Apply calculus methods in solving problems
91267 v3	2	4	no	no	Mathematics and Statistics 2.12 - Apply probability methods in solving problems
Internal					
91256 v3	2	2	no	no	Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems
91259 v3	2	3	no	no	Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems
91269 v3	2	2	no	no	Mathematics and Statistics 2.14 - Apply systems of equations in solving problems

RECOMMENDED LEVEL OF ATTAINMENT

14 credits from the 11MTH or 11MTG course.

INTRODUCTION

This course is designed for students who have performed well at Level 1 NCEA and want to continue studying Maths but wish to do NCEA Standards that do not require algebraic skills. It has a Statistics and Probability focus which builds on the statistics done in Year 11 and prepares students for 13STA.

FUTURE PATHWAYS

13STA.

CONTENT

- Probability
- Statistical Inference
- Networks
- Questionnaires
- Experimental Design
- Simulations

NOTE

A considerable amount of the class work and all the internal assessment is computer-based. It is preferable that students have their own device which can run Windows OS. Therefore, it is strongly recommended that students have their own Windows device as the availability of school computers may be limited. Students progressing from 12STA to 13STA will similarly be expected to use their own device.

NCEA STANDARDS – 12STA

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91267 v3	2	4	no	no	Mathematics and Statistics 2.12 - Apply probability methods in solving problems
Internal					
91260 v3	2	2	no	no	Mathematics and Statistics 2.5 - Apply network methods in solving problems
91263 v3	2	3	no	no	Mathematics and Statistics 2.8 - Design a questionnaire
91264 v3	2	4	no	no	Mathematics and Statistics 2.9 - Use statistical methods to make an inference
91265 v3	2	3	no	no	Mathematics and Statistics 2.10 - Conduct an experiment to investigate a situation using statistical methods
91268 v3	2	2	no	no	Mathematics and Statistics 2.13 - Investigate a situation involving elements of chance using a simulation

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RECOMMENDED LEVEL OF ATTAINMENT

14 credits from 12MTA or 12STA. All other cases are reviewed on their merits by the HOD.

INTRODUCTION

A course for those interested in the biological and social sciences, medicine, commerce and administration – any field where collection, analysis and interpretation of data is important. This course can be taken with 13CAL.

CONTENT

Probability methods – Probability distributions
Using statistical methods – Analysing data.

SKILLS

- Develop problem solving and communication skills
- Become familiar with modern statistical skills,

especially computer-based analytical tools

- Develop the ability to conduct statistical experiments and to draw valid conclusions from raw data
- Recognise and produce the most suitable form in which to present information
- Become familiar with the use of specific statistical software.

NOTE

A considerable amount of the class work and all the internal assessment is computer-based. It is preferable that students have their own device which can run Windows OS, in order to run the software that is used. Therefore, it is strongly recommended that students have their own Windows device as the availability of school computers will be limited.

FUTURE PATHWAYS

Careers in Social Sciences, Medicine and Biological sciences, Commerce

NCEA STANDARDS – 13STA

The course will contain a selection of these Standards

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91585 v2	3	4	no	no	Mathematics and Statistics 3.13 - Apply probability concepts in solving problems
91586 v2	3	4	no	no	Mathematics and Statistics 3.14 - Apply probability distributions in solving problems
Internal					
91580 v2	3	4	no	no	Mathematics and Statistics 3.8 - Investigate time series data
91581 v2	3	4	no	no	Mathematics and Statistics 3.9 - Investigate bivariate measurement data
91583 v2	3	4	no	no	Mathematics and Statistics 3.11 - Conduct an experiment to investigate a situation using experimental design principles

[RETURN TO CONTENTS PAGE](#)**RECOMMENDED LEVEL OF ATTAINMENT**

14 credits from 12MTA. All other cases are reviewed on their merits by the HOD.

INTRODUCTION

A course appropriate for students with an interest in the continued study of mathematics, the physical sciences, engineering, economics and any field where analysis is an important tool. The course can be taken in conjunction with 13STA.

CONTENT

- Algebraic skills and methods
- Differentiation of a variety of function types
- Differentiation techniques
- Optimisation problems
- Trigonometric functions and graphs

- Trigonometric identities and formulae
- Trigonometric modelling
- Complex numbers
- Coordinate geometry
- Integration techniques
- Differential equations

SKILLS

- Develop problem solving and communication skills and effectively use these in familiar and unfamiliar contexts
- Further develop “pure” mathematics, with an emphasis on calculus
- Formulate problems in mathematical terms and solve these through logical, methodical and clearly presented arguments
- Increasingly understand the nature of mathematical reasoning.

FUTURE PATHWAYS

Careers in Engineering, Science, IT, Finance and Aviation.

NCEA STANDARDS – 13CAL

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91577 v2	3	5	no	no	Mathematics and Statistics 3.5 - Apply the algebra of complex numbers in solving problems
91578 v2	3	6	no	no	Mathematics and Statistics 3.6 - Apply differentiation methods in solving problems
91579 v2	3	6	no	no	Mathematics and Statistics 3.7 - Apply integration methods in solving problems
Internal					
91575 v2	3	4	no	no	Mathematics and Statistics 3.3 - Apply trigonometric methods in solving problems

Note: Students studying Music are required to have instrumental or voice tuition and participate in at least one school instrumental/vocal group activity as appropriate. Orchestra, Choir, Concert band, Jazz Band and other ensembles are available to play in.

10 MUA — MUSIC 1

INTRODUCTION

Semester 1 will directly build on from Year 9 Music. Starting with a recap of what was learnt in Year 9, and quickly moving on to advance our musical theory knowledge, as well as our ability to play an instrument. In semester 1 students choose which instrument they wish to specialise in, and join, a band/group with.

Students selecting this course will be able to sign up for private lessons through the school's itinerant Music Scheme.

CONTENT

This two-term course will include modules on music theory, composition and performance.

SKILLS

- Performance on a chosen instrument
- Theoretical knowledge
- History of Music
- Music Technology

ASSESSMENT

- Group performance - Playing our chosen instrument as a member of a group
- Composition - Using skills learnt in theory to compose an original piece of music
- Music Works – Presentation on the history of music
- Music Theory and Aural – Written exam

FUTURE PATHWAYS

11MUS, 12MUS, 13MUS

10 MUC — MUSIC 2

Note: This semester can be a standalone from semester 1 if you have prior music experience and knowledge or a continuation of skills from Music 1.

INTRODUCTION

This course will be a direct follow on from Semester 1, advancing students' knowledge of Music Theory, Aural, Performance, and Composition.

There will be a strong focus on live performance, including playing at Big Night Out at the end of Term 3.

Students who wish to continue Music study in Year 11 are strongly advised to take this course.

CONTENT

This two-term course will include modules on individual music performance, group music performance, music theory, composition, and music technology.

SKILLS

- Performing a piece of music solo
- Music technology
- Aural – Listening abilities
- Composition through Garage Band/Logic

ASSESSMENT

- Group performance - Playing our chosen instrument as a member of a group
- Solo Performance – Playing our chosen instrument solo
- Composition - Using skills learnt in theory and performance to compose in a contemporary way
- Music Theory and Aural – Written exam

FUTURE PATHWAYS

11MUS, 12MUS, 13MUS

[RETURN TO CONTENTS PAGE](#)**RECOMMENDED LEVEL OF ATTAINMENT**

Year 10 Music or the equivalent of two years instrumental or voice tuition, plus an adequate level of music literacy, grade 2, to be determined by the HOD. If unsure speak with the HOD before enrolling.

CONTENT AND SKILLS

- Solo and group performance skills
- Understand and interpret music theory
- Musical knowledge – includes music history and analysis
- Creation of music through composition

FUTUREPATHWAYS

12MUS, 13MUS

NCEA STANDARDS – 11MUS

	Level	Credits	L1 Lit.	L1 Num.	
External					
91950 v2	1	5	No	No	Demonstrate understanding of music in relation to context
91951 v2	1	5	No	No	Shape music ideas to create an original composition
Internal					
91948 v2	1	5	No	No	Use music skills in a music style
91949 v2	1	5	No	No	Demonstrate performance skills

[RETURN TO CONTENTS PAGE](#)
RECOMMENDED LEVEL OF ATTAINMENT

Year 11 Music including 1.3 (Composition), 1.4 (Aural), 1.5 (Score Reading) or Grade 4 pass or three years of instrumental or voice tuition and an adequate level of music literacy and instrumental and/or vocal proficiency to be determined by the HOD. Students who have not completed Year 11 Music should speak with the HOD who will determine proficiency.

FUTURE PATHWAYS

13MUS

CONTENT AND SKILLS

- Performance (13 credits internal) – performing on the student's major study instrument(s) or voice. Assessment in both solo and group situations.

- Composition (6 credits internal) – composing and arranging different styles of music for different purposes, including both vocal and instrumental compositions
- Aural skills (4 credits external)– recognising, reproducing and describing musical sounds through listening. Includes transcribing tunes, working out chord structures, identifying the form and structure of pieces of music
- Score Reading [4 credits external] Demonstrate knowledge of conventions in a range of music scores
- Instrumentation [4 credits internal]. Devise an instrumentation for an ensemble

NCEA STANDARDS – 12MUS*Not all standards will necessarily be assessed.*

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91275 v3	2	4	no	no	Making Music 2.5 - Demonstrate aural understanding through written representation
91276 v3	2	4	no	no	Music Studies 2.6 - Demonstrate knowledge of conventions in a range of music scores
Internal					
91270 v2	2	6	no	no	Making Music 2.1 - Perform two substantial pieces of music as a featured soloist
91271 v2	2	6	no	no	Making Music 2.4 - Compose two substantial pieces of music
91272 v2	2	4	no	no	Making Music 2.3 - Demonstrate ensemble skills by performing a substantial piece of music as a member of a group
91273 v2	2	4	no	no	Music Studies 2.8 - Devise an instrumentation for an ensemble
91274 v2	2	3	no	no	Making Music 2.2 - Perform a substantial piece of music as a featured soloist on a second instrument

RECOMMENDED LEVEL OF ATTAINMENT

Year 12 Music or an adequate level of music literacy to be determined by the HOD.

INTRODUCTION

This is an excellent practical music course for students who have been learning their instrument for four or five years, and who also compose their own music. Individual Music standards can be discussed with the HOD; not all standards will be covered each year if students are studying both Music Studies and Making Music. Standards can be chosen to suit the interests and proficiency of the individual students.

CONTENT AND SKILLS

- Performance (16 credits internal) – perform a programme of music as a member of a group and as a featured soloist.
- Composition (8 credits internal) – present a portfolio of musical composition.
- Aural skills (4 credits external) – demonstrate aural skill across a range of styles and genres.
- Arranging (4 credits) – arrange two substantial pieces of music for ensemble

FUTURE PATHWAYS

Music is a University Entrance approved subject at Year 13. Tertiary studies. Careers in music performance, audio engineering, tutoring and teaching.

NCEA STANDARDS – 13MUS

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91421 v3	3	4	no	no	Music Studies 3.6 - Demonstrate understanding of harmonic and tonal conventions in a range of music scores
Internal	3	8	no	no	Making Music 3.1 - Perform two programmes of music as a featured soloist
91416 v2	3	8	no	no	Making Music 3.1 - Perform two programmes of music as a featured soloist
91417 v2	3	4	no	no	Making Music 3.2 - Perform a programme of music as a featured soloist on a second instrument
91418 v2	3	4	no	no	Making Music 3.3 - Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group
91419 v2	3	8	no	no	Making Music 3.4 - Communicate musical intention by composing three original pieces of music
91424 v2	3	4	no	no	Music Studies 3.9 - Create two arrangements for an ensemble
91425 v2	3	6	yes	no	Music Studies 3.10 - Research a music topic
91849 v1	3	8	no	no	Making Music 3.11 - Compose three original songs that express imaginative thinking

710

10 HPE — HEALTH & PHYSICAL EDUCATION

INTRODUCTION

This is a compulsory course based on the four strands of the Health and Physical Education curriculum. These aim to develop: personal health and physical development; movement skills; relationships; healthy communities and environments.

CONTENT

We teach five key values: Active Involvement, Acceptance of Challenges, Self-Management, Movement and Motor Skills and Relating to Others. The movement topics are: athletics, basketball, football, hockey, gymnastics, softball, volleyball, rugby, aquatics, aerobic training, weight training, create a game and social responsibility in team activities.

In Health we cover Hauora, drugs, alcohol, sexuality and nutrition. This is taught to improve knowledge and to help make good informed decisions.

SKILLS

The course attempts to up-skill the individual as a whole; concentrating on mental and physical health and development, movement skills and social development through the medium of movement. These include physical skills, personal fitness development, training considerations and requirements, cooperation, communication, leadership, responsibility, research, self-identity, perseverance and team spirit.

ASSESSMENT

Students are assessed each term on the five key values of CBHS Health and Physical Education. They receive an average grade at the end of the year. The students are also assessed for good movement by fitness testing across a range of fitness components.

10 SPF — SPORTS PERFORMANCE

INTRODUCTION

Students can select this course if they wish to extend their knowledge and experience on the sporting front.

However, this course is for high performing athletes and acceptance into the course is based on a selection criteria. Students that select this option MUST also select a reserve option. THE CRITERIA INCLUDES PLAYING AND REPRESENTING THEIR CHOSEN SPORT AT AN ELITE LEVEL.

CONTENT

This course has been created to focus on athletes who are competing at the top level of their sport. This course caters for the all-round athlete. Students need to have good attendance records and perform well in the classroom.

The course will cover training methods and principles, sports physiology, introduction to weight training and conditioning, injury prevention and management, goal setting, professionalism, nutrition and well-being through a balanced lifestyle. This course will give students the chance to train to enhance their own sport in class time, maintain their physical and mental conditioning and provide some theory work to assist their sporting development.

SELECTION CRITERIA

Students will need to fill in an information form to tell us about themselves. This will include the sport and level they currently play and any achievements to date. The selection criteria will include the previous year's schooling results, attendance records, teacher reports, weekly note averages and Deans' comments.

COURSE COSTS

\$50

ASSESSMENT

No NCEA assessments are offered. Students are assessed on goal setting and progress of a planned exercise programme and practical applications and knowledge of training principles.

FUTURE PATHWAYS

This course provides a pathway for students into Year 11 Sports Performance and beyond. This also has strong links with the Physical Education curriculum and will assist students with senior Physical Education.

INTRODUCTION

In this 20-credit course students have four periods a week, presenting them with the opportunity to participate in a variety of individual and team activities.

CONTENT AND SKILLS

Students study a range of concepts related to physical performance, personal well-being/ Hauora, interpersonal skills, cooperation and social responsibility within a team environment. The physical activities include Māori games, volleyball, Aussie Rules, touch, fitness training, water polo, fitness challenge, and softball. These activities are designed to enable them to: achieve their potential in physical growth and

development, improve their health and fitness, develop a wide range of motor skills, and learn the importance of kotahitanga and social cooperation in a team. They will gain a better understanding of the importance of being physically active and have an appreciation of how physical activity contributes to an enjoyable and healthy lifestyle.

ASSESSMENT

There are two internally assessed and two externally assessed Achievement Standards, the externally assessed standards are assessed via portfolio style assessments and not an exam. Our students are successful in Physical Education, so we promote and encourage students to strive for Merit and Excellence endorsements.

NCEA STANDARDS – 11PED

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
External					
92018 v2	1	5	no	no	Physical Education 1.3 - Demonstrate understanding of the influence of a personal movement experience on hauora
92019 v2	1	5	no	no	Physical Education 1.4 - Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific
Internal					
92016 v2	1	5	no	no	Physical Education 1.1 - Apply movement strategies in an applied setting
92017 v2	1	5	no	no	Physical Education 1.2 - Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies

*Students may choose **either** Physical Education **OR** Sports Performance – **not** both.*

This course uses the same Achievement Standards as year 11 Physical Education but has a Sport Performance focus. This course is recommended, but not limited to, students who have come through the year 10 Sport Performance programme.

Students cannot pick both Year 11 Physical Education and Year 11 Sport Performance. There will be one Year 11 Sport Performance class, if the class is over allocated, there will be a selection process for this class. The selection will be influenced by the students' performance in Year 10 Sport Performance and Year 10 Physical Education.

INTRODUCTION

In this 20-credit course students have four periods a week, presenting students with the opportunity to participate in a variety of individual and team activities related to performance in sport.

CONTENT AND SKILLS

Students study a range of concepts related to physical performance, personal well-being/Hauora, interpersonal skills and kotakitanga, goal setting, mental skills, nutrition, training methods and principals within an individual and team environment. The physical activities will be related to the student's sporting development, with an emphasis on training and periodisation. Individual activities include weight training and conditioning, injury prevention and sport specific training. Team activities include volleyball, Aussie Rules, touch, water polo, fitness challenge and softball.

These activities are designed to enable them to: achieve their sporting potential and physical growth and development, improve their health and fitness, develop a wide range of motor skills, and learn the importance of social responsibility and cooperation as an individual and in a team. They gain a better understanding of the importance of being physically active and have a stronger understanding of sport at a higher level.

ASSESSMENT

There are two internally assessed and two externally assessed Achievement Standards, the externally assessed standards are assessed via portfolio style assessments and not an exam. Our students are successful in Sports Performance, so we promote and encourage students to strive for Merit and Excellence endorsements.

NCEA STANDARDS – 11SPF
Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
External					
92018 v2	1	5	no	no	Physical Education 1.3 - Demonstrate understanding of the influence of a personal movement experience on hauora
92019 v2	1	5	no	no	Physical Education 1.4 - Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific
Internal					
92016 v2	1	5	no	no	Physical Education 1.1 - Apply movement strategies in an applied setting
92017 v2	1	5	no	no	Physical Education 1.2 - Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies

*Students may choose **either** Sports Performance **OR** Physical Education – **not** both.*

[RETURN TO CONTENTS PAGE](#)**RECOMMENDED LEVEL OF ATTAINMENT**

An Achieved grade is required in Level 1 Standards 90963 or 90967. Otherwise, the approval of the HOD is required.

INTRODUCTION

Students participate and learn in five fields of study. The course studies the theoretical basis of each and applies this in practical situations. This is a challenging course as students are expected to perform in a range of settings as outlined below.

- Biophysical principles of fitness: anatomy, exercise physiology and biomechanics.
- Principles and methods of training.
- Coaching and leadership in sport.
- Performance skills in touch, football and lawn bowls.
- Social responsibility through kiwi sport coaching, football, touch, fitness studies and lawn bowls.

CONTENT

Biophysical principles of training – require students to study principles that underline why we train and the body's response to training. They follow a four-week training program for this topic.

Social responsibility — students must demonstrate this, following a social responsibility model, coaching, football, touch, fitness studies and lawn bowls.

Biophysical principles of skill learning – students must apply knowledge of biophysical principles to their chosen skill.

Kiwi Sport coaching – requires students apply leadership strategies to coaching a small group of junior students.

Performance of a skill – requires students to practically demonstrate skilled performance in touch, football and lawn bowls.

COSTS

\$25 for taxi vans and green fees.

NCEA STANDARDS – 12PED

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
91328 v2	2	5	no	no	Physical Education 2.2 - Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills
91329 v2	2	4	no	no	Physical Education 2.3 - Demonstrate understanding of the application of biophysical principles to training for physical activity
91330 v3	2	4	no	no	Physical Education 2.4 - Perform a physical activity in an applied setting
91332 v2	2	4	no	no	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group
91334 v2	2	3	no	no	Physical Education 2.8 - Consistently demonstrate social responsibility through applying a social responsibility model in physical activity

RECOMMENDED LEVEL OF ATTAINMENT

Year 12 Physical Education is highly recommended, but entry can be gained with HOD approval for students new to the subject. For those who took the Year 12 course, a minimum Achieved grade in two out of three of the following Level 2 Standards is required: 91328, 91329 and 91332.

All other students must apply to the HOD for approval.

INTRODUCTION

This course is entirely internally assessed. It is designed to challenge students both physically and academically in a range of contexts.

Students will be expected to show the ability to research and study independently. They will also develop existing skills in using IT.

CONTENT

Fitness Studies (AS 3.3) – this theory and practical part of the course takes place during Term 1. Students chose a component of fitness that has relevance to them. They undergo testing and plan a performance improvement programme.

Practical (AS 3.4) – takes place throughout the year; students chose from an array of sports matrices one that they have an interest and skill in. These performance matrices are signed off by high level coaches of the chosen sport. This is done outside class time and requires student organisation.

Skill Learning and Biomechanical Analysis (AS 3.2) – this takes place during Term 3. Students will teach other students their own chosen skill and analyse the outcomes.

Strategies (AS 3.9)– takes place during Term Two. Students will test their swimming skills against performance data, then devise strategies to complete an 8-week programme to improve their swimming technique and also swim time over 400m. This will take place at a local indoor pool.

COSTS

\$30 for pool hire and vans.

NCEA STANDARDS – 13PED

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
91499 v2	3	3	no	no	Physical Education 3.2 - Analyse a physical skill performed by self or others
91500 v2	3	4	no	no	Physical Education 3.3 - Evaluate the effectiveness of a performance improvement programme
91501 v2	3	4	no	no	Physical Education 3.4 - Demonstrate quality performance of a physical activity in an applied setting
91789 v2	3	4	no	no	Physical Education 3.9- Devise strategies for a physical activity outcome

INTRODUCTION

In this course students learn about their own well-being and that of others and society through health-related contexts. The course is assessed against the new NCEA Level One Achievement Standards.

RECOMMENDED LEVEL OF ATTAINMENT

This course suits students with an interest in Health education and students who have achieved Achievement Standard 90971 in year 10 Health.

CONTENT AND SKILLS

The topics covered are based around the following areas: alcohol and drug use, promoting

positive sexuality, skills to enhance relationships, teenage eating patterns and healthy eating, and how changing states of health can affect our Hauora (well-being).

The course will be primarily classroom based; however, there is potential for a range of guest speakers, field trips, and practical elements, which will reinforce theoretical learning. There will be a significant emphasis on students leading their own learning so that topics covered are specific to the learner. Health studies will continue into Level 2 Health in 2025 and Level 3 Health in 2026.

ASSESSMENT

Level 1 Achievement Standards 20 Credits (2 Internal and 2 external)

NCEA STANDARDS – 11HPE

	Level	Credits	L1 Lit.	L1 Num.	
External					
92010 v2	1	5	No	No	Health 1.3 - Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora
92011 v2	1	5	No	No	Health 1.4 - Demonstrate understanding of strategies that enhance hauora
Internal					
92008 v2	1	5	No	No	Health 1.1 - Demonstrate understanding of wellbeing through the application of a model of health
92009 v2	1	5	No	No	Health 1.2 - Demonstrate understanding of a decision-making process in a health-related situation

12HEA – HEALTH

[RETURN TO CONTENTS PAGE](#)**INTRODUCTION**

This is a new subject offered in 2024, in this course students learn about their own well-being and that of others and society through health-related contexts. The course is assessed against NCEA Level Two Achievement Standards.

RECOMMENDED LEVEL OF ATTAINMENT

This course suits students who chose Year 11 Health in 2023, or who demonstrate a keen interest in promoting positive health, personally, interpersonally, and societally.

The topics covered are based around the following areas: change, enhancing wellbeing (personally, interpersonally, and societally), sexuality education, and adolescent health. We have the flexibility to link alcohol and drug use, mental health, nutrition, addictions, and other relevant context to make the learning for meaningful and purposeful.

The course will be primarily classroom based; however, there is potential for a range of guest speakers, field trips, and practical elements, which will reinforce theoretical learning. There will be a significant emphasis on students leading their own learning so that topics covered are specific to the learner. The plan is for Level 2 Health to flow into Level 3 Health in 2025.

ASSESSMENT

Level 2 Achievement Standards 20 Credits (3 Internal and 1 External)

NCEA STANDARDS – 12HPE

	Level	Credits	UE Rdg	UE Wrtg.	
External					
91235 v2	2	5	no	no	Health 2.1 - Analyse an adolescent health issue
Internal					
91236 v2	2	5	no	no	Health 2.2 - Evaluate factors that influence people's ability to manage change
91237 v2	2	5	no	no	Health 2.3 - Take action to enhance an aspect of people's well-being within the school or wider community
91239 v2	2	5	no	no	Health 2.5 - Analyse issues related to sexuality and gender to develop strategies for addressing the issues

This course is primarily focused on taking on the challenges of the Outdoors. It offers an excellent opportunity for students to learn and develop a wide range of knowledge and technical skills. It requires students to be determined, resilient and mentally tough. Students will be required to work constructively with other students and solve problems associated with performance and survival in the outdoors. Students are expected to be well organised in preparation for the outdoor activities. This course offers NZQA credits at Level 2 under the Domain of Outdoor Recreation in the National Qualification Framework.

AIMS

- Develop technical skills in a range of outdoor pursuits (Tramping, Camping and Outdoor Survival, White Water Kayaking, Rock Climbing, Mountain Biking, Skiing and/or Snowboarding, Adventure Based Learning, Surfing)
- Provide the opportunity for personal and social growth; developing confidence and working constructively in a team.
- Develop time management and organisational skills
- Develop an understanding and appreciation of the natural environment
- Have fun and enjoyment through regular physical activity.

Note: this course requires a time and financial commitment. **Students will be out of school on Outdoor Activities for approximately 12 school days.** Students will be expected to catch up on work missed in other subjects and time will be provided in class to do this.

Spaces are limited in this course. The following factors will be taken into consideration if the course is oversubscribed - behaviour around school, attendance, risk management and previous teacher's feedback.

FUTURE PATHWAYS

The course provides students with initial career pathways as Teachers, Outdoor Instructors in Kayaking, Sea Kayaking, Alpine/Mountain and Glacier Guide, Ski Industry Careers (Ski Patrol, Ski/SNB Instructor, Lift Operators), Canyoning Guide, High Ropes Instructor and Outdoor Adventure Instructor. Outdoor recreation guides and instructors may work for: tourism businesses, ski fields, polytechnics, schools, outdoor education centres and outdoor pursuits centres. Each year a number of CBHS students work for the National Outdoor Leadership School (NOLS) in their programmes around the world. Others have gone onto further study available at Ara, Tai Poutini Polytech, Aoraki Polytech.

COSTS

Approximate course costs \$1100

NCEA STANDARDS – 12OED

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
26249 v2	2	2	no	no	Demonstrate skills for an overnight tramp
457 v7	2	2	no	no	Demonstrate mountain biking skills on grade 2 terrain
467 v6	2	3	no	no	Demonstrate personal and social development through participation in adventure-based learning
476 v7	2	2	no	no	Roll a decked paddle craft on flat water
5997 v6	2	3	no	no	Demonstrate intermediate snowboard skills on blue terrain at a Snowsport area
4591 v6	2	3	no	no	Demonstrate intermediate skiing skills on blue terrain at a Snowsport area
444 v8	2	1	no	no	Demonstrate basic rock climbing movement
20157 v3	2	2	no	no	Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above
20152 v3	2	1	no	no	Demonstrate basic knowledge of safe abseil techniques
91330 v3	2	4	no	no	Perform a physical activity in an applied setting
91333 v2	2	3	no	no	Analyse the application of risk management strategies to a challenging outdoor activity

This course is primarily focused on taking on the challenges of the Outdoors in the local Christchurch environment.

Christchurch has a lot to offer in regard to Outdoor Education which means a wide range of activities such as Mountain biking, surfing, kayaking, climbing and adventure-based activities are available on our doorstep. It offers an excellent opportunity for students to learn and develop a wide range of knowledge and technical skills in a local environment. It requires students to be determined, resilient and mentally tough. Students will be required to work constructively with other students and solve problems

associated with performance and survival in the outdoors. Students are expected to be well organised in preparation for the outdoor activities. This course offers NZQA credits at Level 2 under the Domain of Outdoor Recreation in the National Qualification Framework.

Spaces are limited in this course. The following factors will be taken into consideration if the course is oversubscribed - behaviour around school, attendance, risk management and previous teacher's feedback.

NOTE

This course requires a time and financial commitment of \$450

NCEA STANDARDS – 12OEL

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
457 v7	2	2	no	no	Demonstrate mountain biking skills on grade 2 terrain
467 v6	2	3	no	no	Demonstrate personal and social development through participation in adventure based learning
476 v7	2	2	no	no	Roll a decked paddle craft on flat water
20157 v3	2	2	no	no	Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above
444 v8	2	1	no	no	Demonstrate basic rock climbing movement
20152 v3	2	1	no	no	Demonstrate basic knowledge of safe abseil techniques
91333 v2	2	3	no	no	Analyse the application of risk management strategies to a challenging outdoor activity

This course is about taking on the challenges of the Outdoors. The course offers an excellent opportunity for students to learn and develop a wide range of knowledge and technical skills. It requires students to be determined, resilient and mentally tough. Students will be required to work constructively with others and solve the problems associated with performance and survival in the outdoors. Students are expected to be well organised in preparation for the outdoor activities. The course offers NZQA credits at Level 3 under the Domain of Outdoor Recreation that contribute to their National Qualifications Framework achievements.

AIMS

- Develop skills in a range of outdoor pursuits: (White Water Kayaking, Rock Climbing, Skiing, Snowboarding, Snow Caving, Mountain Biking and Surfing)
- Provide the opportunity for personal growth and social development.
- Develop time management and organisational skills.
- Develop an understanding and appreciation of the natural environment.
- Have fun and enjoyment through regular physical activity.

Note: This course has a time commitment and financial obligation. **Students will be out of school on practical's for around 14 days during the year.**

Students will be expected to catch up on work missed in other subjects and time in class will be set aside for this.

Spaces are limited in this course. Priority will be given to students who have studied 12OED or 12OEL. The following factors will also be taken into consideration if the course is oversubscribed - behaviour around school, attendance, risk management and previous teacher's feedback.

FUTURE PATHWAYS

The course provides students with initial career pathways as Teachers, Outdoor Instructors, in Kayaking, Sea Kayaking, Alpine/Mountain and Glacier Guide, Ski Industry Careers (Ski Patrol, Ski/SNB Instructor, Lift Operators), Canyoning Guide, High Ropes Instructor and Outdoor Adventure Instructor. Outdoor recreation guides and instructors may work for: tourism businesses, ski fields, polytechnics, schools, outdoor education centres and outdoor pursuits centres. Each year a number of CBHS students work for the National Outdoor Leadership School (NOLS) in their programmes around the world. Others have gone onto further study is available at Ara, Tai Poutini Polytech, Aoraki Polytech.

COSTS

Approximate course costs \$1100.

NCEA STANDARDS – 13OED

Not all standards will necessarily be assessed.

Internal	Level	Credits	UE Rdg.	UE Wrtg.	
4592 v6	3	8	no	no	Demonstrate advanced skiing skills on advanced terrain at a Snowsport area
18104 v3	3	8	no	no	Demonstrate advanced snowboard skills on advanced terrain at a Snowsport area
20150 v4	2	5	no	no	Demonstrate top rope rock climbing and belaying skills on Ewbank Grade 14 and above
24663 v2	3	3	no	no	Demonstrate leadership while participating in an adventure based learning programme
26246 v2	5	4	no	no	Demonstrate mountain biking knowledge and skills
91501 v2	4	3	no	no	Demonstrate quality performance of a physical activity in an applied setting
91504 v2	3	5	no	no	Analyse issues in safety management for outdoor activity to devise safety management strategies

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This course is primarily focused on taking on the challenges of the Outdoors in the local Christchurch environment. Christchurch has a lot to offer in regard to Outdoor Education which means a wide range of activities such as Mountain biking, surfing, kayaking, climbing and adventure-based activities are available on our doorstep. It offers an excellent opportunity for students to learn and develop a wide range of knowledge and technical skills in a local environment. It requires students to be determined, resilient and mentally tough. Students will be required to work constructively with other students and solve problems associated with performance and survival in the outdoors. Students are expected to be well organised in preparation for the outdoor activities. This course offers NZQA credits at Level 3 under the Domain of Outdoor Recreation in the National Qualification Framework

Spaces are limited in this course. Priority will be given to students who have studied 12OED or 12OEL. The following factors will also be taken into consideration if the course is oversubscribed - behaviour around school, attendance, risk management and previous teacher's feedback.

Note: this course requires a time and financial commitment of \$450

FUTURE PATHWAYS

The course provides students with initial career pathways as Teachers, Outdoor Instructors, in Kayaking, Sea Kayaking, Alpine/Mountain and Glacier Guide, Ski Industry Careers (Ski Patrol, Ski/SNB Instructor, Lift Operators), Canyoning Guide, High Ropes Instructor and Outdoor Adventure Instructor. Outdoor recreation guides and instructors may work for: tourism businesses, ski fields, polytechnics, schools, outdoor education centres and outdoor pursuits centres. Each year a number of CBHS students work for the National Outdoor Leadership School (NOLS) in their programmes around the world. Others have gone onto further study available at Ara, Tai Poutini Polytech, Aoraki Polytech.

NCEA STANDARDS – 13OEL

Not all standards will necessarily be assessed.

Internal	Level	Credits	UE Rdg.	UE Wrtg.	
20150 v4	3	2	no	no	Demonstrate top rope rock climbing and belaying skills on Ewbank Grade 14 and above
24663v2	3	3	no	no	Demonstrate leadership while participating in an adventure based learning programme
26246v2	3	5	no	no	Demonstrate mountain biking knowledge and skills
26237v2	3	5	no	no	Demonstrate kayaking knowledge and skills
91504v2	3	3	no	no	Analyse issues in safety management for outdoor activity to devise safety management strategies

MINIMUM PRIOR ACHIEVEMENT REQUIRED

Students must have the approval of the HOD.

INTRODUCTION

This course is designed for students who have an interest in sport/personal fitness training and the skills learned through these; which have direct association around the key competencies in the NZ curriculum; managing self, relating to others, participating and contributing. Students who elect this course will learn a wide range of practical skills specific to sports training along with theoretical understanding around training periodisation, fitness testing, leadership, motivation, sports management, officiating, nutrition, injury prevention and rehabilitation. The course does not have NCEA accredited standards attached to it; however, there is potential for the class to complete an Achievement Standard in the coaching and leadership topic. Students should discuss this with the teacher throughout the course of the year.

CONTENT

- Students will learn how to apply principles and various methods of training to their personal exercise programme, assisting them in their sporting endeavours and health and well-being

- Understanding and applying contemporary leadership styles to a variety of different activities
- Learn how to run a tournament using the principals of sports management
- Applying knowledge of training and sport to fitness testing
- Injury prevention, strapping and rehabilitation
- Exposure to a variety of recreational activities that apply to lifelong skills and recreation
- Students will also be encouraged towards mindfulness and well-being through physical activity

FUTURE PATHWAYS

Further study for a degree in Sport and Exercise (CPIT, Massey University, AUT) or Sports Coaching (University of Canterbury) or Bachelor of Physical Education at University of Otago can lead to careers in Teaching, Sports Science, Sports Coaching, Fitness Training, Strength & Conditioning, Sports Administration and Management, Sports Nutrition, Physiotherapy and Sports Medicine.

COSTS

\$50 for external providers.

NCEA STANDARDS – 13SPS

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
91505 v2	3	4	yes	no	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts

800**INTRODUCTION**

This course forms the second phase of preparation for Year 11 Science study. The content and delivery are designed to help students acquire an understanding of the living, physical, material and technological components of their environment. In addition, they develop skills of scientific investigation and will have opportunities to develop the attitudes on which scientific investigation depends (the Nature of Science).

CONTENT

Units of work cover core content from the Living, Material, Physical and Earth/Space Science world strands.

Making New Materials	Biodiversity
Electricity	Body in Question
Chemistry in Action	Force and Motion
Geology	

10 SCI — SCIENCE**SKILLS**

- Gather and interpret data
- Use evidence
- Critique evidence
- Interpret representations
- Engage with science

ADDITIONAL/OPTIONAL ACTIVITIES

Australian Science Competition; Canterbury-Westland Schools Science & Technology Fair, EPro8 Challenge, BioTech Future Challenge

ASSESSMENT

Each module is assessed using a range of techniques.

FUTURE PATHWAYS

11SCA or 11SCI or 11BCH and 11PSC

10 ENV — ENVIRONMENTAL SCIENCE

(including Agriculture/Horticulture)

INTRODUCTION

The aim of this optional course is to enhance students understanding of our relationship with the environment, and to have students consider a range of different issues, ideas and technology related to our use of the environment and our efforts to conserve and protect it.

SKILLS

- Researching
- Processing learning
- Time management
- Participating and contributing
- Presenting learning

CONTENT

The course will cover the following topics, but has some flexibility to cover topics those involved in the course are interested in:

- Formation of the Earth
- Human evolution
- Carbon dioxide removal from the atmosphere using technology and trees
- Green hydrogen as a fuel
- Electric versus hydrogen powered vehicles
- Sustainable and likely future farming practices
- Pest eradication in New Zealand

ASSESSMENT

Skills, knowledge and understanding will be assessed via completed topic work and end of term tests.

FUTURE PATHWAYS

This course will cover material that will support a range of senior subject areas including Agriculture, Agribusiness, Social Studies, Science, Biology, Chemistry, Physics and Food Technology.

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INTRODUCTION

We live in an age in which scientific literacy and a broad understanding of science concepts is increasingly important.

The goal of this course is to provide a range of learning opportunities across Biology, Chemistry and Physics that will give akonga a 'taster' of the science disciplines and experiences of science that directly relate to their own lives.

Those who choose this course may NOT also take the Year 11 Biochemistry or Physical Science courses.

FUTURE PATHWAYS

12AGR, 12BIO, 12CHE, 12PHY,

There is an emphasis on developing a broad range of transferable skills and knowledge across the science disciplines that will prepare the student for senior subject specialism.

CONTENT

- Micro-organisms and their interactions with humans.
- Genetics, and use of genomics in medicine, forensics, or conservation.
- Carrying out and report on a scientific investigation (Physics).
- Specific chemical reactions.

SKILLS

- Practical investigative skills, including carrying out instructions effectively.
- Collaborative skills, team-work.
- Research using information technology.
- Communication and scientific literacy.
- Critical thinking, analysis.
- Science-informed decision-making.
- Investigate a range of chemical reactions.
- Atomic structure and properties of substances.
- Motion and forces.
- Observe phenomena closely.
- Use laboratory equipment correctly.

NCEA STANDARDS – 11SCI

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit	L1 Num	Title
External					
92022 v2	1	5	yes	no	Chemistry and Biology 1.3 - Demonstrate understanding of genetic variation in relation to an identified characteristic
Internal					
92020 v2	1	5	no	no	Chemistry and Biology 1.1 - Demonstrate understanding of the relationship between a microorganism and the environment
92021 v2	1	6	no	no	Chemistry and Biology 1.2 - Demonstrate understanding of a chemical reaction in a specific context
92045 v2	1	5	no	no	Physics, Earth and Space Science 1.2 - Demonstrate understanding of a physical phenomenon through investigation

871**11 ESS – EAL Science**

This course enables English language learners (ELLs) to study, work towards and gain Level 1 NCEA Science Standards in a well-supported one-year programme.

Students should be able to progress to mainstream Level 1 Science in the following year.

Target students are international and migrant students in Years 11 or 12. The students are working at Stages 1-2 of the English Language Learning Progressions.

NCEA STANDARDS – 11ESS

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit	L1 Num	Title
Internal					
92044 v1	1	5	no	no	Physics and Earth Space Science 1.1 – Demonstrate understanding of human induced changes within the Earth system
92020 v2	1	5	no	no	Chemistry and Biology 1.1 - Demonstrate understanding of the relationship between a microorganism and the environment
91920 v3	1	5	yes	no	Science 1.1 - Demonstrate understanding of a science-informed response to a local issue
91928 v2	1	6	yes	no	Agriculture and Horticulture 1.1 – Demonstrate understanding of a life process and how it is managed in a primary production system.

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11 BCH — BIOCHEMISTRY
11 PSC — PHYSICAL SCIENCE

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RECOMMENDED LEVEL OF ATTAINMENT

65% in Year 10 Science

INTRODUCTION

This **double** course (eight periods a week) is designed for students who have a special interest in Science. Its content covers the basics of Year 11 Science while studying at greater depth Biology, Chemistry and Physics.

It is recommended that students intending to take any senior science options in Year 12 should choose this course.

Those who choose this course may NOT also take the Year 11 Science course.

FUTURE PATHWAYS

12CHE, 12PHY, 12BIO, 12AGR

CONTENT – BIOCHEMISTRY

- Micro-organisms.
- Genetics, and use of genomics in medicine, forensics, or conservation.
- Carry out and analyse a range of scientific investigations.
- Local issue and science-informed response.

There is an emphasis on developing transferable critical thinking, research and communication skills which form a strong foundation for senior biology as well as other subjects and tertiary study.

SKILLS – BIOCHEMISTRY

- Practical investigative skills.
- Evaluation of investigative approaches.
- Collaborative skills, team-work.
- Research using information technology.
- Communication and scientific literacy.
- Critical thinking, analysis.
- Science-informed decision-making.

CONTENT – PHYSICAL SCIENCE

- Investigate a range of chemical reactions.
- Chemical reactions and equations.
- Atomic structure and properties of substances.
- Heat energy, electricity, and magnetism.
- Motion and forces.

SKILLS – PHYSICAL SCIENCE

- Understand and carry out instructions efficiently.
- Observe phenomena closely.
- Use laboratory equipment correctly.
- Design and carry out simple laboratory investigations.
- Organise, record, present, interpret and critically appraise data.
- Explain findings in the language of science.
- Work together as part of a team.

NCEA STANDARDS – 11BCH

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit	L1 Num	Title
External					
92022 v2	1	5	yes	no	Chemistry and Biology 1.3 - Demonstrate understanding of genetic variation in relation to an identified characteristic
Internal					
92020 v2	1	5	no	no	Chemistry and Biology 1.1 - Demonstrate understanding of the relationship between a microorganism and the environment
91920 v3	1	5	yes	no	Science 1.1 - Demonstrate understanding of a science-informed response to a local issue
91921 v3	1	5	no	no	Science 1.2 - Demonstrate understanding of the use of a range of scientific investigative approaches in a context

NCEA STANDARDS – 11PSC

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit	L1 Num	Title
External					
92023 v2	1	4	no	no	Chemistry and Biology 1.4 - Demonstrate understanding of how the properties of chemicals inform their use in a specific context
92047 v2	1	5	no	yes	Physics, Earth and Space Science 1.4 - Demonstrate understanding of energy in a physical system
Internal					
92021 v2	1	6	no	no	Chemistry and Biology 1.2 - Demonstrate understanding of a chemical reaction in a specific context
92045 v2	1	5	no	no	Physics, Earth and Space Science 1.2 - Demonstrate understanding of a physical phenomenon through investigation

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RECOMMENDED LEVEL OF ATTAINMENT

Based on Year 10 information, students may be invited to be part of the Applied Science class.

INTRODUCTION

We live in an age in which scientific literacy and a broad understanding of science concepts is increasingly important.

The goal of this course is to provide a range of learning opportunities across Biology, Chemistry and Physics that will give students a 'taster' of the science disciplines and experiences of science that directly relate to their own lives, in a scaffolded learning environment.

Those who choose this course may NOT also take the Year 11 Biochemistry or Physical Science courses.

FUTURE PATHWAYS

12AGR, Senior Science specialties at the discretion of the Head of Department.

CONTENT

- Human induced changes in the Earth's systems
- Making an informed, scientific response to a local issue (sports context)
- Micro-organisms and their interactions with humans.
- Agricultural systems / primary production

There is an emphasis on developing a broad range of transferable skills and knowledge across the science disciplines that will prepare the student for senior subject specialism.

SKILLS

- Practical investigative skills, including carrying out instructions effectively.
- Collaborative skills, team-work.
- Research using information technology.
- Communication and scientific literacy.
- Critical thinking, analysis.
- Science-informed decision-making.
- Investigate a range of chemical reactions.
- Atomic structure and properties of substances.
- Motion and forces.
- Observe phenomena closely.
- Use laboratory equipment correctly.

NCEA STANDARDS – 11SCA

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit	L1 Num	Title
Internal					
92044 v1	1	5	no	no	Physics and Earth Space Science 1.1 – Demonstrate understanding of human induced changes within the Earth system
92020 v2	1	5	no	no	Chemistry and Biology 1.1 - Demonstrate understanding of the relationship between a microorganism and the environment
91920 v3	1	5	yes	no	Science 1.1 - Demonstrate understanding of a science-informed response to a local issue
91928 v2	1	6	yes	no	Agriculture and Horticulture 1.1 – Demonstrate understanding of a life process and how it is managed in a primary production system.

RECOMMENDED LEVEL OF ATTAINMENT

10 Level One Science credits, or at the discretion of the TIC Agriculture. This course is suitable for students both with and without prior knowledge of farming. However, it is essential that student undertaking the course have genuine interest in the subject.

INTRODUCTION

The primary industries provide over \$40 billion to New Zealand's GDP. There is now a wide range of products developed from New Zealand's primary industries and demand is high for hard-working people.

SKILLS

- Planning and carrying out investigations
- Interpreting information
- Various practical skills
- Writing scientific reports.

CONTENT

This has a production emphasis and the following are covered:

- Soils
- Manipulating animal growth
- Animal reproduction
- Land use.

Some practical work is completed at the National Trade Academy. Possible jobs at the completion of year are farm worker or horticultural worker. This course could lead to Dip Ag, Dip FMgt, BSc, BVSci, BAgSci, BCom(Ag), BEnviron, BAppliSci.

FUTURE PATHWAYS

13AGR. ITOs such as Telford National Trade Academy.

NCEA STANDARDS – 12AGR

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91294 v3	2	4	no	no	Agricultural and Horticultural Science 2.6 - Demonstrate understanding of how NZ commercial management practices influence livestock growth and development
91297 v2	2	4	no	no	Agricultural and Horticultural Science 2.9 - Demonstrate understanding of land use for primary production in New Zealand
Internal					
22174 v2	2	5	no	no	Demonstrate knowledge of soils and fertilisers (unit standard)
91289 v2	2	4	no	no	Agricultural and Horticultural Science 2.1 - Carry out an extended practical agricultural or horticultural investigation
91293 v2	2	4	no	no	Agricultural and Horticultural Science 2.5 - Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand

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RECOMMENDED LEVEL OF ATTAINMENT

Ten Level Two credits in a Science course, or at the discretion of the TIC Agriculture.

INTRODUCTION

This is an academic course designed to prepare students for degree studies in agriculture or related industries such as commerce and the environment. Scholarship exams are also available. This course has a production and trade focus, investigating the factors that impact the profitability of primary products produced in an exporting nation.

FUTURE PATHWAYS

Marketing, Farm Consultancy, Rural

Banking, Environmental Studies, Rural Sales Farm Management or Agricultural Research

Courses this year could lead to: Dip Ag, Dip FMgt, BSc, BAgSci, BCom (Ag), BCom (marketing), BEnviron, BAppliSci.

CONTENT

The following concepts are covered:

- Market forces influencing the supply and demand for agricultural products.
- The production manipulations a producer could apply to satisfy consumer demand.
- The environmental issues and responsibilities associated with primary production.

FUTURE PATHWAYS

Tertiary study at Lincoln or Massey University.

NCEA STANDARDS – 13AGR

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91530 v3	3	5	yes	yes	Agricultural and Horticultural Science 3.3 - Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products
91532 v2	3	5	yes	yes	Agricultural and Horticultural Science 3.5 - Analyse a New Zealand primary production environmental issue
Internal					
91528 v2	3	4	no	no	Agricultural and Horticultural Science 3.1 - Carry out an investigation into an aspect of a New Zealand primary product or its production
91529 v2	3	6	yes	yes	Agricultural and Horticultural Science 3.2 - Research and report on the impact of factors on the profitability of a New Zealand primary product

RECOMMENDED LEVEL OF ATTAINMENT

12 Level 1 credits in Science with 8 credits from external standards including Biology Standards (Genetics and/or Microbes). A reasonable level of literacy is recommended.

INTRODUCTION

The three aims of this course are:

- to develop an understanding of key biological concepts, be able to apply them in new situations, and to see them applied to meet human needs
- to develop investigative and analytical skills
- to develop an awareness and respect for the uniqueness of New Zealand fauna and flora.

Practical work is a key component of this course. Students have the opportunity to work both co-operatively with others in group activities during field trips and laboratory investigations and individually on their animal portfolio. Students will develop transferable critical thinking, academic research and communication skills.

FUTURE PATHWAYS

Leads onto year 13BIO, useful for 13 AGR,
Leads on to careers in agriculture, aquaculture, biosecurity and conservation, biotechnology, environmental sciences, fisheries, forestry, Health Sciences, horticulture, teaching, psychology, veterinary, resource management, politics.

CONTENT

- Ecology including investigating patterns in New Zealand ecological communities. A 3-day field trip to Temple Basin Ski Area is a compulsory part of the course.
- Cell biology looking at cellular structure and processes, the molecules that are found in cells and the actions of enzymes
- DNA and gene expression, metabolic disorders and the effect of environmental factors
- Diversity in animals and adaptations to their way of life
- Genetic variation and processes that lead to changes in population gene pools

SKILLS

- Practical investigative skills including field work, laboratory experiments, microscope work and dissections, biological drawings
- Critical thinking
- Research using information technology
- Co-operative skills, team work
- Communication skills
- Information literacy

NCEA STANDARDS – 12BIO

Not all standards will necessarily be assessed and may be subject to change.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91157 v2	2	4	no	yes	Biology 2.5 - Demonstrate understanding of genetic variation and change
91159 v2	2	4	no	no	Biology 2.7 - Demonstrate understanding of gene expression
Internal					
91153v2	2	3	no	no	Biology 2.1 - Carry out a practical investigation in a biology context, with supervision
91155 v2	2	3	no	no	Biology 2.3 - Demonstrate understanding of adaptation of plants or animals to their way of life
91158 v2	2	4	no	no	Biology 2.6 - Investigate a pattern in an ecological community, with supervision

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RECOMMENDED LEVEL OF ATTAINMENT

14 credits in Year 12 Biology including externally assessed credits. Students gaining 12 credits may be considered for entry based on their results in all assessments including formative assessments. Completion of all the internal standards and all external standards will be an important consideration. A reasonable level of literacy is important.

INTRODUCTION

Year 13 Biology builds on the material covered in Year 12 Biology. It forms a strong foundation for students intending to go onto tertiary education and the wide course content also meets the needs of students who have an interest in biology and wish to increase their biological knowledge and critical thinking skills.

There is a New Zealand focus in the animal behaviour and plant responses and evolutionary processes topics. Students develop their investigative skills and valuable transferrable academic writing and research skills in the individual plant/animal study.

The biotechnology unit uses a case studies approach where students evaluate various manipulations of DNA transfer. This is of particular relevance to students interested in the Health Sciences.

The human evolution topic gives an up-to-date treatment of the biological and cultural development of our species and students learn to evaluate evidence and justify their opinions. They develop an awareness of the Nature of Science where scientific ideas change as new evidence is uncovered.

CONTENT

- Animal behaviour and plant responses
- Individual practical investigations with a plant/animal
- Processes of evolution in populations and formation of new species
- Biotechnology: manipulating the transfer of DNA
- Human evolution

SKILLS

- Investigative skills from experimental design, carrying out, concluding, evaluating and communicating findings in a scientific report
- Self-management and teamwork – undertake self-directed investigations and work cooperatively
- Creative and critical thinking, problem solving
- Communication skills
- Informed decision making

FUTURE PATHWAYS**Tertiary studies**

Agronomist, animal behaviour scientist, animal welfare officer, biochemist, biotechnologist, cheese production supervisor, conservation biologist, environmental analyst, environmental ecologist, environmental manager, environmental officer, fisheries scientist, food and drink technologist, forestry technician, genetics technician, health sciences, marine biologist, meat biochemist, medical sciences technician, nursery grower, plant pathologist, plant physiologist, quarantine officer, research manager, secondary school science teacher, zoologist.

NCEA STANDARDS – 13BIO

Not all standards will necessarily be assessed and may be subject to change.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91603 v3	3	5	yes	yes	Biology 3.3 - Demonstrate understanding of the responses of plants and animals to their external environment
91605 v2	3	4	yes	yes	Biology 3.5 - Demonstrate understanding of evolutionary processes leading to speciation
91606 v2	3	4	yes	yes	Biology 3.6 - Demonstrate understanding of trends in human evolution
Internal					
91601 v2	3	4	no	no	Biology 3.1 - Carry out a practical investigation in a biological context, with guidance
91607 v2	3	3	yes	no	Biology 3.7 - Demonstrate understanding of human manipulations of genetic transfer and its biological implications

RECOMMENDED LEVEL OF ATTAINMENT

18 Level 1 credits in Science including five external credits in Chemistry and 12 Level 1 credits in Maths.

INTRODUCTION

The course is based on the Material World Curriculum Level 7 syllabus and is assessed to Level 2 NCEA Achievements Standards. Practical chemistry skills are assessed along with theory.

FUTURE PATHWAYS

13CHE

CONTENT

- Inorganic chemistry, preparation and properties of some common gases. Writing chemical formulae and equations
- Atomic structure and bonding. The structure of the Periodic Table. Ionic and covalent bonding and the shapes of molecules. Physical properties of different types of substances.

- Quantitative chemistry. Calculations involving masses and volumes. Acid-base titrations and related calculations.
- Physical chemistry. Energy changes in chemical reactions. Rates of reaction, collision theory. Equilibrium, concept of chemical equilibrium. Acid-base equilibrium.
- Oxidation-reduction; oxidising and reducing agents.
- Organic chemistry, alkanes, alkenes, alkynes, alcohols, carboxylic acids, polymers.

SKILLS

- Observation of chemical reactions.
- Report writing and organisation of information.
- Interpretation and communication of chemical information.
- Ability to work in groups in the laboratory.

NCEA STANDARDS – 12CHE

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91164 v2	2	5	no	no	Chemistry 2.4 - Demonstrate understanding of bonding, structure, properties and energy changes
91165 v2	2	4	no	no	Chemistry 2.5 - Demonstrate understanding of the properties of selected organic compounds
91166 v2	2	4	no	no	Chemistry 2.6 - Demonstrate understanding of chemical reactivity
Internal					
91167 v2	2	3	no	no	Chemistry 2.7 - Demonstrate understanding of oxidation-reduction
91910 v1	2	4	no	no	Chemistry 2.1 - Carry out a practical investigation into a substance present in a consumer product using quantitative analysis

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16 Level 2 credits in Chemistry.

INTRODUCTION

The course is based on the Material World Curriculum Level 8 and is assessed to Level 3 NCEA Achievements Standards. This course is an excellent preparation for university chemistry and covers a wide range of topics and skills. More able students are expected to also sit NCEA Scholarship Chemistry.

FUTURE PATHWAYS

Tertiary training and/or science and chemistry-related careers.

CONTENT

Year 12 work is extended and developed.

- Atomic structure, bonding and the periodic table.
- Aqueous solution chemistry: properties of solutions, precipitation and acid-base reactions.
- Organic substances: alkylhalides, amines, aldehydes and ketones, acid derivatives, amino acids.
- Inorganic substances: halogens and transition metals.
- Energy changes in chemical reactions: phase changes, equilibrium constant.
- Oxidation-reduction and electrochemical cells
- Spectroscopy basics.

SKILLS

- Using laboratory equipment correctly.
- Observation of chemical reactions.
- Report writing and organisation of information.
- Interpretation and communication of chemical information.

NCEA STANDARDS – 13CHE

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91390 v2	3	5	no	no	Chemistry 3.4 - Demonstrate understanding of thermochemical principles and the properties of particles and substances
91392 v2	3	5	no	no	Chemistry 3.6 - Demonstrate understanding of equilibrium principles in aqueous systems
Internal					
91388 v2	3	3	no	no	Chemistry 3.2 - Demonstrate understanding of spectroscopic data in chemistry
91389v2	3	3	yes	yes	Chemistry 3.3 - Demonstrate understanding of chemical processes in the world around us
91393 v2	3	3	no	no	Chemistry 3.7 - Demonstrate understanding of oxidation-reduction processes

RECOMMENDED LEVEL OF ATTAINMENT

16 Level 1 credits in Science including four credits in Mechanics (AS90940), and 12 Level 1 credits in Mathematics including Linear Algebra (AS91029) and Tables, Equations and Graphs (AS91028).

INTRODUCTION

Physics investigates physical phenomena such as motion, waves, electricity, magnetism and radioactivity and concepts, principles and models to explain these phenomena. It also examines technology, its benefits and its challenges.

FUTURE PATHWAYS

13PHY

SKILLS

- Carry out instructions efficiently
- Use measuring equipment correctly
- Organise, record and interpret information
- Plan and carry out investigations
- Communicate in written and mathematical form
- Work both cooperatively and independently as required
- Solve problems.

NCEA STANDARDS – 12PHY

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91170 v2	2	4	no	no	Physics 2.3 - Demonstrate understanding of waves
91171 v2	2	6	no	no	Physics 2.4 - Demonstrate understanding of mechanics
91173 v2	2	6	no	no	Physics 2.6 - Demonstrate understanding of electricity and electromagnetism
Internal					
91168 v2	2	4	no	no	Physics 2.1- Carry out a practical Physics investigation that leads to a non-linear mathematical relationship
91172 v2	2	3	no	no	Physics 2.5 - Demonstrate understanding of atomic and nuclear physics

RECOMMENDED LEVEL OF ATTAINMENT

11 Level 2 credits in Physics including AS91171 Mechanics and AS91173 Electromagnetism; 12 Level 2 credits in Maths including AS91261 Algebra; AS 91259 Trigonometry, and AS91269 Systems of Equations.

INTRODUCTION

Year 13 Physics extends and quantifies the phenomena studied at Year 12. Because of the higher levels of mathematics involved, it is strongly recommended that students taking Year 13 Physics also take Year 13 Calculus.

Notes: Entry into first year Physics and Engineering at Canterbury University requires 14 credits of Level 3 Physics and 14 credits of Level 3 Calculus. The University of Auckland requires Achieved grades in all the external standards.

SKILLS

- Carry out instructions efficiently.
- Use measuring equipment correctly.
- Organise, record and interpret information.
- Plan and carry out investigations.
- Communicate in written and mathematical form.
- Work both cooperatively and independently.
- Solve problems.

These skills are identical to those at Year 12, but the nature of the tasks and the equipment requires a greater level of expertise and an understanding of the processing of uncertainties in data and graphs.

FUTURE PATHWAYS

Tertiary study and careers in science and engineering.

NCEA STANDARDS – 13PHY

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91523 v2	3	4	no	no	Physics 3.3 - Demonstrate understanding of wave systems
91524 v2	3	6	no	no	Physics 3.4 - Demonstrate understanding of mechanical systems
91526 v2	3	6	no	no	Physics 3.6 - Demonstrate understanding of electrical systems
Internal					
91521 v2	3	4	no	no	Physics 3.1- Carry out a practical Physics investigation to test a Physics theory relating two variables in a non-linear relationship
91525 v2	3	3	no	no	Physics 3.5 - Demonstrate understanding of Modern Physics

PLEASE NOTE: The Social Studies curriculum is currently under review along with the phased implementation of the Aotearoa New Zealand Histories curriculum. This course description should be seen as a guide only and subject to change as that implementation occurs in 2023 and 2024.

1000**10 SST — SOCIAL STUDIES****INTRODUCTION**

This is the second year of a two-year course in the junior school. In Year 10, we teach units on a number of broad themes which are designed to cover four learning strands: Identity; Culture and Organisation; Place and Environment; Continuity and Change; The Economic World.

CONTENT

Four units of work are taught during the year. Each unit covers approximately one term of teaching time:

Civil Rights in the USA: The geographic environment of the American South; slavery and its impact; the changing role of the Afro-American community in American society; migration from the rural south to the industrial north; the development of the civil rights/protest movement from the 1950s; the Mississippi Burning era of the 1960s.

Uneven Development: Gain an understanding of the economic concept of Uneven Development and its relevance to our world today. Analyse actions that have been taken to address Uneven Development and how successful they have been.

Nation Building: A retrospective look at the development of New Zealand in the 20th century; the effect on New Zealand and New Zealanders of two World Wars; the impact of the Influenza Pandemic of 1918; the Great Depression of the 1930s and the development of the welfare state; economic challenges; the effects of new migration – Pacific Island, Asian etc from the 1970s.

Sport and Society: Students to gain an insight into the evolution of sport beginning with the Ancient Greeks and the Romans. Understand the changes that occurred to sport under the Victorians and the various controversies attached to 20th century sport including: Boxing, Cricket, Water-Polo and some important personalities including Jesse Owens and Muhammad Ali; sport as a business enterprise; future sport.

SKILLS

- An emphasis on improving student literacy.
- The use of statistics relevant to the subject matter being studied.
- The construction and interpretation of graphs.
- The ability to recognize value positions and ways in which they affect each other.
- The ability to recognise stereotypes.
- An appreciation of chronological sequence and the sequence of main events in the topics studied.

ASSESSMENT

Students are assessed under five criteria: Research; Perspectives; Knowledge and Understanding; Writing and Presentation.

Common Assessment Tasks (one for each topic studied).

FUTURE PATHWAYS

11HIS, 11GEO

INTRODUCTION

Geography is the study of te taiao (the environment) and the interconnections within. Te taiao includes features such as rivers, mountains, people, buildings and infrastructure.

In this course, students will study different aspects of te taiao, and the human activity within them.

CONTENT

Content will be drawn from local, national and international settings to allow students to address the four Geography Big Ideas:

- Te taiao connects people and people connect to te taiao. Here, students will study global deforestation as an example of a harmful connection between people and te taiao.
- Te taiao can be shaped by natural processes. Students will study an example of a significant global landscapes and understand its formation, and how it changes over time.
- Tikanga informs the relationships between the tangata and te taiao. Students will study a local land use issue.
- Perspectives and power influence te taiao. Students will contrast Dubai, as an example of urban growth, with Detroit, an example of urban decline.

INTRODUCTION

Geography is the study of te taiao (the environment) and the interconnections within. Te taiao includes features such as rivers, mountains, people, buildings and infrastructure. In this course students will study different aspects of te taiao, and the human activity within them.

FUTURE PATHWAYS

12GEO

CONTENT

In this course students will study a wide variety of topics, including global trade, global population distribution and the resulting urban settlements, the role of rivers in shaping te taiao, and the role of fault lines and earthquakes in shaping the South Island. Settings will be drawn from local, national and international settings to allow students to address the four Geography Big Ideas:

- Te taiao connects people and people connect to te taiao.
- Te taiao can be shaped by natural processes.
- Tikanga informs the relationships between the tangata and te taiao.
- Perspectives and power influence te taiao.

NCEA STANDARDS – 11GEO

	Level	Credits	L1 Lit	L1 Num	
External					
91934 v2	1	5	Yes	No	Demonstrate understanding of how natural processes operate within te taiao
91935 v2	1	5	Yes	No	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific
Internal					
91932 v2	1	5	Yes	No	Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao
91933 v2	1	5	No	Yes	Explore te taiao using data

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RECOMMENDED LEVEL OF ATTAINMENT

14 Level 1 credits in Geography is recommended or 14 Level 1 credits in English including reading/writing.

INTRODUCTION

Geography is the study of the environment as the home of people. In this course students study the key concepts of geography and learn to apply geographic skills and methodology. Students study from a range of three externally assessed topics and two internally assessed topics.

FUTURE PATHWAYS

13GEO

CONTENT

A study at the local, national, continental and global scales on the following themes:

- Natural Landscapes – the study of Mt Cook National Park to explain characteristics of a large natural environment.
- Inequalities in Development – the study of DR Congo and/or Malawi to explain the differences in processes influencing their development.
- Global pattern – the study of the Human Development Index as a tool to understand differing development levels, and how the consequences of these different levels of development varies globally.
- ‘Crimeschurch’ – the study of patterns of crime in Christchurch, and the causes of those patterns.
- Field trip – three days in Mt Cook National Park.

NCEA STANDARDS – 12GEO

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91242 v3	2	4	yes	yes	Geography 2.3 - Demonstrate geographic understanding of differences in development
91243 v2	2	4	yes	yes	Geography 2.4 – Apply geography concepts and skills to demonstrate understanding of a given environment
Internal					
91241 v3	2	3	no	no	Geography 2.2 – Demonstrate geographic understanding of an urban pattern
91244 v3	2	5	no	no	Geography 2.5 - Conduct geographic research with guidance
91246 v3	2	3	no	no	Geography 2.7 - Explain aspects of a geographic topic at a global scale

RECOMMENDED LEVEL OF ATTAINMENT

14 Level 2 credits in Geography is recommended or
14 Level 2 credits in English including
reading/writing.

INTRODUCTION

Geography is the study of the environment as the home of people. In this course students study the key concepts of geography and learn to apply geographic skills and methodology. Students study from a range of three externally assessed topics and three internally assessed topics. The NZ Scholarship examination is highly recommended for capable students.

Geography is a University Entrance approved subject at Year 13.

CONTENT

A study at the local, national, continental and global scales on the following themes:

- Natural Processes – the study of Pegasus Bay analysing the natural and cultural characteristics (features) of the environment.
- Cultural Processes – the study of tourism development in Queenstown analysing the characteristic features that relate to the process in the geographic environment
- Contemporary Geographic Issue – the study of the causes, consequences and solutions to the global issue of plastic pollution in oceans
- Global patterns – the study of the global pattern of Covid-19 infections and the significance of the pattern for people and their communities
- Field trip – one day researching in Pegasus Bay.

FUTURE PATHWAYS

Engineering, agricultural science, town planning, property valuation, surveying, environmental planning, international policy analysis, GIS consultancy.

NCEA STANDARDS – 13GEO

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91426 v2	3	4	yes	yes	Geography 3.1 - Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment
91427 v2	3	4	yes	yes	Geography 3.2 - Demonstrate understanding of how a cultural process shapes geographic environment(s)
91429 v2	3	4	yes	yes	Geography 3.4 - Demonstrate understanding of a given environment(s) through a selection and application of geographic concepts and skills
Internal					
91430 v2	3	5	no	no	Geography 3.5 - Conduct geographic research with consultation
91431 v2	3	3	yes	no	Geography 3.6 - Analyse aspects of a contemporary geographic issue
91432 v2	3	3	yes	no	Geography 3.7 - Analyse aspects of a geographic topic at a global scale

AIMS

- To introduce students to the study of history as a separate discipline.
- To interest, inform and inspire students through the study of human endeavour in war and peace, religion and science, technology and culture.
- To develop skills of research, evidence and presentation.
- To help students to develop an understanding of cause and effect.
- To help prepare students for future study and careers in which information skills and understanding of human behaviour will be very important. It is no accident that history and classics graduates are sought by unrelated businesses for their research, communication and people skills!

CONTENT

This is a broad survey of human history concentrating on Africa, the Middle East and Europe.

What is History? introduces the key concepts of History and develops skills in using evidence.

Missing Links looks at techniques of archaeology through a study of Early Man and early human societies.

Ancient Civilisations includes a brief study of Ancient Egypt and Rome, emphasising the links between them.

New Ideas, New Horizons covers the rediscovery of classical knowledge and imagination, from Charlemagne to the Renaissance and the Age of Exploration. Characters include Michelangelo, Leonardo da Vinci, Marco Polo, Columbus and Cortes.

The Twice-Discovered Islands (if we sail that far) commemorates the meeting of two great navigating traditions in New Zealand with reference to Kupe, Tasman and Cook.

Special Study: Technology in history, based on researching and modelling old technology such as a Viking ship.

SKILLS

- Gather, organise and analyse information from multiple sources.
- Draw conclusions and make predictions based on evidence.
- Write and talk about ideas and events.
- Apply knowledge in practical ways such as model making.
- Ask good logical questions.
- Use imagination to enter into the spirit of the past to understand our forebears and ourselves.

ASSESSMENT

Research assignments, model-making, evidence exercises, skills test.

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INTRODUCTION

A study of people, events and movements of the 19th and 20th Centuries, and how these have shaped the world we live in today. The aims of this course are to investigate some of the major issues/events of this period; to relate our findings to current and future developments both in the world and New Zealand; to acquire the basic skills needed to find, organise and present relevant information; and to begin to understand human behaviour and relationships.

CONTENT

This course concentrates on some key events of 19th and 20th century history involving New Zealanders. Students will study three or four topics in detail, while gaining a broad understanding of the century. This will be the first year under the Revised Achievement Standards. Likely topics are:

- the origins of WWII, 1919–41
- The 1981 Springbok Tour
- The Dawn Raids
- The invasion of Parihaka

SKILLS

- Gather, discuss, analyse and record information from books, cartoons, photographs, documents and video.
- Investigate historical problems through asking and answering key questions, especially 'Why?' 'How?' and 'With what results?'
- Present evidence and conclusions in a variety of ways e.g. paragraphs, graphs, maps, speeches, audiovisual, posters, essays and waiata.

FUTURE PATHWAYS

12HIS, 13HIS, 12CLA and 13CLA

Leads on to a wide range of careers in areas such as social services, communication services, information management, government, diplomacy, law, sociology, journalism and tourism – any tasks that require communication, research and critical analysis skills.

NCEA STANDARDS – 11HIS

	Level	Credits	L1 Lit.	L1 Num.	
External					
92026 v2	1	5	yes	no	History 1.3 - Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand
92027 v2	1	5	yes	no	History 1.4 - Demonstrate understanding of perspectives on a historical context
Internal					
92024 v2	1	5	no	no	History 1.1 - Engage with a variety of primary sources in a historical context
92025 v2	1	5	yes	no	History 1.2 - Demonstrate understanding of the significance of a historical context

RECOMMENDED LEVEL OF ATTAINMENT

12 Level 1 credits in History including 4 external and 4 internal credits. If did not do Level 1 History, then English AS 1.3, 1.5, and 1.1 or 1.8, and HOD interview.

INTRODUCTION

History is the study of people, events, ideas and movements in different times and places; and how these have developed and will develop the world we live in. This course concentrates on the events of the dramatic nineteenth and early twentieth centuries, which still impact on our world today, including the creation of nations, industrialisation, Darwin and evolution, Marx and revolution, the arms race.

CONTENT

For the exams, topics are drawn from the following two themes:

Theme 1 : Government and Political Change

Revolution in Russia 1900–24 – the need for change, problems in Russian political systems, the variety of approaches to change and the struggle for power.

Theme 2 : Nationalism, International Relations and the Search for Security

- The origins and nature of World War 1: personalities and factors influencing the probability of war and the chain of events leading to its outbreak.
- Conflict in the Middle East 1945—present.

Special Studies

In addition to the examinable topics, each student is

required to attempt up to three internally assessed standards. These are designed to develop research, writing and thinking skills while allowing exploration of a wider range of historical issues and periods. The themes may include: New Zealanders at War; 1917 Russian Revolution.

SKILLS

- Historical knowledge and understanding: cause and effect, making generalisations and overview, studying evidence, questioning and drawing conclusions.
- Thinking skills in historical problem-solving, especially analysis, building an argument, comparing and assessing ideas, prediction and analogy, and imaginative reconstruction.
- Research and study skills.
- Communication skills especially writing essays, reports and diagrams; reading through books and documents; speaking through speeches and discussion; listening and viewing.
- Information technology skills through multi-media and Internet.

FUTURE PATHWAYS

13HIS and 13CLA

Leads on to wide range of careers in areas such as social services, communication services, information management, government, diplomacy, law, sociology, journalism and tourism – any tasks that require communication, research and critical analysis skills.

NCEA STANDARDS – 12HIS

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91231 v2	2	4	yes	yes	History 2.3 - Examine sources of an historical event that is of significance to New Zealanders
91233 v2	2	5	yes	yes	History 2.5 - Examine causes and consequences of a significant historical event
Internal					
91229 v2	2	4	yes	no	History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders
91230 v2	2	5	yes	no	History 2.2 - Examine an historical event or place that is of significance to New Zealanders
91232 v2	2	5	yes	no	History 2.4 - Interpret different perspectives of people in an historical event that is of significance to New Zealanders

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RECOMMENDED LEVEL OF ATTAINMENT

12 Level 2 credits in History or Classics including four external and four internal credits or 12 Level 1 credits in History if did not do Level 2 History, and English AS 2.3, 2.4 and 2.1 or 2.8 and HOD interview.

INTRODUCTION

Two widely-different periods of history are studied. England in the age of Elizabeth and the Stuarts, includes the Armada, the Gunpowder Plot, the Civil War, the execution of Charles I, Cromwell, and the Restoration – an eventful and dramatic time.

The internally-assessed standards are based on topics such as the United States 1919–45, including the Roaring Twenties, the Great Crash, the Depression, and Pearl Harbor. The contrasts and comparisons between the 17th and 20th centuries provide valuable insights into both periods.

History is a University Entrance approved subject at Year 13.

CONTENT

The theme for the examination course work is “Belief, Power and Politics”. The topic is “Crisis in Government – 17th Century England”. The course concentrates on the dramatic events and processes of the Early Modern period that helped to shape our world.

The focus will be on analysing the long and short term causes and consequences of the Civil War. Links will be

made to later developments such as the American and Industrial Revolutions, the constitutional structure of Australia and New Zealand and the Arab Spring.

Research Studies – Students attempt two internally assessed standards. These require independent work on broad themes as noted in the introduction. Students make extensive use of video and Internet sources and information technology.

SKILLS

This course is a preparation for tertiary study, though not necessarily in history itself. The general skills outlined in the previous section on Year 12 History are developed to a higher standard. In particular, there is a greater emphasis on the development of independent study skills. Much class time is spent in discussion to which all must be prepared to contribute. Effective listening will save students much hard labour, and the sharing of knowledge will be integral to the course.

FUTURE PATHWAYS

Leads on to Tertiary study in the Social Sciences, Humanities, Law, and Journalism.

Leads on to wide range of careers in areas such as social services, communication services, information management, government, diplomacy, law, sociology, journalism and tourism – any tasks that require communication, research and critical analysis skills.

NCEA STANDARDS – 13HIS

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91436 v2	3	4	yes	yes	History 3.3 - Analyse evidence relating to an historical event of significance to New Zealanders
91438 v2	3	6	yes	yes	History 3.5 - Analyse the causes and consequences of a significant historical event
Internal					
91435 v2	3	5	yes	no	History 3.2 - Analyse an historical event, or place, of significance to New Zealanders
91437 v2	3	5	yes	no	History 3.4 - Analyse different perspectives of a contested event of significance to New Zealanders

RECOMMENDED LEVEL OF ATTAINMENT

12 Level 1 credits in History including 4 external and 4 internal credits. If did not do Level 1 History, then English AS 1.3, 1.5, and 1.1 or 1.8, and HOD interview.

INTRODUCTION

Classical Studies is a multi-disciplinary subject incorporating elements of history, art history, religion and literature. It focuses on aspects of Ancient Greece and Rome and their contribution to Western culture. These related but contrasting societies provide a useful comparison with our own culture today. As History is only a part of this study, students need to be aware that much of the course provides snapshots of aspects of classical society rather than concentrating on causes, effects and the process of change.

FUTURE PATHWAYS

13HIS and 13CLA.

Leads on to wide range of careers in areas such as social services, communication services, information management, government, diplomacy, law, sociology, journalism and tourism – any tasks that require communication, research and critical analysis skills.

CONTENT

A study of some of the key aspects of the contrasting civilisations of Greece and Rome: myths, poetry, politics, democracy, and social life; and some of the interesting and important people who have contributed to this such as Homer, Pericles, Cicero, and Julius Caesar. Specific topics will include Greek Mythology, the Odyssey, Athenian Society, Roman Politics, the Spartacus revolt and Pompeian Art and Architecture.

SKILLS

- Study, discuss and process material from documents and visual sources.
- Pose and answer appropriate and illuminating questions about classical society.
- Compare and contrast classical society with our own.
- Select material from many sources, and to begin to organise and synthesise it into well-supported arguments.
- Present clear opinions in a variety of forms, written, visual and spoken.

NCEA STANDARDS – 12CLA

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91200 v2	2	4	yes	yes	Classical Studies 2.1 - Examine ideas and values of the classical world
91201 v2	2	4	yes	yes	Classical Studies 2.2 - Examine the significance of features of work(s) of art in the classical world
91203 v2	2	6	yes	yes	Classical Studies 2.4 - Examine socio-political life in the classical world
Internal					
91202 v3	2	4	yes	no	Classical Studies 2.3 - Demonstrate understanding of a significant event in the classical world
91204 v2	2	6	yes	no	Classical Studies 2.5 - Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures

[RETURN TO CONTENTS PAGE](#)**RECOMMENDED LEVEL OF ATTAINMENT**

12 Level 2 credits in History or Classics (4 external and 4 internal credits a minimum) or 12 Level 1 credits in History if did not do Level 2 History or Classics, and/or English AS 2.3, 2.4 and 2.1 or 2.8 and HOD interview.

INTRODUCTION

As for Year 12, this is a multi-disciplinary course incorporating elements of history, art history, literature, and philosophy. It builds on the Year 12 course, looking at more complex, though not necessarily chronologically sequential, aspects of Greece and Rome. Influences on the development of Western culture are highlighted. Again, the emphasis is less on historical processes than detailed snapshots of classical society.

Classics is a University Entrance approved subject at Year 13.

CONTENT

A more detailed study of further aspects of the civilisations of Greece and Rome, and their relevance today, and of some important and influential people who have changed ideas and history. The topics covered could include Alexander the Great, Virgil's Aeneid, and sport and spectacle in the Ancient World.

SKILLS

- Study, discuss and process material from written documents, visuals and audio-visuals.
- Formulate and answer appropriate and illuminating questions about classical society.
- Compare and contrast classical society with our own.
- Select material from many sources, and to organise and synthesise it into effective, well-supported arguments.
- Present opinions in a variety of forms, written, visual and spoken, and in a clear, interesting and professional manner.

FUTURE PATHWAYS

Leads on to tertiary study in the Social Sciences, Humanities, Law, and Journalism; also to a wide range of careers in areas such as social services, communication services, information management, government, diplomacy, law, sociology, journalism and tourism – any tasks that require communication, research and critical analysis skills.

NCEA STANDARDS – 13CLA

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91394 v2	3	4	yes	yes	Classical Studies 3.1 - Analyse ideas and values of the classical world
91396 v2	3	6	yes	yes	Classical Studies 3.3 - Analyse the impact of a significant historical figure on the classical world
Internal					
91397 v2	3	6	yes	no	Classical Studies 3.4 - Demonstrate understanding of significant ideology(ies) in the classical world
91398 v2	3	6	yes	no	Classical Studies 3.5 - Demonstrate understanding of the lasting influences of the classical world on other cultures across time

INTRODUCTION

This multi-level course is for students in Year 11, 12 or 13. The purpose of the course is to build research capabilities, cultural understanding, language skills (in both English and Pasifika languages) and is an opportunity for students to display a holistic range of qualities.

AIMS

- Learn and develop skills for the Polyfest performance.
- Develop and implement research and presentation skills by exploring aspects of Pacific culture and Pacific indigenous knowledge.

- Prepare and present a speech on the topic to share with the class and fanau/aiga. Some students will present at the SPACPAC Speech Competition.
- Build knowledge of Pasifika language, culture and history.
- This course will involve at least two field trips.

FUTURE PATHWAYS

Students can study at NCEA Level 1, 2 or 3 in the class, leading on to the Pacific Studies courses offered by many universities and polytechnics, and/or build their cultural knowledge to thrive in a global community.

NCEA STANDARDS – 11PAC

Internal	Level	Credits	L1 Lit.	L1 Num.	
17162 v6	1	5	no	no	Draw a conclusion after an investigation into an aspect of Pacific indigenous knowledge with direction
17168 v5	1	5	no	no	Draw a conclusion after an investigation into an aspect of Pacific society with direction
26538 v6	1	3	no	no	Communicate understanding of an aspect of Pacific culture through a planned presentation with direction
17165 v5	1	5	no	no	Draw a conclusion after an investigation into an aspect of Pacific change and development with direction

NCEA STANDARDS – 12PAC

Internal	Level	Credits	UE Rdg.	UE Wrtg.	
17163 v6	2	5	no	no	Draw a conclusion after an investigation into an aspect of Pacific indigenous knowledge with guidance
17169 v5	2	5	no	no	Draw a conclusion after an investigation into an aspect of Pacific society with guidance
26539 v6	2	3	no	no	Communicate detailed understanding of an aspect of Pacific culture through a planned presentation with guidance
17166 v5	2	5	no	no	Draw a conclusion after an investigation into an aspect of Pacific change and development with guidance

NCEA STANDARDS – 13PAC

Internal	Level	Credits	UE Rdg.	UE Wrtg.	
17164 v6	3	6	no	no	Draw a conclusion after investigating a hypothesis on an aspect of Pacific indigenous knowledge with consultation
17170 v5	3	6	no	no	Draw a conclusion after investigating a hypothesis on an aspect of Pacific society with consultation
26540 v6	3	3	no	no	Communicate comprehensive understanding of an aspect of Pacific culture through a planned presentation with consultation
17167 v 5	3	6	no	no	Draw a conclusion after investigating a hypothesis on an aspect of Pacific change and development with consultation

OVERVIEW

OUR AIM

By engaging students with a range of codes, disciplines and practices in the implementation of their conceptual and technological solutions they will develop vital skills and values for their participation as citizens in a rapidly changing and increasingly technological world.

RATIONALE

An ability to think creatively and to convincingly communicate complex ideas, intentions, and information to various audiences, are increasingly important success factors for today's students and tomorrow's citizens. The NZ technology curriculum offers unique opportunities to engage students and to gain confidence and motivation as learners.

The world is changing rapidly, and humanity faces many challenges and unknowns into the future, many of which will have technological solutions that are yet to be developed. These will inevitably be developed in and amongst teams of people, often across time zones. Technologists of all disciplines should have a clear understanding of the threats and opportunities inherent in technological innovation.

Students will have opportunities to engage in project-based, inquiry learning in engineering, construction and/or design contexts, with the intention of developing "Engineering Habits of Mind, Hand & Heart"* to prepare them for an increasingly technological world. These higher order thinking skills are highly transferable into a wide range of career pathways and will greatly benefit students into tertiary education.

APPLICATION

In the NZ curriculum (2007) Technology is described as "Intervention by design to expand human possibilities" and "Make the world".

Year 10 Options	Materials Technology			Design & Visual Communication			
Level 1 NCEA	Generic Technology Materials	Pre-trade Construction	Pre-trade Engineering	Design & Visual Communication	Hospitality		
Level 2 NCEA	Generic Technology Materials	Pre-trade Construction	Pre-trade Engineering	Design & Visual Communication	Hospitality	Digital Technology Computing	Digital Technology Electronics
Level 3 NCEA	Generic Technology Materials	Pre-trade Construction		Design & Visual Communication	Hospitality	Digital Technology Computing	Digital Technology Electronics

Key:	Level 1–3 Achievement Standards	Level 1–3 ITO Unit Standards
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In managing projects in any of these contexts, students are encouraged to:

- Explore an issue or context in order to identify a need or opportunity for an outcome that has meaning for them (thinking).
- Make informed decisions by researching, analysing and consulting within a range of communities (relating to others).
- Communicate their intent and the proposed outcome's viability convincingly to an audience (using language, symbols and texts).
- Apply functional modelling practices as proof of concept or to manage risk or maximise opportunities (managing self)
- Implement their solution or conceptual outcome and justify its fitness for purpose in the intended context (participating and contributing)

* Royal Academy of Engineering 2014 report "Implications for the Education Sector".

[RETURN TO CONTENTS PAGE](#)**INTRODUCTION**

Experts tell us that up to 80% of information entering our brains is visual.

With the rise of communication and computer design and manufacturing technology, being able to communicate complex information visually is rapidly becoming an essential success factor across a wide range of career contexts.

Students are introduced to the rudiments of product design and methods of effectively justifying their design intentions and ideas using a variety of visual and communication techniques such as sketching, conventional drawing instruments and computers and a variety of drawing techniques - see levels 4 & 5 of the NZ Graphics curriculum (2007). Conceptual designs must be fit for purpose based on client needs and an intended context.

CONTENT

- Designing to a brief, creative thinking, and critical analysis.
- Introduction to computer aided design using Auto CAD, Photoshop and 3D design software.
- Working drawings and understanding of drawing standards
- Geometrical construction.
- Elementary building practices and terminology.
- Engineering practices and terminology.
- Surface development and auxiliary projection

SKILLS

- Accuracy in the use of manual draughting equipment.
- Use of coloured pencils, pastels, felt and fibre-tipped pens and other media.
- Computer aided design (AutoCad, Photoshop, Sketchup, Inspiration, Fusion 360)
- Model making; mock-ups
- Reading of plans and accurately presenting ideas on paper
- Problem solving

ASSESSMENT

Candidates will be assessed on their design work, content and overall presentation throughout the year.

FUTURE PATHWAYS

This a foundation course for NCEA which ultimately leads on to a range of careers in the creative sector such as Architecture, landscape & interior design, animation and CGI, the fashion or movie industries etc.

COURSE COSTS

A \$20 material fee covers the cost of paper and consumables and access to specialised equipment.

[RETURN TO CONTENTS PAGE](#)**INTRODUCTION**

Technology is an inspiring, rigorous and practical subject applying creativity and imagination. It draws on disciplines such as mathematics, science, engineering, computing, design and art. You will learn how to take risks, become resourceful, innovative and capable citizens and develop a critical understanding of technology's impact on daily life and the wider world. These are essential skills and attributes for a wide range of career pathways both at trade and professional levels as well as for engaging and satisfying hobbies and DIY.

SKILLS

This course provides basic thinking and practical skills in preparation for Year 11 NCEA Level 1 including:

- Technological practice: *(i.e. Identifying a need or opportunity, developing a brief, designing a solution, testing evaluating and justifying, & communicating intent.*
- Developing a knowledge of the principles & processes of technology. *(i.e. safety, tools & equipment including CAD/CAM. (i.e. Computer Aided Design & Manufacture)*
- Working to agreed specifications and quality standards.
- Appropriate selection and use of materials.
- Expressing design ideas creatively using ICT and conventional media.

ACTIVITIES.

The assessment will consist of one skills-based project and an extended design and make project.

FUTURE PATHWAYS:

Please look at the Construction & Infrastructure, Manufacturing and Creative strands of the "Vocational Pathways". Refer <http://youthguarantee.net.nz>. For more information.

This year 10 course prepares students for Year 11 Technology NCEA in **Either**:

(These courses complement each other - students often choose both)

- Generic technology (in resistant materials) using Achievement Standards aimed ultimately at professional careers through critical thinking and communicating.
- Pre-trade in either construction (woodwork) or engineering (metalwork) using **Unit Standards** and focusing mainly on practical skills. These are written and directed by the relevant Industry Training Organisations (ITOs). **Not recognised for endorsement or UE.**

ASSESSMENT

Students will be engaged in a number of practice exercises before any assessment takes place.

Key assessments will be undertaken with written feedback and an opportunity to refine work will be provided before a final (summative) assessment takes place.

COST

A course fee of \$70 will be levied to cover the cost of materials, wastage and consumables for the take-home items. Further recoveries or rebates will be processed in November depending on the design of the projects.

RECOMMENDED LEVEL OF ATTAINMENT

Open entry – completion of 10DVC is desirable but not essential.

INTRODUCTION

Experts tell us that up to 80% of information entering our brains is visual.

With the rise of communication and computer design and manufacturing technology, an ability to work cooperatively, think creatively and to communicate complex information visually are rapidly becoming essential success factors across a wide range of career contexts.

CONTENT

Students at this level will be introduced to thinking skills and techniques such as:

- Understanding the elements of design.
- Ideation & Creative thinking
- Gathering and exploring appropriate information and creatively exploring a given context.
- Freehand sketching and rendering techniques to show texture and form and explore options.
- A working knowledge of the design process.
- Functional Modelling to explore and refine ideas using mock ups and models.

- Evaluating solutions, making informed decisions and justified modifications.
- Executing and interpreting pictorial and orthographic drawings
- Applying basic Computer Aided Drawing (CAD) skills.
- Presenting proposed designs to an audience with understanding and clarity
- Understanding the symbols and conventions used to communicate complex details of a design.

FUTURE PATHWAYS

Leads on to 12DVC.

Design and Visual Communication is a UE approved subject at Level 3 and ultimately leads on to a range of careers in the creative sector such as architecture, landscape and interior design, animation and CGI, the fashion and movie industries, etc. Skills learned can also greatly support careers in the construction and engineering sectors and the arts.

Please refer to Vocational Pathways at

<https://youthguarantee.education.govt.nz/> for more information.

COSTS

A \$40 material fee covers the cost of specialist papers and consumables and access to specialised equipment.

NCEA STANDARDS – 11DVC

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
External					
92002 v2	1	5	no	no	Design and Visual Communication 1.3 - Develop product or spatial design ideas informed by the consideration of people
92003 v2	1	5	no	no	Design and Visual Communication 1.4 - Use instrumental drawing techniques to communicate own product or spatial design outcome
Internal					
92000 v2	1	5	no	no	Design and Visual Communication 1.1 - Generate product or spatial design ideas using visual communication techniques in response to design influences
92001 v2	1	5	no	no	Design and Visual Communication 1.2 - Use representation techniques to visually communicate own product or spatial design outcome

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RECOMMENDED LEVEL OF ATTAINMENT

It is unlikely that students who have not gained at least nine credits from 11DVC (including AS 1.31 Auto Cad). would succeed in this course.

INTRODUCTION

This course is structured to enable students to extend understanding and skills in designing to specific needs from conceptual ideas through testing and modelling to presentation and evaluation with stakeholders. Students will be introduced to the principles of spatial design.

CONTENT

Students at this level will be introduced to:

- An understanding of influential designers, and building construction systems and requirements.
- Spatial design – the needs of people and the environment and opportunities to gain a practical appreciation of design in improving the quality of people's lives
- Presenting a solution to an audience.

And will further develop existing skills in:

- Interpreting and analysing design problems.
- Product design – creatively developing a visual narrative, justifying the evolution of the outcome from the initial brief to the final design.

- Applying knowledge of the elements and principles of design
- Using computers to explore design ideas and present complex information.
- Using a range of conventional modes of freehand and instrumental drawing to explore and present design ideas.
- Using functional modelling techniques to discuss explore and refine design ideas with a client.
- Communicating complex information using appropriate drawing and constructional methods.
- Interpreting data graphics and complex drawings.

FUTURE PATHWAYS

Leads on to 13DVC.

DVC ultimately leads on to a range of careers in the creative sector such as architecture, landscape & interior design, animation and CGI, the fashion and movie industries etc. Skills learned can support careers in the construction and engineering sectors and the arts.

Please refer to Vocational Pathways for more information at

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

COSTS

A \$50 material fee covers the cost of consumables used.

NCEA STANDARDS – 12DVC

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91337 v3	2	3	no	no	Design and Visual Communication 2.30 - Use visual communication techniques to generate design ideas
91338 v3	2	4	no	no	Design and Visual Communication 2.31 - Produce working drawings to communicate technical details of a design
Internal					
91341 v4	2	6	no	no	Design and Visual Communication 2.34 - Develop a spatial design through graphics practice
91342 v4	2	6	no	no	Design and Visual Communication 2.35 - Develop a product design through graphics practice

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RECOMMENDED LEVEL OF ATTAINMENT.

It is unlikely that students who have not gained at least 15 credits from Level 2 (12DVC) would succeed in this course.

FUTURE PATHWAYS

Design and Visual Communication is a UE approved subject at Level 3 (14 credits minimum) which ultimately lead on to a range of careers in the creative sector such as architecture, landscape and interior design, animation and CGI, the fashion and movie industries, etc. Skills learned can support careers in the construction and engineering sectors and the arts. Please refer to Vocational Pathways at <https://youthguarantee.education.govt.nz> for more information.

CONTENT AND SKILLS

Students will develop a visual narrative that demonstrates an understanding of the elements and principles of design while exploring a range potential design options and making design decisions that are informed by research and analysis.

As the solution develops, functional modelling, further research and client interaction is applied to refine the solution.

Computers and other media are used to prepare a presentation which highlights the attributes of the proposed solution to an audience.

All briefs are based on product or spatial design scenarios.

The opportunity will be given to students who demonstrate comprehensive knowledge and skills to present their portfolio of work for external moderation for the New Zealand Scholarship qualification.

COSTS

A \$50 material fee covers the cost of consumables used.

NCEA STANDARDS – 13DVC

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91627 v2	3	4	no	no	Design and Visual Communication 3.30 - Initiate design ideas through exploration
91631 v2	3	6	no	no	Design and Visual Communication 3.34 - Produce working drawings to communicate production details for a complex design
Internal					
91629 v3	3	6	no	no	Design and Visual Communication 3.32 - Resolve a spatial design through graphics practice
91628 v2	3	6	no	no	Design and Visual Communication 3.31 - Develop a visual presentation that exhibits a design outcome to an audience

RECOMMENDED LEVEL OF ATTAINMENT

Entry is open but as this is a literacy rich subject students should ideally demonstrate satisfactory completion of Year 10 MTM, MTW or DVC course or at least have achieved average marks from Year 10 English.

Students should be aiming at least at merit and excellence. We may direct some students to pre-trade courses TPM (metal) TPW (wood) which focus more on practical tool skills. These courses greatly complement generic technology and some students choose both pathways.

INTRODUCTION

Students can choose either a construction or an engineering context; the same Standards are assessed in each. Generic Technology is intended to develop “Engineering habits of Mind” (mind, heart and hand) which can be applied across a range of Technology contexts such as Civil, Mechanical and Computer, Engineering and Food and Bio technologies.

Emphasis is placed on the principles of technological practice in resolving a given issue through research, critical analysis, idea exploration, planning, testing, consulting and communicating of their ideas within communities.

Students have a wide choice over their solution within the given context provided they can research widely and justify their decision. *Royal Academy of Engineering report 2014 “Thinking like an Engineer” More information on the NZ Technology curriculum can be found on www.tki.org.nz – (go to: learning areas – technology).

CONTENT AND SKILLS

Achievement Standards.

- Identify a need within the given issue.
- Develop a brief through research and stakeholder consultation which fully addresses that issue.
- Plan, design, develop and present a conceptual solution which addresses the brief.
- Implement a quality final outcome / solution and prove that it effectively addresses the issue and the brief.

Students of the metal-based class will attend a four-day full-time course at an outside provider (SIT) to develop MIG welding skills.

FUTURE PATHWAYS

This is the first of a three-year pathway intended for students aspiring eventually (from Year 13) to degree level careers in the Construction and Infrastructure, Manufacturing and Creative strands of the Vocational Pathways.

Please refer to Vocational Pathways at <https://youthguarantee.education.govt.nz> for more information.

Students with these aspirations should also be studying physics and calculus.

COSTS

\$100 – \$200 depending on design

A \$150 deposit will be invoiced in March to allow pre-purchasing of materials, the balance will be invoiced (or credited) in the following November.

*Students may choose one of Metal Technology **OR** Wood Technology **OR** Food Technology.*

NCEA STANDARDS – 11TAM/TAW

	Level	Credits	L1 Lit.	L1 Num.	
External					
92014 v2	1	4	no	no	Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design
92015 v2	1	4	no	no	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome
Internal					
92012 v2	1	6	no	no	Develop a Materials and Processing Technology outcome for an authentic context
92013 v2	1	6	no	no	Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials

RECOMMENDED LEVEL OF ATTAINMENT

It is unlikely that students who did not gain at least 14 credits from Level 1 Generic Technology (11TPM/MTW) would succeed in this course.

Able students who wish to transfer from Year 11 pre-trade courses (11TPM/TPW) and who can demonstrate good literacy capabilities may be considered at HOD discretion based on an appropriate report history from Level 1.

INTRODUCTION

Many of the problems the world faces today will eventually be solved with technological solutions which do not yet exist.

This course builds on an understanding of Engineering Habits of Mind ¹ (mind, heart, hand) from Level 1 and is intended for students who aspire to go into professional engineering, (civil / mechanical) architecture and design careers who should also be studying physics and/or calculus.

¹ Royal Academy of Engineering report 2014 “thinking like an engineer”. More information on the NZ Technology curriculum can be found on www.tki.org.nz – (go to: learning areas – technology)

Students have a wide choice over their solution and the materials used, provided that they can research widely and justify their decisions.

More information on the NZ Technology Curriculum can be found on www.tki.org.nz (go to: learning areas – technology)

To be able graduate to Level 3 a minimum of 10 achievement standards credits will be required.

Note: It must be made clear that a practical outcome alone would not accrue any credits in this course

RECOGNITION AND ENDORSEMENTS

Attainment of AS 2.5 (91358) is mandatory for course endorsement as part of at least 14 credits at Merit or Excellence.

All AS standards count toward NCEA certificate endorsement (overall 50 credits required at Merit or Excellence.)

All credits gained count toward Construction and Infrastructure and Manufacturing and Technology Vocational Pathways.

FUTURE PATHWAYS

This is the second of a three-year pathway intended for students aspiring eventually to degree level careers in the Construction and Infrastructure, Manufacturing and Creative strands of the Vocational Pathways.

Please refer to Vocational Pathways at <https://youthguarantee.education.govt.nz> for more information.

Students with these aspirations should also be studying Physics and Calculus.

COSTS

A \$150 deposit will be invoiced in March to allow pre-purchasing of materials, the balance will be invoiced (or credited) in the following November.

NCEA STANDARDS – 12TAS

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91358 v3	2	4	no	no	Generic Technology 2.5 - Demonstrate understanding of how technological modelling supports risk management
Internal					
91344 v4	2	6	no	no	Construction and Mechanical Technologies 2.20 - Implement advanced procedures using resistant materials to make a specified product with special features
91354 v3	2	4	no	no	Generic Technology 2.1 - Undertake brief development to address an issue
91356 v3	2	6	no	no	Generic Technology 2.3 - Develop a conceptual design for an outcome

RECOMMENDED LEVEL OF ATTAINMENT

It is unlikely that students who have not gained a minimum of at least 14 credits from Level 2 Generic Technology (12TAS) would succeed in this course. Depending on class size, these students may be timetabled together with our 12TAS course.

INTRODUCTION

This course builds on an understanding of “Engineering Habits of Mind” from Levels 1 & 2 and is intended for students who aspire to professional engineering, (civil/mechanical) architecture and design careers who should also be studying physics and/or calculus. Students identify a community context to explore and then resolve an issue within that context by engaging in research, consultation, testing and modelling, idea development, planning and implementation of the final design. More information can be found at: www.tki.org.nz – (go to: learning areas – technology).

Note: It must be made clear that a practical outcome alone would not accrue any credits in this course

RECOGNITION AND ENDORSEMENTS

All credits gained count toward University Entrance (14 credits needed from 3 subjects)

AS 3.5 (91358) counts 4 credits toward UE literacy requirements (10 credits required).

Attainment of AS 3.5 (91612) is mandatory for course endorsement as part of at least 14 credits at Meritor Excellence.

Credits gained in AS 3.5 also count toward NCEA literacy.

An opportunity is available to students who demonstrate comprehensive knowledge and skills in the evidence described to present their portfolio of work for external moderation for the New Zealand Scholarship qualification.

FUTURE PATHWAYS

This is the last of a three-year pathway intended for students aspiring eventually (from year 13) to degree level careers in the Construction and Infrastructure, Manufacturing and Creative strands of the Vocational Pathways.

Please refer to Vocational Pathways at <https://youthguarantee.education.govt.nz> for more information.

Students with these aspirations should also be studying Physics and Calculus.

COSTS

\$100—\$300 depending on the design of the outcome. A \$150 deposit will be invoiced in March to allow pre-purchasing of materials, the balance will be invoiced (or credited) in the following November.

NCEA STANDARDS – 13TAS

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91612 v3	3	4	no	yes	Generic Technology 3.5 - Demonstrate understanding of how technological modelling supports technological development and implementation
Internal					
91608 v3	3	4	no	no	Generic Technology 3.1 - Undertake brief development to address an issue within a determined context
91610 v3	3	6	no	no	Generic Technology 3.3 - Develop a conceptual design considering fitness for purpose in the broadest sense
91620 v3	3	6	no	no	Construction and Mechanical Technologies 3.20 - Implement complex procedures to integrate parts using resistant materials to make a specified product

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Entry is open but successful completion of Year 10 Materials technology (10MTM/MTW) or 10 Design and Visual Communication (10DVC) is strongly suggested.

INTRODUCTION

This course builds on technology skills learned in Year 10 and is intended to prepare students for apprenticeships in engineering or related trades (such as sheet metal and fabrication or automotive) or develop useful skills and confidence for wide range of satisfying DIY and therapeutic interests and hobbies. Students will also complete a theory assessment workbook as they learn but the emphasis is on developing an understanding of practices and techniques to shape, cut and join hard materials (mainly metals) and their physical properties. This course should be thought of as the first of a two-year unit standards pathway designed and monitored by the Engineering Industry Training Organisation (COMPETENZ). Please refer to [Competenz | Trade apprenticeships New Zealand](#) for more information

CONTENT AND SKILLS

Students will:

- Obtain a sense of achievement and satisfaction through success in craftsmanship and pride in workmanship.
- Understand and apply safe practices, behaviour and procedures in a workshop environment.

- Investigate, develop and communicate design ideas for a simple product using both written and visual modes and media.
- Develop a basic knowledge of workshop tools, machines and processes in measuring, cutting, joining and finishing.
- Apply maths in a trade context. (geometry, measuring, calculating)
- Work to specified tolerances and quality standards, and honestly evaluate against these.

FUTURE PATHWAYS

This is the first of a two-year pathway for students who intend to pursue careers in the Construction and Infrastructure, Manufacturing and Creative strands of the Vocational Pathways at levels 4 – 6 (certificate and diploma levels)

Please refer to Vocational Pathways at

<https://youthguarantee.education.govt.nz> for more information. Students who are interested in Mechanical Engineering should consider this course to complement their other learning in Generic Technology (11Mtm/Mtw or 12Tas) and the Sciences.

COSTS

\$140 will be invoiced in March to cover take home materials and consumables needed to build the projects.

NCEA STANDARDS – 11TPM

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
Internal					
22923 v3	1	12	no	no	Demonstrate basic engineering workshop skills under close supervision
22924 v3	1	10	no	no	Develop a simple product using engineering materials
22926 v3	1	2	no	no	Demonstrate knowledge of safety procedures in a specific engineering workshop

RECOMMENDED LEVEL OF ATTAINMENT

Entry is open but successful completion of Year 10 Materials Technology or 10DVC is suggested.

INTRODUCTION

This course builds on technology skills learned in Year 10 and is intended to prepare students for apprenticeships in construction, joinery and cabinet making or related trades or develop useful skills and confidence for a wide range of satisfying and therapeutic interests and hobbies.

Students will complete assessment workbooks as they learn but the emphasis is on developing an understanding of practices and techniques to shape, cut and join hard materials (mainly timber) and their physical properties.

This should be thought of as the first of a two-year Unit Standards pathway designed and monitored by the Building and Construction Industry Training Organisation (BCITO).

CONTENT AND SKILLS

Students will:

- Obtain a sense of achievement and satisfaction through success and pride in workmanship.
- Understand and apply safe practices, behaviour and procedures in a workshop environment.
- Develop a basic knowledge of workshop tools, machines and processes in measuring, cutting, joining and finishing.
- Apply maths in a trade context. (geometry, measuring, calculating)
- Work to specified tolerances and quality standards, and honestly evaluate against these.

FUTURE PATHWAYS

This is the first of a two-year pathway for students who intend to pursue careers in the Construction and Infrastructure, Manufacturing and Creative strands of the Vocational Pathways at NQF Levels 4 – 6 (certificate and diploma levels)

For more information please refer to Vocational Pathways at <https://youthguarantee.education.govt.nz>.

COSTS

\$110 will be invoiced in March to cover take home materials and consumables used.

NCEA STANDARDS – 11TPW

Not all standards will necessarily be assessed.

	Level	Credits	L1 Lit.	L1 Num.	
Internal					
24352 v2	1	2	no	no	Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project
24355 v3	1	4	no	no	Demonstrate knowledge of construction and manufacturing materials used in BCATS projects
24356 v3	1	8	no	no	Apply elementary workshop procedures and processes for BCATS projects
25919 v3	1	2	no	no	Use hardware and fastenings for a BCATS project
25920 v3	1	3	no	no	Use joints for a BCATS project

RECOMMENDED LEVEL OF ATTAINMENT

Guaranteed entry with 14 Credits from any Level 1 technology course (11MTM/W or 11TPM/W) or at the discretion of the HOD if evidence of satisfactory practical capability and skills can be provided.

INTRODUCTION

Students will also complete a theory assessment workbook as they learn, but the emphasis is on developing an understanding of practices and techniques to shape, cut and join hard materials (mainly metals) and their physical properties. Students can gain recognised Level 2 credits toward a range of engineering related trades administered by Competenz (the Engineering & manufacturing Industry Training Organisation) whilst still at school. Please refer to <https://www.competenz.org.nz/> for more information.

FUTURE PATHWAYS

This is the last of a two-year pathway for students who intend to pursue apprenticeships in the Construction and Infrastructure, Manufacturing and Creative strands of the Vocational Pathways at levels 4 – 6 (certificate and diploma levels) Please refer to Vocational Pathways at <https://youthguarantee.education.govt.nz> for more information.

A limited number of Gateways placements are available through the Careers Department for work experience one day per week. These placements gain up to 20 NCEA Level 2, industry-recognised credits, and these placements very often lead to offers of apprenticeships direct from school.

Students who are interested in Mechanical Engineering should consider this course to complement their other learning in Generic Technology (11MTM/MTW or 12TAS) and the Sciences.

CONTENT AND SKILLS

Building on skills started at Year 11, students will develop self-confidence and satisfaction through success in craftsmanship and pride in workmanship and play an active role in ensuring health and safety of self and others in the workplace.

COSTS

\$270 will be invoiced in December to cover take home materials and consumables used.

NCEA STANDARDS – 12TPM

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
4435 v8	2	3	no	no	Select, use, and care for engineering dimensional measuring equipment
4436 v7	2	3	no	no	Select, use, and care for engineering marking-out equipment
21911 v3	2	2	no	No	Demonstrate knowledge of safety on engineering worksites
32053 v1	2	7	no	No	Demonstrate knowledge of and apply good work practices when performing machining operations in MaPS environment
32055 v1	2	7	No	no	Demonstrate knowledge of and apply good work practices when performing simple fabrication operations in MaPS environment

RECOMMENDED LEVEL OF ATTAINMENT

A minimum of 15 level one credits (from 11TPW) are a prerequisite for entry or at the discretion of the HOD if evidence of satisfactory practical capability, literacy and numeracy skills can be provided.

For health and safety reasons, students who have not completed US 24352 in Year 11 (Workplace Safety) will be required to do so on enrolment.

INTRODUCTION

This is a practical multi-disciplined programme that provides students with the skills and knowledge to springboard their careers into any area of the construction industry.

A limited number of Gateway placements are available through the Careers Department for work experience one day per week. These placements gain up to 20 NCEA Level 2, industry recognised credits, and these placements very often lead to offers of apprenticeships direct from school.

FUTURE PATHWAYS

- This is the last of a two-year pathway for students who intend to pursue careers in the Construction and Infrastructure, Manufacturing and Creative strands of the Vocational Pathways at levels 4 – 6 (certificate and diploma levels).

Please refer to Vocational Pathways at <https://youthguarantee.education.govt.nz> for more information.

- Students who are interested in Civil Engineering should consider this course to complement their other learning in Generic Technology (11MTM/MTW or 12TAS) and the Sciences.

- Students can gain Level 2 credits in a range of construction-related trades administered by the Building and Construction Industry Training Organisation (BCITO) while still at school. Refer to <http://www.bcito.org.nz/> for more information.

CONTENT AND SKILLS

Building on Year 11 skills, student will:

- Develop self-confidence and satisfaction through success in craftsmanship and pride in workmanship.
- Play an active role in ensuring health and safety of self and others in the workplace.
- Select, use and care for woodworking hand tools.
- Select, use and care for measuring devices, apply arithmetic in a construction context.
- Identify a range of material types and their performance characteristics and apply these to the project criteria.

ASSESSMENT

Credits gained from all Standards count toward Construction and Infrastructure Vocational Pathways.

COSTS

\$200 will be invoiced in March to cover take home materials and consumables used.

NCEA STANDARDS – 12TPW

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
12927 v4	2	6	no	no	Identify, select, maintain, and use hand tools for BCATS projects
12932 v4	2	8	no	no	Construct timber garden furniture and items of basic construction equipment as a BCATS project
24354 v2	2	4	no	no	Demonstrate knowledge of and apply safe working practices in a BCATS environment
24360 v3	2	5	no	no	Demonstrate knowledge of timber and other construction materials used in BCATS projects
25921	2	6	no	no	Make a cupboard with a drawer as a BCATS project

RECOMMENDED LEVEL OF ATTAINMENT

It is unlikely that students who have not gained at least 14 credits from 12 TPM or 12TPW would succeed in this course.

INTRODUCTION

This course is intended for Year 13 students aiming to pursue a trade pathway on leaving school to gain Level 3 credits selected from the Building Organization (ITO) for those who started the BCATS or Competenz Level 2 Certificate in Year 12 (12TPW & 12 TPM). These skills are also useful for hobbies, DIY or on the farm. Students construct garden sheds as part of a team.

FUTURE PATHWAYS

Careers in the Construction and Infrastructure, Manufacturing and Creative strands of the Vocational Pathways at levels 4 – 6 (Certificate and Diploma levels). Please refer to Vocational Pathways at

<https://youthguarantee.education.govt.nz> for more information.

A limited number of Gateway placements are available through the Careers Department for work experience, one day per week. These placements gain up to 20 NCEA Level 2, industry recognised credits, and these placements very often lead to offers of apprenticeships direct from school.

CONTENT AND SKILLS

In total 19 Level 2 Unit Standard credits as above will be available.

Students will complete two four-day STAR courses at the Southern Institute of Technology.

COSTS

This course is STAR funded.

NCEA STANDARDS – 13ITE

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
29679v1	3	8	no	no	Develop and use BCATS project documentation for a Stage 3 BCATS project
29684 v1	3	12	no	no	Undertake a Stage 3 BCATS project

Food Technology and Hospitality 2024

Food Technology

Food Technology involves an understanding of food choices and food processing. Students learn how to apply the design process in the development of a technological solution to meet a given brief. Students develop their own recipes, manage resources, and develop relevant and transferable skills to meet human needs.

Nutrition will also form an important part of the course and students will learn about their own nutritional needs as well as others, and issues affecting the well-being of New Zealand society. The achievement standards used in Year 13 Food Technology (FTE) in 2024 means it is a University Approved subject under the Technology domain.

Hospitality (Culinary Skills)

Culinary Skills is designed as an introduction to working in a fully functional commercial kitchen or restaurant environment. The skills and knowledge gained in this course are directly transferable to employment in the hospitality industry or provide foundation skills for future study. A hospitality industry recognised barista coffee making Unit Standard is also included at level 2. Hands-on practical cookery skills are an essential element of the curriculum and students will have two lessons in the kitchen a week. Learners work both independently and as a part of a small group, depending on the practical work involved.

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10 FTE — FOOD TECHNOLOGY

INTRODUCTION

Food Technology offer students the chance to learn cookery skills and basic nutrition for teenagers. Teamwork plays an important part of working in the kitchen and students will have the opportunity to work with others, building confidence and communication skills.

CONTENT

Students will work through skills based and investigative projects which involve both practical and theory lessons. Students will generally cook twice a week.

Topics covered include:

- Hygiene and safety within the kitchen
- Nutrition for young people
- Breakfast foods: cookery
- International cuisine
- Taste-testing and experimentation
- Product development: burgers

SKILLS

- Critical thinking
- Teamwork
- Project-based
- Cookery

ASSESSMENT

Food Technology is assessed through practical cooking assessments and Teams assignments documenting brief development, conceptual design, and the development of processing skills. This course does not offer NCEA credits. (NB: Food Technology is a University Entrance approved subject at Year 13).

COSTS

Course costs are estimated at \$80

FUTURE PATHWAYS

11 Food Technology

RECOMMENDED LEVEL OF ATTAINMENT

This is an open entry course.

CONTENT & SKILLS

Students will learn basic nutrition for young people. They will work with classmates to develop healthy and nutritious meals suitable for active teenagers. The course then moves on to the development of practical cooking skills to process a specific food product: pies. They will experiment with processes, ingredients, and techniques to develop a high-quality pie in response to a given brief. Students will then explore the nature of materials in a project based upon 'culturally significant' bread products. They will document their investigations in an externally assessed report.

Students will generally cook twice a week.

FUTURE PATHWAYS

12 Food Technology, 12 Hospitality, 13 Food Technology*.

*Level 3 Food Technology is a UE-approved subject. This course leads to 12 Food Technology, for which the entry requirement is 10 credits in Level 1 Food Technology

COSTS

Course costs are estimated at \$145.

Students may choose **either** Food Technology **OR** Metal Technology/Wood Technology – **not both**.

NCEA STANDARDS – 11FTE

	Level	Credits	L1 Lit.	L1 Num.	
External					
92015 v2	1	4	no	no	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome
Internal					
92012 v2	1	6	no	no	Develop a Materials and Processing Technology outcome for an authentic context
92013 v2	1	6	no	no	Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials

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12 FTE — FOOD TECHNOLOGY

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10 credits or more in Level 1 Food Technology or HOD approval.

COURSE CONTENT

This is a broad and engaging course that will develop both students' ability to develop food products creatively, and in terms of health and well-being. Students will examine issues young people face surrounding food choice. They will develop strategies to improve physical health and well-being. Students will select an area of interest to investigate such as: sports nutrition, food preferences, allergies and intolerances.

During our second unit they will employ 'complex procedures' in the making of a product. This is a practical unit which will require students to develop accurate processing and testing skills. Students will process a single-serve lasagne; learning all the technical skills required to process a high-quality product. Students will then develop a 'conceptual design' for a recipe to feature in a cookbook based upon a particular theme. In 2023, students developed cake-decorating ideas and enjoyed experimenting with a variety of decorative techniques.

FUTURE PATHWAYS

13FTE, 13 Hospitality. Level 3 Food Technology is a UE-approved subject for which the entry requirement is the equivalent of 10 credits in Level 2 Food Technology.

VOCATIONAL PATHWAYS

This subject will equip students with skills and understandings necessary for Food Science, Human Nutrition and Food Technology degrees as well as Chef training and Hospitality vocational training. Note: Students should continue with one Science subject and Mathematics to Level 3 to gain entry to university degree courses.

COSTS

Course costs are estimated at \$150.

NCEA STANDARDS – 12FTE

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91363 v3	2	4	No	No	Generic Technologies 2.10 -Processing Technologies - Demonstrate understanding of sustainability in design
Internal					
91299 v2	2	5	No	No	Home Economics 2.1 - Analyse issues for the provision of food for people with specific food issues
91356 v3	2	6	No	No	Generic Technology 2.3- Develop a conceptual design for an outcome
91351 v4	2	4	No	No	Processing Technologies 2.6 - Implement advanced procedures to process a specified product

RECOMMENDED LEVEL OF ATTAINMENT

10 credits in Level 2 Food Technology. Students taking 13 Food Technology **cannot** take 13 Hospitality. Students with a career path in the food industry may apply to the HOD for placement in both FTE and HSP. Year 13 Food Technology (FTE) is a UE-approved subject under the Materials Processing Technology domain.

CONTENT AND SKILLS

We begin the school year by allowing students to develop their cooking skills to a high level in the processing of a specified product (choux pastry/cream puff). This activity requires akonga to develop a flow-chart of processes and testing procedures required to produce a high-quality product. Students will then explore a context of their choice and identify a need for a food product. They will work with stakeholders to develop an outcome. Students will research existing products, explore suitable recipes, investigate appropriate ingredients and processes. Students are encouraged to explore their own areas of interest. Some examples from the class of 2023 include: meal-bag for flatters, healthy Friday night takeaways, vegan snack bar, batch-cooking for weight training, cookie

baking kit for children, breakfast on the run, 'Meatless' Monday meal, air-fry dinner for one, dehydrated meal for tramping. Students will record their journey within a portfolio of work.

The externally assessed component is a report documenting the importance of testing and modelling throughout the students' work throughout the year. There is no external examination.

Alongside these projects, there will also be a focus on cooking nutritious meals within a flatting situation, preparing the students for life after school.

VOCATIONAL PATHWAYS

This subject will equip students with skills and understandings necessary for Food Science, Human Nutrition and Food Technology university degrees, Chef training, and Hospitality vocational training. Note: Students should continue with one Science subject and Mathematics to Level 3 to gain entry to university degree courses.

COSTS

Course costs are estimated at \$150.

NCEA STANDARDS – 13FTE

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91612 v3	3	4	No	Yes	Generic Technology 3.5 - Demonstrate understanding of how technological modelling supports technological development and implementation (Generic Technology)
Internal					
91643 v3	3	6	No	No	Processing Technologies 3.6 - Implement complex procedures to process a specified product
91608 v3	3	4	No	No	Generic Technology 3.1- Undertake brief development to address an issue within a determined context
91611 v3	3	6	No	No	Generic Technology 3.4- Develop a prototype considering fitness for purpose in the broadest sense

RECOMMENDED LEVEL OF ATTAINMENT

10 credits or more in Level 1 Food Technology or HOD approval.

COURSE CONTENT

In this course students will develop knowledge and skills associated with the Hospitality Industry. The Unit Standards in the course will include the study of preparation, presentation, and service of restaurant standard meals. All meals prepared are assessed against the criteria set by Service IQ. The project of servicing an à la carte menu is a major objective for the programme.

FUTURE PATHWAYS

Hospitality – for which the entry requirement is 10 credits in 12 Hospitality.

VOCATIONAL PATHWAYS

The current course has standards that contribute credits to Service Industries.

COSTS

Course costs are estimated at \$205, which will be invoiced in March to cover consumables; a copyrighted assessment e-book will be included.

NCEA STANDARDS – 12HSP

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
Internal					
167 v8	2	4	no	no	Practise food safety methods in a food business
13271 v5	2	2	no	no	Cook food items by frying
13276 v5	2	2	no	no	Cook food items by grilling
13278 v5	2	2	no	no	Cook food items by roasting
13280 v5	2	2	no	no	Prepare fruit and vegetable cuts
13281 v6	2	2	no	no	Prepare and present basic sandwiches for service
13283 v5	2	2	no	no	Prepare and present salads for service
13285 v5	2	2	no	no	Handle and maintain knives in a commercial kitchen
17285v9	2	4	no	no	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision

13 HSP —HOSPITALITY (CULINARY SKILLS)**RECOMMENDED LEVEL OF ATTAINMENT**

10 credits in 12HSP, Unit Standards and US167.

CONTENT AND SKILLS

Students will study the preparation, presentation and service of food, health and safety in a kitchen and working as a team to prepare and produce a hāngi.

FUTURE PATHWAYS

Vocational Pathways: The current course has

standards that contribute credits to Service Industries.

COSTS

Course costs are estimated at \$150, which will be invoiced in March to cover consumables.

NCEA STANDARDS – 13HSP

	Level	Credits	UE Rdg.	UE Wrtg.	
168 v6	3	4	no	no	Demonstrate knowledge of food contamination hazards, and control methods used in a food business
13343 v5	3	5	no	no	Demonstrate knowledge of basic nutrition in commercial catering
18497 v7	3	8	no	no	Demonstrate knowledge of culinary products, terms, and food preparation methods
30540 v1	3	5	no	no	Plan, prepare, and produce a hāngi as part of a team, in accordance with tikanga and kawa

RECOMMENDED LEVEL OF ATTAINMENT

No prerequisites. However, a keen interest in problem solving and using logical reasoning is beneficial. Due to staffing constraints, places in this course may be limited. If the course is oversubscribed the teacher in charge of DTC will conduct a selection process.

INTRODUCTION

Computers and digital technologies are integrated into all aspects of our lives in the 21st century. Students will investigate the impact that digital technologies are having on daily life and wider society. Students will use digital tools to create web pages and write computer programs to carry out various tasks.

Students will develop an understanding of computer science principles that underlie all digital technologies. They will learn core programming concepts so that they can become creators of digital technology, not just users. Students will also learn how to design quality, fit-for-purpose digital solutions.

CONTENT AND SKILLS

- Designing and developing digital outcomes
- Computational Thinking and Problem Solving
- Programming and Algorithms
- Web Design – HTML
- Computer hardware and software
- Project Management
- Game Design
- Graphic Design
- Video Production

HARDWARE

Desktop computers will be provided in the class, it is recommended that students use these machines during lessons.

Students should have access to a computer with these specifications available at home, this can be a laptop or desktop:

- Windows 10 or 11
- 1.6Ghz quad core processor
- 250GB SSD
- 8GB preferred
- Wireless capability 802.11 a/b/g/n/ac
- 13" screen minimum (1920 x 1080 resolution preferred)
- An external mouse is recommended

SOFTWARE

- Microsoft Office (Word, PowerPoint, Access)
(Office 365 is available to all CBHS students)
- Microsoft Visual Studio Code (free download)
- Python 3 (free download)
- OBS (free download)

FUTURE PATHWAYS

11DTC, Computer programming and web design

[RETURN TO CONTENTS PAGE](#)**RECOMMENDED LEVEL OF ATTAINMENT**

No prerequisites. However, a keen interest in problem solving and using logical reasoning is beneficial.

INTRODUCTION

This course is a prerequisite for Year 12 Digital Technology.

There has never been a higher demand for skilled developers of digital technologies. This course provides students with an introduction to software design, development, computer programming and web development.

It is an ideal way to find out if ICT and Computing might be the career path for you. By taking this course, students will develop their understanding of computational thinking and problem solving.

No prior programming knowledge is required. Classes are project based and hands-on with practical tasks.

CONTENT

- Designing and developing digital outcomes
- Computational Thinking and Problem Solving
- Web Design – HTML and CSS
- Software Development / Iterative Development
- Testing and Debugging
- Programming and Algorithms – Python
- Human Computer Interaction / User Interface Design

HARDWARE

Desktop computers will be provided in the class, it is recommended that students use these machines during lessons.

Students should have access to a computer with these specifications available at home, this can be a laptop or desktop:

- Windows 10 or 11
- 1.6Ghz quad core processor
- 250GB SSD
- 8GB RAM
- Wireless capability 802.11 a/b/g/n/ac
- 13" screen minimum (1920 x 1080 resolution preferred)
- An external mouse is recommended

SOFTWARE

- Microsoft Office (Word, PowerPoint, Access)
(Office 365 is available to all CBHS students)
- Microsoft Visual Studio Code (free download)
- Python 3 (free download)
- Github Desktop (free download)

FUTURE PATHWAYS

12DTC, Computer programming and web design

NCEA STANDARDS – 11DTC

	Level	Credits	L1 Lit.	L1 Num.	
External					
90026 v2	1	5	no	no	Digital Technologies 1.3 - Demonstrate understanding of usability in human-computer interfaces
92007 v2	1	5	no	no	Digital Technologies 1.4 - Design a digital technologies outcome
Internal					
92004 v2	1	5	no	no	Digital Technologies 1.1 - Create a computer program
92005 v2	1	5	no	no	Digital Technologies 1.2 - Develop a digital technologies outcome

RECOMMENDED LEVEL OF ATTAINMENT

11DTC preferred with at least Achievement in 91884 and either 91880 or 91883.

Direct entry may be possible with the permission of the Head of Department. It is unlikely that students who cannot demonstrate a good understanding of Level 1 Algebra would succeed in this course.

It is expected that students are familiar with at least one programming language.

INTRODUCTION

This course is a prerequisite for Year 13 Digital Technology.

This course builds on from the digital technology knowledge gained in 11DTC.

Students will develop a digital outcome of their choice based on a research inquiry they carry out. They will learn game development techniques alongside programming and software engineering. While working on their project students will use an agile software development methodology. They will learn about computer security and encryption and the impact that these areas of computer science have on the world we live in.

CONTENT

- Designing and developing digital outcomes
- Computational Thinking and Problem Solving
- Game Design and Development
- Agile Development
- Programming and Algorithms – C#

HARDWARE

Desktop computers will be provided in the class, it is recommended that students use these machines during lessons.

Students should have access to a computer with these specifications available at home, this can be a laptop or desktop:

- Windows 10 or 11
- Intel i5 or AMD Ryzen processor
- 250GB SSD
- 8GB RAM
- Wireless capability 802.11 a/b/g/n/ac
- 13" screen minimum (1920 x 1080 resolution preferred)
- An external mouse is recommended

SOFTWARE

- Microsoft Office (Word, PowerPoint, Access) (Office 365 is available to all CBHS students)
- Microsoft Visual Studio Code (free download)
- Unity (free download)
- Github Desktop (free download)

FUTURE PATHWAYS

13DTC, Computer programming, software development and web design

NCEA STANDARDS – 12DTC

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91898 v1	2	3	no	no	Digital Technologies and Hangarau Matihiko 2.10- Present a summary of developing a digital outcome
Internal					
91890 v1	2	6	no	no	Digital Technologies and Hangarau Matihiko 2.1 Conduct an inquiry to propose a digital technologies outcome
91891 v1	2	3	no	no	Digital Technologies and Hangarau Matihiko 2.2 - Apply conventions to develop a design for a digital technologies outcome
91893 v1	2	4	no	no	Digital Technologies and Hangarau Matihiko 2.4 - Use advanced techniques to develop a digital media outcome*
91896 v1	2	6	no	no	Digital Technologies and Hangarau Matihiko 2.7 - Use advanced programming techniques to develop a computer program*
91897 v1	2	6	no	no	Digital Technologies and Hangarau Matihiko 2.8 - Use advanced processes to develop a digital technologies outcome

*One of 91893 or 91896, this will be determined by the chosen project

[RETURN TO CONTENTS PAGE](#)**RECOMMENDED LEVEL OF ATTAINMENT**

12DTC preferred with at least Achievement in both 91893 and 91897.

Direct entry may be possible with the permission of the Head of Department. It is unlikely that students who cannot demonstrate a good understanding of Level 1 Algebra would succeed in this course.

It is expected that students are familiar with at least one programming language.

INTRODUCTION

Students will develop a project with real-world implications through investigating problems and developing a digital outcome to address and solve this problem.

This course builds on from the digital technology knowledge gained in 12DTC.

Throughout the year students will develop their digital project and increase their understanding of the software development process by continuously iterating and improving their designs and digital outcomes. During this process they will use industry standard tools to develop assets for their outcome such as graphics and 3D models where appropriate.

CONTENT

- Designing and developing digital outcomes
- Computational Thinking and Problem Solving
- Dynamic Web Design – HTML and CSS
- Application and Game Design and Development
- Agile Process and Design Thinking
- Software Development
- Programming and Algorithms – C# (or other language)

HARDWARE

Desktop computers will be provided in the class, it is recommended that students use these machines during lessons.

Students should have access to a computer with these specifications available at home, this can be a laptop or desktop:

- Windows 10 or 11
- Intel i5 or AMD Ryzen processor
- 250GB SSD
- 8GB RAM
- Wireless capability 802.11 a/b/g/n/ac
- 13" screen minimum (1920 x 1080 resolution preferred)
- An external mouse is recommended

SOFTWARE

- Microsoft Office (Word, PowerPoint, Access)
(Office 365 is available to all CBHS students)
- Microsoft Visual Studio Code (free download)
- Unity (free download)
- Blender / Fusion 360 (free download)
- Github Desktop (free download)

FUTURE PATHWAYS

University or Tertiary study, Computer programming, software development and web design

NCEA STANDARDS – 13 DTC

Not all standards will necessarily be assessed.

	Level	Credits	UE Rdg.	UE Wrtg.	
External					
91909 v1	3	3	no	no	Digital Technologies and Hangarau Matihiko 3.10 - Present a reflective analysis of developing a digital outcome
Internal					
91900 v1	3	6	no	no	Digital Technologies and Hangarau Matihiko 3.1 - Conduct a critical inquiry to propose a digital technologies outcome
91901 v1	3	3	no	no	Digital Technologies and Hangarau Matihiko 3.2 - Apply user experience methodologies to develop a design for a digital technologies outcome
91903 v1	3	4	no	no	Digital Technologies and Hangarau Matihiko 3.4 - Use complex techniques to develop a digital media outcome*
91906 v1	3	6	no	no	Digital Technologies and Hangarau Matihiko 3.7 - Use complex programming techniques to develop a computer program*
91907 v1	3	6	no	no	Digital Technologies and Hangarau Matihiko 3.8 - Use complex processes to develop a digital technologies outcome

*One of 91903 or 91906, This will be determined by the chosen project.

Year 12 and 13

Gateway is an exciting opportunity that opens a new pathway from school to employment or training opportunities by combining school study with work-based learning. Students attend a work placement one day a week and complete an individual learning path of 20 NCEA credits relevant to their chosen area of work.

Gateway is available to Year 12 and Year 13 students, but places are limited. To be eligible to participate in the Gateway programme students must meet the following criteria:

- be 16 years of age
- be reliable and punctual with a good attendance record
- have good classroom, homework management skills
- able to manage self-directed learning and assessment
- acknowledge that they will miss one day of school and commit to catching up work missed in class
- capable of undertaking a structured work placement, and completing work based learning
- able to display a strong interest in a particular industry or career pathway
- be work ready
- have energy and enthusiasm and a genuine desire to learn and work

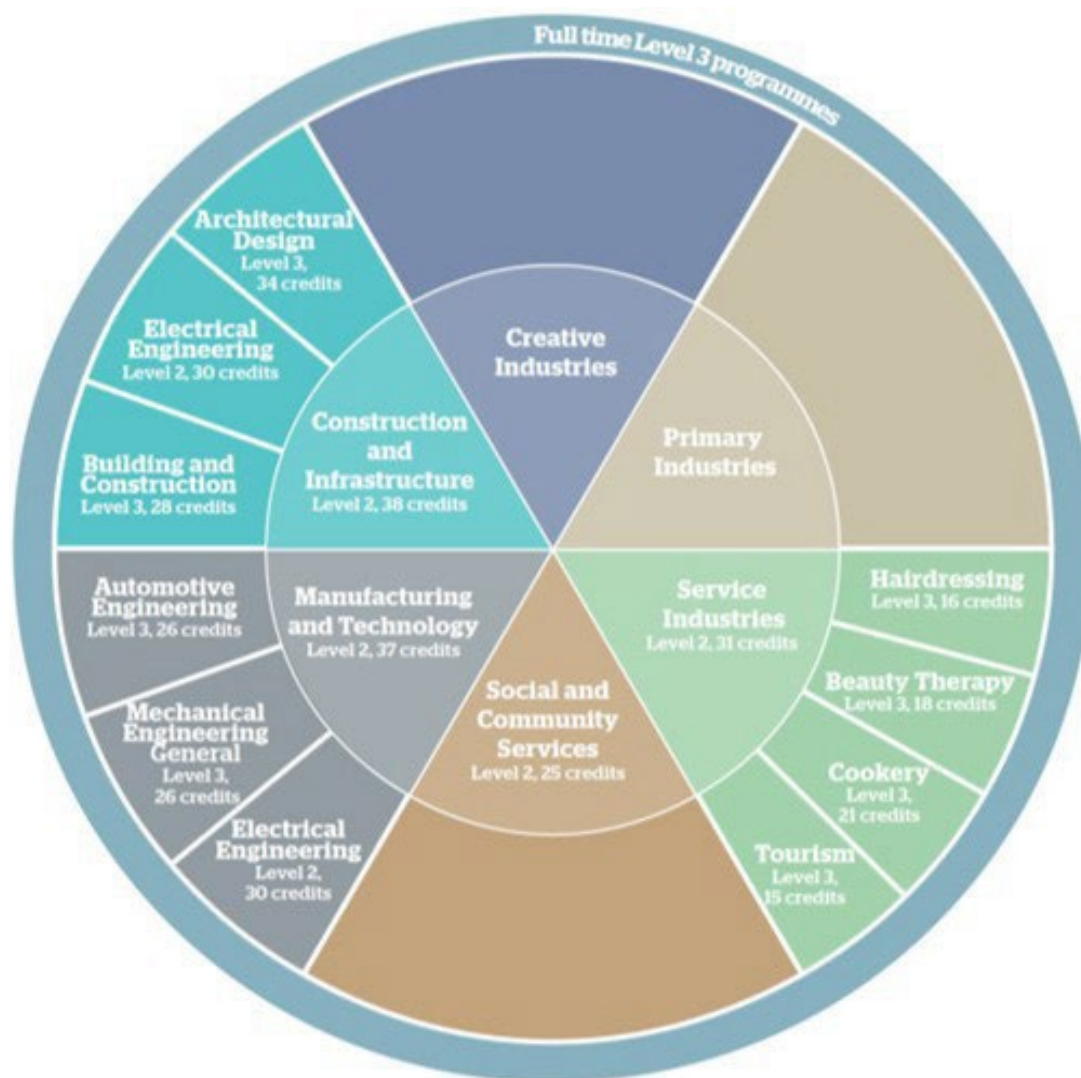
ASSESSMENT

Students are expected to achieve a minimum of 20 NCEA credits whilst on the programme that is relevant to their chosen industry. The credits may be across levels 1-3. All credits achieved on Gateway will contribute to the students NCEA record of learning.

For more information and to register your interest, please see the Gateway Coordinator, Mrs Lambie in the Careers Centre (lm1@cbhs.nz or 021 958559).

DUAL ENROLLED PROGRAMMES

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This course comprises two discrete aspects:

- 3 days as an enrolled student at Christchurch Boys' High School (Monday to Wednesday)
- 2 days as an enrolled student at Ara Institute; Southern Institute of Technology; Avon City Ford or other tertiary providers (Thursday to Friday).

Dual Enrolled Programmes keep students engaged in education as they transition from a secondary to a tertiary environment or employment and provide the opportunity to gain NCEA Level 1-2 and a tertiary qualification.

- As this programme is delivered in conjunction with an outside tertiary provider, students' must have demonstrated good attendance and behaviour in previous years. School Reports, attendance records and teacher comments will all be considered in the selection process.
- A limited number of places are available.
- See Mrs Connolly or email cnm@cbhs.nz
- **THIS IS A TRANSITION COURSE FOR STUDENTS LEAVING SCHOOL AT THE END OF YEAR 12.** Students that are considering returning in Year 13 should NOT select this pathway.

Learning

Learning will focus on relevant skills and industry-based training that leads to employment, apprenticeship opportunities or further tertiary-level study. Students will still get to take part in school sports and clubs and catch up with friends at school. Having access to both school and tertiary support services also helps with a smoother transition into the workplace or education beyond school.

WHAT HAPPENS WHILE AT ARA OR OTHER TERTIARY COURSES

The aims of the Ara Institute of Canterbury or other tertiary courses (Thursday-Friday) are:

- To develop trade based practical skills
- To gain Level Two NCEA through trade/industry relevant assessment

Who is the course intended for? This option is perfect for students who . . .

- Want an alternative to traditional secondary and tertiary education.
- Are looking for something hands-on, practical and relevant to an industry or profession.
- Want a qualification that gives you skills and strengths employers are looking for.
- Want to obtain NCEA credits for real-world career training.

This is a transitioning course for students NOT returning to school as Year 13 students

WHAT HAPPENS WHILE AT CHRISTCHURCH BOYS'

The aims for students while at Christchurch Boys' (Monday-Tuesday-Wednesday) are:

- To complete Level One NCEA thresholds (this will vary from student to student but includes Level One Numeracy, Level One Literacy and 80 Level One credits. NB: students that gained less than 50 Level One credits should consider selecting Level One courses instead)
- To develop positive skills around work habits and relationships needed for a workplace
- To develop life skills in preparation for transitioning from school to the workplace or tertiary/trade apprenticeship pathways
- Students will be supported through their Kaitiaki to keep up with school-based work and assessments to the best of their ability. However, students selecting the Dual Pathway need to realise and accept they will be away from school for 3/5 of their time. This also means some high demand courses such Outdoor Pursuits cannot be selected by students on Dual Pathway.