



# Upper Hutt College

## Course Selection

### Handbook

#### 2025

#### Year 12 & 13



### **How to Use this Booklet**

Please start by going through the introduction section so you are aware of the process you need to go through for subject selection and the pathways your subjects and potential careers will follow.

Complete the **Choosing your Subjects template** before you enter your subject selections either on-line via the KAMAR Portal on the school website.

[www.upperhutt.school.nz](http://www.upperhutt.school.nz) OR on the Course Selection sheets provided.

### **Helpful Hint:**

On the following contents page click on the blue title and you will be taken straight to the relevant subject page in the booklet.

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|                               |         |                                      |                          |
|-------------------------------|---------|--------------------------------------|--------------------------|
| <a href="#">Commerce</a>      | Level 2 | Commerce                             | <a href="#">(CMM201)</a> |
|                               |         | Business Studies                     | <a href="#">(BST201)</a> |
|                               |         | Financial Literacy                   | <a href="#">(FLT201)</a> |
|                               | Level 3 | Commerce                             | <a href="#">(CMM301)</a> |
|                               |         | Business Studies                     | <a href="#">(BST301)</a> |
| <a href="#">DANCE</a>         | Level 2 | Dance                                | <a href="#">(DAN201)</a> |
|                               | Level 3 | Dance                                | <a href="#">(DAN301)</a> |
| <a href="#">DRAMA</a>         | Level 2 | Drama                                | <a href="#">(DRM201)</a> |
|                               | Level 3 | Drama                                | <a href="#">(DRM301)</a> |
| <a href="#">ENGLISH</a>       | Level 2 | English                              | <a href="#">(ENG201)</a> |
|                               |         | Visual English                       | <a href="#">(ENG202)</a> |
|                               |         | Communication English                | <a href="#">(ENG203)</a> |
|                               | Level 3 | English                              | <a href="#">(ENG301)</a> |
|                               |         | Visual English                       | <a href="#">(ENG302)</a> |
|                               |         | Communication English                | <a href="#">(ENG303)</a> |
| <a href="#">ESL</a>           |         |                                      |                          |
| <a href="#">HEALTH</a>        | Level 2 | Health Studies                       | <a href="#">(HEA201)</a> |
|                               | Level 3 | Health Studies                       | <a href="#">(HEA301)</a> |
| <a href="#">LANGUAGES</a>     |         |                                      |                          |
| Japanese                      | Level 2 | Japanese                             | <a href="#">(JPN201)</a> |
|                               | Level 3 | Japanese                             | <a href="#">(JPN301)</a> |
| <a href="#">Maori</a>         | Level 2 | Te Reo Māori                         | <a href="#">(MAO201)</a> |
|                               | Level 3 | Te Reo Māori                         | <a href="#">(MAO301)</a> |
| <a href="#">MATHEMATICS</a>   | Level 2 | Mathematics                          | <a href="#">(MAT201)</a> |
|                               |         | Internal Mathematics                 | <a href="#">(MAT202)</a> |
|                               |         | NCEA Numeracy                        | <a href="#">(MAT203)</a> |
|                               | Level 3 | Mathematics with Calculus            | <a href="#">(MAT301)</a> |
|                               |         | Mathematics with Statistics          | <a href="#">(MAT302)</a> |
|                               |         | Internal Mathematics with Statistics | <a href="#">(MAT303)</a> |
| <a href="#">MEDIA STUDIES</a> | Level 2 | Media Studies                        | <a href="#">(MED201)</a> |
|                               | Level 3 | Media Studies                        | <a href="#">(MED301)</a> |

|                                  |         |                               |                          |
|----------------------------------|---------|-------------------------------|--------------------------|
| <b><u>MUSIC</u></b>              | Level 2 | Music                         | <a href="#">(MUS201)</a> |
|                                  | Level 3 | Music                         | <a href="#">(MUS301)</a> |
| <b><u>PATHWAYS</u></b>           | Level 2 | Pathways                      | <a href="#">(PAT201)</a> |
|                                  |         | Future Pathways               | <a href="#">(FUT201)</a> |
|                                  |         | Retailing                     | <a href="#">(RET201)</a> |
|                                  |         | Gateway                       | <a href="#">(GTW201)</a> |
|                                  | Level 3 | Pathways                      | <a href="#">(PAT301)</a> |
|                                  |         | Retailing                     | <a href="#">(RET301)</a> |
|                                  |         | Gateway                       | <a href="#">(GTW301)</a> |
| <b><u>PHYSICAL EDUCATION</u></b> | Level 2 | Physical Education            | <a href="#">(PED201)</a> |
|                                  |         | Adventure Education           | <a href="#">(ADV201)</a> |
|                                  |         | Sport and Leadership          | <a href="#">(SPL201)</a> |
|                                  | Level 3 | Physical Education            | <a href="#">(PED301)</a> |
|                                  |         | Adventure Education           | <a href="#">(ADV301)</a> |
|                                  |         | Sports Performance            | <a href="#">(SPO301)</a> |
|                                  |         | Community Sports Leadership   | <a href="#">(CSL301)</a> |
| <b><u>SCIENCE</u></b>            | Level 2 | Biology                       | <a href="#">(BIO201)</a> |
|                                  |         | Chemistry                     | <a href="#">(CHE201)</a> |
|                                  |         | Physics                       | <a href="#">(PHY201)</a> |
|                                  | Level 3 | Biology                       | <a href="#">(BIO301)</a> |
|                                  |         | Chemistry                     | <a href="#">(CHE301)</a> |
|                                  |         | Physics                       | <a href="#">(PHY301)</a> |
| <b><u>SOCIAL SCIENCES</u></b>    |         |                               |                          |
| <b><u>Geography</u></b>          | Level 2 | Geography                     | <a href="#">(GEO201)</a> |
|                                  |         | Tourism                       | <a href="#">(TOU201)</a> |
|                                  | Level 3 | Geography                     | <a href="#">(GEO301)</a> |
|                                  |         | Tourism                       | <a href="#">(TOU301)</a> |
| <b><u>History</u></b>            | Level 2 | History                       | <a href="#">(HIS201)</a> |
|                                  | Level 3 | History                       | <a href="#">(HIS301)</a> |
| Classical Studies                | Level 3 | Classical Studies             | <a href="#">(CLA301)</a> |
| <b><u>TECHNOLOGY</u></b>         |         |                               |                          |
| Digital Technology               | Level 2 | Digital Technology            | <a href="#">(DGT201)</a> |
|                                  |         | Computing                     | <a href="#">(COM201)</a> |
|                                  | Level 3 | Digital Technology            | <a href="#">(DGT301)</a> |
| Design & Visual Communication    | Level 2 | Design & Visual Communication | <a href="#">(DVC201)</a> |
|                                  | Level 3 | Design & Visual Communication | <a href="#">(DVC301)</a> |
| Building & Construction          | Level 2 | Building & Construction       | <a href="#">(BCO201)</a> |
|                                  | Level 3 | Building & Construction       | <a href="#">(BCO301)</a> |
| Hospitality & Catering           | Level 2 | Hospitality & Catering        | <a href="#">(HOC201)</a> |
|                                  | Level 3 | Hospitality & Catering        | <a href="#">(HOC301)</a> |
| Mechanical Engineering           | Level 2 | Mechanical Engineering        | <a href="#">(MET201)</a> |
|                                  | Level 3 | Mechanical Engineering        | <a href="#">(MET301)</a> |
| Textiles                         | Level 2 | Textiles                      | <a href="#">(TET201)</a> |
|                                  | Level 3 | Textiles                      | <a href="#">(TET301)</a> |
| <b><u>VISUAL ART</u></b>         |         |                               |                          |
| Design                           | Level 2 | Visual Art - Design           | <a href="#">(ADE201)</a> |
|                                  | Level 3 | Visual Art - Design           | <a href="#">(ADE301)</a> |
| Painting                         | Level 2 | Visual Art - Painting         | <a href="#">(APA201)</a> |
|                                  | Level 3 | Visual Art - Painting         | <a href="#">(APA301)</a> |
| Photography                      | Level 2 | Visual Art - Photography      | <a href="#">(APH201)</a> |
|                                  | Level 3 | Visual Art - Photography      | <a href="#">(APH301)</a> |
|                                  |         |                               |                          |
|                                  |         |                               |                          |

# INTRODUCTION

This booklet has been produced to help you select the subjects you will study in the following year. It is very important that you select carefully – your future may depend on it. The further you go in the senior school, the more difficult it becomes to change that direction. The very best advice is to keep as broad a range of subjects as possible for as long as possible.

## Guidelines for Choosing Senior Subjects

- Keep your options open – choose a spread of courses
- Do something you like, that you are good at and that you are interested in
- Discuss your options with your parents, whanau, teachers, Dean or the Careers Advisor
- To study a particular subject at Year 12 or Year 13 level it is often necessary to have taken it, or a related subject, in the previous year
- Think about what you will be studying in the future beyond school and what is required at tertiary institutions. Do the subjects meet the university entrance requirements?
- Will you meet the course **entry requirements** for the subjects you have chosen?

**ABILITY**  
How good are you at a subject? Check subject **entry requirements**

**INTEREST**  
What do you enjoy?

**OCCUPATION or CAREER CHOICE**  
What subjects do you need for this career? If you don't know what you want to do, keep your options open

=  
**SUBJECT CHOICE**

## UHC Careers

**Website:** <https://upperhutt.careerwise.school/> This website has links to all NZ University pages, some Australian Universities, and most Wellington based tertiary course providers, including NZIS, Weltec and Yoobee. It also has links to financial information about student loans, information about scholarships, different careers information and CV writing tools. Students, staff and whanau can sign up for weekly newsletters from the page, which will update on anything new added to the page, including jobs advertised, notices from universities about open days or important dates.

## Other Useful Helpful Career Information

Use the Careers linked to a Vocational Pathways pages of this booklet to find out detailed information careers and the pathways they belong to. Click on the job as it is hyperlinked straight to the Careers New Zealand website.

Other useful websites include:

## Careers

- [www.careers.govt.nz](http://www.careers.govt.nz)
- [www.tearaway.co.nz](http://www.tearaway.co.nz)
- [www.leavingschool.co.nz](http://www.leavingschool.co.nz)

## Employment

- [www.seek.co.nz](http://www.seek.co.nz)
- <http://www.trademe.co.nz/jobs>

## Training

- [www.skills.org.nz](http://www.skills.org.nz)
- [www.futureintech.org.nz](http://www.futureintech.org.nz)
- <https://www.competenz.org.nz>

# CHOOSING YOUR SUBJECTS

## What do I need to do?

I have  
done this  
✓

Ako  
Teacher  
Check  
✓

Follow the steps below to complete your subject choices:

|               |  |  |  |
|---------------|--|--|--|
| <b>Step 1</b> | Complete the planning sheet on the next page |  |  |
|---------------|--|--|--|



|               |  |  |  |
|---------------|--|--|--|
| <b>Step 2</b> | Ask your subject teachers: <ul style="list-style-type: none"> <li>Do they recommend you continue with the subject?</li> <li>Can you meet the pre-requisites or entry requirements</li> </ul> |  |  |
|---------------|--|--|--|



|               |  |  |  |
|---------------|--|--|--|
| <b>Step 3</b> | Discuss your choices with your Parents/Caregivers/Careers Staff/Deans <ul style="list-style-type: none"> <li>Choose for you not what your friends are doing</li> </ul> |  |  |
|---------------|--|--|--|



|               |  |  |  |
|---------------|--|--|--|
| <b>Step 4</b> | Check:<br>Check the Subject Pathways on page 9 do your subjects lead to further choices. <ul style="list-style-type: none"> <li>Can you gain entry to the subject you choose?</li> </ul> |  |  |
|---------------|--|--|--|



|               |   |  |  |
|---------------|---|--|--|
| <b>Step 5</b> | Check: <ul style="list-style-type: none"> <li>Do your subject choices open up or close down possible career choices for you?</li> </ul> |  |  |
|---------------|---|--|--|



|               |  |  |  |
|---------------|--|--|--|
| <b>Step 6</b> | Check:<br>If you are planning to go to University or a Polytechnic: <ul style="list-style-type: none"> <li>Do you have the right subjects to apply for the course you might like to study? Do you have the correct credits to be eligible for U.E</li> </ul> |  |  |
|---------------|--|--|--|



|               |  |  |  |
|---------------|--|--|--|
| <b>Step 7</b> | Fill in the grid below to help plan your future course of study. |  |  |
|---------------|--|--|--|

### Year 11

|                         |                             |                         |
|-------------------------|-----------------------------|-------------------------|
| English<br>(Compulsory) | Mathematics<br>(Compulsory) | Science<br>(Compulsory) |
|-------------------------|-----------------------------|-------------------------|

### Year 12

English  
(Compulsory)

### Year 13

|  |  |
|--|--|
|  |  |
|--|--|



|               |   |  |  |
|---------------|---|--|--|
| <b>Step 8</b> | Fill in all parts of Subject Choice Form online through the KAMAR Portal<br><i>Make sure you get it in on time to ensure you have the best chance of getting the course you want to take.</i> |  |  |
|---------------|---|--|--|



# SUBJECT PATHWAYS: YEAR 11 – 13 SUBJECTS

|                  | YEAR 11   | YEAR 12  | YEAR 13  |
|------------------|---|--|--|
| ENGLISH          | <b>ENGLISH 101 or ENGLISH 102 or ENGLISH 103 or EAP</b>                                   | <b>ENGLISH 201 or ENGLISH 202 or INTERNAL ENGLISH 203 or EAP</b>                 | ENGLISH 301<br>ENGLISH 302<br>ENGLISH 303  |
| LANGUAGE MAORI   | JAPANESE<br>MAORI   | JAPANESE<br>MAORI  | JAPANESE<br>MAORI  |
| MATHS            | <b>MATHEMATICS 101 or MATHEMATICS 102 or MATHEMATICS 103</b>                              | <b>MATHEMATICS 201 or MATHEMATICS 202 or MATHEMATICS 203</b>                     | CALCULUS 301<br>STATISTICS 302<br>INTERNAL MATHEMATICS 303   |
| SCIENCE          | <b>SCIENCE 101 or SCIENCE 102</b>   | PHYSICS<br>CHEMISTRY<br>BIOLOGY  | PHYSICS<br>CHEMISTRY<br>BIOLOGY  |
| SOCIAL SCIENCES  | GEOGRAPHY<br>HISTORY  | GEOGRAPHY<br>HISTORY<br>TOURISM  | GEOGRAPHY<br>HISTORY<br>TOURISM<br>CLASSICAL STUDIES   |
|                  | COMMERCE  | COMMERCE<br>FINANCIAL LITERACY<br>BUSINESS STUDIES                               | COMMERCE<br>BUSINESS STUDIES   |
| PHYS-ED / HEALTH | PHYSICAL EDUCATION 101 or PHYSICAL EDUCATION 102<br>ATHLETE DEVELOPMENT<br>HEALTH STUDIES | PHYSICAL EDUCATION or SPORTS LEADERSHIP<br>ADVENTURE EDUCATION<br>HEALTH STUDIES | PHYSICAL EDUCATION or SPORTS PERFORMANCE<br>COMMUNITY SPORTS LEADERSHIP<br>ADVENTURE EDUCATION<br>HEALTH STUDIES |
| ARTS             | ART   | ART – PAINTING<br>ART – DESIGN<br>ART - PHOTOGRAPHY                              | ART – PAINTING<br>ART - DESIGN<br>ART - PHOTOGRAPHY  |
|                  | DANCE   | DANCE  | DANCE  |
|                  | DRAMA   | DRAMA  | DRAMA  |
|                  |   | MEDIA STUDIES  | MEDIA STUDIES  |
|                  | MUSIC   | MUSIC  | MUSIC  |
| TECHNOLOGY       | DIGITAL TECHNOLOGY 101 or DIGITAL TECHNOLOGY 102  | DIGITAL TECHNOLOGY 201<br>COMPUTING 201  | DIGITAL TECHNOLOGY   |
|                  | HOSPITALITY & CATERING  | HOSPITALITY & CATERING   | HOSPITALITY & CATERING   |
|                  | TEXTILES  | TEXTILES   | TEXTILES   |
|                  | DESIGN & VISUAL COMMUNICATION (DVC)   | DESIGN & VISUAL COMMUNICATION (DVC)  | DESIGN & VISUAL COMMUNICATION (DVC)  |
|                  | MECHANICAL ENGINEERING  | MECHANICAL ENGINEERING   | MECHANICAL ENGINEERING   |
|                  | BUILDING & CONSTRUCTION   | BUILDING & CONSTRUCTION  | BUILDING & CONSTRUCTION  |
| PATHWAYS         | PATHWAYS  | FUTURE PATHWAYS<br>PATHWAYS<br>RETAILING<br>GATEWAY                              | PATHWAYS<br>RETAILING<br>GATEWAY   |

**Yellow Highlighted = COMPULSORY SUBJECTS**

NOTE: STUDENTS CANNOT TAKE MORE THAN TWO PE BASED COURSES IN ONE YEAR



# QUALIFICATIONS IN THE SENIOR SCHOOL

## THE NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

### a. How Does NCEA Work?

NCEA recognises achievement in a wide range of studies. It means schools can offer a broader range of subjects and students can gain credits from standards developed by industry.

To gain an NCEA certificate students must earn credits, by meeting standards in their chosen subject areas. Some standards will be assessed by the external examinations; others will be assessed by internal assessment.

Achievement/Unit standards make clear to teachers, students and parents the standard of work, skills and knowledge necessary to achieve. Students earn credit by fulfilling the requirements of the standard. These standards encourage high expectations. Achievement standards have been designed so that satisfactory work, good work, and truly excellent achievement can be recognised with “Achieved”, “Merit” and “Excellence” grades.

Students will be told how well they have performed in each part of each subject with marks for both externally examined components and internally assessed work.

### b. Requirements for Achieving NCEA

#### NCEA Level 1

Students need to gain 60 credits at Level 1 and will need to have gained the compulsory corequisite of 10 credits in literacy **and** 10 credits in Numeracy. Note - how this is assessed in 2024 is different to previous years. (there are some additional achievement standards that can be used to achieve the NCEA co-requisite in 2024 and 2025 only)

#### NCEA Level 2

Students need to gain 60 Level 2 credits. (Students must also meet the requirements of Level 1 literacy and numeracy).

#### NCEA Level 3

Students need to gain 60 Level 3 credits. (Students must also meet the requirements of Level 1 literacy and numeracy).

#### Endorsements

Students may gain Certificates with either Merit or Excellence endorsement or a course endorsement.

- Merit: at least 50 Merit or Excellence credits
- Excellence: at least 50 Excellence credits

**Course Endorsement** - when a student gains 14 credits or more in one subject (at least 3 credits must be external and 3 credits must be internal) they will gain an Achieved, Merit or Excellence course endorsement.

Gaining credits at the Merit and Excellence level of achievement is now an advantage when applying for most New Zealand universities and some are offering monetary rewards for endorsements.

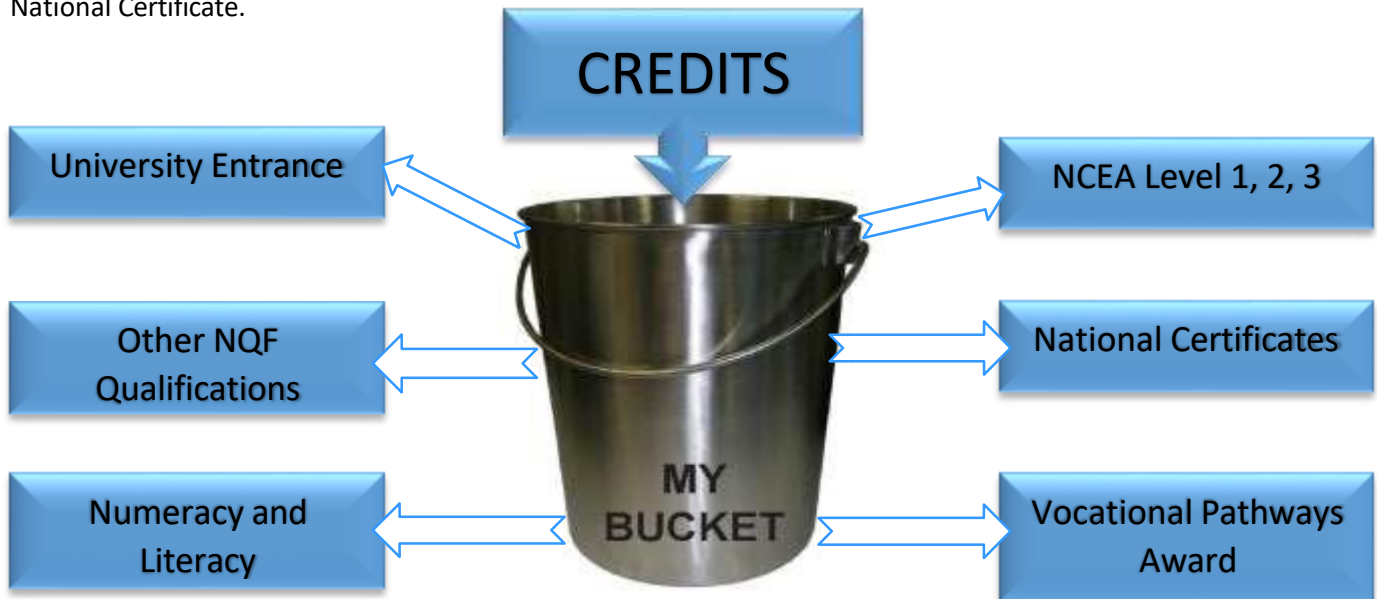
#### Scholarship

Scholarship is externally assessed. It is designed to extend the very best students and to financially reward very able students who are going on to tertiary study. It is not a qualification. Students sitting Scholarship will be assessed on their ability to think laterally and in the abstract. The exams cover the same knowledge and skills as NCEA Level 3 achievement standards, but the standard of performance required is much higher.

(See [www.nzqa.nz/scholarship/index.html](http://www.nzqa.nz/scholarship/index.html))

# USING CREDITS TO GAIN MORE THAN ONE QUALIFICATION

NCEA enables students to use their credits for more than one qualification. Credits come out of 'the bucket' to fulfil the requirements of any one National Certificate but go back into the bucket to fulfil the requirements of any other National Certificate.



# STUDENT CREDITS RECORDED IN THE RECORD OF LEARNING

## USING CREDITS

Credits can be used more than once.

Once gained, credits are recorded on a Student Record of Learning.

When recorded on the Record of Learning, credits can be used to fulfil the requirements of any National Certificate.

For example

A student may gain NCEA Level 1 – 60 credit total.

AND

This student then gains NCEA Level 2 – 60 credits.

AND

Additionally this student gains a National Certificate in Hospitality Level 2 using credits from NCEA Level 2

## NATIONAL CERTIFICATE

You may be able to work on other national qualifications as well as NCEA while at school.

Examples of other National Qualifications:

- National Certificate in Business Administration & Computing, Level 1
- National Certificate in Computing, Level 1
- National Certificate in Drama, Levels 2 and 3
- National Certificate in Employment Skills, Level 1
- National Certificate in Hospitality Level 2
- National Certificate in Tourism & Travel
- NZ Certificate in Food and Beverage Service
- NZ Certificate in Retail
- Vocational Pathway Awards

# VOCATIONAL PATHWAYS



The six Vocational Pathways are designed to improve the relevance of learning of students by indicating how their learning and achievement is valued by broad sectors of the workforce. Each has been colour coded for ease of recognition to help students, parents, whanau and teachers planning study programmes.

Below is an example of what will be shown for each student and how their subjects relate to the six Pathways. Student and parents will then be able to get an idea of where subjects may lead to and what interests the student may have

## Vocational Pathways Award

(this will be gained if you)

- Achieve NCEA Level 2
- Meet NCEA Numeracy and Literacy requirements (10 Numeracy, 10 Literacy Level 1 and above credits)
- Gain 60 Level 2 credits from recommended standards

*Including*

- At least 20 Level 2 credits from sector-related standards e.g Services Industries



Check this *booklet* to see how your subjects can be used to gain the Vocational Pathways Award



Every course offered at Upper Hutt College has some standards that are colour coded based on a Vocational Pathway. Some courses may have more than one Vocational Pathway. Pathways are a way of looking at the courses students are taking at school and where they may lead to in the future either in training/tertiary or the workforce.

Visit [www.youthguarantee.net.nz](http://www.youthguarantee.net.nz) to build a profile.

The Profile Builder is the new online tool to create a Vocational Profile. Students and educators can enter the standards achieved (or plan to achieve) using the assessment standards, to build an individual profile.

On [www.nzqa.govt.nz](http://www.nzqa.govt.nz) students can log on and see their own profile made by their results gained.

# CAREERS LINKED TO A VOCATIONAL PATHWAYS

By clicking on the links below you will be taken directly to [www.careers.govt.nz](http://www.careers.govt.nz) and in particular to the page with a detailed information sheet on the particular career you have selected:

## Primary Industries

|   |   |  |
|---|---|--|
| <a href="#">Agricultural Technician</a> | <a href="#">Agricultural/Horticultural Consultant</a> | <a href="#">Agricultural/Horticultural Scientist</a> |
| <a href="#">Animal Attendant</a>        | <a href="#">Aquaculture Farmer</a>                    | <a href="#">Arborist</a>                             |
| <a href="#">Beekeeper</a>               | <a href="#">Biochemist</a>                            | <a href="#">Biosecurity Officer</a>                  |
| <a href="#">Biotechnologist</a>         | <a href="#">Crop Farm Worker</a>                      | <a href="#">Crop Farmer</a>                          |
| <a href="#">Dairy Farmer</a>            | <a href="#">Dairy Products Maker</a>                  | <a href="#">Dog Trainer</a>                          |
| <a href="#">Energy Auditor</a>          | <a href="#">Environmental Engineer</a>                | <a href="#">Environmental Scientist</a>              |
| <a href="#">Farm Worker</a>             | <a href="#">Farmer/Farm Manager</a>                   | <a href="#">Fencer</a>                               |
| <a href="#">Fishery Officer</a>         | <a href="#">Fishing Skipper</a>                       | <a href="#">Food Technologist</a>                    |
| <a href="#">Forester</a>                | <a href="#">Forestry and logging worker</a>           | <a href="#">Forestry Scientist</a>                   |
| <a href="#">Gardener</a>                | <a href="#">General Labourer</a>                      | <a href="#">Geologist</a>                            |
| <a href="#">Geophysicist</a>            | <a href="#">Groundsperson</a>                         | <a href="#">Horse Trainer</a>                        |
| <a href="#">Hunter/Trapper</a>          | <a href="#">Landscape Architect</a>                   | <a href="#">Landscape Gardener</a>                   |
| <a href="#">Marine Biologist</a>        | <a href="#">Meat Inspector</a>                        | <a href="#">Meat/Seafood Process Worker</a>          |
| <a href="#">Microbiologist</a>          | <a href="#">Nursery Grower/Worker</a>                 | <a href="#">Packhouse Worker</a>                     |
| <a href="#">Production Manager</a>      | <a href="#">Pulp and Paper Mill Operator</a>          | <a href="#">Quarantine Inspector</a>                 |
| <a href="#">Ranger</a>                  | <a href="#">Saw Doctor</a>                            | <a href="#">Science Technician</a>                   |
| <a href="#">Shearer</a>                 | <a href="#">Stock and Station Agent</a>               | <a href="#">Veterinarian</a>                         |
| <a href="#">Veterinary Nurse</a>        | <a href="#">Winemaker</a>                             | <a href="#">Wood Processing Worker</a>               |
| <a href="#">Wool Classer</a>            |   |  |

## Construction and Infrastructure

|   |                                       |  |
|---|---------------------------------------|--|
| <a href="#">Air Traffic Controller</a>                      | <a href="#">Architect</a>             | <a href="#">Architectural Technician</a>             |
| <a href="#">Boat Builder</a>                                | <a href="#">Bricklayer</a>            | <a href="#">Building Contractor</a>                  |
| <a href="#">Building Inspector</a>                          | <a href="#">Building Insulator</a>    | <a href="#">Cabinet Maker</a>                        |
| <a href="#">Caretaker</a>                                   | <a href="#">Carpenter</a>             | <a href="#">Civil Engineer</a>                       |
| <a href="#">Crane Operator</a>                              | <a href="#">Concrete Worker</a>       | <a href="#">Construction Manager</a>                 |
| <a href="#">Earthmoving Machine Operator</a>                | <a href="#">Diver</a>                 | <a href="#">Driller</a>                              |
| <a href="#">Environmental Engineer</a>                      | <a href="#">Electrician</a>           | <a href="#">Energy Auditor</a>                       |
| <a href="#">Floor Covering Installer</a>                    | <a href="#">Fabrication Engineer</a>  | <a href="#">Floor and Wall Tiler</a>                 |
| <a href="#">Glazier</a>                                     | <a href="#">Fork-Lift Operator</a>    | <a href="#">General Labourer</a>                     |
| <a href="#">Landscape Architect</a>                         | <a href="#">Interior Designer</a>     | <a href="#">Joiner</a>                               |
| <a href="#">Line Mechanic</a>                               | <a href="#">Landscape Gardener</a>    | <a href="#">Lift Technician</a>                      |
| <a href="#">Mine/Quarry Manager</a>                         | <a href="#">Locksmith</a>             | <a href="#">Metal Worker</a>                         |
| <a href="#">Naval Architect/Boat Designer</a>               | <a href="#">Miner/Quarry Worker</a>   | <a href="#">Mining Engineer</a>                      |
| <a href="#">Plumber and Gasfitter</a>                       | <a href="#">Painter and Decorator</a> | <a href="#">Plasterer</a>                            |
| <a href="#">Quantity Surveyor</a>                           | <a href="#">Project Manager</a>       | <a href="#">Property Manager</a>                     |
| <a href="#">Roadmarker</a>                                  | <a href="#">Railway Shunter</a>       | <a href="#">Roading Construction Worker</a>          |
| <a href="#">Scaffolder</a>                                  | <a href="#">Roofer</a>                | <a href="#">Rubbish/Recycling Collector</a>          |
| <a href="#">Surveyor</a>                                    | <a href="#">Stonemason</a>            | <a href="#">Survey Technician</a>                    |
| <a href="#">Civil Engineering Technician/Draughtsperson</a> |                                       | <a href="#">Water/Waste Water Treatment Operator</a> |

## Manufacture and Technology

|   |   |  |
|---|---|--|
| <a href="#">Aeronautical Engineer</a>                       | <a href="#">Aircraft Maintenance Engineer</a>                     | <a href="#">Architect</a>                        |
| <a href="#">Architectural Technician</a>                    | <a href="#">Automotive Electrician</a>                            | <a href="#">Automotive Mechanic</a>              |
| <a href="#">Baker</a>                                       | <a href="#">Bicycle Mechanic</a>                                  | <a href="#">Biochemist</a>                       |
| <a href="#">Biomedical Engineer</a>                         | <a href="#">Biomedical Technician (Mechanical and Electronic)</a> | <a href="#">Biotechnologist</a>                  |
| <a href="#">Boat Builder</a>                                | <a href="#">Boiler Attendant</a>                                  | <a href="#">Brewer</a>                           |
| <a href="#">Butcher</a>                                     | <a href="#">Cabinet Maker</a>                                     | <a href="#">Chemical Engineer</a>                |
| <a href="#">Chemical Production Operator</a>                | <a href="#">Chemist</a>   | <a href="#">Civil Engineer</a>                   |
| <a href="#">Civil Engineering Technician/Draughtsperson</a> | <a href="#">Clothing Designer</a>                                 | <a href="#">Clothing Marker/Cutter</a>           |
| <a href="#">Clothing Pattern Maker</a>                      | <a href="#">Computer Systems Technician</a>                       | <a href="#">Crane Operator</a>                   |
| <a href="#">Dairy Products Maker</a>                        | <a href="#">Database/Systems Administrator</a>                    | <a href="#">Electrical Engineer</a>              |
| <a href="#">Electrical Engineering Technician</a>           | <a href="#">Electrician</a>                                       | <a href="#">Electronics Engineer</a>             |
| <a href="#">Electronics Trades Worker</a>                   | <a href="#">Energy and Chemical Plant Operator</a>                | <a href="#">Engineering Machinist</a>            |
| <a href="#">Environmental Engineer</a>                      | <a href="#">Fabrication Engineer</a>                              | <a href="#">Food and Beverage Factory Worker</a> |
| <a href="#">Food Technologist</a>                           | <a href="#">Fork-Lift Operator</a>                                | <a href="#">Furniture Finisher</a>               |
| <a href="#">Game Developer</a>                              | <a href="#">Glass Processor</a>                                   | <a href="#">Graphic Pre-Press Worker</a>         |

|  |   |  |
|--|---|--|
| <a href="#">Importer/Exporter</a>                                | <a href="#">Industrial Designer</a>           | <a href="#">Industrial Spray Painter</a>             |
| <a href="#">Information and Communication Technology Manager</a> | <a href="#">Jeweller</a>                      | <a href="#">Joiner</a>                               |
| <a href="#">Lift Technician</a>                                  | <a href="#">Light Technician</a>              | <a href="#">Line Mechanic</a>                        |
| <a href="#">Locksmith</a>  | <a href="#">Marine Engineer</a>               | <a href="#">Meat Inspector</a>                       |
| <a href="#">Meat/Seafood Process Worker</a>                      | <a href="#">Mechanical Engineer</a>           | <a href="#">Mechanical Engineering Technician</a>    |
| <a href="#">Medical Laboratory Scientist</a>                     | <a href="#">Metal Worker</a>                  | <a href="#">Panelbeater</a>                          |
| <a href="#">Picture Framer</a>                                   | <a href="#">Plastics Technician</a>           | <a href="#">Plastics Worker</a>                      |
| <a href="#">Print Finisher</a>                                   | <a href="#">Printer</a>                       | <a href="#">Product Assembler</a>                    |
| <a href="#">Production Manager</a>                               | <a href="#">Programmer</a>                    | <a href="#">Project Manager</a>                      |
| <a href="#">Pulp and Paper Mill Operator</a>                     | <a href="#">Purchasing/Supply Officer</a>     | <a href="#">Recycler/Dismantler</a>                  |
| <a href="#">Refrigeration/Air-conditioning Technician</a>        | <a href="#">Saw Doctor</a>                    | <a href="#">Science Technician</a>                   |
| <a href="#">Screen Printer</a>                                   | <a href="#">Sewing Machinist</a>              | <a href="#">Software Architect</a>                   |
| <a href="#">Systems Analyst</a>                                  | <a href="#">Tailor/Dressmaker</a>             | <a href="#">Technical Writer</a>                     |
| <a href="#">Telecommunications Engineer</a>                      | <a href="#">Telecommunications Technician</a> | <a href="#">Toolmaker</a>                            |
| <a href="#">Tyre Technician</a>                                  | <a href="#">Upholsterer</a>                   | <a href="#">Vehicle Body Builder/Trimmer</a>         |
| <a href="#">Vehicle Painter</a>                                  | <a href="#">Watchmaker and Repairer</a>       | <a href="#">Water/Waste Water Treatment Operator</a> |
| <a href="#">Web Developer</a>                                    | <a href="#">Website Administrator</a>         | <a href="#">Welder</a>                               |
| <a href="#">Winemaker</a>  | <a href="#">Wood Machinist</a>                | <a href="#">Wood Processing Worker</a>               |

## Service Industries

|   |  |  |
|---|--|--|
| <a href="#">Actor</a>                         | <a href="#">Accountant</a>                               | <a href="#">Accounts Officer</a>                                 |
| <a href="#">Advertising Specialist</a>        | <a href="#">Actuary</a>                                  | <a href="#">Administration Officer</a>                           |
| <a href="#">Aeroplane Pilot</a>               | <a href="#">Advertising, Sales and Marketing Manager</a> | <a href="#">Aeronautical Engineer</a>                            |
| <a href="#">Air Force Officer</a>             | <a href="#">Agricultural Technician</a>                  | <a href="#">Air Force Airman/Airwoman</a>                        |
| <a href="#">Aircraft Maintenance Engineer</a> | <a href="#">Air Traffic Controller</a>                   | <a href="#">Aircraft Loader</a>                                  |
| <a href="#">Animator/Illustrator</a>          | <a href="#">Aircraft Refueller</a>                       | <a href="#">Animal Attendant</a>                                 |
| <a href="#">Army Soldier</a>                  | <a href="#">Archivist</a>                                | <a href="#">Army Officer</a>                                     |
| <a href="#">Artistic Director</a>             | <a href="#">Art Director (Film/Television/Stage)</a>     | <a href="#">Artist</a>   |
| <a href="#">Author</a>                        | <a href="#">Auctioneer</a>                               | <a href="#">Auditor</a>  |
| <a href="#">Barrister</a>                     | <a href="#">Baker</a>                                    | <a href="#">Bank Worker</a>                                      |
| <a href="#">Bicycle Mechanic</a>              | <a href="#">Bartender</a>                                | <a href="#">Beauty Therapist</a>                                 |
| <a href="#">Bus Driver</a>                    | <a href="#">Body Artist</a>                              | <a href="#">Brewer</a>   |
| <a href="#">Cafe Worker</a>                   | <a href="#">Butcher</a>                                  | <a href="#">Buyer</a>  |
| <a href="#">Caretaker</a>                     | <a href="#">Cafe/Restaurant Manager</a>                  | <a href="#">Camping Ground Manager</a>                           |
| <a href="#">Casino Worker</a>                 | <a href="#">Carpet Cleaner</a>                           | <a href="#">Cashier</a>  |
| <a href="#">Chemist</a>                       | <a href="#">Check-in Agent</a>                           | <a href="#">Chef</a>   |
| <a href="#">Conservator</a>                   | <a href="#">Cinema Projectionist</a>                     | <a href="#">Cleaner</a>  |
| <a href="#">Copywriter</a>                    | <a href="#">Contact Centre Worker</a>                    | <a href="#">Cook</a>   |
| <a href="#">Customs/Freight Broker</a>        | <a href="#">Courier/Postie</a>                           | <a href="#">Curator</a>  |
| <a href="#">Deckhand</a>                      | <a href="#">Dancer</a>                                   | <a href="#">Debt Collector</a>                                   |
| <a href="#">Dietitian</a>                     | <a href="#">Delivery Driver</a>                          | <a href="#">Demonstrator</a>                                     |
| <a href="#">Diversional Therapist</a>         | <a href="#">Director (Film/Television/Radio/Stage)</a>   | <a href="#">Diver</a>  |
| <a href="#">Economist</a>                     | <a href="#">Dog Trainer</a>                              | <a href="#">Driving Instructor</a>                               |
| <a href="#">Entertainer</a>                   | <a href="#">Editor</a>                                   | <a href="#">Energy Auditor</a>                                   |
| <a href="#">Film and Video Editor</a>         | <a href="#">Events Manager</a>                           | <a href="#">Exhibition Technician</a>                            |
| <a href="#">Financial Adviser</a>             | <a href="#">Film/Television Camera Operator</a>          | <a href="#">Finance Manager</a>                                  |
| <a href="#">Flight Attendant</a>              | <a href="#">Financial Dealer</a>                         | <a href="#">Fitness Instructor</a>                               |
| <a href="#">Funeral Director/Embalmer</a>     | <a href="#">Florist</a>                                  | <a href="#">Flying Instructor</a>                                |
| <a href="#">Geologist</a>                     | <a href="#">Furniture Packer/Mover</a>                   | <a href="#">Gardener</a>   |
| <a href="#">Gunsmith</a>                      | <a href="#">Geophysicist</a>                             | <a href="#">Graphic Designer</a>                                 |
| <a href="#">Health and Safety Inspector</a>   | <a href="#">Hairdresser/Barber</a>                       | <a href="#">Health and Safety Adviser</a>                        |
| <a href="#">Helpdesk Operator</a>             | <a href="#">Heavy Truck Driver</a>                       | <a href="#">Helicopter Pilot</a>                                 |
| <a href="#">Hotel/Motel Manager</a>           | <a href="#">Historian</a>                                | <a href="#">Hotel Porter</a>                                     |
| <a href="#">Importer/Exporter</a>             | <a href="#">Housekeeper</a>                              | <a href="#">Human Resources Adviser</a>                          |
| <a href="#">Insurance Agent</a>               | <a href="#">Industrial Designer</a>                      | <a href="#">Information and Communication Technology Manager</a> |
| <a href="#">Interior Designer</a>             | <a href="#">Insurance Claims Officer</a>                 | <a href="#">Insurance Loss Adjuster</a>                          |
| <a href="#">Kitchenhand</a>                   | <a href="#">Jeweller</a>                                 | <a href="#">Journalist</a>                                       |
| <a href="#">Light Technician</a>              | <a href="#">Laundry Worker/Dry-Cleaner</a>               | <a href="#">Legal Executive</a>                                  |
| <a href="#">Maitre d'Hotel</a>                | <a href="#">Locksmith</a>                                | <a href="#">Mail Sorter</a>                                      |
| <a href="#">Market Research Analyst</a>       | <a href="#">Make Up Artist</a>                           | <a href="#">Managing Director/Chief Executive</a>                |
| <a href="#">Meteorologist</a>                 | <a href="#">Massage Therapist</a>                        | <a href="#">Media Producer</a>                                   |
| <a href="#">Motor Vehicle Salesperson</a>     | <a href="#">Model</a>                                    | <a href="#">Mortgage Broker</a>                                  |
| <a href="#">Navy Sailor</a>                   | <a href="#">Musician</a>                                 | <a href="#">Navy Officer</a>                                     |
| <a href="#">Panelbeater</a>                   | <a href="#">Office Manager</a>                           | <a href="#">Outdoor Recreation Guide/Instructor</a>              |
| <a href="#">Pest Controller</a>               | <a href="#">Payroll Officer</a>                          | <a href="#">Personal Assistant</a>                               |

|   |  |  |
|---|--|--|
| <a href="#">Photographer</a>                  | <a href="#">Pharmacist</a>                     | <a href="#">Pharmacy Technician</a>                                |
| <a href="#">Picture Framer</a>                | <a href="#">Photographic Developer/Printer</a> | <a href="#">Physicist</a>  |
| <a href="#">Professional Sportsperson</a>     | <a href="#">Private Teacher/Tutor</a>          | <a href="#">Production Assistant (Film/Television/Radio/Stage)</a> |
| <a href="#">Public Relations Professional</a> | <a href="#">Project Manager</a>                | <a href="#">Property Manager</a>                                   |
| <a href="#">Railway Shunter</a>               | <a href="#">Purchasing/Supply Officer</a>      | <a href="#">Radio Presenter</a>                                    |
| <a href="#">Records Adviser</a>               | <a href="#">Real Estate Agent</a>              | <a href="#">Receptionist</a>                                       |
| <a href="#">Retail Manager</a>                | <a href="#">Recreation Co-ordinator</a>        | <a href="#">Recruitment Consultant</a>                             |
| <a href="#">Secretary</a>                     | <a href="#">Retail Sales Assistant</a>         | <a href="#">Sales Representative</a>                               |
| <a href="#">Ship's Master</a>                 | <a href="#">Security Officer/Guard</a>         | <a href="#">Service Station Attendant</a>                          |
| <a href="#">Solicitor</a>                     | <a href="#">Ship's Officer</a>                 | <a href="#">Signwriter</a>   |
| <a href="#">Statistician</a>                  | <a href="#">Sound Technician</a>               | <a href="#">Sports Coach/Official</a>                              |
| <a href="#">Street/Park Cleaner</a>           | <a href="#">Stevadore</a>                      | <a href="#">Storeperson</a>  |
| <a href="#">Taxi Driver/Chauffeur</a>         | <a href="#">Survey Interviewer</a>             | <a href="#">TAB Operator</a>                                       |
| <a href="#">Television Presenter</a>          | <a href="#">Technical Writer</a>               | <a href="#">Telemarketer</a>                                       |
| <a href="#">Train Conductor</a>               | <a href="#">Tour Guide</a>                     | <a href="#">Tow Truck Operator</a>                                 |
| <a href="#">Trainer</a>                       | <a href="#">Train Controller</a>               | <a href="#">Train Driver</a>                                       |
| <a href="#">Tyre Technician</a>               | <a href="#">Travel Agent/Adviser</a>           | <a href="#">Typist/Data Entry Operator</a>                         |
| <a href="#">Veterinarian</a>                  | <a href="#">Valuer</a>                         | <a href="#">Vehicle Groomer/Cleaner</a>                            |
| <a href="#">Waiter/Waitress</a>               | <a href="#">Veterinary Nurse</a>               | <a href="#">Visual Merchandiser</a>                                |
| <a href="#">Workplace Relations Adviser</a>   | <a href="#">Watchmaker and Repairer</a>        | <a href="#">Window Cleaner</a>                                     |

## Creative Industries

|   |  |  |
|---|--|--|
| <a href="#">Actor</a>                         | <a href="#">Advertising Specialist</a>                 | <a href="#">Advertising, Sales and Marketing Manager</a> |
| <a href="#">Animator/Illustrator</a>          | <a href="#">Architect</a>                              | <a href="#">Architectural Technician</a>                 |
| <a href="#">Archivist</a>                     | <a href="#">Art Director (Film/Television/Stage)</a>   | <a href="#">Artist</a>                                   |
| <a href="#">Artistic Director</a>             | <a href="#">Author</a>                                 | <a href="#">Beauty Therapist</a>                         |
| <a href="#">Body Artist</a>                   | <a href="#">Clothing Designer</a>                      | <a href="#">Clothing Pattern Maker</a>                   |
| <a href="#">Conservator</a>                   | <a href="#">Copywriter</a>                             | <a href="#">Curator</a>                                  |
| <a href="#">Dancer</a>                        | <a href="#">Director (Film/Television/Radio/Stage)</a> | <a href="#">Editor</a>                                   |
| <a href="#">Entertainer</a>                   | <a href="#">Events Manager</a>                         | <a href="#">Exhibition Technician</a>                    |
| <a href="#">Film and Video Editor</a>         | <a href="#">Film/Television Camera Operator</a>        | <a href="#">Florist</a>                                  |
| <a href="#">Furniture Finisher</a>            | <a href="#">Game Developer</a>                         | <a href="#">Graphic Designer</a>                         |
| <a href="#">Graphic Pre-Press Worker</a>      | <a href="#">Hairdresser/Barber</a>                     | <a href="#">Historian</a>                                |
| <a href="#">Industrial Designer</a>           | <a href="#">Interior Designer</a>                      | <a href="#">Jeweller</a>                                 |
| <a href="#">Journalist</a>                    | <a href="#">Landscape Architect</a>                    | <a href="#">Light Technician</a>                         |
| <a href="#">Make Up Artist</a>                | <a href="#">Media Producer</a>                         | <a href="#">Musician</a>                                 |
| <a href="#">Naval Architect/Boat Designer</a> | <a href="#">Photographer</a>                           | <a href="#">Public Relations Professional</a>            |
| <a href="#">Radio Presenter</a>               | <a href="#">Screen Printer</a>                         | <a href="#">Sewing Machinist</a>                         |
| <a href="#">Signwriter</a>                    | <a href="#">Sound Technician</a>                       | <a href="#">Stonemason</a>                               |
| <a href="#">Tailor/Dressmaker</a>             | <a href="#">Television Presenter</a>                   | <a href="#">Upholsterer</a>                              |
| <a href="#">Visual Merchandiser</a>           | <a href="#">Web Developer</a>                          |  |

## Social & Community Services

|  |   |   |
|--|---|---|
| <a href="#">Acupuncturist</a>  | <a href="#">Air Force Airman/Airwoman</a>       | <a href="#">Air Force Officer</a>                                 |
| <a href="#">Ambulance Officer</a>  | <a href="#">Anaesthetic Technician</a>          | <a href="#">Anaesthetist</a>                                      |
| <a href="#">Animal Attendant</a>   | <a href="#">Army Officer</a>                    | <a href="#">Army Soldier</a>                                      |
| <a href="#">Audiologist/Audiometrist</a>                                 | <a href="#">Biomedical Engineer</a>             | <a href="#">Biomedical Technician (Mechanical and Electronic)</a> |
| <a href="#">Biosecurity Officer</a>                                      | <a href="#">Building Inspector</a>              | <a href="#">Cardiac Technician</a>                                |
| <a href="#">Chiropractor</a>   | <a href="#">Clinical Coder</a>                  | <a href="#">Community Karitane</a>                                |
| <a href="#">Community Worker</a>   | <a href="#">Conservator</a>                     | <a href="#">Corrections Officer</a>                               |
| <a href="#">Counsellor</a>   | <a href="#">Curator</a>                         | <a href="#">Customs Officer</a>                                   |
| <a href="#">Dental Assistant</a>   | <a href="#">Dental Hygienist</a>                | <a href="#">Dental Technician</a>                                 |
| <a href="#">Dental Therapist</a>   | <a href="#">Dentist</a>                         | <a href="#">Diagnostic Radiologist</a>                            |
| <a href="#">Dietitian</a>  | <a href="#">Dispensing Optician</a>             | <a href="#">Diversional Therapist</a>                             |
| <a href="#">Early Childhood Teacher</a>                                  | <a href="#">Education Adviser</a>               | <a href="#">Elected Government Representative</a>                 |
| <a href="#">Emergency Management Officer</a>                             | <a href="#">Environmental Health Officer</a>    | <a href="#">Environmental Scientist</a>                           |
| <a href="#">Firefighter</a>  | <a href="#">Fishery Officer</a>                 | <a href="#">Foreign Policy Officer</a>                            |
| <a href="#">Forensic Scientist</a>                                       | <a href="#">General Practitioner</a>            | <a href="#">Gynaecologist/Obstetrician</a>                        |
| <a href="#">Health and Safety Inspector</a>                              | <a href="#">Health Promoter</a>                 | <a href="#">Health Services Manager</a>                           |
| <a href="#">Immigration Officer</a>                                      | <a href="#">Interpreter</a>                     | <a href="#">Judge</a>   |
| <a href="#">Kaiwhakaako Maori</a>  | <a href="#">Librarian</a>                       | <a href="#">Library Assistant</a>                                 |
| <a href="#">Medical Laboratory Scientist</a>                             | <a href="#">Medical Laboratory Technician</a>   | <a href="#">Medical Radiation Technologist</a>                    |
| <a href="#">Medical Radiation Therapist</a>                              | <a href="#">Midwife</a>                         | <a href="#">Minister of Religion</a>                              |
| <a href="#">Nanny/Child Carer</a>  | <a href="#">Natural Health Therapist</a>        | <a href="#">Navy Officer</a>                                      |
| <a href="#">Navy Sailor</a>  | <a href="#">Nursing Support and Care Worker</a> | <a href="#">Occupational Therapist</a>                            |
| <a href="#">Optometrist</a>  | <a href="#">Osteopath</a>                       | <a href="#">Parking Warden</a>                                    |
| <a href="#">Pathologist</a>  | <a href="#">Pharmacist</a>                      | <a href="#">Pharmacy Technician</a>                               |
| <a href="#">Phlebotomist</a>   | <a href="#">Physician</a>                       | <a href="#">Physiologist</a>                                      |
| <a href="#">Physiotherapist</a>  | <a href="#">Podiatrist</a>                      | <a href="#">Police Officer</a>                                    |
| <a href="#">Policy Analyst</a>   | <a href="#">Primary School Teacher</a>          | <a href="#">Private Teacher/Tutor</a>                             |
| <a href="#">Probation Officer</a>  | <a href="#">Psychiatrist</a>                    | <a href="#">Psychologist</a>                                      |
| <a href="#">Quarantine Inspector</a>                                     | <a href="#">Radiation Oncologist</a>            | <a href="#">Ranger</a>  |
| <a href="#">Recreation Co-ordinator</a>                                  | <a href="#">Registered Nurse</a>                | <a href="#">School Principal</a>                                  |
| <a href="#">Secondary School Teacher</a>                                 | <a href="#">Security Officer/Guard</a>          | <a href="#">Social Worker</a>                                     |
| <a href="#">Special Education Teacher</a>                                | <a href="#">Speech-Language Therapist</a>       | <a href="#">Statistician</a>                                      |
| <a href="#">Sterilising Technician</a>                                   | <a href="#">Surgeon</a>                         | <a href="#">Teacher Aide</a>                                      |
| <a href="#">Teacher of English to Speakers of Other Languages (ESOL)</a> | <a href="#">Tertiary Lecturer</a>               | <a href="#">Translator</a>  |
| <a href="#">Urban/Regional Planner</a>                                   | <a href="#">Veterinarian</a>                    | <a href="#">Veterinary Nurse</a>                                  |
| <a href="#">Youth Worker</a>   | <a href="#">Zookeeper</a>                       | <a href="#">Zoologist</a>   |

# UNIVERSITY ENTRANCE REQUIREMENTS

Universities and other tertiary institutions set their own entry criteria for their courses. If you intend heading in that direction you need to do some research before selecting courses for Years 12 and 13.

**Students will need to do ALL of the following to be awarded UE:**

- attain NCEA Level 3
- achieve 14 credits at level 3 in **each of three subjects from the list of approved subjects.** (see the box below)
- achieve UE numeracy - 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy unit standards
- achieve UE literacy - 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.

**NB: Auckland University requires 17 credits of English at Level 2 or 3**

**Approved subjects for University Entrance offered at this school are:**

|                                |                                    |
|--------------------------------|------------------------------------|
| Accounting                     | History                            |
| Biology                        | Japanese                           |
| Calculus                       | Mathematics                        |
| Chemistry                      | Media Studies                      |
| Classical Studies              | Music Studies                      |
| Dance                          | Painting (Practical Art)           |
| Design (Practical Art)         | Photography (Practical Art)        |
| Design & Visual Communication  | Physical Education                 |
| Digital Technologies/Computing | Physics                            |
| Drama                          | Science                            |
| Economics                      | Statistics                         |
| English                        | Te Reo Maori                       |
| Geography                      | Textiles (processing technologies) |
| Health                         |                                    |

## University Specific Entry Conditions – Guaranteed Entry Scores

Most New Zealand Universities are now introducing an enrolment policy that will determine your selection into an academic programme. At Victoria University the Guaranteed Entry Score from NCEA is 150 points for all undergraduate degrees with the exception of Architectural Studies and the Bachelor of Building Sciences.

How to calculate your NCEA rank score:

- Your rank score will be based on your 80 best credits in University Entrance approved subjects at level 3 or higher, and weighted by the level of achievement. You can count both achievement standards and unit standards
- All Level 3 or higher approved subjects can be counted.
- A maximum of 24 credits in each subject may be counted
- If you have achieved fewer than 80 credits at level 3 or higher the rank score will be based on those you have achieved.
- You are advised to take **approved subjects and achievement standards** wherever possible in your school programme both for entrance purposes and as the best preparation for university study.

Your rank score will be calculated by awarding points as follows:

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

If you have any further questions on NCEA or require assistance, please contact your Dean or Ms Van Maren (the NZQA co-ordinator). For full details on NCEA the following link will be useful:  
<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/>



# COMMERCE DEPARTMENT

Teacher in charge – Julie Sayers

## Introduction

Senior subjects offered in the Commerce Department include:

- Commerce (a mix of Accounting and Economics)
- Business Studies
- Financial Literacy Skills

If you like money (both making it and spending it) then our subjects are for you!

## Skills and Learning

Taking a Commerce subject will allow you to develop some of the following **knowledge, skills, experiences** and **attitudes** that allow you to:

- learn how to budget, manage and track your own income and spending
- prepare, process and understand financial records for businesses and organisations
- explore how changes in the economy could affect individuals and groups in society
- understand how values affect the decisions different individuals and groups
- work collaboratively with different groups of people, both other students the wider community
- use digital technologies to research, analyses and present information
- develop entrepreneurial and business management skills



## Career Pathways

Studying Commerce will give you the skills and knowledge to pursue careers in any industry – every organisation or company needs business experts in order to grow!

Commerce specific career pathways include:

- Accounting and financial management
- Advertising, sales and marketing
- Economics and government policy
- Human resources (employment and management of workers)
- Production and organisation
- Management and entrepreneurship (owning or running a business)



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## COMMERCE

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | CMM 201 |
|--------------|---------|

**What will I learn?**

This course offers students a combination of Accounting, Business Studies and Economics standards that while preparing students for further studies in Commerce also provide an overview of several critical issues around business management. This will include inventory and money control and employment related issues along with financial statements.

**Entry Requirements**

A minimum of 14 Achievement Standard credits in both NCEA Level 1 Maths and English and CMM101. Students cannot study CMM 201 and FLT 201 in the same year.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91225 v2 | Economics: Analyse unemployment using economic concepts and models.       | 4       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91227 v2 | Analyse how government policies and contemporary economic issues interact | 6       |    |    |     |     |     |   |             |   | ✓       |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91222 v2 | Analyse inflation using economic concepts and models       | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91224 v2 | Analyse economic growth using economic concepts and models | 4       |    |    |     |     |     |   |             |   |         | ✓   |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**These standards may be subject to changes**

**Where does this lead to?**

Level 3 Commerce – CMM 301

or

Level 3 Business Studies – BST301

**Teacher in charge:**

Ms Sayers

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## BUSINESS STUDIES

NCEA LEVEL 2

BST 201

### **What will I learn?**

In this level of Business Studies, we will conduct market research for a new or existing product to see how the market will respond to that product. We will comprehensively plan for a business activity, learn the use of Māori business concepts to explain what is happening in a business and refine a business plan. We will collect evidence about the motivation practices in a business from a range of sources and find out how businesses motivate employees to work towards business goals. We will also learn about the internal operations of a large business. This subject will prepare you for working in any business in New Zealand and give you an understanding of the roles business play in our society.

### **Entry Requirements**

Level 1 Business Studies or Level 1 Commerce or at the discretion of the Teacher in Charge.

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Lit     | Num |
| 2     | AS90846 v2 | Conduct market research for a new or existing product              | 3       |    |    |     |     |     |   |         | ✓   |
| 2     | AS91868 v1 | Demonstrate understanding of cash flow forecasting for a business. | 4       |    |    |     |     |     |   | ✓       |     |
| 2     | AS90847 v2 | Investigate the application of motivation theory in a business     | 3       |    |    |     |     |     |   | ✓       |     |

#### **EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Lit     | Num |
| 2     | AS90843 v2 | Demonstrate understanding of the internal operations of a large business             | 4       |    |    |     |     |     |   | ✓       |     |
| 2     | 90845 v2   | Apply business knowledge to a critical problem(s) in a given large business context. | 4       |    |    |     |     |     |   |         |     |

### **Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### **Where does this lead to?**

Commerce Level 3 and/or tertiary study  
Employment in a variety of businesses

**Teacher in charge:**

Mrs Sayers

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## FINANCIAL LITERACY

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | FLT 201 |
|--------------|---------|

### What will I learn?

This course is designed to give you an understanding of how to manage your own finances once you leave home. You will explore potential scenarios that could have a positive or negative impact on your finances, and then learn how to make a budget to reflect these changes. You will also investigate different insurance types and providers and different situations these will be applicable to.

### Entry Requirements

Open entry but students should have an interest in learning how to manage their personal financial literacy and plan their future financial literacy. Students cannot study FLT 201 and CMM 201 in the same year.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code     | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|---------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |               |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | US28092<br>v3 | Analyse the effect of significant life events at different life stages on personal financial income. | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US28094<br>v3 | Produce a balanced budget and adjust the budget to reflect changing financial circumstances.         | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US28096<br>v3 | Evaluate and select insurance product types in relation to events for personal finances.             | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US28097<br>v2 | Analyse and select banking products and services in relation to personal finances                    | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US18237<br>v3 | Perform calculations in a tourism workplace  | 3       |    | SR |     |     |     |   |             |   |         |     |
| 2     | US28096<br>v4 | Explain personal financial savings and investment options  | 3       |    |    |     |     |     |   |             |   |         |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** (This is not a university entrance pathway course)

### Where does this lead to?

Life Skills to be financially independent.  
This course complements the Pathways Programme.

### Teacher in charge:

Mrs Sayers

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## COMMERCE

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | CMM 301 |
|--------------|---------|

### **What will I learn?**

This course completes learning in Commerce based subjects mainly with Accounting standards to allow students to achieve university entrance in an approved subject. It will also include macroeconomics and builds on the learning covered in Level 2.

### **Entry Requirements**

A minimum of 14 Achievement Standard credits in both NCEA Level 2 Maths and English. Previous study of Commerce would be an advantage.

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91401 v2 | Demonstrate understanding of microeconomic concepts.  | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91402 v3 | Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes | 5       |    |    |     |     |     |   |             |   |         |     |

#### **EXTERNAL STANDARDS**

| Level | NZQA Code   | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|-------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |             |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | ASA91403 v2 | Demonstrate understanding of microeconomic influences on the New Zealand economy | 6       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91399 v2  | Demonstrate understanding of market equilibrium                                  | 4       |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### **Where does this lead to?**

Studying Business or Commerce at University or starting a business.

### **Teacher in charge**

Mrs Sayers

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## BUSINESS STUDIES

NCEA LEVEL 3

BST 301

### **What will I learn?**

In Level 3 Business Studies students will gain knowledge skills and experience to analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions. Businesses in a global context is a progression from learning about big businesses in Level 2, and small businesses in Level 1. Learning themes at Level 3 are business functions; people in business; business management and the business environment. Students will also learn about related concepts in te ao maori, such as tikanga, putake, turanga, kaitiakitanga, and rangatiratanga, and their connection and application in modern New Zealand businesses.

### **Entry Requirements**

14 credits in Level 2 Business Studies or Level 2 Commerce or at the discretion of the Teacher in Charge.

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Lit     | Num |
| 3     | AS91382 v2 | Develop a marketing plan for a new or existing product.       | 6       |    |    |     |     |     |   |         |     |
| 3     | AS91384 v2 | Carry out, with consultation, a sustainable business activity | 9       |    |    |     |     |     |   |         |     |

#### **EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Lit     | Num |
| 3     | AS91379 v2 | Demonstrate understanding of how internal factors interact within a business that operates in a global context. | 4       |    |    |     |     |     |   | ✓       |     |

### **Vocational Pathways Award.**

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### **Where does this lead to?**

Tertiary study

Employment in a variety of businesses

### **Teacher in charge:**

Mrs Sayers

# DANCE

Head of Department: Ms Donna Devaroe

*'Dance is the hidden language of the soul.'* – Martha Graham

## Why study dance?

Education in dance is fundamental to the education of all students. Education in dance promotes personal and social well-being by developing self-esteem, social interactions, and confidence in physical expression. It aims to foster enthusiasm as participants, creators, viewers, and critical inquirers and to develop a lifelong interest in and appreciation of dance.

## What skills will be gained?

- You will be developing your practical knowledge in dance. As you learn different technical aspects of different genres you will become a more confident and able dancer and choreographer.
- You will be challenged in terms of developing ideas for choreography and this ability to be able to engage with tasks in a creative and imaginative manner will help in other aspects of your life.
- You will learn to engage, reflect and analyse dance works. Being able to both critique and take other people's criticisms of your work will improve analytical capabilities in all subject areas.
- You will learn how to view dance works and understand them in context. You will come to appreciate that dance is firmly rooted in tradition yet constantly evolving to reflect changes in contemporary culture.

## Careers that Dance can lead to:

- Dancer in a major arts organization, such as a ballet company, opera house or musical theatre company
- Choreographer for those same organisations
- Notator to preserve the choreography and repertoire for those companies
- Dancer in a large-scale theme park or Las Vegas production, or smaller productions on a cruise line
- Dancer for music videos and commercials
- Choreographer, trainer or coach for music videos
- Marketing and public relations for a dance company
- Web design and social media management for a dance company
- Grant writing, development and finance for arts organisations
- Artist management and representation
- Arts facilities operations
- Special events planner for a ballet company or arts organisation
- Dance teacher at a dance studio or school
- Dance or movement therapist
- Sports/Personal trainer or Pilates instructor



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# DANCE

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | DAN 201 |
|--------------|---------|

**What will I learn?**

By the end of the year students taking this course should show familiarity and confidence in the following:

- Rehearsing and performing teacher choreographed theatre dance.
- Choreographing rehearsing and performing a solo.
- Choreographing, rehearsing and performing in small groups.
- Developing and performing a repertoire of dance over a period of time.
- Providing an interpretation of a dance performance.
- Demonstrating an understanding of a dance genre.

**Entry Requirements**

A minimum of 14 credits in Level 1 Dance or HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91205 v2 | Choreograph a group dance to communicate an intention.                       | 4       |    |    |     |     |     |    |             |   |         |     |
| 2     | AS91206 v2 | Choreograph a solo dance to communicate an intention.                        | 4       |    |    |     |     |     |    |             |   |         |     |
| 2     | AS91207 V2 | Perform an ethnic or social dance to communicate understanding of the style. | 4       |    |    |     |     |     |    |             |   |         |     |
| 2     | AS91208 v2 | Perform a theatre dance to communicate understanding of the dance.           | 4       |    |    |     |     |     | SR |             |   |         |     |
| 2     | AS91209 v3 | Perform a repertoire of dance.   | 6       |    |    |     |     |     |    |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91211 v2 | Provide an interpretation of a dance performance with supporting evidence. | 4       |    |    |     |     |     |   |             |   | ✓       |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended.** Attendance at any professional dance performances or workshops that may be offered throughout the year.

**Where does this lead to?**

Level 3 Dance – DAN 301

**Teacher in charge:**

Ms Donna Devaroe



|                             |                             |  |   |  |                             |
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# DANCE

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | DAN 301 |
|--------------|---------|

**What will I learn?**

By the end of the year students taking this course should show familiarity and confidence in the following:

- Choreographing rehearsing and performing a solo or duet.
- Choreographing, rehearsing and performing in small groups.
- Developing and performing a repertoire of dance over a period of time.
- Providing an interpretation of a dance performance.

**Entry Requirements**

A minimum of 14 credits in Level 2 Dance or HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard                                      | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91589 v2 | Choreograph a group dance to resolve an idea. | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91590 v2 | Perform a solo or duet dance.                 | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91591 v2 | Perform a group dance.                        | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91592 v2 | Perform a repertoire of contrasting dances.   | 6       |    |    |     |     |     |   |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard                     | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|------------------------------|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |                              |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91594 v2 | Analyse a dance performance. | 4       |    |    |     |     |     |   | ✓           |   | ✓       |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended.** Attendance at any professional dance performances or workshops that may be offered throughout the year.

**Where does this lead to?**

Performing Arts Study at Tertiary level

**Teacher in charge:**

Ms Donna Devarou

# DRAMA

Head of Department: Jason Towersey



## Why choose Drama?

Drama encourages *creativity and self-expression*, as well as *problem solving skills*.

Drama requires students to work in large and small groups, so helps them develop their *people skills*.

Drama develops students' *confidence*, as it requires them to perform in front of audiences.

Each level performs their own Production in front of a paying audience.

Drama teaches students about *the wider world*, through the plays they study and perform. Plays are taken from a variety of time periods and cultures. Students have the opportunity to attend a variety of professional theatre performances through the year.

Drama develops students' *literacy skills*, through reading, writing and performing of written scripts.

Drama has an *academic* dimension, with a written exam at each level. Level 3 Drama is a University Entrance subject.

Drama caters for a wide *variety of learning styles*.

Drama is often *fun*.

|                             |                             |  |   |  |                             |
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# DRAMA

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | DRM 201 |
|--------------|---------|

### What will I learn?

By the end of the year students taking this course should show familiarity and confidence in the following:

- Demonstrating acting skills in small group performances using scripts.
- Devising, scripting and performing original plays in small groups.
- Showing their understanding of a historical form of theatre by performing a scene from Shakespeare.
- Viewing and analysing professional theatre performances.
- Preparing, rehearsing and performing a substantial part in a Production or taking responsibility for a back-stage technical role for a Production.

### Entry Requirements

A minimum of 14 credits in Level 1 or by HOD approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91213 v2 | Apply drama techniques in a scripted context.                            | 4       |    |    |     |     |     | SR |             | ✓ | ✓       |     |
| 2     | AS91214 v2 | Devise and perform a drama to realise an intention.                      | 5       |    |    |     |     |     | SR |             |   | ✓       |     |
| 2     | AS91218 v2 | Perform a substantial acting role in a scripted production.              | 5       |    |    |     |     |     |    |             | ✓ | ✓       |     |
| 2     | US27702 v2 | <u>OR</u><br>Take responsibility for a production area of a performance. | 4       |    |    |     |     |     | SR |             |   |         |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91219 v2 | Discuss drama elements, techniques, conventions and technologies within live performance. | 4       |    |    |     |     |     | SR |             |   | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

Level 3 Drama and/or Media Studies  
or another Social Science subject.

### Teacher in charge:

Mr Towersey

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# DRAMA

NCEA LEVEL 3
DRM 301

**What will I learn?**

The Drama 301 course builds on skills and knowledge from DRA201, and contains the following:

- Interpreting scripts by acting in a monologue performance.
- Devising, scripting and performing original plays in small groups.
- Showing understanding of a historical form of theatre by performing a scene.
- Viewing and analysing professional theatre performances.
- Preparing, rehearsing and performing a substantial part in a significant play.

**Entry Requirements**

14 Level 2 Drama credits, or by discretion of HOD Drama.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91513 v2 | Devise and perform a drama to realise a concept                                  | 5       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | AS91515 v2 | Select and use complex performance skills associated with a drama form or period | 4       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91517 v2 | Perform a substantial acting role in a significant production                    | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91518 v2 | Demonstrate understanding of live drama performance | 4       |    |    |     |     |     |   | ✓           |   | ✓       |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended.** Attendance at professional theatre performances through the year.

**Where does this lead to?**

Tertiary study in Drama and/or Performing Arts.

**Teacher in charge:**

Mr Towersey



# ENGLISH

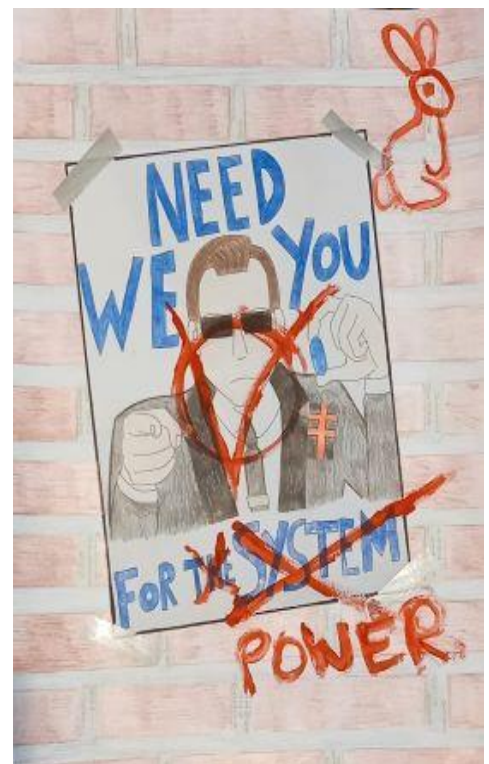
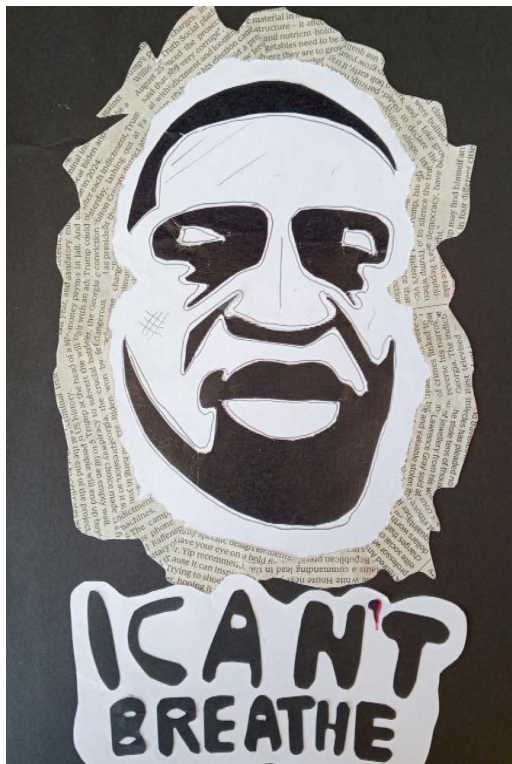
Head of Department : Jonathan Martin

The English Department offers senior students the opportunity to consolidate the skills they have been developing in the junior school. These skills will equip them for their professional and personal lives beyond school. Success in English is fundamental to success across the curriculum.

Students work to:

- Communicate clearly and effectively
- Demonstrate sound written skills
- Speak clearly and with confidence
- Understand the skills of visual communication
- Become independent learners
- Develop their critical thinking abilities
- Understand how language works
- Appreciate and enjoy texts

**English is a compulsory subject at Year 11 and 12 level. Students will be placed in classes by the English Department in consultation with the English HOD.**



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## ENGLISH

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | ENG 201 |
|--------------|---------|

### What will I learn?

Students who have strong writing skills and also enjoy reading should choose this course. This is an academic English course aimed at students who could be interested in attending University. **Please note: students must be prepared to read three novels.** Students who are not prepared to read three novels should choose ENG 202 Visual English. Students in ENG 201 will focus on writing essays, and producing portfolios for writing and reading responses. They will also present an oral assessment. Students can complete an optional visual presentation.

### Entry Requirements

**15 Level 1 English Achievement Standard credits, which must include three out of four of the following standards:** AS 1.1 Language Report, AS 1.2 Aspects of studied texts, AS 1.3 Writing and AS 1.4 Unfamiliar texts. Students without the required prerequisites will need HOD approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91101 v2 | Produce a selection of crafted and controlled writing.                                | 6       |    |    |     |     |     | SR | ✓           |   | ✓       |     |
| 2     | AS91103 v2 | Create a crafted and controlled visual and verbal text <b>(optional)</b>              | 3       |    |    |     |     |     | SR |             |   | ✓       |     |
| 2     | AS1106 v2  | Form developed personal responses to independently read texts, supported by evidence. | 4       |    |    |     |     |     |    |             | ✓ | ✓       |     |
| 2     | AS91102 v2 | Construct and deliver a crafted and controlled oral text.                             | 3       |    |    |     |     |     |    |             |   | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91098 v3 | Analyse specified aspect(s) of studied written text(s), supported by evidence.        | 4       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |
| 2     | AS91099 v4 | Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence. | 4       |    |    |     |     |     |   | ✓           |   | ✓       |     |

### Vocational Pathways Award

To achieve vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance Literacy- 5 Writing and 5 Reading credits at Level 2 or 3 are necessary. These credits could come from other subjects on the approved Literacy list.

### Where does this lead to?

Level 3 English – ENG 301 or ENG 302

### Teacher in charge:

Mr Martin

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## ENGLISH

|              |                        |
|--------------|------------------------|
| NCEA LEVEL 2 | ENG 202 VISUAL ENGLISH |
|--------------|------------------------|

### What will I learn?

Students taking this course should have good writing skills and an interest in visual texts. Students are expected to write practice essays for the external exam. This course consists of four internally assessed Achievement Standards and one external Achievement Standard (film). Unit Standards could be offered to students who cannot complete all of the Achievement Standards. By the end of the year, students should be able to analyse and respond to a range of visual texts. Students will write a report on connections between texts, deliver a speech, analyse a film extract, write a film essay and complete a writing portfolio.

### Entry Requirements

**15 credits from ENG101 or ENG102 or HOD approval including at least 10 Level 1 English Achievement Standard credits.**

*Note:* Students intending to go to University should choose ENG 201. However, a pathway to University Literacy is still available in ENG 202 through two of the Achievement standards, plus other subjects offering reading literacy credits. Some students may have to complete their reading literacy requirements the following year in ENG 302 and /or other subjects.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91102 v2 | Construct and deliver a crafted oral presentation.       | 3       |    |    |     |     |     |    |             |   | ✓       |     |
| 2     | AS91104 v2 | Analyse significant connections across a range of texts. | 4       |    |    |     |     |     |    |             |   | ✓       |     |
| 2     | AS91107 v2 | Analyse visual/oral texts through close reading.         | 3       |    |    |     |     |     |    |             |   | ✓       |     |
| 2     | AS91101 v2 | Produce a selection of crafted writing.                  | 6       |    |    |     |     |     | SR | ✓           |   | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91099 v4 | Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence. | 4       |    |    |     |     |     |   | ✓           |   | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance- 5 Writing and 5 Reading credits at Level 2 or 3 are necessary.

### Where does this lead to?

Level 3 English – ENG 302 (or ENG 301 with good results and HOD permission)

### Teacher in charge:

Ms Sudfeldt

|                          |                          |                                      |                                     |  |                          |
|--------------------------|--------------------------|--------------------------------------|-------------------------------------|--|--------------------------|
| PRIMARY INDUSTRIES<br>PI | SERVICE INDUSTRIES<br>SI | SOCIAL & COMMUNITY SERVICES<br>S & C | MANUFACTURING & TECHNOLOGY<br>M & T | CONSTRUCTION & INFRASTRUCTURE<br>C & I | CREATIVE INDUSTRIES<br>C |
|--------------------------|--------------------------|--------------------------------------|-------------------------------------|--|--------------------------|

## ENGLISH

|              |                               |
|--------------|-------------------------------|
| NCEA LEVEL 2 | ENG 203 COMMUNICATION ENGLISH |
|--------------|-------------------------------|

### What will I learn?

This course consists of up to three internally assessed Achievement Standards and up to 4 Unit Standards Assessments. There is no external examination. By the end of the year, students should be able to respond to a range of visual texts in a written connections report and in a film test. Students will also write business correspondence, write a report, read short written texts and deliver a business speech. Students will also participate in group activities.

### Entry Requirements

This course is for students who may have struggled with the Achievement Standards in Year 11, and the accuracy required for essay and report writing, creative writing and formal writing. Some students will still need to complete their CAA Literacy exams to gain Literacy/ Level 1.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | US3488 V7  | Write business correspondence in a work place.                      | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US3492 V8  | Write a short report.   | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US2989 V7  | Select, access and read texts to gain knowledge.                    | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | US1299 V10 | Be assertive in a range of specified situations                     | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91104 v2 | Analyse significant connections across a range of texts (optional). | 4       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91107 v2 | Analyse visual/oral texts through close reading.                    | 3       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91102 v2 | Construct and deliver a crafted oral presentation.                  | 3       |    |    |     |     |     |   |             |   | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits at Level 2 or 3 are necessary.

### Where does this lead to?

Level 3 English – ENG 302 if three Achievement Standards are passed.

### Teacher in charge:

Ms Sudfeldt



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## ENGLISH

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | ENG 301 |
|--------------|---------|

### **What will I learn?**

Students will study several films and a novel. Students will complete two essays, a connections report, a writing portfolio, and a seminar. An optional visual presentation can also be completed.

### **Entry Requirements**

15 credits from ENG 201 which **must** include **the writing portfolio, the personal reading assessment and at least one external exam essay**. Students without the required prerequisites will need HOD approval. This is an academic course, and students who choose this course **must read** at least one novel and complete several accurate academic essays and a report.

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code             | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|-----------------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |                       |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91475 v1            | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.                    | 6       |    |    |     |     |     |   | ✓           |   | ✓       |     |
| 3     | AS91476 v1            | Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas.                     | 3       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | AS91478 v1            | Respond critically to significant connections across texts, supported by evidence.                                    | 4       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | AS91477 v1 (optional) | Create a fluent and coherent visual text which develops, sustains and structures ideas using verbal/ visual language. | 3*      |    |    |     |     |     |   |             |   | ✓       |     |

#### **EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91472 v1 | Respond critically to specified aspect(s) of studied written text(s) supported by evidence.        | 4       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |
| 3     | AS91473 v1 | Respond critically to specified aspect(s) of studied visual or oral text(s) supported by evidence. | 4       |    |    |     |     |     |   | ✓           |   | ✓       |     |

**Notes:** For University Entrance literacy- 5 Writing and 5 Reading credits at Level 2 or 3 are necessary.

### **Where does this lead to?**

University to complete a BA, Law or other degrees.

### **Teacher in charge:**

Ms Knebel

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## ENGLISH

|              |                        |
|--------------|------------------------|
| NCEA LEVEL 3 | ENG 302 VISUAL ENGLISH |
|--------------|------------------------|

### What will I learn?

Students choosing the ENG 302 Achievement Standards pathway for University Entrance will view and study films and documentaries throughout the year and complete several written reports, a writing portfolio, and a seminar. Students can choose the Unit Standard pathway if they find it difficult to reach the standard required to be successful in the Achievement Standards or are not choosing the University pathway.

### Entry Requirements

14 credits from ENG 201 or ENG 202. Students from ENG 202 **must have passed all three Achievement Standards** and most of the Unit Standards. **Passes only in Unit Standards do not meet the entry requirements for ENG 302.** Students who do not meet the required prerequisites will need HOD approval.

### How is this course assessed?

#### INTERNAL ACHIEVEMENT STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91475 v1 | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.                 | 6       |    |    |     |     |     |   | ✓           |   | ✓       |     |
| 3     | AS91476 v1 | Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas.                  | 3       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | AS91479 v1 | Develop an informed understanding of literature and/or language using critical texts.                              | 4       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91480 v1 | Respond critically to significant aspects of visual and/or oral texts through close reading, supported by evidence | 3       |    |    |     |     |     |   |             |   | ✓       |     |

#### INTERNAL UNIT STANDARDS

|   |             |  |   |  |  |  |  |  |  |  |  |  |  |
|---|-------------|--|---|--|--|--|--|--|--|--|--|--|--|
| 3 | US1296 V8   | Interview in an informal situation                                       | 3 |  |  |  |  |  |  |  |  |  |  |
| 3 | US1307 V9   | Speak to a known audience in a predictable situation                     | 3 |  |  |  |  |  |  |  |  |  |  |
| 3 | US1279 V8   | Write in plain English   | 3 |  |  |  |  |  |  |  |  |  |  |
| 3 | US18212 V5  | Demonstrate knowledge of New Zealand as a tourist destination (optional) | 8 |  |  |  |  |  |  |  |  |  |  |
| 3 | US 11095 V8 | Write business correspondence  | 3 |  |  |  |  |  |  |  |  |  |  |

**Notes:** For University Entrance literacy- 5 Writing and 5 Reading credits at Level 2 or 3 are necessary. This is an internally assessed course.

### Where does this lead to?

University (Achievement Standards) or Tertiary education/training.

### Teacher in charge:

Mr Martin

# English For Academic Purposes (ESL)

Head of Department: Ms Van Maren / Ms Lee



The ESL Department offers English language courses for international students and for some students living permanently in New Zealand who do not have English as their first language and whose level of English is not high enough for them to attend classes offered by the English Department.

The nature of these courses depends on the ability of the students, their length of time in New Zealand and their educational goals.

Course placement follows testing by the ESL Department and discussion with students about their goals.

The Year 11 and Year 12 English for Academic Purposes courses aim to bridge the gap these students will find between their present level of English and the language they will encounter in their other subjects and to lay a foundation for developing their academic language skills. These courses will also help learners develop the social language they need at school and in the wider community. They provide students with the opportunity to gain NCEA standards at Levels 1, 2 and 3. Some students also have the opportunity to gain Level 1 and 2 Literacy credits.

## YEAR 11-12 ENGLISH FOR ACADEMIC PURPOSES

EAP101

The Year 11 English for Academic Purposes course is for students who are at an pre-Intermediate (Independent) level on the Common European Framework of Reference (CEFR). The course will include some of the following, depending on the needs of the students: Reading Comprehension, Writing Reports and Writing Recounts.

The Year 12 English for Academic Purposes course is for students who are at a Intermediate (Independent) level on the Common European Framework of Reference (CEFR). The course will depend on the specific needs of the students but will have a focus on developing literacy skills for tertiary studies.

Both courses will offer credits towards NCEA at either Level 1 or Level 2. Provision will also be made for those students wishing to prepare for international examinations such as IELTS.

## OTHER ESL COURSES for students requiring extra English support.

In addition to this course, we also offer other English Language (ESL) courses. These can be at any level. They may be for students at a lower level than the English for Academic Purposes courses or they could be for those same students who require additional ESL assistance. These classes focus on subject support and language extension.



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
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|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## ENGLISH FOR ACADEMIC PURPOSES

|              |         |
|--------------|---------|
| NCEA LEVEL 1 | EAP 201 |
|--------------|---------|

### What will I learn?

EAP 201 will help learners develop the language you need at school and in the wider community. It provides students with the opportunity to gain NCEA standards at Levels 1 and 2.

### Entry Requirements

Course placement follows testing by the ESOL Department and discussion with students about their goals.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code     | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|---------------|---|---------|----|----|-----|-----|-----|---|---------|-----|
|       |               |   |         |    |    |     |     |     |   | Lit     | Num |
| 2     | US30980<br>v1 | Demonstrate understanding of a straightforward spoken text on a familiar topic (EL) | 5       |    |    |     |     |     |   |         |     |
| 2     | US30995<br>v1 | Read and understand a straightforward text on a familiar topic (EL)                 | 5       |    |    |     |     |     |   |         |     |
| 2     | US28000<br>v3 | Write a simple text for a practical purpose (EL)                                    | 5       |    |    |     |     |     |   |         |     |
| 2     | US31026<br>v1 | Present information on a familiar topic   | 5       |    |    |     |     |     |   |         |     |

**Notes:** Remember you need 10 Level 1 literacy and numeracy credits to gain NCEA Level 2.

### Where does this lead to?

Senior English course

### Teacher in charge:

Ms Lee



# HEALTH

Head of Department: Haley Charles

## Why Study Health Education?

By studying Health, you will develop the competencies to become resilient, confident, connected, actively involved, lifelong learners, ready to contribute to the future well-being of New Zealand



## What is Health Education About?

- It is about learning to accept and see differing perspectives to an issue
- Being aware of the main ethical issues New Zealand faces
- If someone has a problem, looking at the determinants and factors that may have made the person that way for example, learning not to judge someone, and helping by finding the cause, not just curing the disease

## Learning in Health Education

- Supports personal growth
- Challenges thinking about what is fair and just
- Builds resilience and explores issues
- Develops skills for health promotion
- Creates learning pathways



## Careers that Health can lead to:

- Education
- Psychology
- Sociology
- Philosophy
- Politics
- Law
- Economics
- Medicine
- Health
- Justice
- Social Services



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## HEALTH

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | HEA 201 |
|--------------|---------|

### What will I learn?

This course will continue to look at the development of factors that influence the health of individuals, groups and society. Topics covered include: analysis of an adolescent health issue; evaluating factors that influence people’s ability to manage change; taking action to enhance an aspect of people’s well-being within the school community; analysis of issues related to sexuality and gender to develop strategies for addressing the issues.

### Entry Requirements

A minimum of 10 credits in HEA 101 or 15 credits in ENG 101 or at Teacher in Charge approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91236 v2 | Evaluate factors that influence people’s ability to manage change.                              | 5       |    |    | SR  |     |     |   |             |   | ✓       |     |
| 2     | AS91237 v2 | Take action to enhance an aspect of people’s well-being within the school or wider community.   | 5       |    |    | SR  |     |     |   |             |   | ✓       |     |
| 2     | AS91239 v2 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues. | 5       |    |    | SR  |     |     |   |             |   | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard                     | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|------------------------------|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |                              |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91235 v2 | Analyse an adolescent health | 5       |    |    |     |     |     |   |             |   | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

Level 3 Health - HEA 301

### Teacher in charge:

Ms Charles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# HEALTH

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | HEA 301 |
|--------------|---------|

**What will I learn?**

The course will further look at the development of factors that influence the health of individuals, groups and society. It will give you the opportunity to analyse a New Zealand health and international health issue; evaluate health practices currently used in New Zealand; and analyse a contemporary ethical issue in relation to well-being.

**Entry Requirements**

A minimum of 10 Achievement Standard credits in NCEA Level 2 Health or 15 Achievement Standard credits in English 201 or HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91461 v1 | Analyse a New Zealand Health issue                             | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91463 v1 | Evaluate health practices currently used in New Zealand        | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91464 v1 | Analyse a contemporary ethical issue in relation to well-being | 4       |    |    |     |     |     |   |             | ✓ | ✓       |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard                              | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---------------------------------------|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |                                       |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91462 v1 | Analyse an international health issue | 5       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

University and/or WelTec

**Teacher in charge:**

Ms Charles

# INTERNATIONAL LANGUAGES

Head of Department: Katherine Barr

Languages are optional at all levels. It is not possible to take a language in the senior school if you have never studied it before. The longer you continue to learn a language the more fluent you will become and the more useful it will be for your future.

## Why learn another language? (Adapted from NCEA New Curriculum – Languages)

By engaging with learning another language, you will develop the ability to communicate in another language and connect meaningfully with people in different communities around the world.

Languages and cultures play a key role in developing personal, community, national, and global identities. Through language learning, you can learn how to engage with the world around you in appropriate ways and become global citizens. As you acquire the skills of both communicative and intercultural competence, you reflect simultaneously on your own personal identities and explore your own culture(s) from a new perspective.

You are encouraged to use your own cultural kete to enrich your learning. You will discover and make connections to the rich history, customs, and cultures of the communities in which the target language is spoken. You also have opportunities to make linguistic and cultural connections with Māori and Pacific cultures. By engaging in another language, you will learn that each language has its own way of expressing meaning, and that each has intrinsic value and special significance and mana for its users.

Language learning is both an individual and collaborative process. You are encouraged to foster rangatiratanga by taking ownership of your language learning. You will work together in highly collaborative environments with fellow language learners towards the common goal of language acquisition.

By engaging in another language, you will gain skills and knowledge that can lead to, and support, a wide range of pathways. The ability to communicate in more than one language helps you stand out. You with the knowledge of an additional language demonstrate that you are committed to your learning and are interested in the world beyond your own. This is a considerable advantage and enhances employability in any career.

## Skills and knowledge gained in learning another language include:

- increased cultural competence and global awareness
- communicative capabilities and interactive strategies
- understanding structure in thinking and communication
- enhanced creativity and problem-solving skills
- increased understanding of successful learning methods
- an appreciation of diverse backgrounds, experiences and perspectives
- an additional context to embed and enhance literacy and numeracy competencies.

<https://ncea.education.govt.nz/learning-languages/japanese?view=learning>





|                             |                             |  |   |  |                             |
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## JAPANESE

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | JPN 201 |
|--------------|---------|

**What will I learn?**

In this course, you will learn to communicate more effectively in Japanese, build on your knowledge of Japanese vocabulary, grammar and structures, and understand more of Japanese life and culture. The Level 2 Japanese course covers Level 7 of the New Zealand Japanese Curriculum. By the end of the year, you will use Japanese variably and effectively to express and justify your own ideas and opinions, and support or challenge those of others, as well as responding critically to texts.

Japanese studies at Level 2 involve three strands, i.e. **communication, language knowledge and cultural knowledge**

**Communication:** communicate information, ideas and opinions through increasingly complex and varied texts, explore the views of others, developing and sharing personal perspectives

**Language Knowledge:** analyse ways in which Japanese is organized in different texts and for different purposes, explore how linguistic meaning is conveyed across languages

**Cultural Knowledge** analyse ways in which Japanese culture(s) is (are) organized for different purposes and for different audiences, analyses how the use of Japanese expresses cultural meanings

**Entry Requirements**

A minimum of 9 Achievement Standard credits at the previous level or HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91135 v2 | Give a spoken presentation in Japanese that communicates information, ideas and opinions                  | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91137 v2 | Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts. | 5       |    |    |     |     |     |   |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91133 v3 | Demonstrate understanding of a variety of spoken Japanese texts on familiar matters.                  | 5       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91136 v3 | Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters. | 5       |    | SR |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

Level 3 Japanese – JPN 301.

**Teacher in charge:**

Nonomura Sensei

The study of Japanese at Level 3 can lead to tertiary study as well as career opportunities in travel, hospitality, teaching and foreign affairs.

|                             |                             |  |   |  |                             |
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# JAPANESE

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | JPN 301 |
|--------------|---------|

**What will I learn?**

In this course, you will learn to communicate more effectively in Japanese, build on your knowledge of Japanese vocabulary, grammar, and structures, and understand more of Japanese life and culture. The Level 2 Japanese course covers Level 7 of the New Zealand Japanese Curriculum. By the end of the year, you will use Japanese variably and effectively to express and justify your own ideas and opinions, and support or challenge those of others, as well as responding critically to texts.

Japanese studies at Level 2 involve three strands, i.e, **Communication, language Knowledge and cultural knowledge**

**Communication:** communicate information, ideas and opinions through increasingly complex and varied texts, explore the views of others, developing and sharing personal perspective

**Language Knowledge:** analyse ways in which Japanese is organised in different texts and for different purposes, explore how linguistic meaning is conveyed across languages

**Cultural knowledge:** analyse ways in which Japanese culture(s) is (are) organised for different purposes and for different audiences, analyse how the use of Japanese expresses cultural meanings

**Entry Requirements**

A minimum of 10 Achievement Standard credits in NCEA Level 2 Japanese or HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91554 v1 | Give a clear spoken presentation in Japanese that commutates a critical response to stimulus material               | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91555 v1 | Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations | 6       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91557 v1 | Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives.               | 5       |    |    |     |     |     |   |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91553 v2 | Demonstrate understanding of a variety of extended spoken Japanese texts.                | 5       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91556 v1 | Demonstrate understanding of a variety of extended written and/or visual Japanese texts. | 5       |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

Tertiary study in NZ or Japan – Language trained people can be found in Government departments, media, tourism, teaching, scientific research and development, commerce and law.

**Teacher in charge:**

Nonomura Sensei

# TE REO MAORI

Teacher in Charge: Matua Callan Melaugh

*Ki ngā hau tapu, tawhitō*

*Ki nga kawai rangatira tuturu*

*Ki nga toto Ariki o nga Atua*

*Ki nga maunga kōrero, karanga, karakia*

*Ki nga awa manawa, manaaki, tiaki a tatou*

*Ki nga hapu, nga whanau*

*Tena koutou, tena koutou, tena koutou katoa*

Languages are optional at all levels. It is not possible to take Te Reo Māori in the senior school if you have not studied it before.

## **Why is Learning Te Reo Māori important:**

Te Reo Māori is the language indigenous to Aotearoa. Everyone has the opportunity to learn Te Reo Māori. By learning Te Reo Māori young New Zealanders can become much more aware of the role that Māori identity, language and culture play in our countries identity.

## **Why learn Te Reo Māori:**

Effective communication in another language is more than simply using different words to convey a message, and it involves more than learning. It is about helping students to explore, the beliefs, values, and patterns that shape the Māori interpretations of this wider, changing world. For some students this will be an opportunity to explore their own Māori identity, language and culture.

## **Taking Te Reo Maori will help in the following careers:**

Te Reo Māori is offered in all Universities and Tertiary institutes in New Zealand. Many aspects of Te Reo Māori are helpful in, Mahi Toi, creative arts, communications, Media studies including presenters, Te Karere, Waka Huia, Documentaries, Journalism, Newspaper writer, tourism, treaty negotiations, local and national government etc.

Cross cultural skills will be a necessity for all New Zealanders as our country continues to diversify culturally as we welcome increasing numbers of tourists, students and migrants from other countries.

Kia ora mai tātou.



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## TE REO MAORI

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | MAO 201 |
|--------------|---------|

**What will I learn?**

Students will focus on Listening/Whakarongo, Writing/Tuhituhi, Speaking/Korero and Presenting/Whakaaturanga.

**Entry Requirements**

14 credits from MAO101 including external assessments, or TIC approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91284 v3 | Whakarongo kia mohio ki te reo o te ao torotoro. | 6       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91285 v3 | Korero kia whakamahi i te reo o te ao torotoro.  | 6       |    | SR |     |     |     |   |             |   | ✓       |     |
| 2     | AS91288 v3 | Waihanga tuhuinga auaha.                         | 6       |    | SR |     |     |     |   | ✓           |   | ✓       |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard                                   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91286 v3 | Panui ka mohio ki te reo o te ao torotoro. | 4       |    |    |     |     |     |   |             | ✓ | ✓       |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

Level 3 Te Reo Maori – MAO 301

**Teacher in charge:**

Mr Melaugh

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## TE REO MAORI

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | MAO 301 |
|--------------|---------|

**What will I learn?**

Students will focus on Listening/Whakarongo, Writing/Tuhituhi, Speaking/Korero and Presenting/Whakaaturanga.

**Entry Requirements**

14 credits from MAO 201 including external assessments, or TIC approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91650 v2 | Whakarongo kia mohio kit e reo Maori o tea o whanau.      | 4       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | AS91651 v2 | Korero kia whakamahi i te reo Maori o tea o whanau.       | 6       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | AS01654 v2 | Waihanga tuhinga whau take i te reo Maori o tea o whanui. | 6       |    |    |     |     |     |   | ✓           |   | ✓       |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91652 v2 | Panui kia mohio kit e reo Maori o tea o whanui. | 6       |    |    |     |     |     |   |             | ✓ | ✓       |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Please note that running this course is subject to sufficient students choosing the option. It will be offered through Te Aho o te Kura Pounamu (Correspondence School) if low numbers make this necessary.**

**Where does this lead to?**

University, jobs in a variety of careers including tourism, performing arts, media and government departments.

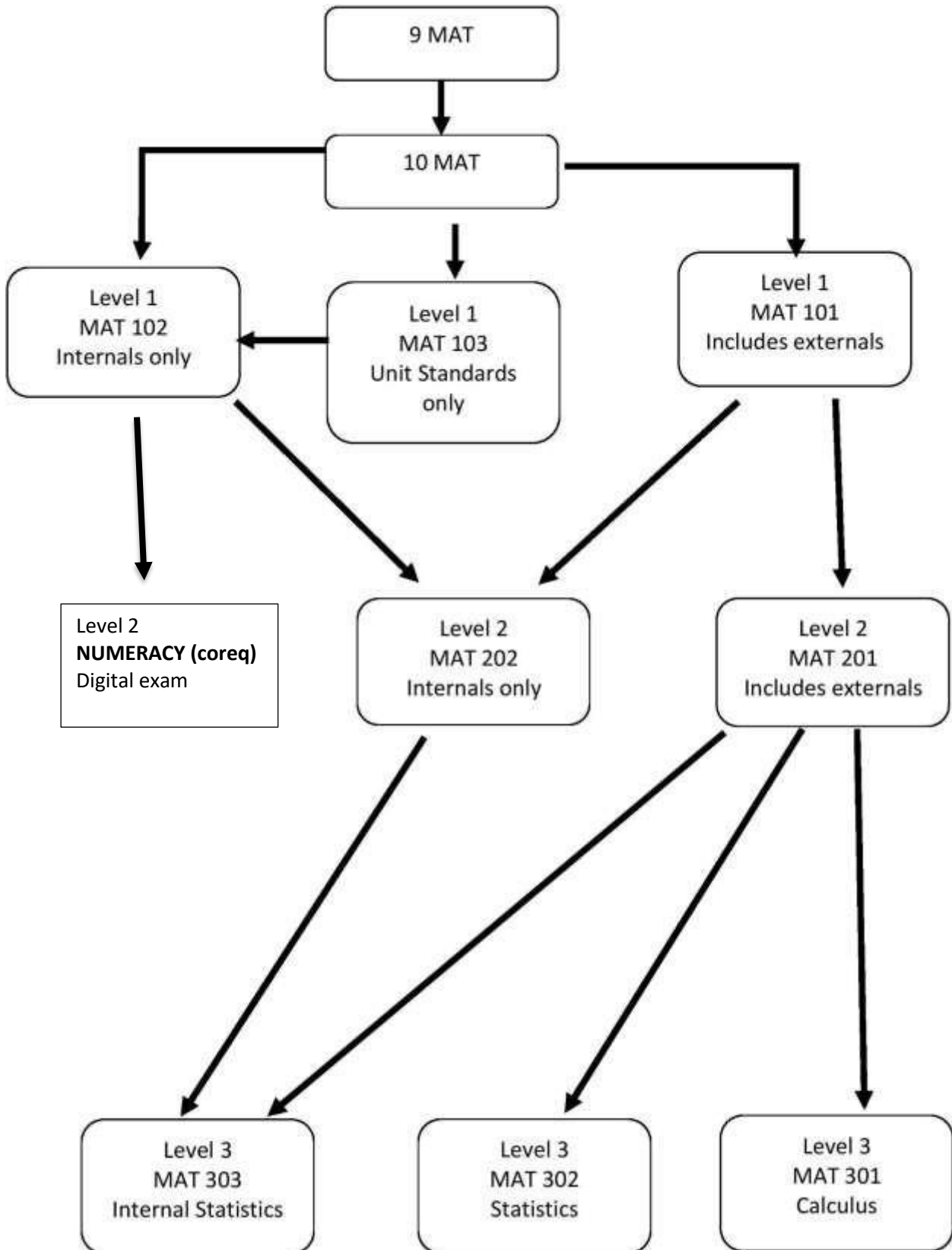
**Teacher in charge:**

Mr Melaugh

# MATHEMATICS

Head of Department: Andrew Gurney

The Mathematics Department offers 3 courses at Year 11, 2 at Year 12 and 3 at Year 1



|                             |                             |  |   |  |                             |
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# MATHEMATICS

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | MAT 201 |
|--------------|---------|

**What will I learn?**

- Co-ordinate Geometry
- Trigonometry
- Calculus
- Statistics
- Probability

**Entry Requirements:**

14 Level 1 credits which preferably should include Achievement Standard 91027 Algebraic Reasoning

**How is this course assessed?**

Internal Assessments – written tests or assignments (completed individually) run over 1 or 2 class periods each.  
 External Assessment – an external examination in November written by the New Zealand Qualifications Authority (NZQA).

**INTERNAL STANDARDS**

| Level | NZQA Code     | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|---------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |               |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91256<br>v3 | Apply co-ordinate geometry methods in solving problems. | 2       |    |    |     |     |     |   |             |   |         | ✓   |
| 2     | AS91259<br>v3 | Apply trigonometrical methods in solving problems       | 3       |    |    |     |     |     |   |             |   |         | ✓   |
| 2     | AS91264<br>v3 | Use statistical methods to make an inference.           | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |

**EXTERNAL STANDARDS**

| Level | NZQA Code     | Standard                                       | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|---------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |               |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91262<br>v3 | Apply calculus methods in solving problems.    | 5       |    |    |     |     |     |   |             |   |         | ✓   |
| 2     | AS91267<br>v3 | Apply probability methods in solving problems. | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |

**Notes:** SR are Sector Related Standards in the Vocational Pathway.  
 For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended:** calculator (preferably a graphics calculator)

**Where does this lead to?**

- Level 3 Calculus - MAT 301 or
- Level 3 Statistics - MAT 302

**Teacher in charge:**  
Mr Gurney



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# MATHEMATICS

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | MAT 202 |
|--------------|---------|

**What will I learn?**

- Probability
- Statistics
- Trigonometry
- Sequences
- Co-ordinate Geometry

**Entry Requirements:**

10 Level 1 credits from MAT 101 or 12 Level 1 credits from MAT 102

**How is this course assessed?**

Internal Assessments – written tests or assignments (completed individually) run over 1 or 2 class periods each.

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91256 v3 | Apply co-ordinate geometry methods in solving problems.                     | 2       |    |    |     |     |     |   |             |   |         | ✓   |
| 2     | AS91258 v3 | Apply sequences and series in solving problems.                             | 2       |    |    |     |     |     |   |             |   |         | ✓   |
| 2     | AS91259 v3 | Apply trigonometric relationships in solving problems.                      | 3       |    |    |     |     |     |   |             |   |         | ✓   |
| 2     | AS91264 v3 | <b>Use statistical methods to make an inference.</b>                        | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 2     | AS91265 v3 | Conduct an experiment to investigate a situation using statistical methods. | 3       |    |    |     | SR  |     |   |             |   | ✓       | ✓   |
| 2     | AS91268 v3 | Investigate a situation involving elements of chance using a simulation.    | 2       |    |    |     |     |     |   |             |   | ✓       | ✓   |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

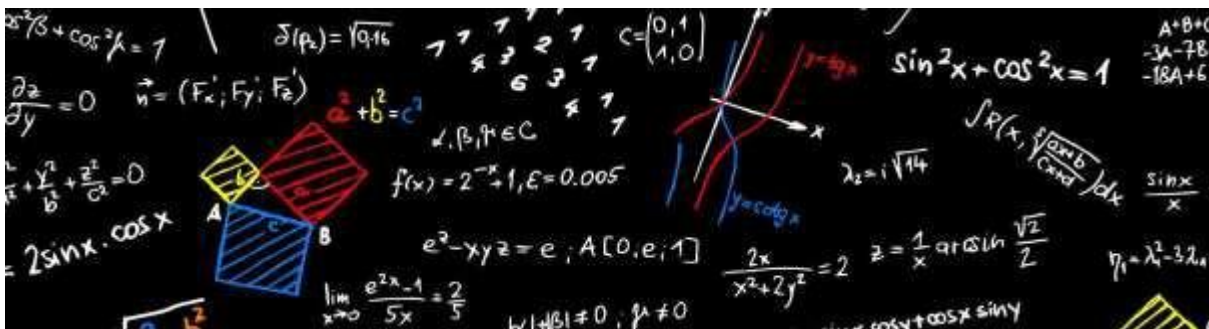
**Learning Resources that are Highly Recommended:** calculator

**Where does this lead to?**

- Level 3 Statistics - MAT 302 or 303
- Level 2 Maths - MAT 201

**Teacher in charge:**

Mr Gurney





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# MATHEMATICS

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | MAT 203 |
|--------------|---------|

**What will I learn?**

This course re-teaches the content studied in NCEA Level 1 Mathematics for Numeracy (MAT 103) with further learning in Number, Geometry, Measurement, Graphs, Statistics and Probability.

**Entry Requirements**

Open – however, the NCEA Numeracy co-requisite standard will not yet have been achieved. Students may be directed to do this course in order to assist them to achieve the Numeracy co-requisite.

**How is this course assessed?**

**NUMERACY UNIT STANDARD**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 1     | US32406 v3 | Apply co-ordinate geometry methods in solving problems. | 10      |    |    |     |     |     |   |             |   |         | ✓   |

This standard is assessed using an online / web-based examination.

There are two opportunities for assessment. The first is likely to be at the end of May and the second is likely to be at the end of September. The assessment is designed to be completed in 60 minutes by most learners, but schools may allow as much time as necessary for candidates to complete the assessment in one session.

A common assessment activity (CAA) is written and marked by NZQA and administered by Upper Hutt College in one session. Candidates will be required to respond to questions relating to a range of experiences relevant to everyday life, such as home, whānau, workplace, community, personal activities, and projects. Questions will assess the three process ideas in combination with the seven content ideas as identified in the Numeracy Learning Matrix. The questions will be a mix of multiple-choice options and short-answer responses.

There could be an opportunity to be offered internal Achievement Standard 91944 Explore data using a statistical enquiry cycle (worth 5 credits) if the Numeracy Unit Standard is achieved on the first opportunity.

**Where does this lead to?**

Level 1 Mathematics and Statistics

**Teacher in charge:**

Mr Gurney

|                         |                       |                                   |                                  |                                     |                       |
|-------------------------|-----------------------|-----------------------------------|----------------------------------|-------------------------------------|-----------------------|
| ✓ PRIMARY INDUSTRIES PI | SERVICE INDUSTRIES SI | SOCIAL & COMMUNITY SERVICES S & C | MANUFACTURING & TECHNOLOGY M & T | CONSTRUCTION & INFRASTRUCTURE C & I | CREATIVE INDUSTRIES C |
|-------------------------|-----------------------|-----------------------------------|----------------------------------|-------------------------------------|-----------------------|

## MATHEMATICS with CALCULUS

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | MAT 301 |
|--------------|---------|

### What will I learn?

- Differentiation (fundamental techniques and various applications)
- Integration (fundamental techniques and various applications)
- Trigonometry (graphs, solving equations and modelling real life situations)
- Conics (graphs, equations and modelling real life situations)

### Entry Requirements:

14 Level 2 Credits which preferably should include Achievement Standard 91262 Calculus

### How is this course assessed?

- Internal Assessments – written tests or assignments (completed individually) run over 1 or 2 class periods each.
- External Assessment – an external examination in November written by the New Zealand Qualifications Authority (NZQA).

### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91575 v2 | Apply trigonometric methods in solving problems.          | 4       |    |    |     |     |     |   |             |   |         | ✓   |
| 3     | AS91573 v2 | Apply the geometry of conic sections in solving problems. | 3       |    |    |     |     |     |   |             |   |         | ✓   |

### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91578 v2 | Apply differentiation methods in solving problems. | 6       |    |    |     |     |     |   |             |   |         | ✓   |
| 3     | AS91579 v2 | Apply integration methods in solving problems.     | 6       |    |    |     |     |     |   |             |   |         | ✓   |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

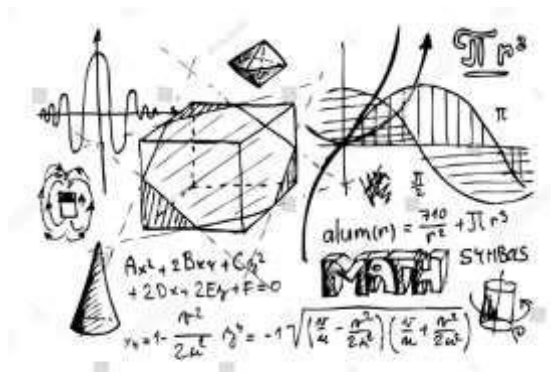
**Learning Resources that are Highly Recommended:** calculator (preferably a graphics calculator)

### Where does this lead to?

Pure Mathematics, Engineering or Science (e.g. Physics). Many universities require this subject as a pre-requisite for Accounting, Economics, Computing, Surveying, Architecture, Dentistry, Medical Studies, Engineering, Vet, etc.

### Teacher in charge:

Mr Gurney



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## MATHEMATICS with STATISTICS

NCEA LEVEL 3      MAT 302

**What will I learn?**

- Probability
- Statistics
- Bivariate data analysis
- Multivariate data analysis
- Equations in a statistical context
- Modelling applications

**Entry Requirements:**

12 Level 2 Credits preferably including Achievement Standards 91264 Statistics and 91267 Probability

**How is this course assessed?**

Internal Assessments – written tests or assignments (completed individually) run over 1 or 2 class periods each.  
External Assessment – an external examination in November written by the New Zealand Qualifications Authority (NZQA).

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91574 v2 | Apply linear programming methods in solving problems.        | 3       |    |    |     |     |     |   |             |   |         | ✓   |
| 3     | AS91581 v2 | Investigate bivariate measurement data.                      | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 3     | AS91582 v2 | Use statistical methods to make a formal inference.          | 3       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 3     | AS91587 v2 | Apply systems of simultaneous equations in solving problems. | 3       |    |    |     |     |     |   |             |   |         | ✓   |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91585 v2 | Apply probability concepts in solving problems.      | 4       |    |    |     |     |     |   |             |   |         | ✓   |
| 3     | AS91586 v2 | Apply probability distributions in solving problems. | 4       |    |    |     |     |     |   |             |   |         | ✓   |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended:** calculator (preferably a graphics calculator)

**Where does this lead to?**

Pure and applied Mathematics, Commerce, and Social Sciences.  
Many universities require this subject as a co-requisite for Accounting, Economics, Computing, Biology, Chemistry, Geography, Psychology and Medical Studies.

**Teacher in charge:**

Mr Gurney or Mrs Hall

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## MATHEMATICS WITH INTERNAL STATISTICS

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | MAT 303 |
|--------------|---------|

**What will I learn?**

- Bivariate data analysis
- Multivariate data analysis
- Equations in a statistical context
- Statistical experiments
- Statistical inference

**Entry Requirements:**

10 Level 2 Credits from MAT 201 or 10 Level 2 Credits from MAT 202

**How is this course assessed?**

Internal Assessments – written tests or assignments (completed individually) run over 1 or 2 class periods each.

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91574 v2 | Apply linear programming methods in solving problems.                                  | 3       |    |    |     |     |     |   |             |   |         | ✓   |
| 3     | AS91581 v2 | Investigate bivariate measurement data.  | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 3     | AS91582 v2 | Use statistical methods to make a formal inference.                                    | 3       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 3     | AS91583 v2 | Conduct an experiment to investigate a situation using experimental design principles. | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 3     | AS91587 v2 | Apply systems of simultaneous equations in solving problems.                           | 3       |    |    |     |     |     |   |             |   |         | ✓   |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended:** calculator (preferably a graphics calculator)

**Where does this lead to?**

Applied Mathematics, Commerce and Social Sciences  
 Many universities require this subject as a co-requisite for Accounting, Economics, Biology, Geography and Psychology.

**Teacher in Charge**

Mr Gurney or Mrs Hall



# MEDIA STUDIES

Head of Department: Zondree Pierre

## Introduction

Media Studies is an academic subject that focuses on the active exploration, analysis, creation, and enjoyment of the media and its products. Media Studies at Upper Hutt College has a strong focus on film media, although students will also be exposed to other media such as television, print and the Internet.

Media Studies examines the role of the media in society, how the media constructs messages about individuals, communities, and cultures and how media products are produced, controlled, and distributed.

Through Media Studies students gain the knowledge and skills to conceive, plan, design and make media products that engage audiences. You can view some of products at [youtube.com/uhcmedia](https://www.youtube.com/uhcmedia).

## Why choose Media Studies?

During our courses you will:

- Develop expertise in creating and producing media products (music videos, commercials, trailers, news items, short films)
- Improve Research Skills
- Improve higher-order thinking skills
- Participate in project-based learning experiences
- Learn to use hardware and software related to audio-video manipulation
- Work with stimulating and creative ideas

## Where Can Media Studies Lead?

Media Studies is major at all major universities around the world. It is also a strong part of creative arts, communications and commerce. Media Studies can lead to careers in any aspect of the media including; TV presenter, radio broadcaster, film editor, producer, communications manager, marketing manager, PR director, copywriter, scriptwriter, reviewer, journalist, magazine or newspaper writer or editor. Media Studies also leads into tertiary study in university and other tertiary institutes for courses in Media Studies, Film and Television, Animation, Creative Arts, Psychology, Linguistics Communications, Sociology, Law, Literature and film studies.

## What Media Studies options are available at UHC?

Year 12 Media Studies (NCEA Level 2)

Year 13 Media Studies (NCEA Level 3)

**Prerequisite:** For guaranteed entrance to Level 2 Media Studies students need 15 Credits in NCEA Level 1 English Achievement Standards OR 15 Credits in NCEA Level 1 Drama. For guaranteed entry into Level 3 Media Studies students need 15 Credits in NCEA Level 2 Media Studies.

If these requirements are not met, entrance to the courses are at the Head of Department's discretion.

**Assessment:** Assignments and portfolios will be assessed for NCEA Level 2 & 3 Achievement Standards.



|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## MEDIA STUDIES

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | MED 201 |
|--------------|---------|

### What will I learn?

Throughout the year you are going to be exposed to different film types and genres. You are going to learn how to decode music videos and films, how to critically analyse and interpret the multi layered information embedded within them. You will have the opportunity to make your own media products, including a commercial and a music video. You will analyse how film genre is shaped by and changes with the society in which it is created, and you will analyse the causes and effects of how groups are represented in the media.

### Entry Requirements

15 credits in NCEA Level 1 English or Drama or by HOD approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91249 v3 | Demonstrate understanding of narrative in media texts.                                  | 4       |    |    |     |     |     |    |             |   | ✓       |     |
| 2     | AS91250 v3 | Demonstrate understanding of representation in the media.                               | 3       |    |    |     |     |     |    |             |   | ✓       |     |
| 2     | AS91252 v3 | Produce a design and plan for a developed media product using a range of conventions.   | 4       |    |    |     |     |     |    |             |   | ✓       |     |
| 2     | AS91253 v2 | Complete a developed media product from a design and plan using a range of conventions. | 6       |    |    |     |     |     | SR |             |   | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91251 v5 | Demonstrate understanding of an aspect of a media genre. | 4       |    |    |     |     |     |   | ✓           |   | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended.** Other: Wellington International Film Festival - \$20.00  
48 hrs Film Festival - \$40.00.

### Where does this lead to?

Level 3 Media Studies - MED 301

### Teacher in charge:

Mr Pierre

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## MEDIA STUDIES

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | MED 301 |
|--------------|---------|

**What will I learn?**

Throughout the year you are going to be exposed to different film types and genres. You are going to learn how to decode films, how to critically analyse and interpret the multi layered information embedded within them. You will be creating a variety of media products including a short film. You will analyse how film genre is shaped by and changes with the society in which it is created, and you will analyse the causes and effects of changes and developments in the media.

You will also design and produce your own media products using a vast array of technologies.

**Entry Requirements**

A minimum of 15 Achievement Standard credits in NCEA Level 2 Media Studies or HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|-----------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |           |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | 91491 v2  | Demonstrate understanding of the meaning of a media text through different readings | 3       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | 91494 v2  | Produce a design for a media product that meets the requirements of a brief         | 4       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | 91495 v2  | Produce a media product to meet the requirements of a brief                         | 6       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | 91496 v2  | Demonstrate understanding of a significant development in the media                 | 3       |    |    |     |     |     |   |             |   | ✓       |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|-----------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |           |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | 91493 v3  | Demonstrate understanding of a relationship between a media genre and society | 4       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended.** Possible fieldtrips - \$50.00 total approximately.

**Where does this lead to?**

University and other tertiary institutes for courses in Media Studies, Film and Television, Animation, Creative Arts, Psychology, Linguistics Communications, Sociology, Law, Literature and film studies.

**Teacher in charge:**

Mr Pierre

# MUSIC

Head of Department: Ofisa Taeao

## Why take Music?

Music studies at school are not just for students who wish to follow a career path in Music. Skills and key competencies learnt in this discipline are transferable to a wide range of careers. Research has shown that students who take Music develop more self-confidence, are conditioned to work hard for results, are more creative, and are better at problem-solving and analysing patterns, they can work better in a group, and connect more easily with others.

Credits in Level 3 Music carry just as much weight for University Entrance as any other subject and are valued by many other disciplines. For example:

*"I am a strong advocate for the role of music for health professional students. Apart from producing more well-rounded professionals who can engage more widely with life in general, the transferable skills that come with a musical background are invaluable."* **Prof Sunny C Collings, Dean and Head of Campus, University of Otago, Wellington**

*"A number of our best law students have studied music to a senior level. I have no doubt that the discipline required to study music and the brain development which the study of music enhances are a major asset for studying law and other disciplines."*

**Professor Mark Henaghan, Dean of Law, University of Otago**

Music is not only a path to a career as a musician, but also a path to many other careers:

- Acoustics engineer
- Artist manager
- Arts administrator/arts management (includes grant writing and fundraising, managing events, arts advocacy, programming, house manager)
- Audio production (editing, audio engineering, audio development)
- Composer (professional and school band/orchestra; film/TV/gaming; educational publishing; children's music; religious music; musical theatre; commercials)
- Cruise ship entertainer
- Educator
- Electronic production and design (including audio engineering, mastering, mixing, music directing, producing, program directing, programming, recording engineer, studio manager, MIDI technician)
- Entertainment lawyer
- Event production
- Film, TV, gaming music
- Fundraiser, grant writer
- Instrument repair and restoration
- Lyricist
- Marketing
- Media development
- Music app developer
- Music critic, reviewer, blogger
- Music licensing
- Music programmer (for events, clubs, restaurants)
- Music publishing (online and print writing, copywriting, editing, managing, proofreading, publishing, researching)
- Music therapist
- Music web producer
- Musicologist
- Personnel Manager (orchestras, arts organizations, shows, events)
- Producer
- Promoter
- Public relations agent or coordinator
- Radio (announcing, librarian, manager, programming, research, station broker)
- Recording (producer, engineer)
- Religious music – sacred music
- Royalty analyst, royalty accountant
- Session musician
- Software developer
- Songwriter (including composer, lyricist, producer; jingle writing for television, radio and internet; freelance work; librettist )
- Sound engineer or technician





|                             |                             |  |   |  |                             |
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# MUSIC

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | MUS 201 |
|--------------|---------|

### What will I learn?

Music 201 builds on skills and knowledge gained in MUS101. You will develop your composition and performance skills in both group and solo performance. You will deepen and extend your knowledge of composers and music theory in order to prepare for further study at Level 3. There is an option to investigate an aspect of NZ Music that interests you as well as complete an external. There is also an option to gain credits in Music technology. Technology standards will be only offered after consultation with the teacher. Please note: **You must not exceed 26 credits when selecting your course.**

### Entry Requirements

Previous study of Music in Year 11 and at least 3 years' instrumental tuition. Students should have gained AS91090. Students wanting entry who have not done Level 1 Music will be assessed on a case-by-case basis at the discretion of the HOD. Students must be prepared to enrol in Itinerant tuition and commit to regular practice on their instrument/ voice in their own time. Students will also need to include Group performance rehearsal time into their time management plans.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91270 v2 | Perform two substantial pieces of music as a featured soloist,                                 | 6       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91274 v2 | Perform a substantial piece of music as a featured soloist on a second instrument              | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91272 v2 | Demonstrate ensemble skills by performing a substantial piece of music as a member of a group. | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91271 v2 | Compose two substantial pieces of music.   | 6       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91278 V2 | Investigate an aspect of NZ Music.   | 4       |    |    |     |     |     |   |             |   | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91276 V3 | Demonstrate knowledge of conventions in a range of music scores | 4       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91275 V3 | Demonstrate aural understanding through written representation  | 4       |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended.** If students have access to laptops, Noteflight, Ableton software for PCs and Garage Band on Macs are highly recommended.

### Where does this lead to?

Level 3 Music – MUS 301

### Teacher in charge:

Mr Taeao

|                             |                             |  |   |  |                             |
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|              |         |
|--------------|---------|
| MUSIC        |         |
| NCEA LEVEL 3 | MUS 301 |

### What will I learn?

Music 301 builds on skills and knowledge gained in MUS 201. This is an opportunity to start specialising in the area of music you are most interested in. You can choose standards which reflect your strengths and future career plans. Technology standards are available but will only be offered after consultation with the teacher. Please note: **You must not exceed 24 credits when selecting your course.**

### Entry Requirements

Previous study of Music at Year 12 including gaining a minimum of two Achievement Standards from 91270; 91271, and 91276 and at least 4 years' instrumental tuition. Students wanting entry who have not done Level 2 Music will be evaluated on a case-by-case basis at the discretion of the HOD. Students must be prepared to enrol in Itinerant tuition and commit to regular practice on their instrument/ voice in their own time. Students will also need to include Group performance rehearsal time into their time management plans.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code                      | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|--------------------------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |                                |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91416 V2<br>OR<br>AS91419 V2 | Perform two programmes of music as a featured soloist.<br>OR<br>Communicate musical intention by composing three original pieces of music | 8       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91418 V2                     | Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.   | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91425 V2                     | Research a music topic  | 6       |    |    |     |     |     |   |             |   |         |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91421 V2 | Demonstrate understanding of harmonic and tonal conventions in a range of music scores. | 4       |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Learning Resources that are Highly Recommended.** If students have access to laptops, Noteflight, Ableton software for PCs and Garage Band on Macs are highly recommended.

### Where does this lead to?

Further tertiary study at University.

### Teacher in charge:

Mr Taeao

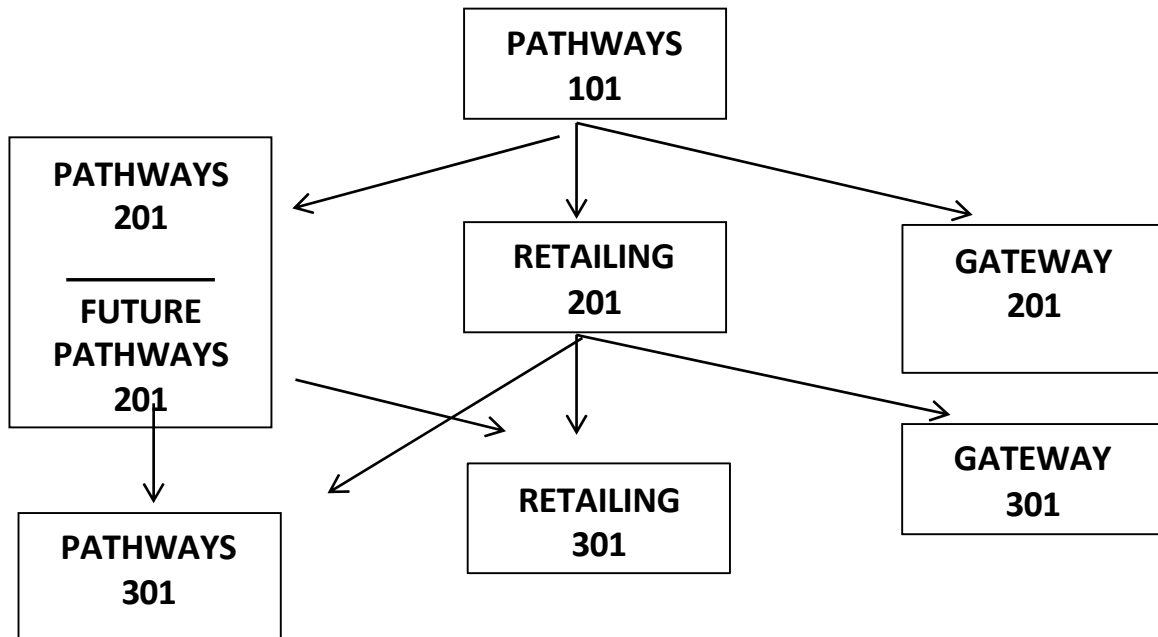
# PATHWAYS

Head of Department: David Murden (MN)

## Pathways, Retail, Gateway, Future Pathways

The Pathways Department offers the following courses:

Pathways, Future Pathways, Gateway, Retail



### Pathways

The Pathways courses are aimed at students who wish to take a purely internal based course and will include a variety of internal level 1, 2 and 3 Unit Standards based on life skills and career pathways. The areas covered are not eligible for UE.

### Gateway

The Gateway Programme is offered at Upper Hutt College to selected students from the senior school. Gateway is a programme which opens pathways for students from school to the world of work. This is an opportunity for students to blend school study with workplace learning and experience, whilst trying out potential career paths. Entry Requirements include a completed application form, Curriculum Vitae and attend a Gateway interview.

### Retail

These courses provide students with a chance to learn customer service, sales and business skills in a retail context. A selection of Level 2 & 3 unit standards are provided and students are rostered to work with barista trainees, serving customers in the school cafe - The Beanie.



### Future Pathways

This course is suited to students who do **not** intend to return to school for Year 13 and want to begin their career pathway. Entry will require the student to submit an application to the relevant tertiary organisation and gain successful entry into their course. Students will attend school for 3 days a week and their course for the other two days. All students interested in this course must talk to the HOD, complete an application form and attend an interview



|                             |                             |  |   |  |                             |
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## PATHWAYS

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | PAT 201 |
|--------------|---------|

**What will I learn?**

This class is designed for students to develop self-management skills, and awareness of issues / topics in preparation for their life after college.

**Entry Requirements**

Open, students may self-select, However Deans recommendation or HOD approval may be required.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code   | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|-------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |             |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | US12355 V6  | Describe strategies for managing stress  | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US10781 V6  | Produce a plan for own future directions   | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US12354 V5  | Describe legal implications of living in a rented accommodation and means to prevent or resolve related problems | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | US 33141 V1 | Evaluate Fake Information Online   | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | US30907 V1  | Demonstrate knowledge in relation to the New Zealand Police Nga Pirihimana o Aotearoa in the community           | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US8545 V6   | Describe factors contributing to and consequences of crime   | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US4252 V8   | Produce a personal targeted CV   | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US542 V7    | Recognise Discrimination and Describe Ways of Responding   | 3       |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** This is not a university pathway course.

**Where does this lead to?**

Level 3 PAT/GTW/ Retail

**Teacher in charge:** Mr Murden

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## PATHWAYS

|              |         |
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| NCEA LEVEL 3 | PAT 301 |
|--------------|---------|

**What will I learn?**

This class is designed to provide students with life skills, knowledge and information which will assist them as they enter the workforce or further tertiary training.

Unit standards may change to meet the needs of individual students' career pathways

**Entry Requirements**

Open, students may self-select, However Deans recommendation or HOD approval may be required.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | US4251 v8  | Plan a Career pathway.   | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US9681 v7  | Contribute within a team or group which has an objective                                     | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US7127 v7  | Exercise Informed choice in deciding major goods or service purchase                         | 2       |    |    |     |     |     |   |             |   |         |     |
| 3     | US1980 v9  | Describe from an employee perspective, ways of dealing with employment relationship problems | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US11097 v5 | Listen actively to gain information in an interactive situation                              | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US12356 v6 | Describe knowledge of consumer problems and ways to resolve them                             | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US1304 v9  | Communicate with people from other cultures.   | 2       |    |    |     |     |     |   |             |   |         |     |

**Notes:** This is not a university pathway course.

**Where does this lead to?**

Life Skills in preparation for the workforce.

**Teacher in charge:** Mr Murden

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## FUTURE PATHWAYS

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | FUT 201 |
|--------------|---------|

### **What will I learn?**

This option is for students who have a genuine interest in one of the career pathways listed below.

### **Please note there may be changes to courses offered for 2025**

Most students who take this option will attend a polytechnic, WelTec Trades Academy or Primary ITO Farming for 1 or 2 days a week completing their course. You will be learning information and skills and completing practical's specific to that career option. In the other three days at school you will complete five other subjects including 201 Pathways

### **Entry requirements**

**All students must register their interest with the HOD Pathways, Mr Murden, and need to complete a separate application form to the training organisation and attend an interview**

To be considered for the WelTec Trades Academy you need to have gained approximately 50 credits towards your NCEA Level 1 including the 10 numeracy and 10 literacy credits.

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code        | Possible Options/Careers          | Credits       | PI | SI | S&C | M&T | C&I | C  |
|-------|------------------|-----------------------------------|---------------|----|----|-----|-----|-----|----|
| 2     | Subject specific | Construction Trades               | Approx.<br>40 |    |    |     |     | SR  |    |
| 2     | Subject specific | Engineering and Automotive.       | Approx.<br>40 |    |    |     | SR  |     |    |
| 2     | Subject specific | Hospitality                       | Approx.<br>40 |    | SR |     |     |     |    |
| 2     | Subject specific | Introduction to Sport and Fitness | Approx.<br>40 |    | SR |     |     |     |    |
| 2     | Subject specific | Introductory to Animal Care       | Approx.<br>40 | SR |    |     |     |     |    |
| 2     | Subject specific | Health & Community Support        | Approx.<br>40 |    |    | SR  |     |     |    |
| 2     | Subject specific | Hair & Beauty                     | Approx.<br>40 |    | SR |     |     |     |    |
| 2     | Subject specific | Creative Technology               | Approx.<br>40 |    |    |     |     |     | SR |
| 2     | Subject specific | Farming                           | Approx.<br>40 | SR |    |     |     |     |    |

**Notes:** Each course will offer approximately 40 Level 2 credits at the training institution and the remainder of credits will be offered at school. Most courses offered at WelTec have Selected Related (SR) standards so students will be eligible to gain a Vocational Pathways Award as well as NCEA Level 2. Students taking this course are likely to attend school between Monday and Wednesday and WelTec on Thursday and Friday.

### **Where does this lead to?**

Further study at a tertiary organisation  
This is not a university pathway course.

**Teacher in charge:** Mr Murden

|                             |                             |  |   |  |                             |
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|                     |                |
|---------------------|----------------|
| <b>GATEWAY</b>      |                |
| <b>NCEA LEVEL 2</b> | <b>GTW 201</b> |

**What will I learn?**

This is an opportunity for students to blend school study with workplace learning and experience, whilst trying out potential career paths with credits available at Levels 1, 2 and 3.

**Entry Requirements**

**HOD approval, Completed Application Form, CV, Interview**

ALL students must register their interest with the HOD, Mr Murden or Mrs Weston GTW Coordinator  
Numbers are limited, exceptional attendance record is required.

An application process is in place for this course, details will be explained when you register your interest

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | US6400 v6  | Manage First Aid in an emergency situation.  | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US6401 v6  | Provide First Aid.   | 1       | SR | SR | SR  |     |     |   |             |   |         |     |
| 1     | US6402 v8  | Provide basic life support.  | 1       |    |    |     |     |     |   |             |   |         |     |
| 2     | US4261 V6  | Identify legal rights and obligations in relation to motor vehicle ownership and operation | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US1979 V10 | Describe employment agreements   | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US4253 V7  | Demonstrate knowledge of job search skills   | 3       |    |    |     |     |     |   |             |   |         |     |

**Notes: Students will complete extra industry-based unit standards linked to their chosen career path**

**Where does this lead to?**

Gateway is a programme which opens pathways for Students, from school to the world of work. This is not a university pathway course.

**Teacher in charge:** Mr Murden

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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|                     |                |
|---------------------|----------------|
| <b>GATEWAY</b>      |                |
| <b>NCEA LEVEL 3</b> | <b>GTW 301</b> |

**What will I learn?**

This is an opportunity for students to blend school study with workplace learning and experience, whilst trying out potential career paths with credits available at Levels 1, 2 and 3.

**Please note the majority of *Industry* based unit standards are at Level 2**

**Entry Requirements**

**HOD approval, Completed Application Form, CV, Interview**

ALL students must register their interest with the HOD, Mr Murden or Mrs Weston GTW Coordinator

Numbers are limited, Exceptional attendance record is required.

An application process is in place for this course, details will be explained when you register your interest

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | US6400 v6  | Manage First Aid in an emergency situation.   | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US6401 v6  | Provide First Aid.  | 1       | SR | SR | SR  |     |     |   |             |   |         |     |
| 1     | US6402 v8  | Provide basic life support.   | 1       |    |    |     |     |     |   |             |   |         |     |
| 3     | US30265 v1 | Apply health and safety risk assessment to a job role   | 8       |    |    |     |     |     |   |             |   |         |     |
| 3     | US28100 v3 | Develop a plan to achieve a long-term personal financial goal(s)                              | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | US1980 v9  | Describe, from an employee perspective, ways of dealing with employment relationship problems | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US9695 v7  | Examine problem-solving models and explain associated techniques                              | 3       |    |    |     |     |     |   |             |   |         |     |

**Students will complete extra industry based unit standards linked to their chosen career path**

**Notes:** This is not a university pathway course.

**Where does this lead to?**

Gateway is a programme which opens pathways for students from school to the world of work.

**Teacher in charge:** Mr Murden



|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# RETAILING

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | RET 201 |
|--------------|---------|

**What will I learn?**

This class is designed for those students wishing to explore careers in the retail / customer service industries. It is a requirement that students in this course work in the student operated Coffee Shop as all assessments are based on knowledge of the operation of the shop, most have a practical component which must be completed in The Beanie with Mr Murden.

You will learn

- selling and positive customer service skills
- applying safety practices at The Beanie
- the skills required to make buying decisions
- the ways theft and fraud occur in a workplace

**Entry Requirements**

This course is designed for students who have or wish to obtain employment in the Retail / Customer Service sector and who are able to work independently.

**Students are required to work in the Beanie on a rostered basis.**

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | US1277 v7  | Communicate information in a specified workplace.   | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US11971 v7 | Use safe work practices in a retail environment .under supervision                                | 3       |    | SR |     |     |     |   |             |   |         |     |
| 2     | US11941 v7 | Establish and maintain positive customer service interactions in a retail environment             | 2       |    | SR |     |     |     |   |             |   |         |     |
| 2     | US24997 V4 | Demonstrate knowledge of theft and fraud in a retail or distribution environment.                 | 5       |    | SR |     |     |     |   |             |   |         |     |
| 2     | US62 v9    | Maintain personal presentation and a positive attitude in a workplace involving customer contact. | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | US11968 v9 | Demonstrate and apply knowledge of legislation applicable to sale of goods and services           | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | US24871 V4 | Complete complex forms  | 2       |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. This is not a university pathway course.

**Where does this lead to?**

Level 3 Retailing – RET 301.

**Teacher in charge:**

Mr Murden

|                             |                             |  |   |  |                             |
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## RETAILING

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | RET 301 |
|--------------|---------|

### **What will I learn?**

This class is designed for those students wishing to explore careers in the retail and customer service industries. It is a requirement that students in this course work in the student operated Coffee Shop as all assessments have a practical component which must be completed in the Beanie with Mr Murden.

You will learn

- selling and positive qualities of a salesperson
- create effective displays and presentation of products for The Beanie
- responding to complaints
- preparing cash for banking, reconciliation and reimbursement

### **Entry Requirements**

Students must have successfully completed the Level 2 Retail Course OR by HOD approval.

**Students are required to work in the Beanie on a rostered basis.**

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code      | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|----------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |                |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | US11831<br>V7  | Apply skills and qualities of a salesperson in a retail or distribution environment.                 | 6       |    |    |     |     |     |   |             |   |         |     |
| 3     | US11817<br>V7  | Serve customers face to face in a wide range of contexts.  | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | US27229<br>V5  | Respond to customer complaints in a retail or distribution environment during customer interactions. | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | US9694<br>V4   | Demonstrate and apply knowledge of communication process theory                                      | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | US11818<br>v6  | Demonstrate and apply product and/or service knowledge.  | 2       |    |    |     |     |     |   |             |   |         |     |
| 3     | US 24999<br>V2 | Explain practices to detect and reduce staff theft and fraud in a retail situation                   | 4       |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. This is not a university pathway course.

### **Where does this lead to?**

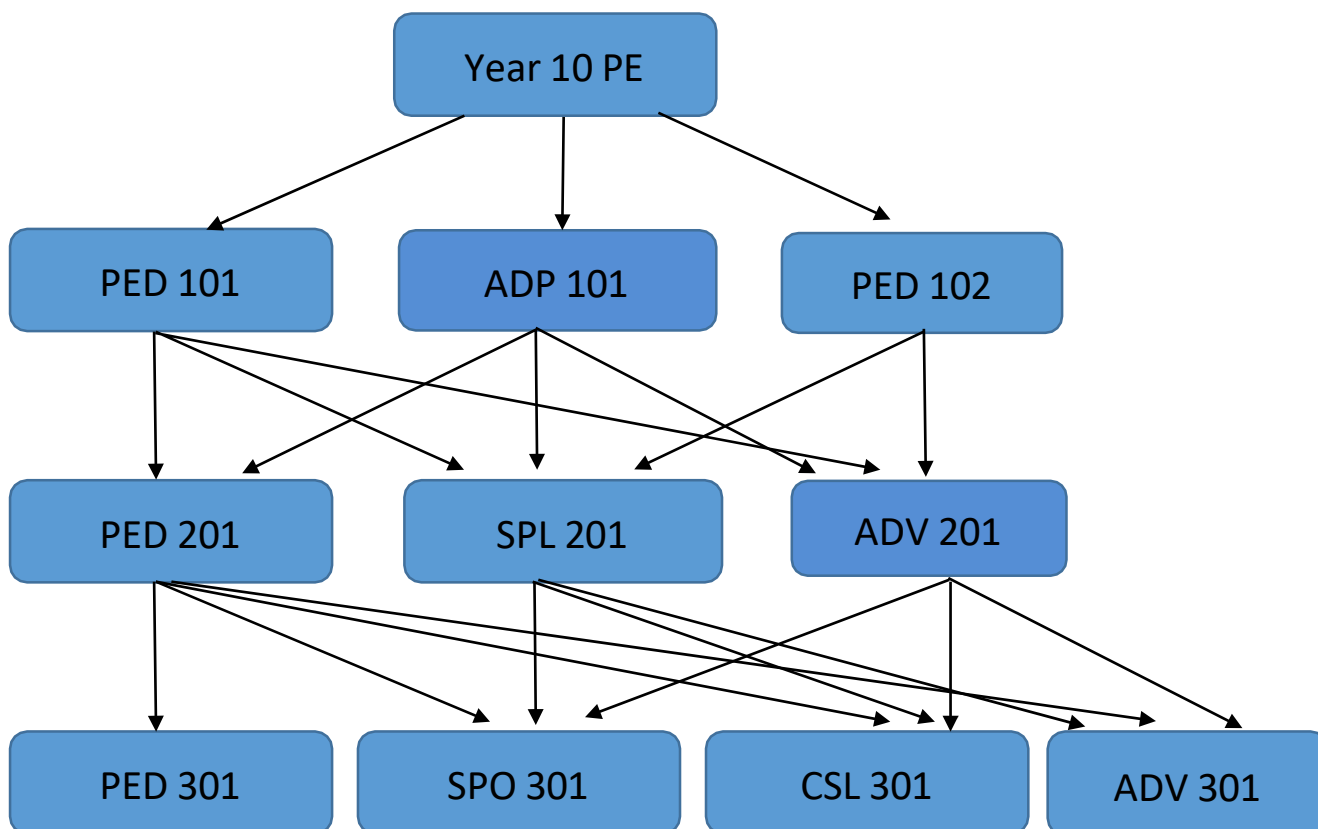
Retail Skills and Customer Service Skills in preparation for the workforce.

**Teacher in charge:** Mr Murden

# PHYSICAL EDUCATION

Head of Department: Stu Berkeley

The Physical Education Department offers senior students many opportunities to extend and develop the skills introduced in the junior school. Many of you will already be involved in sport at Upper Hutt College. Study in one or more of the courses listed here will give you the chance to relate actual experiences to formal study and help improve understanding, performance and, most of all, enjoyment of physical activity.



**Careers:** Choosing to study Physical or Outdoor Education in senior school can be the first step on an exciting and worthwhile career pathway. Some of the more common career possibilities are listed here:

*Sports Coach  
Dancer  
Personal Trainer  
Recreational  
Adventure Tourism*

*Physiotherapist  
Sports Manager  
Sports Nutrition  
Outdoor Instructor  
Mountain Guide*

*Teacher  
Sports Medicine  
Refereeing  
Sports Journalism  
Event Management*

Even if you are unsure about the value of studying Physical Education in senior school you can be certain that understanding about healthy exercise lifestyles can set you on the course to lifelong health benefits and physically active lives – something none of us can afford to miss out on.

**The Courses:** All of the courses described here do require students to undertake formal study in Health, Physical or Outdoor Education. The Year 9 and 10 courses were almost exclusively practical in nature, so students will need to quickly accept that senior school study in these subject areas will be much more rigorous and academically demanding. Students will be required to undergo formal assessment at regular intervals throughout the school year. Some standards are taught across courses and students who choose to do 2 PE courses will only be eligible to gain the credits from one standard.

Before you make any decisions please make sure that you check the prerequisites for the courses. For some courses you will be required to have gained a minimum number of credits from another course and/or passed a specific Standard in order to proceed to the next level.

**All Senior PE classes require students to have full UHC PE uniform for all practical sessions.  
Students can take a maximum of two PE based course.**

|                             |                             |  |   |  |                             |
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## PHYSICAL EDUCATION

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | PED 201 |
|--------------|---------|

### What will I learn?

This course will comprise of NCEA Level 2 Credits in Physical Education. The course includes the following areas of study; Biomechanics & Functional Anatomy, Sociology of Sport, Exercise Physiology, Skill Learning & Sport Psychology and Lifestyle studies. Study in Year 12 Physical Education will prepare students for a career in the Health and Fitness Industry, and will equip them with the foundations for further study at tertiary level.

Students considering this course should be prepared to spend much of their time in the classroom, although there is a practical component requiring generally high performance standards.

### Entry Requirements

- A minimum of **13** Credits at NCEA Level 1 Physical Education.
- Must have gained at least an Achieved in AS90963.
- Head of Department discretion.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91334 v2 | Demonstrate social responsibility through physical activity  | 3       |    |    |     |     |     |    |             |   |         |     |
| 2     | AS91328 v2 | Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills. | 5       |    | SR |     |     |     |    |             |   | ✓       |     |
| 2     | AS91327 v2 | Examine the role and significance of physical activity in the lives of young people                        | 3       |    | SR |     |     |     | SR |             |   | ✓       |     |
| 2     | AS91330 v3 | Perform a physical activity in an applied setting.   | 4       |    |    |     |     |     |    |             |   |         |     |
| 2     | AS91332 v1 | Evaluate leadership strategies that contribute to the effective functioning of a group.                    | 4       |    |    | SR  |     |     |    |             |   | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.  
Students can study a maximum of two PE subjects in the same academic year.

### Where does this lead to?

Level 3 Physical Education  
- PED 301, CSL 301 ADV 301 and SPO 301

### Teacher in charge:

Mr Berkeley

|                        |                             |  |   |  |                             |
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## ADVENTURE EDUCATION

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | ADV 201 |
|--------------|---------|

### What will I learn?

This Course focuses on equipping students with the knowledge and skills to pursue a passion for the outdoors. The course comprises of key themes; Bush, Rock, Bike and River. Students will participate in activities including Navigation, Rock Climbing, Adventure based learning, tramping and rafting.

Students considering this course should be prepared to engage in theoretical concepts in the classroom that will allow them to increase their ability to pursue adventure in the outdoors. Students must also understand that this is a restricted numbers course, and as such students will be expected to maintain a high level of discipline or else they put their place at risk.

### Entry Requirements

- This is a restricted numbers course and attendance and behaviour records from the previous year will be a large consideration when selecting students for the course.
- HOD discretion.
- Has proven levels of self-management skills both in and out of the classroom.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |  | Level 1 |  |
|-------|-----------|--|---------|----|----|-----|-----|-----|---|-------------|--|---------|--|
|       |           |  |         | Wr | R  | Lit | Num |     |   |             |  |         |  |
| 2     | US32843   | Whakatipu Tangata  | 3       |    |    |     |     |     |   |             |  |         |  |
| 2     | US26249   | Demonstrate Skills for an Overnight Tramp                            | 2       |    |    |     |     |     |   |             |  |         |  |
| 2     | US20159   | Demonstrate Knowledge of Weather Information for an Outdoor Activity | 2       |    | SR | SC  |     |     |   |             |  |         |  |
| 1     | US20152   | Experience and complete abseiling sessions                           | 1       |    | SR |     |     |     |   |             |  |         |  |
| 2     | US32840   | Prepare for An Outdoor Activity                                      | 3       |    |    |     |     |     |   |             |  |         |  |
| 2     | US32835   | Weather, Survival Skills and Map                                     | 3       |    |    |     |     |     |   |             |  |         |  |
| 2     | AS2.7     | Risk Management  | 3       | PI | SR |     |     |     |   |             |  |         |  |
| 2     | US 20138  | Bike Maintenance   | 2       |    | SR |     |     |     |   |             |  |         |  |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. Students can study a maximum of two PE subjects in the same academic year.

### Learning Resources that are Highly Recommended.

#### Where does this lead to?

Level 3 Community Sports Leadership – CSL 301  
 Level 3 Adventure (Outdoor) Education  
 (Subject to HOD discretion).

**Teacher in charge**  
 Mr Weakley

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
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## SPORTS & LEADERSHIP

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | SPL 201 |
|--------------|---------|

**What will I learn?**

This course focuses on equipping students with the knowledge and skills to pursue a passion for Sport and Sport Leadership. The course will help to develop leadership skills that are not only necessary during sporting opportunities but also in the local Community. Students will be involved in a range of physical activities but will also spend some time in the classroom developing leadership and event management skills for Upper Hutt College and local schools.

**Entry Requirements**

A proven interest in Sport and ideally Physical Education.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91330 v3 | Perform a physical activity in an applied setting.                                    | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91334 v2 | Demonstrate social responsibility through physical activity.                          | 3       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91335 v2 | Plan and implement a physical activity/event or opportunity and examine its outcomes. | 3       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91336 v2 | Analyse group processes in physical activity.   | 3       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91331 v  | Examine the significance for self, others and society of a sporting event             | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | US21794 V1 | Demonstrate, instruct, and monitor static stretching.                                 | 3       |    | SR |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. Students can study a maximum of two PE subjects in the same academic year.

**Where does this lead to?**

Level 3 CSL 301 and SPO 301

**Teacher in charge:**

Mr Berkeley / Mr Boden

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## PHYSICAL EDUCATION

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | PED 301 |
|--------------|---------|

### What will I learn?

This course extends the work carried out at Level 1 and 2 NCEA Physical Education. Students will: -

- Learn how to appraise and evaluation their ability to perform in a sport following a Personal Improvement Programme.
- Compare their performance level in a sport against national standards.
- Carry out an in depth investigation into an issue affecting New Zealand society.
- Look at ways to influence the physical activity levels of a group of people.

Students considering this courser should be prepared to spend much of their time in the classroom, although there is a practical component requiring generally high performance standards.

### Entry Requirements

- A minimum of **15** credits at NCEA Level 2 Physical Education.
- Head of Department discretion.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |   |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|---|
|       |            |   |         | Wr | R  | Lit | Num |     |   |             |   |         |   |
| 3     | AS91498 V2 | Evaluate physical activity experiences to devise strategies for lifelong well-being. (Optional)   | 4       |    |    |     |     |     |   |             |   | ✓       | ✓ |
| 3     | AS91499 V2 | Analyse a physical skill performed by self or others.   | 3       |    |    |     |     |     |   |             |   | ✓       |   |
| 3     | AS91500 V2 | Evaluate the effectiveness of a performance improvement programme.                                | 4       |    |    |     |     |     |   |             | ✓ | ✓       | ✓ |
| 3     | AS91501 V2 | Demonstrate quality performance of a physical activity in an applied setting.                     | 4       |    |    |     |     |     |   |             |   |         | ✓ |
| 3     | AS91502 V2 | Examine a current physical activity event, trend, or issue and its impact on New Zealand society. | 4       |    |    |     |     |     |   |             | ✓ | ✓       |   |
| 3     | AS91505 V2 | Examine contemporary leadership principles applied to physical activity                           | 5       |    |    |     |     |     |   |             |   | ✓       | ✓ |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. Students can study a maximum of two PE subjects in the same academic year.

### Where does this lead to?

Tertiary qualifications offered by NZIS, WelTec, AUT, Victoria University and others.

### Teacher in charge:

Mr Berkeley

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
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|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## COMMUNITY SPORTS LEADERSHIP

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | CSL 301 |
|--------------|---------|

**What will I learn?**

This course aims to provide the students with the experience, knowledge and necessary skills required to be able to serve the community as a sports leader. This course will focus on leadership, developing key leadership skills, sports administration, and the basic principles of sport coaching. Students will be expected to take part in the running and organising of UHC and local Primary based sports events. Links will be made within the local community sports sector.

**Entry Requirements**

A minimum of 14 credits at a Level 2 PE course.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91501 V2 | Demonstrate quality performance of a physical activity in an applied setting.                              | 4       |    |    |     |     |     |   |             |   |         | ✓   |
| 3     | US25805 v4 | Demonstrate knowledge of individual and group characteristics and needs for coaching participants in sport | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US22771 V3 | Plan a beginner level coaching session for sports participants.  | 6       |    |    |     |     |     |   |             |   |         |     |
| 3     | US30933 v1 | Demonstrate exercise and stretching techniques   | 5       |    |    |     |     |     |   |             |   |         |     |
| 3     | US21414 V3 | Plan and run a recreation activity.  | 4       |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. Students can study a maximum of two PE subjects in the same academic year.

**Where does this lead to?**

Tertiary qualifications offered by NZIS, WelTec, AUT and others.

**Teacher in charge:**

Mr Berkeley / Mr Boden



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
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## SPORTS PERFORMANCE

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | SPO 301 |
|--------------|---------|

### **What will I learn?**

This course is aimed at students who have a proven record of high performance in one or more sports and who wish to further their studies in Sports Science and its related areas. The course will be modular based and include: Anatomy, Exercise Science, Sports Conditioning and Sport Psychology. A focus of the course will be Personal Fitness, and Training Programme Planning and Implementation.

This course will be made up of both theory and practical aspects and students will be expected to participate fully in both.

### **Entry Requirements**

- Minimum of 12 credits at a level 2 PE course. (Does not include Adventure (Outdoor Education).
- High performance in team or individual sports and proven contribution to school sport.
- Students may be identified by Sports Managers, the Sports Coordinator and the Physical Education department.

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code          | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |  | Level 1 |   |
|-------|--------------------|--|---------|----|----|-----|-----|-----|---|-------------|--|---------|---|
|       |                    |  |         | Wr | R  | Lit | Num |     |   |             |  |         |   |
| 3     | AS91501 V2         | Demonstrate quality performance of a physical activity in an applied setting.                    | 4       |    |    |     |     |     |   |             |  |         | ✓ |
| 3     | AS91789            | Devise strategies for a physical activity outcome  | 4       |    |    |     |     |     |   |             |  |         |   |
| 3     | US30636            | Demonstrate knowledge of the human body and its movement during exercise and stretching          | 7       |    |    |     |     |     |   |             |  |         |   |
| 3     | US30447 V2         | Demonstrate basic knowledge of anatomical structures and physiological responses to exercise.    | 5       |    |    |     |     |     |   |             |  |         |   |
| 3     | AS91502 (optional) | Examine a current physical activity, event. Trend or issue and its impact on New Zealand society | 4       |    |    |     |     |     |   |             |  |         |   |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. Students can study a maximum of two PE subjects in the same academic year.

### **Where does this lead to?**

Tertiary qualifications offered by NZIS, WelTec, AUT and others.

### **Teacher in charge:**

Mr Berkeley / Mr Boden

|                             |                             |  |   |  |                             |
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## ADVENTURE EDUCATION

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | ADV 301 |
|--------------|---------|

**What will I learn?**

This course builds on the knowledge and skills learnt in 12 Adventure Education. Course content includes, kayaking, bush survival skills, river crossing, adventure based learning, tramping, rock climbing and mountain biking.

Students considering this course should be prepared to engage in theoretical concepts in the classroom that will allow them to increase their ability to pursue adventure in the outdoors.



**Entry Requirements**

- A proven record of participation and achievement in ADV 201 or at TIC discretion
- This is a restricted numbers course and attendance records from the previous year will be a large consideration when selecting students for the course.
- Has proven levels of self-management skills both in and out of the classroom.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|-----------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |           |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | US 32841  | Prepare for an overnight Outdoor Activity                         | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US 32876  | Knowledge of weather  | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US 32850  | Participate and Evaluate a Multi Day Trip                         | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US 32845  | Work with others to plan and lead students in an Outdoor Activity | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US 32844  | Whakatipu Tangata   | 3       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | US 32841  | Prepare for an overnight Outdoor Activity                         | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US 32836  | Weather, Survival Skills, Navigation                              | 3       |    |    |     |     |     |   |             |   |         |     |
| 3     | US 427    | River Crossing  | 2       |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** This is not a university entrance course

**Teacher in charge:**  
Mr Weakley

# SCIENCE

Head of Department: Catherine Laing

Science includes General Science, Chemistry, Physics, and Biology.

## Introduction

Science is a core subject at Years 9 and 10 and 11. At Years 12 and 13, if students continue with Science they may choose to do one or more of the three specialised areas:

Year 11 students: all students MUST take a Science course. Students will be directed into the most appropriate course for them.

- General Science; OR
- Internal Science; OR

Science subjects available in Year 12 are:

- Chemistry
- Physics
- Biology

Science, together with Mathematics and English, forms an important part of our curriculum. It is an essential subject to lead into many careers and professions.

## What is Science about?

First and foremost, Science is about discovery. In learning Science one discovers, through systematic observations and experiments, what happens around us and why things happen.

Based on the knowledge and understanding we gain this way, scientists are able to make new discoveries and advances in a range of areas including: technology; medicine; engineering; material sciences; space exploration; genetic engineering; and horticulture.

Much of the Science curriculum at all levels involves hands on experiments. Students learn not only to plan experiments and investigations into all sorts of areas, but also to carry them out individually and in small groups.

## Who can or should do Science?

If you are curious about the world around you and want to gain skills to find out why and how things happen, then Science is for you.

If you would like to pursue a career in medical sciences, technology, scientific research, engineering, horticulture or agriculture, the environmental sciences or the armed forces, then Science is for you.

Whether you have made up your mind about your career or not, you should give Science at Year 11 a serious attempt, and at least one branch of the Sciences at Years 12 and 13. Many employers, including those in law and accountancy, are now asking for graduates who have some science background so that they are able to deal with problems in which specific issues are involved.



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## BIOLOGY

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | BIO 201 |
|--------------|---------|

### What will I learn?

Year 12 Biology gives an overview of the plant and animal kingdoms. Topics covered include: cellular processes; genetic variation and changes; practical investigations (ecology, microscopes and cell processes); adaptations in plants and animals.

### Entry Requirements:

A pass in 1.3 (92022) and one other standard from SCI 101. Recommended – a good foundation in literacy/English skills.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91153 v2 | Carry out a practical investigation in a biology context, with supervision. | 4       |    | SR |     |     |     |   |             |   |         | ✓   |
| 2     | AS91158 v2 | Investigate a pattern in an ecological community with supervision.          | 4       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91160 v2 | Investigate biological material at the microscopic level.                   | 3       |    | SR |     |     |     |   |             |   |         |     |

\*Optional standard if Excellence grade in first AS91153 opportunity.

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91156 v2 | Demonstrate understanding of life processes at the cellular level. | 4       |    |    |     |     |     |   | ✓           |   | ✓       |     |
| 2     | AS91157 v2 | Demonstrate understanding of genetic variation and change.         | 4       |    |    |     |     |     |   | ✓           |   | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

Level 3 Biology - BIO 301

### Teacher in charge:

Ms Laing or Ms Eichler

|                             |                             |  |   |  |                             |
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## BIOLOGY

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | BIO 301 |
|--------------|---------|

### What will I learn?

Biology 301 gives an overview of the plant and animal kingdoms. Topics covered include: Research (socio-scientific issue), homeostasis, human manipulations of genetic transfer and its implications, plant and animal responses to their environment, evolution/speciation and trends in human evolution.

### Entry Requirements

A minimum of 14 Achievement Standard credits in NCEA Level 2 Biology or HOD approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91601 v2 | Carry out a practical investigation in a biological context, with guidance.        | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 3     | AS91604 v2 | Demonstrate understanding of how an animal maintains a stable internal environment | 3       |    |    |     |     |     |   |             | ✓ | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91603 V3 | Demonstrate understanding of the responses of plants and animals to their external environment | 5       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |
| 3     | AS91605 v2 | Demonstrate understanding of evolutionary processes leading to speciation                      | 4       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |
| 3     | AS91606 v2 | Demonstrate understanding of trends in human evolution   | 4       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

University to complete a BSc, BVSc, a degree in Agriculture/Horticulture, or a degree in the Medical/Health Sciences.

### Teacher in charge:

Ms Laing or Ms Eichler

|                             |                             |  |   |  |                             |
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## CHEMISTRY

NCEA LEVEL 2

CHE 201

### What will I learn?

Year 12 Chemistry covers a range of topics including quantitative chemistry, oxidation and reduction, structure and bonding of compounds, chemical reactivity and organic chemistry. These topics will help one become more aware of our environment and our obligations towards Planet Earth and also our responsibility towards the future survival of the human race.

### Entry Requirements

A pass in Science 1.2 (92021) and one other standard from Sci 101. Recommended - a good foundation in literacy/English skills.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91910 v1 | Carry out a practical investigation into a substance present in a consumer product using quantitative analysis. | 4       |    |    |     |     |     |   |             |   |         | ✓   |
| 2     | AS91167 v2 | Demonstrate understanding of oxidation-reduction  | 3       |    |    |     |     |     |   |             |   |         |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91164 v2 | Demonstrate understanding bonding structure, properties and energy changes. | 5       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91165 v2 | Demonstrate understanding of the properties of selected organic compounds.  | 4       |    |    |     |     |     |   |             |   | ✓       |     |
| 2     | AS91166 v2 | Demonstrate understanding of chemical reactivity.                           | 4       |    |    |     |     |     |   |             |   | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

Level 3 Chemistry. – CHE 301

### Teacher in charge:

Ms Laing or Mr Riordan

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# CHEMISTRY

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | CHE 301 |
|--------------|---------|

### What will I learn?

Year 13 Chemistry covers a range of topics including oxidation and reduction, particles and thermochemistry, aqueous systems, organic chemistry and an extended investigation into an aspect of chemistry which involves quantitative analysis. It will make one more aware of the impact of Science/Chemistry on society and Planet Earth in general.

### Entry Requirements

A minimum of 14 Achievement Standard credits in NCEA Level 2 Chemistry.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91387 v2 | Carry out an investigation in chemistry involving quantitative analysis. | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 3     | AS91393 v2 | Demonstrate understanding of oxidation-reduction processes.              | 3       |    |    |     |     |     |   |             |   | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91390 v2 | Demonstrate understanding of thermochemical principles and the properties of particles and substances | 5       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | AS91391 v2 | Demonstrate understanding of the properties of organic compounds                                      | 5       |    |    |     |     |     |   |             |   | ✓       |     |
| 3     | AS91392 v2 | Demonstrate understanding of equilibrium principles in aqueous systems.                               | 5       |    |    |     |     |     |   |             |   | ✓       | ✓   |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

Various courses at tertiary study, including any of the Health Science courses, Engineering, Agriculture and Chemical industries

### Teacher in charge:

Ms Laing or Mr Riordan

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# PHYSICS

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | PHY 201 |
|--------------|---------|

**What will I learn?**

The first laws of Physics were developed in ancient times. Many of these laws hold true today. We will study things like light and waves and how they behave, we look at things like the Physics of getting a rugby ball over the goalposts, how satellites stay in orbit, why atomic bombs are so destructive – but how we can use similar concepts in medicine – and how electricity and magnetism are related. We will also find out about current events in Physics.

**Entry Requirements**

A pass in Science 1.4 (92047) and one other standard from Sci 101. Recommended – a good foundation in Mathematics.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91168 v2 | Carry out a practical physics investigation that leads to a non-linear mathematical relationship. | 4       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 2     | AS91172 v2 | Demonstrate understanding of atomic and nuclear physics.  | 3       |    |    |     |     |     |   |             |   | ✓       |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code   | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|-------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |             |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91171 v2  | Demonstrate understanding of mechanics.                        | 6       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 2     | AS91173 v2  | Demonstrate understanding of electricity and electromagnetism. | 6       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 2     | AS 91170 v2 | Demon state understanding of waves                             | 4       |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

Level 3 Physics – PHY 301

**Teacher in charge:**

Ms Laing



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# PHYSICS

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | PHY 301 |
|--------------|---------|

### What will I learn?

Physics can be thought of as the most fundamental of the sciences. It is concerned with the most basic building blocks of all things - from ants to antennae, from quarks to quasars. We will answer questions like: how does a Police speed camera work? why is it that different musical instruments make different sounds? how does a radio get tuned to different stations (what happens inside the radio)?; can we make predictions as to the height of the seawater midtide?; how does alternating current differ to direct current?; and, what was Einstein talking about when he came up with his idea of Relativity? You will learn to think critically and question evidence that is put in front of you.

### Entry Requirements

A minimum of 15 Achievement Standard credits in NCEA Level 2 Physics.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |  |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|--|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |  |
| 3     | AS91521 v2 | Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship | 4       |    |    |     |     |     |   |             |   |         | ✓   |  |
| 3     | AS91525 v2 | Demonstrate understanding of Modern Physics  | 3       |    |    |     |     |     |   |             |   |         | ✓   |  |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |  |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|--|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |  |
| 3     | AS91524 v2 | Demonstrate understanding of mechanical systems | 6       |    |    |     |     |     |   |             |   |         | ✓   |  |
| 3     | AS91526 v2 | Demonstrate understanding of electrical systems | 6       |    |    |     |     |     |   |             |   |         | ✓   |  |
| 3     | AS91523 v2 | Demonstrate understanding of wave systems       | 4       |    |    |     |     |     |   |             |   |         |     |  |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

Various courses at tertiary study, including any of the Health Science courses, Architecture, Engineering, Computer Science, Design, Physics and AstroPhysics. It is also a good supporting subject for those considering a Mathematics degree.

### Teacher in charge

Ms Laing

# SOCIAL SCIENCES

Head of Faculty: Sam Keegan

## GEOGRAPHY AND TOURISM

Teacher in Charge – Sam Keegan

**Geography is the scientific and cultural study of the environment as the home of people.** It seeks to interpret the world and how it changes over time – past, present, and future. It explores the relationships and connections between people and both natural and cultural environments. Geography investigates the ways in which features are arranged on the earth's surface. It describes and explains the patterns and processes that have created them.

*“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world.” - President Barack Obama*

Students learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present, analyse and evaluate information. Geography skills fall into several categories:

- **Geographic resource interpretation skills** e.g. using maps, statistics, models, surveys.
- **Geographic resource construction skills** e.g. drawing précis maps, constructing graphs.
- **Communication skills** e.g. writing paragraphs or essays, interviewing, using graphic organisers.
- **Social skills** e.g. work in groups, being empathetic, appreciating different values or perspectives.
- **Fieldwork skills** e.g. gathering information from the field such as surveying, measuring.

**Geography can be picked up at any level without having studied the previous year’s course. At all levels in Geography some part of the course is internally assessed.**

Whatever level students take it, geography offers students the opportunity to learn a range of skills and knowledge that they can apply in their everyday lives. Geography can be a pathway to tertiary education and a broad range of careers. A geography job is any work that focuses on location. Although there are few jobs entitled GEOGRAPHER, employers like Geography students because they have a good understanding of the world around them. People who are able to make complex decisions using the above skills are required for a wide variety of occupations. Geography will help you in the following careers:

- |                        |                     |                         |
|------------------------|---------------------|-------------------------|
| • Tourist Officer      | • Geologist         | • Forest Ranger         |
| • Landscape Gardener   | • Diplomat          | • Farmer                |
| • Aerial Photographer  | • Export Agent      | • Cartographer          |
| • Business Manager     | • Journalist        | • Teacher               |
| • Ecologist            | • Oceanographer     | • Meteorologist         |
| • Land Agent           | • Town Planner      | • Climatologist         |
| • Mining               | • Surveyor          | • Local Government      |
| • GIS Computer Systems | • Market Researcher | • Environmental Planner |

**Does Tourism interest you?** There are 125,000 New Zealanders directly employed in tourism. If you are keen to be part of a very dynamic industry that is currently New Zealand’s second largest employer, then perhaps this is for you. The New Zealand Tourism Industry is looking for more “tourist savvy” employees to assist in the hosting of other major events in the future, especially in the wake of the successful 2011 Rugby World Cup and 2015 Cricket World Cup. There are job opportunities in every part of New Zealand – some of the most beautiful parts of our country.

We offer the Service IQ School Programme in Tourism. If students choose to take this subject over two years, they can work towards gaining the New Zealand Certificate in Tourism (Introductory Skills) (Level 2). This Certificate will be replaced with a new qualification, however currently details are still being finalised.

|                             |                             |  |   |  |                             |
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# GEOGRAPHY

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | GEO 201 |
|--------------|---------|

**What will I learn?**

Geography 201 develops an understanding of the environment as the home of people. You will develop an understanding of the features of the natural and cultural environments and their landscapes. Some of the topics you will study this year include: Geographic Research in the Tongariro Volcanic Environment; Urban Patterns of Crime in Chicago; Development Studies.

**Entry requirements**

A minimum of 15 Achievement Standard credits in NCEA Level 1 Geography, English, History or Science.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code     | Standard   | Credits | PI | SI | S&C | M&t | C&I | C | UE Literacy |   | Level 1 |     |
|-------|---------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |               |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91241<br>v3 | Demonstrate geographic understanding of an urban pattern.      | 3       |    | SR |     |     |     |   |             |   | ✓       |     |
| 2     | AS91244<br>v3 | Conduct geographic research with guidance.                     | 5       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 2     | AS91245<br>v3 | Explain aspects of a contemporary New Zealand geographic issue | 3       |    |    |     |     |     |   |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code     | Standard  | Credits | PI | SI | S&C | M&t | C&I | C | UE Literacy |   | Level 1 |     |
|-------|---------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |               |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91240<br>v2 | Demonstrate geographic understanding of a large natural environment.  | 4       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 2     | AS91242<br>v3 | Demonstrate geographic understanding of differences in development. . | 4       |    |    |     |     |     |   |             | ✓ | ✓       |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. The topics studied and standards offered are subject to change.

Field trips: Tongariro National Park

**Where does this lead to?**

Level 3 Geography or another Social Science subject

**Teacher in charge:**

Mr Keegan

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

# GEOGRAPHY

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | GEO 301 |
|--------------|---------|

**What will I learn?**

Geo 301 studies the environment as the home of people and looks closely at both the natural and cultural aspects of our environment from the local scale to the international / global scale. You will develop and apply skills and techniques used in geographic research and interpretation. Topics studied include: fluvial processes in the Hutt River, tourism development in Rotorua and the contemporary issue of human trafficking.

**Entry Requirements**

A minimum of 15 Achievement Standard credits in NCEA Level 2 History, Geography or English or Head of Department approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91430 V3 | Conduct geographic research with consultation.           | 5       |    |    |     |     |     |   |             |   | ✓       | ✓   |
| 3     | AS91431 V3 | Analyse aspects of a contemporary Geographic Issue.      | 3       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91432 V3 | Analyse aspects of a geographic topic at a global scale. | 3       |    |    |     |     |     |   |             | ✓ | ✓       |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91427 V3 | Demonstrate understanding of how a cultural process shapes geographic environment(s).      | 4       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |
| 3     | AS91426 V3 | Demonstrate how interacting natural processes shapes a New Zealand geographic environment. | 4       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

Field trips:  
 Hutt River Drainage Basin  
 Rotorua Tourism.

**Where does this lead to?**  
 University to complete a BA and/or BSc

**Teacher in charge:**  
 Mr Keegan

# HISTORY

Head of Department: Julie Sayers

“History is a conversation between the past and the present” E H Carr

**There are many excellent reasons why learning History is a good idea:**

- You will understand more about why our world is the way it is today. After all, you can't know who you are or where you may be heading, if you do not know your past.
- History is made up of many fascinating characters and stories.
- History extends your critical and creative thinking skills.
- You will learn to interpret historical information from a range of sources.
- You will develop your inquiry skills by learning how to gather information; how to select what information is relevant and how to organise the information with a variety of note making techniques.
- You will learn how to process information, how to tell the difference between fact and opinion and how to recognise different points of view, bias and propaganda.

You will learn how to present and communicate your information in a variety of formats. You will learn how to write accurately, logically and effectively.

- **Careers that History can lead to:**

- |                            |                          |                               |
|----------------------------|--------------------------|-------------------------------|
| • Teacher                  | • Journalist             | • Lawyer                      |
| • Architect                | • Historian              | • Diplomat                    |
| • Researcher               | • Town Planner           | • Tertiary Lecturer           |
| • Author                   | • Librarian              | • Archivist                   |
| • Anthropologist           | • Archaeologist          | • Art Conservator             |
| • Policy Analyst           | • Publisher              | • Web Designer                |
| • Web Designer             | • United Nations Advisor | • Officer in the Armed Forces |
| • Games/Animation Designer | • Film Director/Producer | • Museum/Gallery Curator      |

**History can be picked up at any level without having studied the previous year's course as long as you meet the prerequisites.**



|                             |                             |  |   |  |                             |
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# HISTORY

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | HIS 201 |
|--------------|---------|

### What will I learn?

Why historical forces and movements have rippling effects across the world that affect people, places, politics and power.

- Themes: Change and Impact
- Events: Kristallnacht and how this event was a catalyst to the holocaust. As part of our learning we will visit the Holocaust Centre in Wellington to learn about the significance of this event on NZ. We also learn about Parihaka and the invasion which shaped the Aotearoa we live in today. (Subject to change based on student interest and what is happening in the world at the time).

### Entry Requirements

A minimum of 10 Achievement Standards in NCEA Level 1 History, Geography or English, or with HOD approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91229 v2 | Carry out an enquiry of an historical event or place that is of significance to New Zealanders.              | 4       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 2     | AS91230 v2 | Examine an historical event or place that is of significance to New Zealanders.                              | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 2     | AS91232 v2 | Interpret different perspectives of people in an historical event that is of significance to New Zealanders. | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91233 v2 | Examine causes and consequences of a significant historical event. | 5       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Standards offered may be subject to change**

### Where does this lead to?

Level 3 History – HIS 301 or another Social Science subject

### Teacher in charge:

Mrs Sayers

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# HISTORY

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | HIS 301 |
|--------------|---------|

### What will I learn?

Why historical events and movements are complex and contested.

- Themes: Genocide, Terrorism and Ideological Extremism.
- Events: Terrorism around the world - 9/11, War on Terror, Christchurch Mosque Attacks, Genocide around the world – Holocaust, Cambodia, Rwanda. Subject to change based on student interest and what is happening in the world at the time.

### Entry Requirements

A minimum of 15 Achievement Standard credits in NCEA Level 2 History, Geography or English or HOD approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91434 v1 | Research an historical event or place of significance to New Zealanders, using primary and secondary sources. | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91435 v1 | Analyse an historical event, or place, of significance to New Zealanders.                                     | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91437 v1 | Analyse different perspectives of a contested event of significance to New Zealanders.                        | 5       |    |    |     |     |     |   |             | ✓ | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91438 v1 | Analyse the causes and consequences of a significant historical event. | 6       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

University to complete a BA and/or Law degree.

### Teacher in charge:

Mrs Sayers

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# TOURISM

NCEA LEVEL 2
TOU201

**What will I learn?**

Tourism 201 provides you with a general understanding of an important and growing sector in New Zealand and the world’s economy: TOURISM: If you choose to take up the option of studying tourism at both Year 12 and Year 13, you may have the opportunity to gain the New Zealand Certificate in Tourism (Introductory Skills – Level 2).

The focus in Year 12 is to give you the opportunity to gain knowledge and learn a variety of skills required in the New Zealand tourism industry.

**Entry Requirements**

A minimum of 50 credits in NCEA Level 1 or HOD approval.

Please note that this is not an academic course. This DOES NOT lead onto a University approved subject.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |  | Level 1 |  |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|--|---------|--|
|       |            |  |         | Wr | R  | Lit | Num |     |   |             |  |         |  |
| 2     | US24726 v2 | Describe and compare social and cultural impacts of tourism.         | 2       |    | SR |     |     |     |   |             |  |         |  |
| 2     | US24727 v2 | Describe and compare impacts of tourism on the physical environment. | 3       |    |    |     |     |     |   |             |  |         |  |
| 2     | US24728 v1 | Knowledge of work roles in tourism.                                  | 3       |    | SR |     |     |     |   |             |  |         |  |
| 2     | US24729 v2 | Knowledge of world tourist destinations.                             | 4       |    | SR |     |     |     |   |             |  |         |  |
| 2     | US24732 v1 | Demonstrate knowledge of tourist characteristics and needs           | 3       |    | SR |     |     |     |   |             |  |         |  |
| 2     | US24731 v2 | Knowledge of destinations of New Zealand.                            | 4       |    | SR |     |     |     |   |             |  |         |  |

**Notes:** SR are Sector Related Standards in the Vocational Pathway. For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

Level 3 Tourism or Geography: -  
TOU 301 or GEO 301

**Teacher in charge:**

Mr Keegan



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# TOURISM

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | TOU 301 |
|--------------|---------|

**What will I learn?**

TOU 301 provides you with a general understanding of Tourism, an important and growing sector in New Zealand and the world's economy. Topics include: Knowledge of the Tourism Industry, Tourist Regions in New Zealand, Economic Significance of Tourism, Destination Australia.

If you choose to study Tourism at both Year 12 and Year 13, you may have the opportunity to gain the New Zealand Certificate in Tourism (Introductory Skills) – Level 2.

**Entry Requirements**

Priority will be given to those students who have successfully passed NCEA Level 2 or TOU 201 (gained a minimum of 14 credits), or HOD approval.

Please note that this is not an academic course. This is NOT a University Entrance approved subject, however the credits do count towards NCEA Level 3.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | US18211 V4 | Demonstrate knowledge of Australia as a visitor destination.  | 5       |    |    |     |     |     |   |             |   |         |     |
| 3     | US31071 v6 | Identify and explain the cultural significance of natural and manmade attractions in tourism Maori                    | 6       |    |    |     |     |     |   |             |   |         |     |
| 3     | US23766 v2 | Demonstrate knowledge of the tourism industry.  | 5       |    |    |     |     |     |   |             |   |         |     |
| 3     | US28126 V3 | Demonstrate world knowledge of geography, including the Pacific Islands and Australia relevant to the travel industry | 5       |    |    |     |     |     |   |             |   |         |     |

**Notes: TOURISM IS NOT A UNIVERSITY APPROVED SUBJECT.**

**Where does this lead to?**

Tertiary studies in Tourism.

**Teacher in charge:**

Mr Keegan

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## CLASSICAL STUDIES

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | CLA 301 |
|--------------|---------|

### What will I learn?

- To engage with the literature, religion, art, architecture and culture of the classical world.
- To understand how and why ideas and values of the classical world have influenced other cultures, including New Zealand, over time.
- How to research information, think critically about sources and apply your understanding in different contexts.

You will be offered a choice of topics for Internal Assessments which may include, but are not limited to: classical heroes, death and the underworld, the role of women, images of power, and ancient religion. For the External Assessments you will learn about Alexander the Great and Roman Art and Architecture.

### Entry Requirements

A minimum of 15 Achievement Standard credits in NCEA Level 2 English or History or TIC approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91397 V2 | Demonstrate understanding of significant ideology(ies) in the classical world.                            | 6       |    |    |     |     |     |   |             | ✓ | ✓       |     |
| 3     | AS91398 V2 | Demonstrate understanding of the lasting influences of the classical world on other cultures across time. | 6       |    |    |     |     |     |   |             | ✓ | ✓       |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91395 V2 | Analyse the significance of a work(s) of art in the classical world.          | 4       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |
| 3     | AS91396 V2 | Analyse the impact of a significant historical figure on the classical world. | 6       |    |    |     |     |     |   | ✓           | ✓ | ✓       |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

University to complete a BA and/or Law degree.

### Teacher in charge:

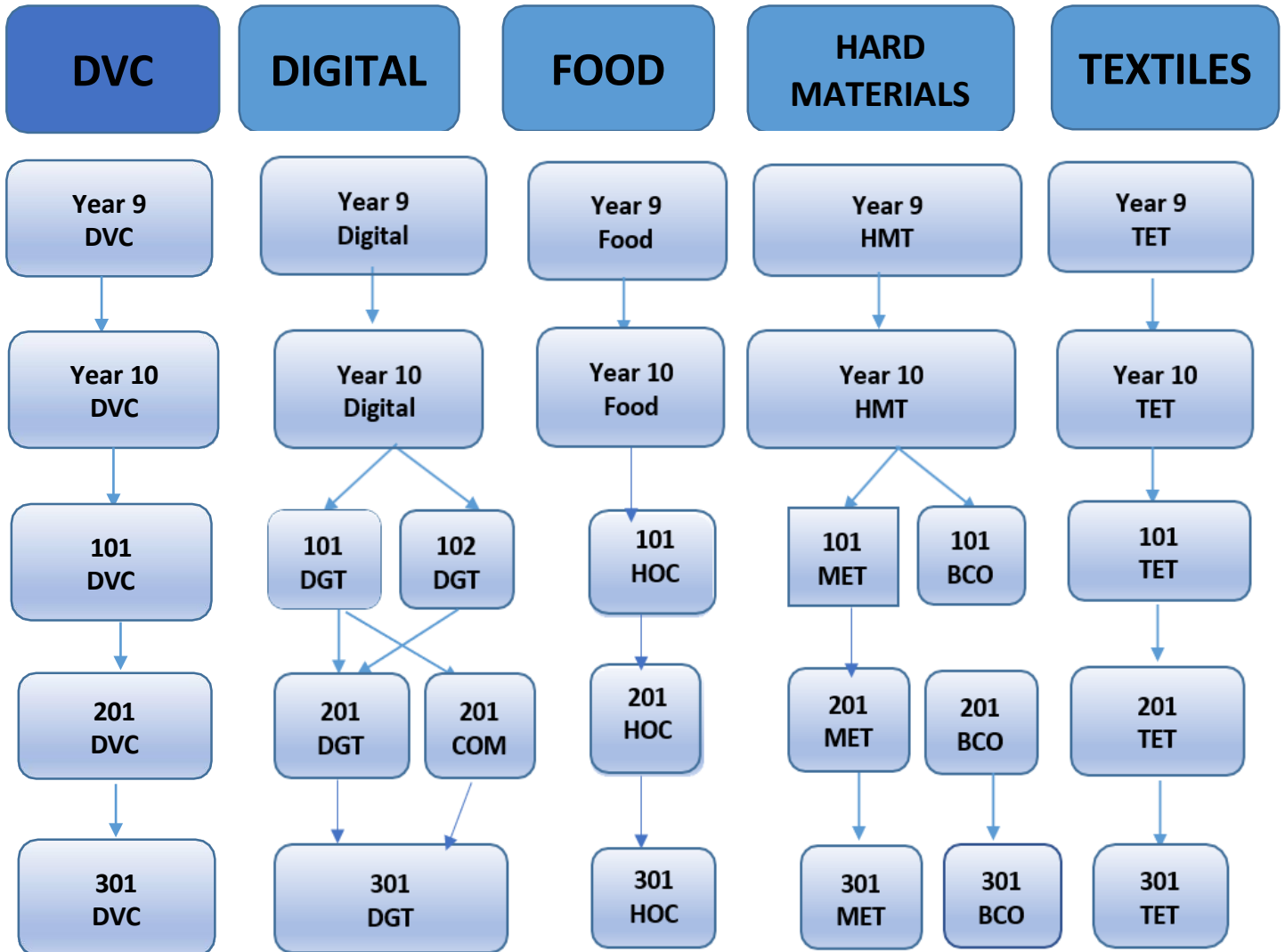
Ms Mulholland

Classical Studies can also be the basis for careers as diverse as: graphic and interior design, information technology, law, marketing, medicine, museums and art galleries, philosophy, politics, teaching, tourism.

# TECHNOLOGY

Head of Faculty: Mr Grant Miles

The Technology Faculty offers students 6 subjects with alternative options in 2 of the subject areas. They all offer courses at Levels 1, 2 and 3 for NCEA.



DVC is Design and Visual Communication (formerly known as Graphics)

DGT 101 is an Achievement Standard course and is a more academic course. DGT 102 is a Unit Standard course and is a more practical course. **Students may only enter DGT201 from DGT102 with HOD approval.**

HOC is a Unit Standard course.

BCO is the Building & Construction class operating at levels 1, 2 and 3 in the Wood area.

\*\*Scholarship options may be available in DVC DGT MET TET.

|                             |                             |  |   |  |                             |
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|  |                           |  |
|--|---------------------------|--|
|  | <b>DIGITAL TECHNOLOGY</b> |  |
|--|---------------------------|--|

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | DGT 201 |
|--------------|---------|

**What will I learn?**

Year 12 Digital Technology is a dual-thread course with students having the option of pursuing a full Achievement Standard course or a full Unit Standards course dependent on their needs. These courses run parallel within the same class. DGT201(AS) concentrates on extending students' design, project and software skills. Themes covered in this course include conceptual design of digital media and database applications. DGT201(US) has a focus on applications and skills used within business.

**Entry Requirements**

14 credits from DGT 101

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91356 v3 | Produce a conceptual design for an outcome                                      | 6       |    |    |     |     |     | SR |             |   |         |     |
| 2     | AS91891 v1 | Apply conventions to develop a design for a digital technologies outcome        | 3       |    |    |     |     |     |    |             |   |         |     |
| 2     | AS91893 v1 | Use advanced techniques to develop a digital media outcome                      | 4       |    |    |     |     |     |    |             |   |         |     |
| 2     | AS91892 v1 | Use advanced techniques to develop a database                                   | 4       |    |    |     |     |     |    |             |   |         |     |
| 2     | US111 v9   | Use a word processor to produce documents for a business or organisation        | 5       |    |    |     |     |     |    |             |   |         |     |
| 2     | US29770 v1 | Use the main features and functions of a spreadsheet application for a purpose  | 3       |    |    |     |     |     |    |             |   |         |     |
| 2     | US29771 v1 | Use the main features and functions of a presentation application for a purpose | 2       |    |    |     |     |     |    |             |   |         |     |
| 2     | US12885 v8 | Create and enhance electronic documents combining text and images               | 4       |    |    |     |     |     |    |             |   |         |     |
| 2     | US29777 v1 | Use the main features and functions of a database application                   | 3       |    |    |     |     |     |    |             |   |         |     |
| 2     | US107 v    | Apply text processing skills to produce communications in a business context    | 5       |    |    |     |     |     |    |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91899 v1 | Present a summary of developing a digital outcome. | 3       |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. Students will select from these standards they will not be offered all of them.

**Where does this lead to?**

Level 3 Digital Technology – DGT 301 or future digital study or careers.

**Teacher in charge:**

Mr Thomas

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## DIGITAL TECHNOLOGY: COMPUTING

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | COM 201 |
|--------------|---------|

**What will I learn?**

Computing 201 is desirable for anyone wanting to gain the knowledge and skills for a future involving computers or advanced design and media. This course takes a more computer science and technical approach. Themes covered include computer hardware and systems along with programming in Python. Heavy use of Google apps, mail, forums and sites etc. is an important aspect of this course.

**Entry Requirements**

14 credits from DGT 101 or program standards.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91357 V3 | Undertake effective development to make and trial a prototype  | 6       |    |    |     | SR  |     |   |             |   |         |     |
| 2     | AS91896 V1 | Use advanced programing techniques to develop a computer programme   | 6       |    |    |     |     |     |   |             |   |         |     |
| 2     | US29782 V1 | Demonstrate knowledge of computing hardware, software and terminology to select digital tools for specified purposes | 5       |    |    |     |     |     |   |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91898 V1 | Demonstrate understanding of a computer science concept | 3       |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

Level 3 Digital Technology – DGT 301

**Teacher in charge:**

Mr Thomas

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## DIGITAL TECHNOLOGY

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | DGT 301 |
|--------------|---------|

**What will I learn?**

DGT is a combined class for both Computing and Digital Technology students. DGT301 encompasses both a DigiTech and/or a Computing course. A mixture of units may be taken; these are taught in parallel in the same class. DGT concentrates on extending students' design, project and software skills whereas Computing focuses on technical understanding and programming. Themes covered in this course include hardware and software systems, website development, project management, Prototype development and programming.

**Entry Requirements**

14 credits or higher from COM 201 or DGT 201.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C & I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-------|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |       |   | Wr          | R | Lit     | Num |
| 3     | AS91609 v3 | Undertake project management to support technological practice.   | 4       |    |    |     |     |       |   |             |   |         |     |
| 3     | US29789    | Use a presentation application to produce an interactive multimedia presentation                              | 3       |    |    |     |     |       |   |             |   |         |     |
| 3     | US29793 V1 | Investigate, plan, design and create digital outcome solutions to meet the requirements of a specified brief. | 5       |    |    |     |     |       |   |             |   |         |     |
| 3     | US29788 V1 | Develop and evaluate an interactive website for organisational use  | 5       |    |    |     |     |       |   |             |   |         |     |
| 3     | AS91906 V1 | Use complex programming techniques to develop a computer program  | 6       |    |    |     |     |       |   |             |   |         |     |
| 3     | AS91611 v3 | Develop a prototype considering fitness for purpose in the broadest sense                                     | 6       |    |    |     |     |       |   |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C & I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-------|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |       |   | Wr          | R | Lit     | Num |
| 3     | AS91909 V1 | Present a reflective analysis of developing a digital outcome | 3       |    |    |     |     |       |   |             |   |         |     |
| 3     | AS91908 V1 | Analyse an area of computer science                           | 3       |    |    |     |     |       |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Note:** Students will select from some of the standards on offer depending on whether they wish to specialise in Computing or Digital Technology Standards.

**Where does this lead to?**

University or Polytechnic.  
Work in an IT workplace.

**Teacher in charge:**

Mr Thomas

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## DESIGN & VISUAL COMMUNICATION

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | DVC 201 |
|--------------|---------|

### What will I learn?

Design and Visual Communication is a course where students develop their creativity, learn about the practice of designing (initiation and developing of ideas), make qualitative judgements (in-formed decisions on aesthetic and functional aspects of design) and develop a range of drawing (visual communication) skills. Students learn best by doing. Design and Visual Communication therefore adopts an activity-based, project-driven approach. This takes place within a design practice where they create, develop and present their own ideas.

### Entry Requirement

14 credits in DVC 101 or HOF Approval.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level 1 | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|---------|------------|---|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|         |            |   |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2       | AS91340 v3 | Use the characteristics of a design movement or era to inform own design ideas. | 3       |    |    |     |     |     | SR |             |   |         |     |
| 2       | AS91341 v3 | Develop a spatial design through graphics practice.                             | 6       |    |    |     |     | SR  |    |             |   |         |     |
| 2       | AS91342 v3 | Develop a product design through graphics practice                              | 6       |    |    |     | SR  | SR  |    |             |   |         |     |

#### EXTERNAL STANDARDS

| Level 1 | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|---------|------------|--|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|         |            |  |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2       | AS91337 v3 | Use visual communication techniques to generate design ideas | 3       |    |    |     |     | SR  | SR |             |   |         |     |

### Vocational Pathways Award

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

Level 3 Design & Visual Communication - DVC 301

### Teacher in charge:

Mr Miles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## DESIGN AND VISUAL COMMUNICATION

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | DVC 301 |
|--------------|---------|

### What will I learn?

Design and Visual Communication is where students can develop their creativity, learn about the practice of designing (initiation and developing ideas), make qualitative judgements (informed decisions on aesthetic and functional aspects of design) and develop a range of drawing (visual communication) skills.

Students learn best by doing. Design and Visual Communication therefore adopts an activity-based, project-driven approach. This takes place within a design practice where they create, develop and present their own ideas. This design practice is broadly described and illustrated as Development design ideas, which involve initiating, exploring and refining design ideas that are informed by research. This will lead to the communication of a final solution in response to a given project theme.

**Entry Requirements** To gain entry to this course, students should have gained at least 14 credits in DVC 201 or HOD Approval. Other students may gain entry at the discretion of the HOD – consultation is required.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91629 v2 | Resolve a spatial design through graphics practice.                          | 6       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91630 v2 | Resolve a product design through graphics practice.                          | 6       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91628 v2 | Develop a visual presentation that exhibits a design outcome to an audience. | 6       |    |    |     |     |     |   |             |   |         |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard                                   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91627 v2 | Initiate design ideas through exploration. | 4       |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### Where does this lead to?

University or Design School choices.

### Teacher in charge:

Mr Miles



|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## BUILDING & CONSTRUCTION

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | BCO 201 |
|--------------|---------|

**What will I learn?**

This course is the second level of the BCATS (Building, Construction and Allied Trades Skills) programme. It will further develop skills and knowledge to springboard into a career in the construction industry in areas such as carpentry, joinery, flooring, frame and truss etc. Students will make garden furniture and a smaller wood-based project. Students who show ability in design may be offered some Technology Achievement Standards.

**Entry Requirements**

Successful completion of Year 11 Building and Construction or by negotiation with the HOF.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | US12932 V4 | Construct timber garden furniture and items of basic construction equipment as a BCATS project | 8       |    |    |     |     | SR  |   |             |   |         |     |
| 2     | US24350 V3 | Identify, select, maintain and use portable power tools for BCATS projects                     | 6       |    |    |     |     | SR  |   |             |   |         |     |
| 2     | US22607 V4 | Read and interpret plans, working drawings and specifications for BCATS projects               | 3       |    |    |     |     | SR  |   |             |   |         |     |
| 2     | US24353 V3 | Demonstrate knowledge of and create sketches and drawings for BCATS projects                   | 6       |    |    |     |     | SR  |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

Level 3 Building and Construction  
 Careers in Construction and Manufacturing  
 WelTec

**Teacher in charge:**

Mr Miles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## BUILDING & CONSTRUCTION

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | BCO 301 |
|--------------|---------|

**What will I learn?**

This course is the third level of the BCATS (Building, Construction and Allied Trades Skills) programme. It will further develop skills and knowledge to springboard into a career in the construction industry in areas such as carpentry, joinery, flooring, frame and truss etc. Students will build projects worthy of Level 3 and could include non-consent building, cabinetry work with an advanced design feature. Students who show ability in design may be offered some Technology Achievement Standards to allow endorsement.

**Entry Requirements**

Successful completion of Year 12 Building and Construction or Year 12 Mechanical Engineering. Or by negotiation with the HOF.

**How is this course assessed?**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |  | Level 1 |  |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|--|---------|--|
|       |            |  |         | Wr | R  | Lit | Num |     |   |             |  |         |  |
| 3     | US29677 v1 | Follow safe workplace practices and safely contribute to a health and safety culture, in a BCATS environment | 2       |    |    |     |     |     |   |             |  |         |  |
| 3     | US29680 v1 | Communicate and work collaboratively in a Stage 3 BCATS project  | 5       |    |    |     |     |     |   |             |  |         |  |
| 3     | US29681 v1 | Measure and calculate for a Stage 3 BCATS project  | 3       |    |    |     |     |     |   |             |  |         |  |
| 3     | US29682 v1 | Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project                         | 4       |    |    |     |     |     |   |             |  |         |  |
| 3     | US29684 v1 | Undertake a Stage 3 BCATS project  | 12      |    |    |     |     |     |   |             |  |         |  |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. This course does not offer credits towards gaining University Entrance.

**Where does this lead to?**

Careers in Construction and Manufacturing  
WelTec

**Teacher in charge:**

Mr Miles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## HOSPITALITY & CATERING

NCEA LEVEL 2

HOC 201

### **What will I learn?**

Year 12 Hospitality and Catering course is a Unit Standard based course and the Level 2 units offered include: food safety, knives, salads, vegetable cuts, sandwiches and foods cooked by grilling, roasting and frying totalling 18 credits. All units are internally assessed.

### **Entry Requirements**

Year 11 FON 101 or HOC 101 or approval from the HOD.

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code  | Standard                              | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---------------------------------------|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |                                       |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | US167 v8   | Food safety                           | 4       |    |    |     |     |     |   |             |   |         |     |
| 2     | US13285 v5 | Handle and maintain knives.           | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US13276 v5 | Cook food by grilling                 | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US13283 v5 | Prepare and present salads.           | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US13271 v5 | Cook food items by frying.            | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US13278 v5 | Cook foods by roasting                | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US13280 v5 | Prepare fruit and vegetable cuts.     | 2       |    |    |     |     |     |   |             |   |         |     |
| 2     | US13281 v6 | Prepare and present basic sandwiches. | 2       |    |    |     |     |     |   |             |   |         |     |

### **Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

### **Where does this lead to?**

Level 3 Hospitality & Catering – HOC 301

### **Teacher in charge:**

Mr Miles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## HOSPITALITY & CATERING

NCEA LEVEL 3

HOC 301

### **What will I learn?**

Food safety, hazards and hygiene, food preparation and presentation, nutrition and culinary terms used in the hospitality industry. Year 13 Hospitality and Catering course is a theory-based Unit Standards course. Related practical lessons are offered when applicable. Topics covered include:

- food contamination and the control methods used in a food business.
- basic nutrition.
- Culinary terms used in the hospitality industry.

### **Entry Requirements**

A minimum of 15 Unit Standard credits in NCEA Level 2 HOC 201 including US 167 or HOD approval.

### **How is this course assessed?**

#### **INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | US168 v6   | Demonstrate knowledge of food contamination, hazards and control methods used in a food business. | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | US13343 v5 | Demonstrate knowledge of basic nutrition in commercial catering.                                  | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | US18497 v7 | Demonstrate knowledge of culinary products and terms  | 8       |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary. This course does not offer credits towards gaining University Entrance.

### **Where does this lead to?**

WelTec or a career in the Hospitality area

### **Teacher in charge:**

Mr Miles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## MECHANICAL ENGINEERING

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | MET 201 |
|--------------|---------|

**What will I learn?**

This course will offer an introduction to basic construction skills, including safety, processes, materials, and quality control. You will learn how to use hand and power tools to produce quality metalwork. One or two projects will be completed over the year.

**Product Design Alternative**

This course will offer a different learning pathway for students wishing to follow a more creative materials technology experience. The achievement standards here can form a foundation for higher study and possibly lead to gaining credits that support university entry in the following year. All students will follow the engineering course initially covering US4435 and US 4436 as these provide foundational knowledge and training for the use of advanced manufacturing techniques. Students self-select projects for these standards and are not limited to engineering outcomes. The learning focus of these standards lies in problem solving and the application of high-quality construction skills and the ability to communicate their own problem solving processes clearly.

**Entry Requirements**

A minimum of 10 credits in MET101 or HOF approval?

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | US4435 V8  | Select, use and care for engineering dimensional measuring equipment        | 3       |    |    |     | SR  |     |   |             |   |         |     |
| 2     | US4436 V7  | Select, use and care for engineering marking-out equipment                  | 4       |    |    |     | SR  |     |   |             |   |         |     |
| 2     | US20917 v3 | Demonstrate basic knowledge of engineering materials.                       | 2       |    |    |     | SR  |     |   |             |   |         |     |
| 2     | US21906 v2 | Perform basic mechanical engineering machining operations under supervision | 12      |    |    |     | SR  |     |   |             |   |         |     |

**OR : Product Design Course. Internal**

| Level | NZQA Code | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|-----------|---|---------|----|----|-----|-----|-----|---|---------|-----|
|       |           |   |         |    |    |     |     |     |   | Lit     | Num |
| 2     | 91355 V3  | Select and use planning tools to manage the development of an outcome                                     | 4       |    |    |     | SR  |     |   |         |     |
| 2     | 91356 V4  | Develop a conceptual design for an outcome  | 6       |    |    |     | SR  |     |   |         |     |
| 2     | 91344 V3  | Implement advances procedures using resistant materials to make a specified product with special features | 6       |    |    |     | SR  |     |   |         |     |

**External**

| Level | NZQA Code | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|-----------|---|---------|----|----|-----|-----|-----|---|---------|-----|
|       |           |   |         |    |    |     |     |     |   | Lit     | Num |
| 2     | 51358 V3  | Demonstrate understanding of how technological modelling supports risk management | 4       |    |    |     | SR  |     |   |         |     |

**Where does this lead to?**

Careers in engineering, Fabrication, construction industries, WeITec, Product and systems design, University with level three completion.

**Teacher in charge:**

Mr Miles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## MECHANICAL ENGINEERING – Product Design

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | MET 301 |
|--------------|---------|

**What will I learn?**

This course will offer an introduction to design, 2D and 3D CAD skills, construction skills, including safety, processes, materials, and quality as well as some digital control. You will learn how to use hand and power tools to produce quality metalwork. You will learn to work in teams and develop the 21<sup>st</sup> century learning skills desired by industry. You will have the opportunity to be mentored by industrial professionals working in the engineering industry, to go on site visits and to build an electric car to compete in the e velocity competition.

**Product Design**

This course will offer a different learning pathway for students wishing to follow a more creative materials technology experience. Projects for these standards are not limited to engineering outcomes although the first project will be the development and building of an electric car in teams. Subsequent projects are student choice. The learning focus within this learning programme lies in problem solving and the development and application of high-quality construction skills and the ability to communicate their own problem-solving processes clearly to other team members. The opportunity to be mentored by working professionals will give students an insight into a career in engineering from the workshop floor to the design room. Please note while this course provides a pathway to University Entrance it can also provide an alternate assessment pathway for students who may struggle with the achievement standards through the use of Level 3 and 4 core generic unit standards.

**Entry Requirements**

A minimum of 10 credits in MET101 or by negotiation with the HOF.

**INTERNAL STANDARDS**

| Level | NZQA Code | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|-----------|--|---------|----|----|-----|-----|-----|---|---------|-----|
|       |           |  |         |    |    |     |     |     |   | Lit     | Num |
| 3     | 32052 v1  | Demonstrate knowledge of and produce development drawings and patterns for 3-dimensional objects in MaPS environment | 4       |    |    |     |     |     |   |         |     |
| 3     | 32054 v1  | Produce components by performing engineering machining operations in MaPS environment                                | 7       |    |    |     |     |     |   |         |     |
| 3     | 32056 v1  | Perform fabrication operations in MaPS environment   | 7       |    |    |     |     |     |   |         |     |

**OR : Product Design Course. Internal**

| Level | NZQA Code | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|-----------|---|---------|----|----|-----|-----|-----|---|---------|-----|
|       |           |   |         |    |    |     |     |     |   | Lit     | Num |
| 3     | 91609     | Undertake project management to support technological practice.                                       | 4       |    |    |     | SR  |     |   |         |     |
| 3     | 91611     | Develop a prototype considering fitness for purpose in the broadest sense                             | 6       |    |    |     | SR  |     |   |         |     |
| 3     | 91620     | Implement complex procedures to integrate parts using resistant materials to make a specified product | 6       |    |    |     | SR  |     |   |         |     |

**External**

| Level | NZQA Code | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | Level 1 |     |
|-------|-----------|---|---------|----|----|-----|-----|-----|---|---------|-----|
|       |           |   |         |    |    |     |     |     |   | Lit     | Num |
| 3     | 91612     | Demonstrate understanding of how technological modelling supports technological development and implementation. | 4       |    |    |     | SR  |     |   |         |     |

**Where does this lead to?**

Careers in engineering, Fabrication, construction industries, WelTec, Product and systems design, University Engineering, Product, industrial, and mechatronics.

**Teacher in charge:**

Mr Miles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## TEXTILES

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | TET 201 |
|--------------|---------|

**What will I learn?**

Year 12 Textiles follows the technology curriculum. Topics covered include implementing advanced procedures to construct a text and undertake effective development to make and trial a prototype.

N.B. Due to the nature of the technology assessment matrix, some standards are also in use in other Technology subjects. An extra standard could be added to compensate for any clashes of standards which may affect some3 students.

**Entry Requirements**

A minimum of 14 credits in NCEA Level 1 Textiles Technology or by HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91345 v4 | Implement advanced procedures using textile materials to make a specified product with special features. | 6       |    |    |     |     |     |   |             |   |         |     |
| 2     | US6688 V4  | Incorporate applied design in fabric   | 6       |    |    |     |     |     |   |             |   |         |     |
| 2     | AS91350 V4 | Make advanced adaptations to a pattern to change structural and style features of a design               | 4       |    |    |     |     |     |   |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91358 v3 | Demonstrate how technological modelling supports risk management | 4       |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

Level 3 Textiles - TET 301

**Teacher in charge:**

Mr Miles

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

# TEXTILES

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | TET 301 |
|--------------|---------|

**What will I learn?**

Year 13 Textiles follows the Technology curriculum. Topics covered will be decided on in consultation between the students and the Textiles teacher. They can include; implementing complex procedures using textile materials to make a jacket with an applied design; and developing a prototype that meets the brief in the broadest sense.

N.B. Due to the nature of the technology assessment matrix, some standards are also in use in other Technology subjects. An extra standard could be added to compensate for any clashes of standards which may affect some3 students.

**Entry Requirements**

A minimum of 15 Achievement Standard credits in NCEA Level 2 Textiles or HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |  | Level 1 |  |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|--|---------|--|
|       |            |   |         | Wr | R  | Lit | Num |     |   |             |  |         |  |
| 3     | AS91626 v3 | Draft a pattern to interpret a design for a garment                               | 6       |    |    |     |     |     |   |             |  |         |  |
| 3     | AS91623 v3 | Implement complex procedures to create an applied design for a specified product  | 4       |    |    |     |     |     |   |             |  |         |  |
| 3     | AS91621 v3 | Implement complex procedures using textile materials to make a specified product. | 6       |    |    |     |     |     |   |             |  |         |  |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |  | Level 1 |  |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|--|---------|--|
|       |            |  |         | Wr | R  | Lit | Num |     |   |             |  |         |  |
| 3     | AS91612 v3 | Demonstrate understanding of how technological modelling supports technological development and implementation | 4       |    |    |     |     |     |   |             |  |         |  |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Where does this lead to?**

University, Fashion Tech, Toi Whakaari, Fashion & textile careers.

**Teacher in charge:**

Mr Miles



# VISUAL ART

Head of Department – Shannon-Mae Read

The Visual Arts curriculum at Upper Hutt College provides students with opportunities to explore, challenge, affirm, and celebrate unique artistic expressions of self, community and all cultures. It provides opportunities for student identity to be openly explored, and is inclusive of the forms and practices of customary and contemporary Māori and Pasifika visual arts.

Students in the junior Art programme at Upper Hutt College learn the fundamental elements and principles of art through a highly structured and diverse curriculum; from colour theory, painting, printmaking, to digital art, design and photography using the Adobe Suite. The junior curriculum prepares students for senior Art specialist subjects by equipping them with a range of skills, techniques experiences, and a knowledge of a range of art making conventions.

In order to enter Level Two and Three specialist Art courses, students must have achieved Level One Art. Exceptions may be considered where a student demonstrates exceptional art making skills in an interview with the Head of Department.

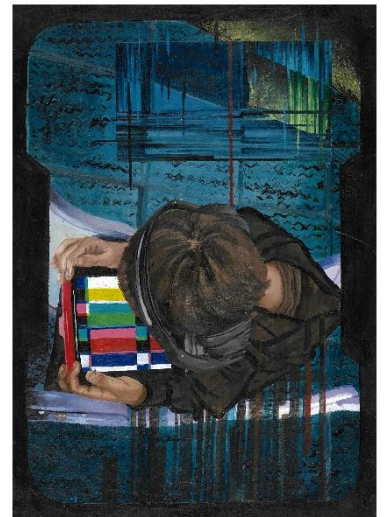


## Levels Two and Three

Specialist studies in level two and three Art **Painting, Design and Photography** are more student directed and involve inquiry based learning over the duration of the academic year. Where students are entered in more than one Visual Art subject, they may use the same theme for their inquiry across both art disciplines for example level two Photography and level two Design.

This approach to the senior art curriculum prepares our young people for a future in the **Creative Industries** via academic or vocational pathways such as:

- Visual and performing arts as artists, technicians or educators
- Museum and gallery curator or management, commercial / fashion photography
- Photojournalism, film / documentary and television
- Design and development of products, including communications, architecture, advertising and publishing, event's organiser.
- Arts-related businesses connected with large industries such as film, television and animation
- Management roles including heritage and cultural advice. Māori and Pasifika culture and identity is fully represented in this pathway. Through working in the creative industries young people can make a difference to individuals, whānau, hapū, iwi, communities and the world at large.
- Work requiring te reo Māori and/or kaupapa/tikanga Māori awareness continue to grow, along with a strong, contemporary Māori arts scene.



## Subject Endorsement and University Entry

Students have the opportunity to produce a large body of work and a portfolio at Level Three that becomes a gateway for university entry. We offer Visual Arts Merit and Excellence subject endorsement at Level One, Two and Three and Scholarship at Level Three, should a student be a strong candidate. Each Level Three Visual Arts subject offers 14 external credits per course and are all university approved subjects

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

## ART - DESIGN

|              |         |
|--------------|---------|
| NCEA LEVEL 2 | ADE 201 |
|--------------|---------|

**What will I learn?**

**Year 12 Design**

You will explore the conventions of design styles to inform your own branding design for an invented business. This will develop your critical and communication skills and prepare you with a range of skills you will apply, develop, and extend within your design briefs through hand drawing, photography, using the digital Adobe Suite (Photoshop, Illustrator, and InDesign). The course builds on itself, so that the two internal standards lead into the external folio.

**Entry Requirements**

A good record of achievement in Level 1 Visual Art, including a successful portfolio submission, or by HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91310 v2 | Use drawing methods to apply knowledge of conventions appropriate to design              | 4       |    |    |     |     |     | SR |             |   |         |     |
| 2     | AS91315 v2 | Develop ideas in a related series of drawings appropriate to established design practice | 4       |    |    |     |     |     | SR |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91320 v2 | Produce a systematic body of work that shows understanding of art making conventions and ideas within design | 12      |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

The department has a computer suite and printer.

**Teacher in charge**  
Ms Read

**Where does this lead to?**

Level 3 Visual Arts Design course. Creates strong pathways for a career in the Creative or Service industries or to tertiary study.

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|

# ART DESIGN

NCEA LEVEL 3      ADE 301

**What will I learn?**

You will explore the conventions of design styles to inform your own branding design for an invented non-profit organization that will support the betterment of our society. This will develop your critical and communication skills and prepare you with a range of skills you will apply, develop, and extend within your design briefs through hand drawing, photography, using the digital Adobe Suite (Photoshop, Illustrator, and InDesign). The course builds on itself, so that the two internal standards lead into the external folio.

**Entry Requirements**

A good record of achievement in Level 2 Design, including a successful portfolio submission.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91450 V2 | Systematically clarify ideas using drawing informed by established design practice | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91445 V2 | Use drawing to demonstrate understanding of conventions appropriate to design      | 4       |    |    |     |     |     |   |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91455 V2 | Produce a systematic body of work that integrates conventions and regenerates ideas within design practice | 14      |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

The department has a computer suite and printer

**Teacher in charge:**  
Ms Read

**Where does this lead to?**

Creates strong pathways for a career in the Creative or Service Industries or into tertiary study.

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# ART – PAINTING

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| NCEA LEVEL 2 | APA 201 |
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**What will I learn?**

**Year 12 Painting**

You will engage in a yearlong inquiry exploring a theme. Your work will explore current established drawing and painting practice both of contemporary New Zealand and international art. You will develop your critical and fine art skills in drawing and painting. The course builds on itself, so that the two internal standards lead into the external folio.

**Entry Requirements**

A good record of achievement in Level 1 Visual Art, including a successful portfolio submission, or by HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91311 v2 | Use drawing methods to apply knowledge of conventions appropriate to painting     | 4       |    |    |     |     |     | SR |             |   |         |     |
| 2     | AS91316 v2 | Develop ideas in a related series of drawings appropriate to established painting | 4       |    |    |     |     |     | SR |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91321 v2 | Produce a systematic body of work that shows understanding of art making conventions and ideas within painting | 12      |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Teacher in charge**  
Ms Read

**Where does this lead to?**

Level 3 Visual Arts Painting course. Creates strong pathways for a career in the Creative or Service industries or to tertiary study.

## ART – PAINTING

|              |         |
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| NCEA LEVEL 3 | APA 301 |
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### What will I learn?

#### Year 13 Painting

You will engage in a yearlong inquiry exploring a theme. Your work will explore current established drawing and painting practice both of contemporary New Zealand and international art. You will develop your critical and fine art skills in drawing and painting. The course builds on itself, so that the two internal standards lead into the external folio.

### Entry Requirements

A good record of achievement in Level 2 Painting, including a successful portfolio submission.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code     | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |  | Level 1 |  |
|-------|---------------|--|---------|----|----|-----|-----|-----|---|-------------|--|---------|--|
|       |               |  |         | Wr | R  | Lit | Num |     |   |             |  |         |  |
| 3     | AS91446<br>v1 | Use drawing to demonstrate understanding of conventions appropriate to painting or printmaking | 4       |    |    |     |     |     |   |             |  |         |  |
| 3     | AS91451<br>v2 | Systematically clarify ideas using drawing informed by established painting practice           | 4       |    |    |     |     |     |   |             |  |         |  |

#### EXTERNAL STANDARDS

| Level | NZQA Code     | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |  | Level 1 |  |
|-------|---------------|--|---------|----|----|-----|-----|-----|---|-------------|--|---------|--|
|       |               |  |         | Wr | R  | Lit | Num |     |   |             |  |         |  |
| 3     | AS91456<br>V2 | Produce a systematic body of work that integrates conventions and regenerates ideas within painting or printmaking practice. | 14      |    |    |     |     |     |   |             |  |         |  |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Teacher in charge:**

Ms Read

### Where does this lead to?

Creates strong pathways for a career in the Creative or Service Industries or into tertiary study.

|                             |                             |  |   |  |                             |
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| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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# ART - PHOTOGRAPHY

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| NCEA LEVEL 2 | APH 201 |
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**What will I learn?**

**Year 12 Photography**

You will engage in a yearlong inquiry exploring a theme and subject of your choosing. Your work will explore current established photographers and photographic practice both of contemporary New Zealand and international art. You will develop your critical and fine art skills using a digital SLR camera and Photoshop skills. The course builds on itself, so that the two internal standards lead into the external folio.

**Entry Requirements**

A good record of achievement in Level 1 Visual Art, including a successful portfolio submission, or by HOD approval.

**How is this course assessed?**

**INTERNAL STANDARDS**

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C  | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|----|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |    | Wr          | R | Lit     | Num |
| 2     | AS91312 v2 | Use drawing methods to apply knowledge of conventions appropriate to photography.             | 4       |    |    |     |     |     | SR |             |   |         |     |
| 2     | AS91317 v2 | Develop ideas in a related series of drawings appropriate to established photography practice | 4       |    |    |     |     |     | SR |             |   |         |     |

**EXTERNAL STANDARDS**

| Level | NZQA Code  | Standard   | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|--|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |  |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 2     | AS91322 v2 | Produce a systematic body of work that shows understanding of art making conventions and ideas within photography. | 12      |    |    |     |     |     |   |             |   |         |     |

**Vocational Pathways Award**

To achieve a vocational pathways award you must gain NCEA Level 2 and achieve 60 credits from the recommended assessment standards, including 20 Sector Related (SR) Standards from the same pathway.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

The department has a computer suite and printer.

*This is course is in high demand so it is advantageous to have a personal laptop by course confirmation day.*

**Teacher in charge**  
Ms Read

**Where does this lead to?**

Level 3 Visual Arts Photography course. Creates strong pathways for a career in the Creative or Service industries or to tertiary study.

|                             |                             |  |   |  |                             |
|-----------------------------|-----------------------------|--|---|--|-----------------------------|
| PRIMARY<br>INDUSTRIES<br>PI | SERVICE<br>INDUSTRIES<br>SI | SOCIAL &<br>COMMUNITY<br>SERVICES<br>S & C | MANUFACTURING<br>&<br>TECHNOLOGY<br>M & T | CONSTRUCTION<br>&<br>INFRASTRUCTURE<br>C & I | CREATIVE<br>INDUSTRIES<br>C |
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## ART - PHOTOGRAPHY

|              |         |
|--------------|---------|
| NCEA LEVEL 3 | APH 301 |
|--------------|---------|

### What will I learn?

#### Year 13 Photography

You will engage in a yearlong inquiry exploring a theme and subject of your choosing. Your work will explore current established photographers and photographic practice both of contemporary New Zealand and international art. You will develop your critical and fine art skills using a digital SLR camera and Photoshop skills. The course builds on itself, so that the two internal standards lead into the external folio.

### Entry Requirements

A good record of achievement in Level 2 Photography, including a successful portfolio submission.

### How is this course assessed?

#### INTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91447 v1 | Use drawing to demonstrate understanding of conventions appropriate to photography      | 4       |    |    |     |     |     |   |             |   |         |     |
| 3     | AS91452 v1 | Systematically clarify ideas using drawing informed by established photography practice | 4       |    |    |     |     |     |   |             |   |         |     |

#### EXTERNAL STANDARDS

| Level | NZQA Code  | Standard  | Credits | PI | SI | S&C | M&T | C&I | C | UE Literacy |   | Level 1 |     |
|-------|------------|---|---------|----|----|-----|-----|-----|---|-------------|---|---------|-----|
|       |            |   |         |    |    |     |     |     |   | Wr          | R | Lit     | Num |
| 3     | AS91457 v2 | Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice | 14      |    |    |     |     |     |   |             |   |         |     |

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

**Notes:** For University Entrance 5 Writing and 5 Reading credits are necessary.

The department has a computer suite and printer.

*This is course is in high demand so it is advantageous to have a digital SLR camera by course confirmation day.*

**Teacher in charge:**  
Ms Read

### Where does this lead to?

Creates strong pathways for a career in the Creative or Service Industries or into tertiary study