

# Otamatea High School Course Directory - 2021



# Introduction

Students entering the senior school these days are confronted with a bewildering array of choices. As they progress, choice becomes even more complicated, with the ability to study at different levels. Entry requirements for many tertiary institutions are still being revised. Parents and students should be aware that this booklet contains the best information we have at this time.

This course directory is an attempt to explain the choices available and to outline some of the basic principles underlying subject choice, such as keeping your options open if you are not sure what to do. It is a guide only. The careers advisor, deans, whānau teachers, deputy and assistant principals, and principal are only too happy to advise students (and their parents/caregivers) and should be approached if there is any doubt. Parents wanting an appointment with one of these people should phone the school office on 09 4318 230 or 0800 682 628.

This booklet has been produced to give information to parents/caregivers and students about possible courses available in the senior school next year. Not all courses will necessarily be offered as this will depend on staffing availability and students' subject preferences. We hope that it will assist you in making wise decisions about which subjects to take.

Rachel Clothier-Simmonds, Principal

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# Help

This course directory is designed to assist senior students when selecting their 2021 NCEA courses.

## Careers

Do not hesitate to make an appointment with the career's advisor, Mrs van den Berg, if you have any questions regarding your future career and the subjects you may need for this. You can email Mrs van den Berg on [elizabeth.vandenberg@otamatea.school.nz](mailto:elizabeth.vandenberg@otamatea.school.nz) or alternatively visit the school website [www.otamatea.school.nz/careers](http://www.otamatea.school.nz/careers) for more general information. You can also use the Otamatea Career Education site which you can reach by clicking on the "Online Learning Resources" link at the bottom of the homepage of the school website.

If you have a particular career in mind you can get valuable information on the official CareersNZ website [www.careers.govt.nz](http://www.careers.govt.nz)

## Current Year 10 Students

If you have no career in mind, don't panic. Most students do not make up their minds until much later. However, you should start thinking about what you might like to do when you leave school. Think about whether you want to go to university or do some other training or go into a trade. Look at the subjects you are interested in, or are good at, and discuss your strengths and weaknesses with your family/whānau as well as with your whānau teacher, or with Mrs van den Berg.

MyMahi is an app that can be downloaded on computers and phones on which careers can be researched easily.

## Option Selections

When putting together your courses for 2021:

- Make sure you understand the entry requirements for all your subjects. Students who have not met these entry requirements will usually not gain entry into the course. If entry requirements are not met, you may have to study at a lower level. It is common for some students to study at multiple levels (e.g. four subjects at NCEA Level 2 and two at NCEA Level 1)
- Make sure you know if the subject you are interested in studying is eligible for university entrance (UE). Unit standard courses are not UE eligible courses.
- The school tries very hard to give you your first choice of subjects. For us to do so means we need definite information by the stated deadlines.
- Not completing your subject choice forms may mean your choice of options is not available to you because the class is full or was cancelled due to either small student numbers or the unavailability of a specialist teacher.
- Keep a broad end goal in mind and choose subjects that would support this goal. You and circumstances change, and it is easier to pivot if you keep your options open.

# Tertiary Links With Careers

## Apprenticeship Entry

**Most prefer completion of NCEA Level 2.**

Minimum: Level 1 English – 12 credits, Mathematics – 12 credits. Most prefer Science – 12 credits, plus credits in subjects associated with the apprenticeship.

**ALL** apprenticeships require that you meet entry requirements for the industry you are interested in.

Since there are many more applicants than placements it is strongly advised that students aim to have achieved Level 2 NCEA with good grades in Mathematics, English and Science. It also helps to have had practical workplace experience through the school's Gateway programme.

Visit <http://youthguarantee.net.nz/vocational-pathways/students-and-whanau/> to see pathway requirements.

## IMPORTANT

**Aim for more credits than the “minimum”.  
Aim for Merits and Excellences, not just Achieved grades**

- To ensure that you are competitive with other applicants
- To ensure that you present yourself in the best possible way.

## Armed Forces Entry

The Armed Forces provide many opportunities for sponsored university courses and apprenticeships with on-the-job training. The minimum age for entry is 17 years and applicants are required to pass a **Medical Assessment, Physical Fitness test and Aptitude test.**

General summary of Entry into the Armed Forces	
Air-Force, Navy, Army	Recommendations or Requirements
Support Roles	English, Mathematics, Science, Technology, at Level 1 minimum recommended
Most Apprenticeships	English, Mathematics and a Science or a Technology subject at Level 2
Engineering Apprenticeships	English, Mathematics and a Science subject at Level 3
Officer and Specialist Roles	English, Mathematics and a Science subject at Level 3
Undergraduate Scheme	University Entrance at Merit/Excellence level

## Polytechs and Universities

**Tertiary Certificate Entry - NZQA Level 4  
Many prefer completion of NCEA level 2.**

Students must meet the minimum of 10 literacy credits in Level 1. Many require numeracy credits as well – also 10 at Level 1. Some certificates require Level 2 credits for entry.

## Diploma Entry – NZQA Level 5, 6

Usually Level 2 – 48 credits over four subjects – that is 12 credits per subject. One of these subjects must be English. Some diplomas require NCEA Level 3 credits for entry.

## Bachelors Degree Entry - NZQA Level 7

University entrance: NCEA level 3 and 14 credits in three university approved subjects, plus UE Literacy (which is 5 reading and 5 writing credits at Level 2 or above).

Many tertiary institution courses are ranked using a grade point average; An “Excellence” grade is ranked higher than a “Merit” grade, which is ranked higher than an “Achieved” grade.

**Scholarships, student allowances and student loans are ways to pay for tertiary study. More information about this is available at [www.studylink.govt.nz](http://www.studylink.govt.nz), as well as at each university website. Another worthwhile source of information is [www.moneyhub.co.nz](http://www.moneyhub.co.nz).**

# National Certificate in Educational Achievement (NCEA)

**The National Certificate in Educational Achievement** is the main New Zealand qualification for secondary school students.

Most NCEA subjects are assessed using a combination of internal assessments (assessed at school) and external assessments (assessed by end-of-year examinations or through outside marking of portfolios), with credits earned going towards the NCEA qualification.

**Achievement standards** are New Zealand curriculum based. For achievement standards there are four possible grades:

- Achieved (A) for a satisfactory performance
- Merit (M) for very good performance
- Excellence (E) for an outstanding performance
- Not achieved (N) if students do not meet the criteria of the standard

**Unit standards** are competency based. Courses that offer unit standards are also credited towards NCEA at Levels 1, 2 and 3. All unit standards are internally assessed and although all grades may be available, usually there are just two:

- Achieved
- Not achieved

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

## **NCEA Level 1 (usually Year 11)**

Awarded when 80 Level 1 credits are earned.

This must include:

- 10 credits in Literacy (specified achievement standards available through a range of subjects or through a package of three literacy unit standards)
- 10 credits in Numeracy (specified achievement standards available through a range of subjects or through a package of three numeracy unit standards)

## **NCEA Level 2 (usually Year 12)**

Awarded when 80 credits are earned – with at least 60 at Level 2 or above. Level 1 literacy and numeracy requirements must be met.

## **NCEA Level 3 (usually Year 13)**

Awarded when 80 credits are earned – with at least 60 at Level 3 or above plus 20 credits from Level 2 or above. Level 1 literacy and numeracy requirements must be met.

## **UNIVERSITY ENTRANCE (UE)**

University Entrance (UE) is the minimum requirement to go to a New Zealand university. Once you have met the requirements for University Entrance it will appear on your Record of Achievement.

To qualify you will need:

- NCEA Level 3
- Three UE approved subjects at Level 3, made up of 14 credits each.
- UE Literacy - 10 credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing

Please note that the **University of Auckland** has introduced an Academic English Language Requirement (AELR) into its undergraduate programmes. To meet the AELR, students will need a minimum of 17 credits in English at Level 2 or above.

## **New Zealand Scholarship Examinations**

New Zealand Scholarship provides recognition and monetary reward to top students in their last year of schooling. New Zealand Scholarship examinations enable candidates to be assessed against challenging standards and are very demanding. New Zealand Scholarship is a separate award from NCEA and is assessed by way of external assessment. The assessments are separate from the NCEA Level 3 assessments.

A New Zealand Scholarship (\$2000) is awarded if a student achieves the Scholarship standard in 3 subjects. Students can also gain awards in individual subjects (\$500 for one or two subject scholarships).

# Fees

## NZQA Fees for NCEA Levels 1, 2 & 3 and Scholarship

NZQA have abolished their domestic student entry fees for all NCEA levels, as well as for Scholarship subjects.

Fees	GST exclusive	GST inclusive
Domestic student entry for all NCEA standards	No Charge	No Charge
Domestic student entry for each Scholarship subject	No Charge	No Charge

## Otamatea High School Course Fees

Please note that many courses offered do have associated materials and field trip costs.

**Need additional help or guidance?**

Contact: Mr Smyth on [dirk.smyth@otamatea.school.nz](mailto:dirk.smyth@otamatea.school.nz)

# Gateway

The purpose of Gateway is to enable schools to provide senior students (year 11 and above) with opportunities to access structured workplace learning that has:

- a formalised learning arrangement set in the workplace
- specified knowledge and skills that a student will attain
- specified assessment methods (workplace learning)

Opportunities exist for Year 11, 12 and 13 students to attend work experience placements in their area of interest. This could be for a one-day visit, for one day a week for a whole term, for one day a week for the whole year, or during the school holidays. Most students who have a Gateway programme select the self-driven **Pathways** class as one of their options. See the Self-driven Pathways page for more information.

Students who wish to apply for Gateway should preferably already have 10 literacy and 10 numeracy credits. Year 11 students will not generally be eligible for Gateway until they have passed Level 1 literacy and numeracy. A student's Gateway programme will be aligned with one or more of the vocational pathways: Primary Industries, Services Industries, Social and Community Services, Manufacturing and Technology, Construction and Infrastructure and Creative Industries. Students are usually expected to gain at least 20 credits as part of their Gateway programme. Gaining work experience as a barista and completing the associated unit standards is an example of a Gateway programme. It is aligned with the Services Industry vocational pathway.

Gateway is also an opportunity for students intending to go to university to have a chance to experience what their future career may be like before they have a large student loan. Gateway is also about building up networks in the workforce. Many jobs are gained through networking. Otamatea High School's Gateway programme has been extremely successful in placing students in full-time permanent employment. All students interested in Gateway must apply for an interview, as acceptance is not guaranteed.

**Need additional help or guidance?**

Contact: Miss Samara Foster on [samara.foster@otamatea.school.nz](mailto:samara.foster@otamatea.school.nz)

# Self-driven Pathways

**Self-driven Pathways** is a very successful initiative introduced at the beginning of 2016 as an alternative NCEA subject option for senior Otamatea High School students (in years 12-13). Pathways is an option that caters for students who wish to pursue a personalised programme of study that is aligned with their career aspirations, and who are prepared to work in a self-driven way. It aims to improve student transitions from school to work, or from school to further study. This is achieved by creating clear pathways for students, by providing a wider range of learning opportunities for students, by making better use of the available education networks, and by helping students find suitable work experience opportunities.

## Pathways Pillars

Pathways is underpinned by the following “pillars”.

- Success requires effort
- High expectations with little tolerance for low productivity or disruptive behaviour
- Students take responsibility for their own learning
- Pathways teachers are available as consultants/coaches to support student learning

## Consider Pathways as an Option if...

- You have a specific career in mind and school subjects do not prepare you for this career.
- You cannot find enough relevant subjects in the option lines that the school offers and your area of interest is not covered by the Correspondence School (Te Kura).
- You are interested in doing courses that are specific to a Vocational Pathway but are not part of the regular school curriculum.
- You wish to experience structured workplace learning through the school’s **Gateway** programme.



**Need additional help or guidance?**

Contact: Mrs van den Berg on [elizabeth.vandenberg@otamatea.school.nz](mailto:elizabeth.vandenberg@otamatea.school.nz)

# Distance Learning

## Correspondence School

Certain students have demonstrated over the course of their time at Otamatea High School that they can manage their time effectively and can study independently. These students have earned access to the privilege of studying through the Correspondence School (Te Kura). These subjects are restricted to those that cannot be provided by Otamatea High School staff, and may include the following:

Accounting (Level 1 upwards)  
Art History (Level 2 and 3)  
Chinese (Level 1 upwards)  
Classical Studies (Level 2 and 3)  
Commerce Studies (Level 1 and 2)  
Digital Technology (Level 1 upwards)  
Economics (Level 1 upwards)  
French (from beginners to Level 3)  
German (from beginners to Level 3)  
Home Economics (Level 1 upwards)  
Japanese (from beginners to Level 3)  
Legal Studies (Level 1 upwards)  
Marine Biology (Level 1 only)  
Primary Production (Agriculture/Horticulture) (Level 1 upwards)  
Spanish (from beginners to Level 3)

To see what is taught in each subject, visit [www.tekura.school.nz](http://www.tekura.school.nz) and open the catalogue, choose the subject and see if there is a subject you want to study which is not included in the above details. Then write the course you would like to study on your option form. Please note that entry to these courses requires sponsorship from your dean confirming that you can manage your time effectively and can study independently.

### Need additional help or guidance?

Contact: Mrs van den Berg on [elizabeth.vandenberg@otamatea.school.nz](mailto:elizabeth.vandenberg@otamatea.school.nz)

# Senior School Course Structure Years 10-13

YEAR 10		NCEA LEVEL ONE		NCEA LEVEL TWO		NCEA LEVEL THREE
English		English - Academic	→	English for Creatives	→	English - Academic
		English - General	→	English for Media	→	English - Academic
		English - Literacy	→	English for Enterprise	→	English - General
Mathematics		Mathematics with Algebra	→	Mathematics – Algebra & Calculus	→	Mathematics with Calculus
		Mathematics with Statistics	→	Mathematics – Statistics & Probability	→	Statistics & Probability
		Mathematics – General	→	Mathematics – General	→	Mathematics – General
Science		Science - Physical	→	Physics	→	Physics
		Science – General	→	Chemistry	→	Chemistry
				Biology	→	Biology
				Science		
		Primary Industries Trade Academy	→	Primary Industries Trade Academy		
Social Science		Geography	→	Geography	→	Geography
		History	→	History	→	History
				Tourism	→	Tourism
Physical Education & Health		Physical Education	→	Physical Education	→	Physical Education
				Sports Leadership		
		Health	→	Health	→	Health
<b>Y10 Options: Students do TWO for a year</b>						
Hard Materials Technology	→	Wood Technology	→	Wood Technology		
	→	Engineering	→	Engineering	→	Engineering
	→	Whakairo	→	Construction Technology/Whakairo	→	Construction Technology/Whakairo
Business Studies	→	Business Economics	→	Business Economics	→	Business Economics
Design & Visual Communications	→	Design & Visual Communications				
Digital Technology	→	Media Studies	→	Media Studies	→	Media Studies
Drama	→	Drama	→	Drama	→	Drama
Food Technology	→	Hospitality	→	Hospitality	→	Hospitality Academy
Music	→	Music	→	Music	→	Music
Te Reo Māori	→	Te Reo Māori	→	Te Reo Māori	→	Te Reo Māori
Visual Art	→	Visual Art	→	Visual Art - Painting	→	Visual Art - Painting
			→	Visual Art - Photography	→	Visual Art - Photography
Green to Gold	→	Primary Industries Trade Academy	→	Primary Industries Trade Academy		
Magazine Design	→	Media Studies	→	Media Studies	→	Media Studies

# Subject Entry

**The courses offered by each learning area are shown on the pages that follow.**

The flow diagram shows what courses may be offered at NCEA Levels 1, 2 and 3.

## **Entry to Level 1 subjects**

For English, mathematics and science, students are placed in classes based on their year 10 results.

Entry requirements are advertised for each option class. Students will be accepted into a course if they meet these entry requirements.

If a student does not meet the entry requirement, they must gain the HELA's permission before they can be accepted into a course.

## **Entry to Level 2 subjects**

The level of difficulty of Level 2 subjects requires a certain level of achievement in NCEA Level 1. Students will be provisionally accepted into courses at the end of the year, and these will be confirmed when students' final NCEA results are available in January.

Some subjects specify achieving in a particular achievement standard, or even a specified grade in a particular standard. Where an inappropriate choice has been made, the whānau teacher or dean will discuss this with the student.

## **Entry to Level 3 subjects**

The level of difficulty of Level 3 subjects requires a certain level of achievement in NCEA Level 2. As a result, most Level 3 courses have pre-requisites.

Students will be provisionally accepted into courses and these will be confirmed when students' final NCEA results are available in January.

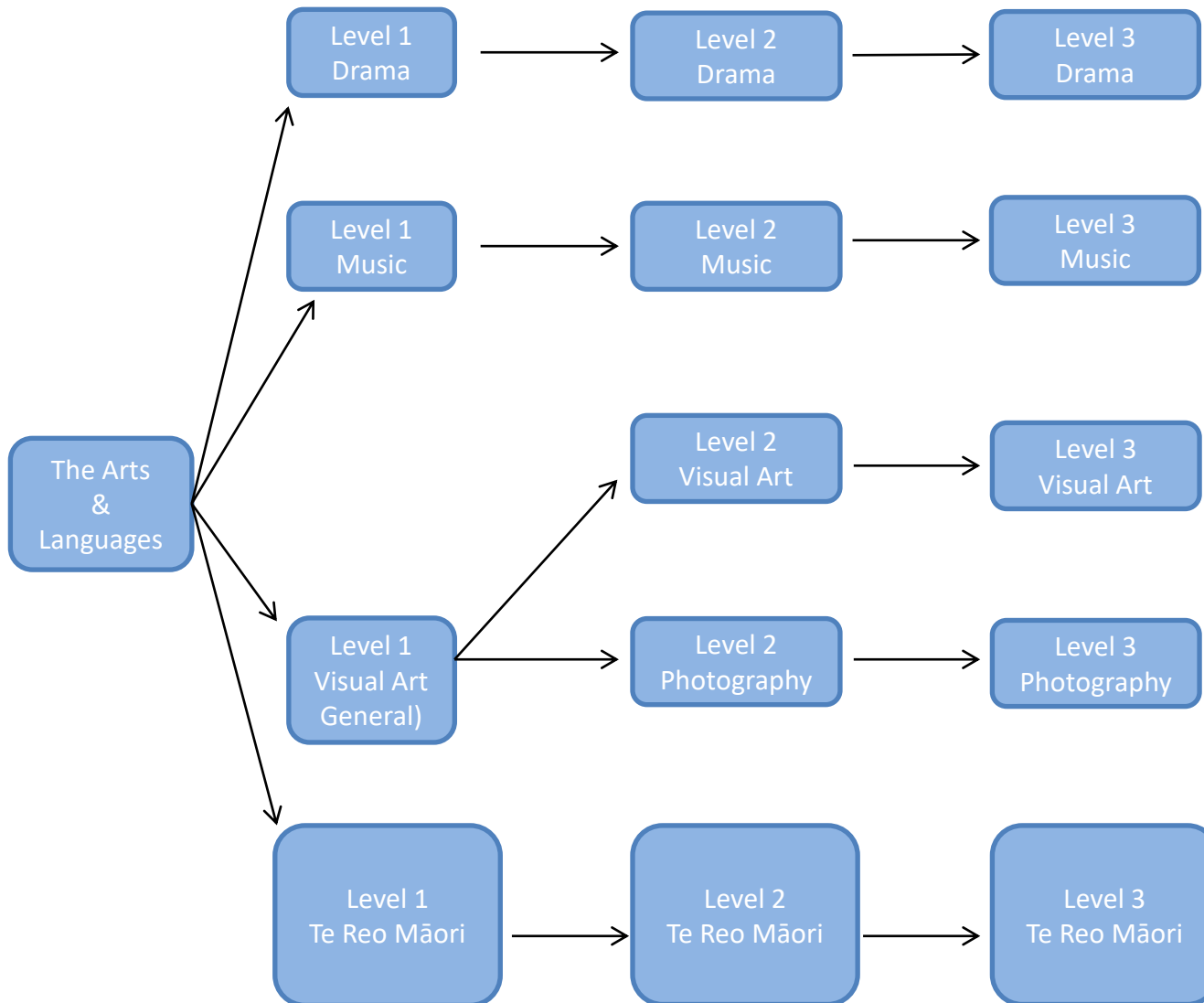
In exceptional cases, students can apply to the HELA for discretionary entry.

## **Entry Requirements**

**These are the recommended minimum levels of achievement you need in order to enter that course.**

These prerequisites are based on prior experience. We believe that students who do not meet the prerequisites will have considerable difficulty coping in that subject.

# The Arts



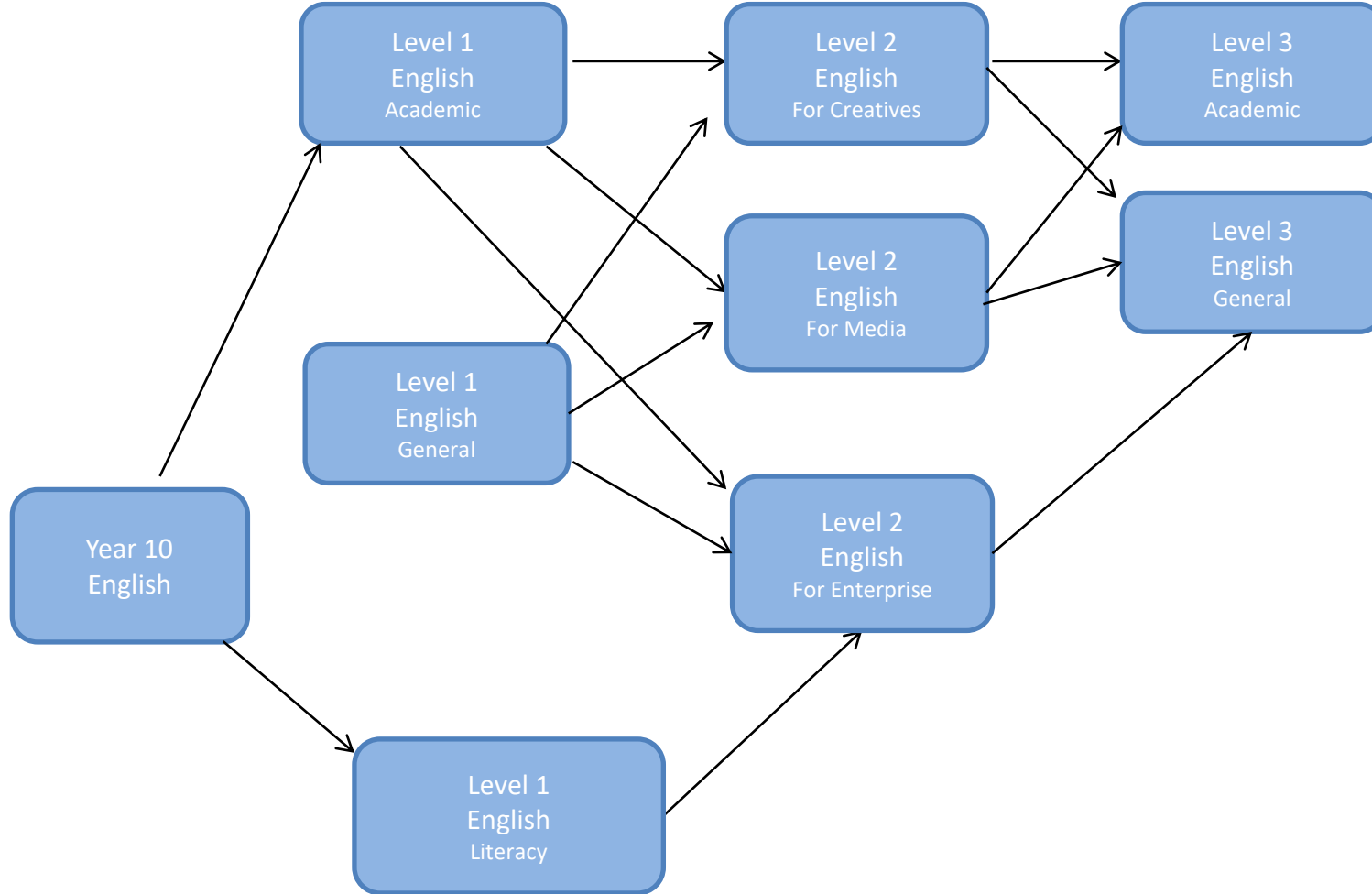
## Possible Future Career Opportunities

### Drama & Dance

Teaching  
Theatre  
Actor  
Dancer  
Producer  
Director  
Choreographer  
Entertainer  
Comedian  
Stunt Person  
Music  
Composer  
Conductor  
Music Therapist  
Radio Broadcaster  
Singer  
Event Manager  
Visual Arts  
Artistic Director  
Architect  
Film/TV/Radio producer  
Illustrator  
Clothing Designer  
Art Historian  
Curator Teacher  
Te Reo Māori  
Broadcasting  
Health  
Management  
Education  
Māori Performing Arts  
Māori Visual Arts

**See career pages for further information**

# English

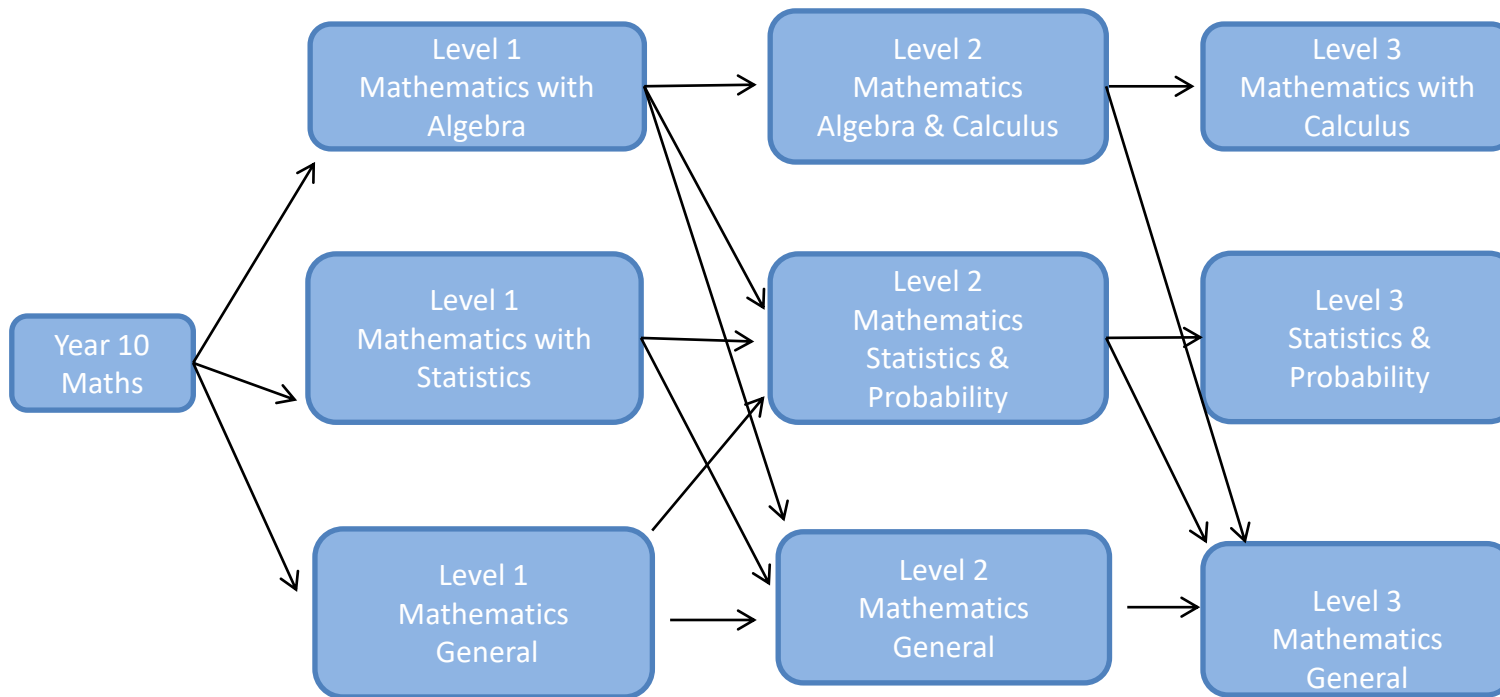


## Possible Future Career Opportunities

- Trades
- Armed Forces
- Broadcaster
- Reporter
- Interpreter
- Training Consultant
- Librarian
- Curator
- Marketing Manager
- Communications
- Reviews
- Teacher
- Editor
- Lawyer
- Publisher

**See career pages for further information**

# Mathematics



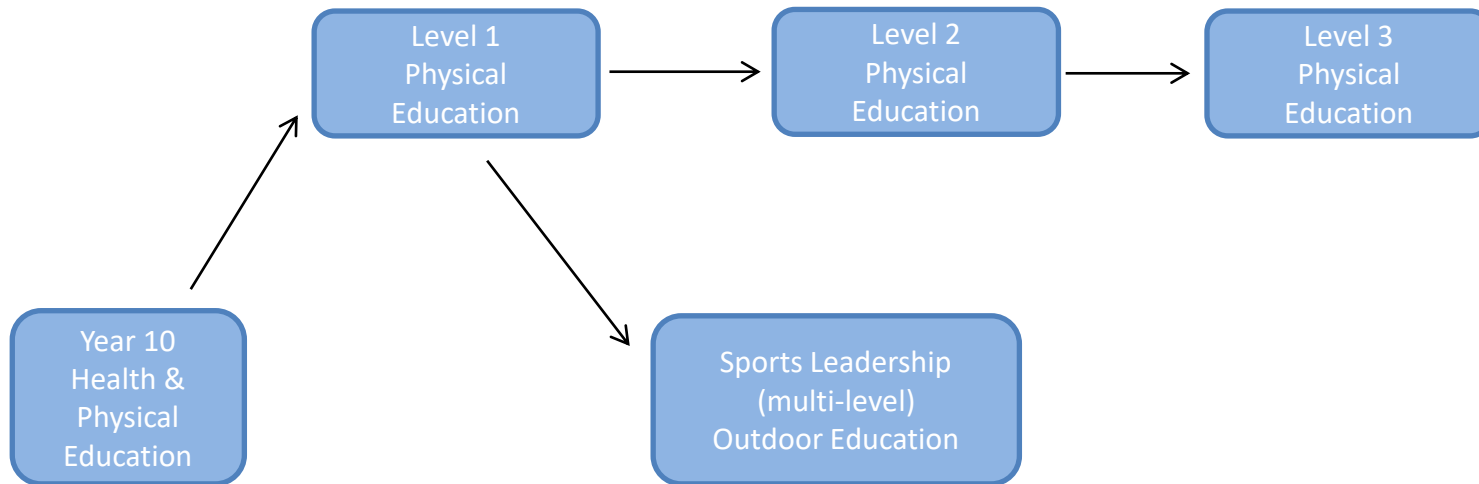
## Possible Future Career Opportunities

With the explosion of digital data, the demand for Statisticians has increased dramatically in recent years. Statisticians are employed in: health science, medicine, finance, economics, social science, politics – anywhere where there is a need to make sense of data.

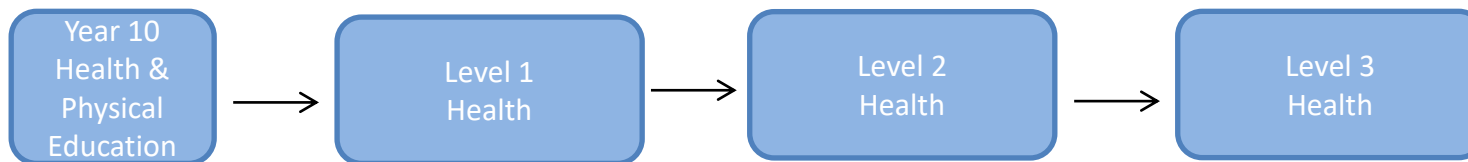
Calculus is used widely in all kinds of engineering (software, chemical, electrical, mechanical, aerospace) as well as physics, chemistry, biology, astronomy and finance.

**See career pages for further information**

# Physical Education



# Health

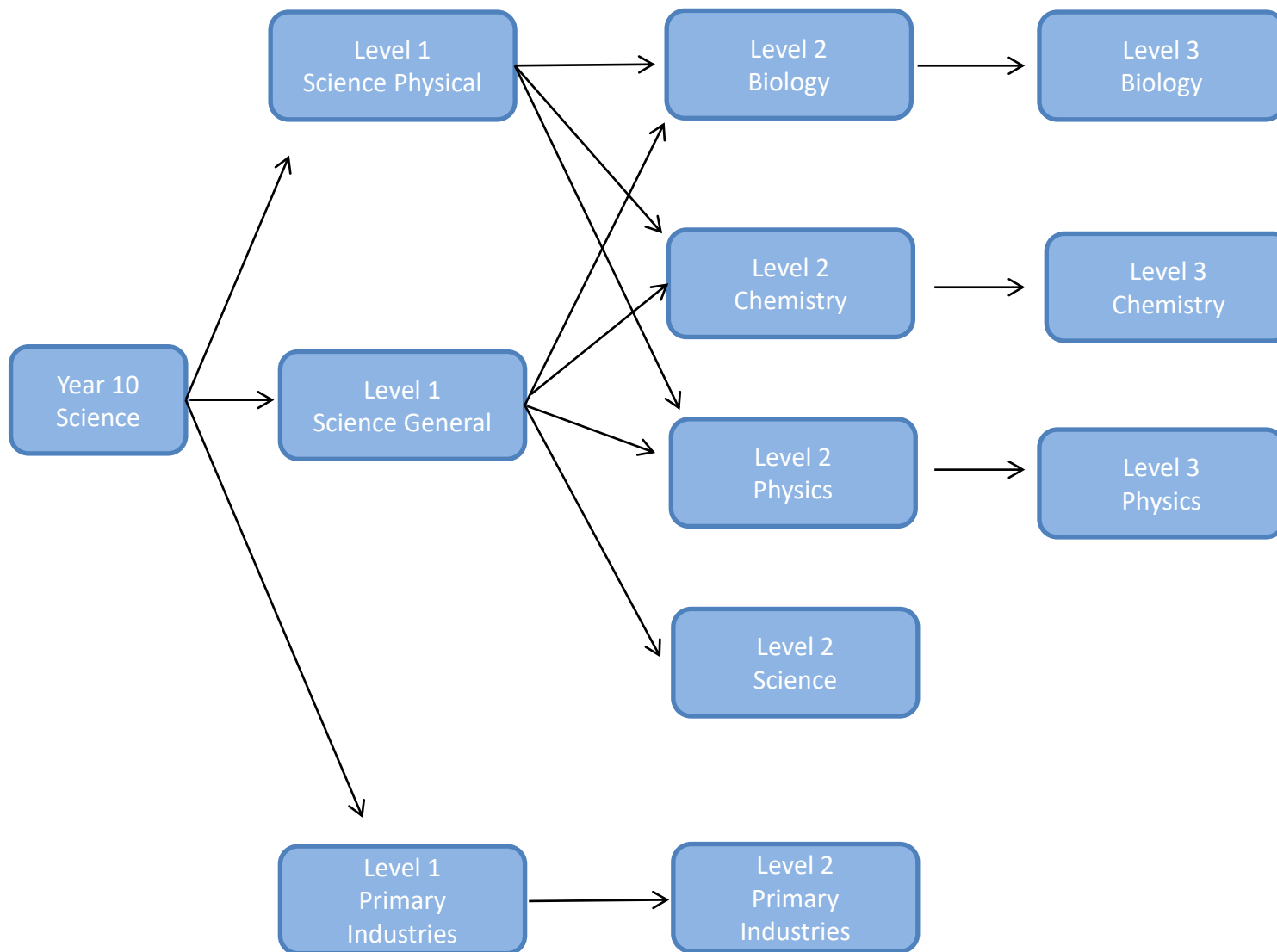


## Possible Future Career Opportunities

Teaching  
Fitness Industry  
Sports Coaching  
Sport & Recreation  
Armed Forces  
Police  
Personal Trainer  
Physiotherapist  
Nurse  
Public Health Nurse  
Plunket/Childcare Worker  
Obstetrician  
Mental Health Worker  
Physician

**See career pages for further information**

# Sciences



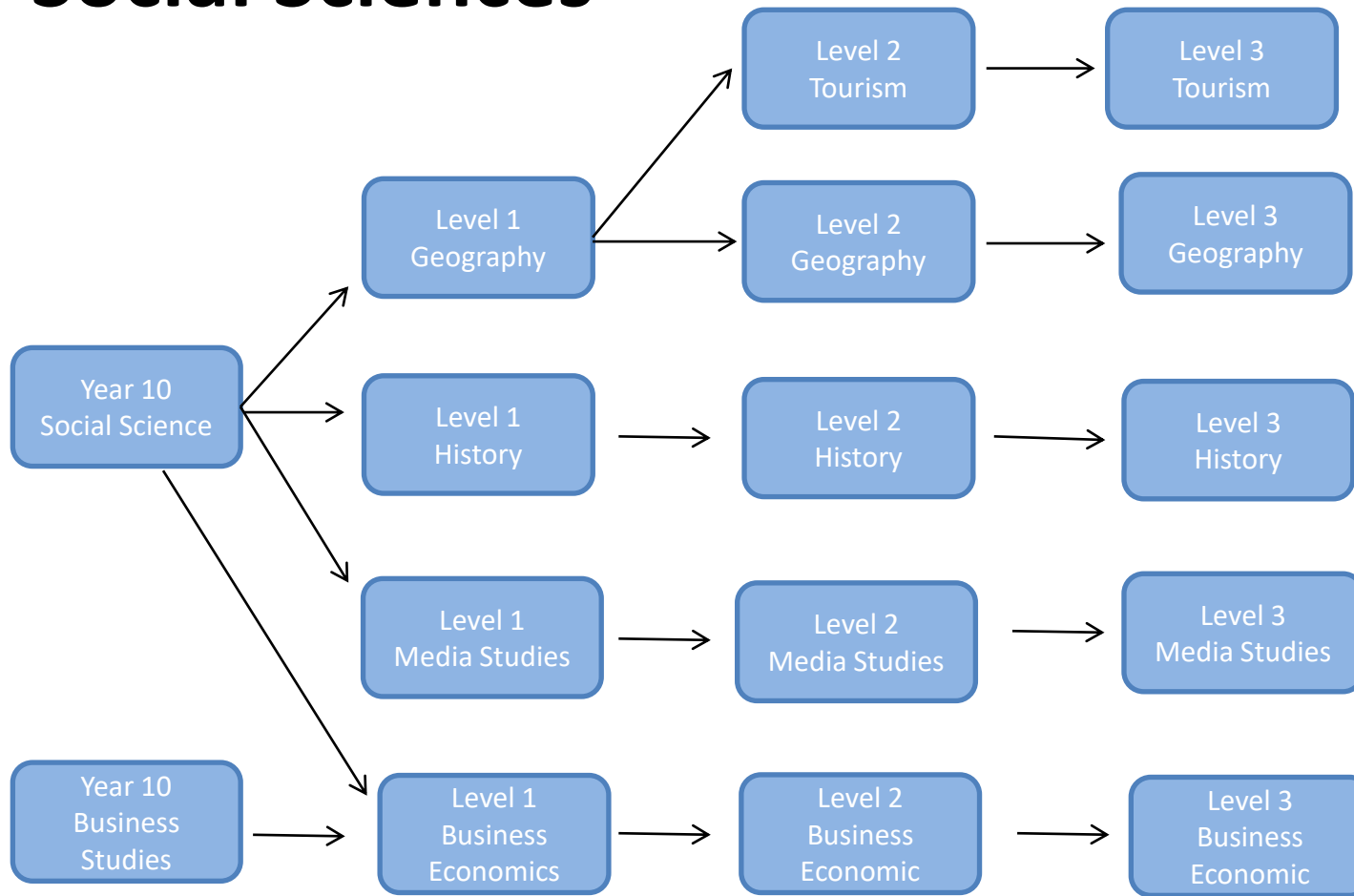
## Possible Future Career Opportunities

### Biology

Medicine  
 Nursing  
 Technician  
 Technologist  
 Teaching  
 Marine Biologist  
 Zoologist  
 Veterinarian/Vet Nurse  
 Environmental Studies  
 Chemistry  
 Chemical Engineer  
 Medicine  
 Vet  
 Pharmacist  
 Bio-Chemist  
 Industrial Chemist  
 Forensic Scientist  
 Physics  
 Engineer  
 Pilot  
 Medicine  
 Medicine  
 Meteorology  
 Geophysics  
 Astronomy  
 Medical Radiation Technician

**See career pages for further information**

# Social Sciences

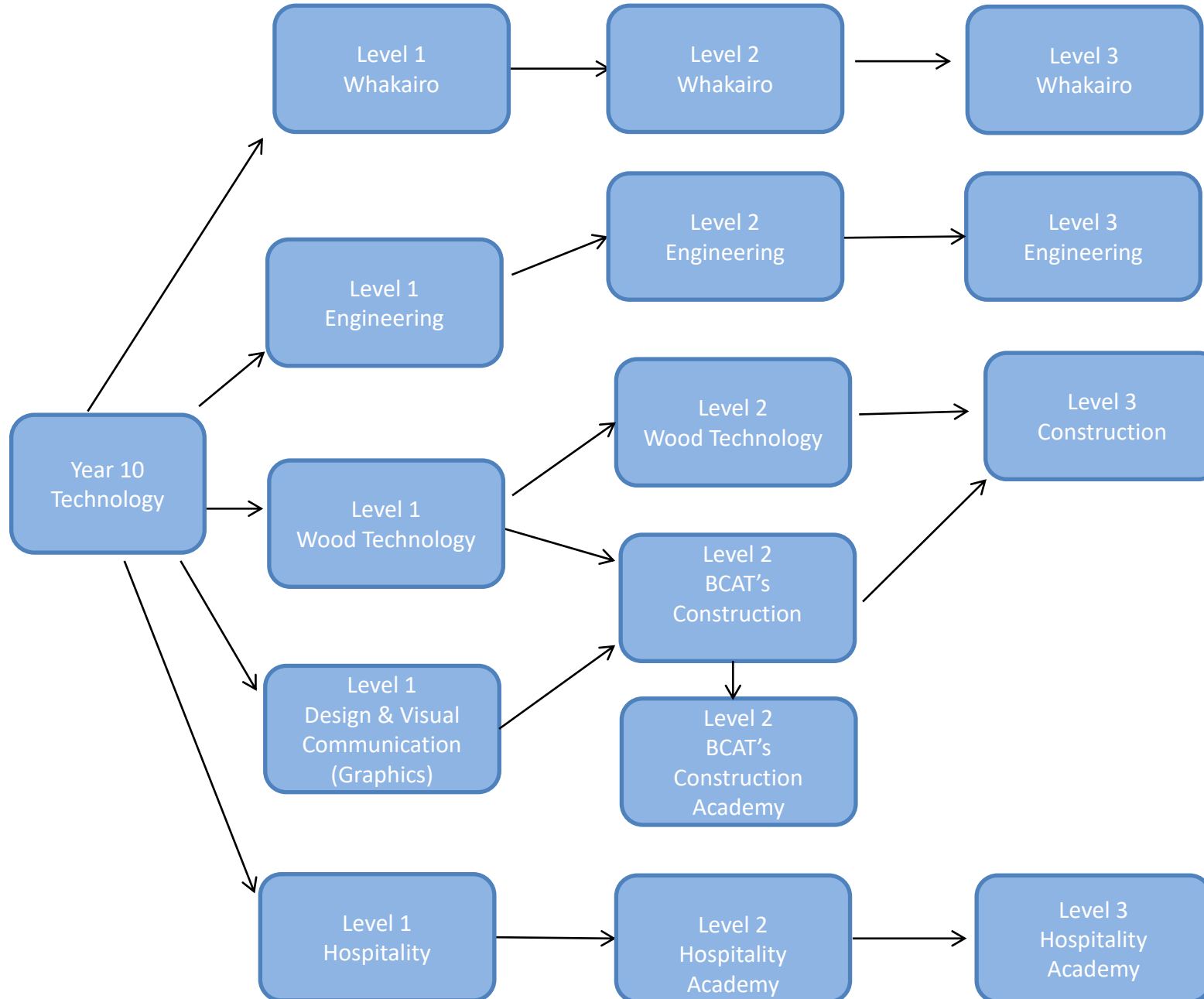


## Possible Future Career Opportunities

Town Planner  
 Teaching  
 Demographer  
 Tourism Operator  
 Tourism Industry  
 Archaeologist  
 Anthropologist  
 Meteorologist  
 Policy Analyst  
 Resource Management  
 Diplomat \sociologist  
 Archivist  
 Journalist  
 Running your own Business  
 Contractor  
 Graphic Design  
 Social Media  
 Film Production

**See career pages for  
 further information**

# Technology



## Possible Future Pathways

Hospitality  
 Accommodation  
 Services\Beverage  
 Services\Food & Beverage  
 Services  
 Front Office  
 Cookery  
 Hospitality Management  
 Construction  
 All timer related trades e.g  
 Carpenter  
 Boat Builder  
 Cabinet Maker  
 Engineering  
 Fitter Turner  
 Automotive Engineering  
 Composite Engineer\Marine  
 Engineer  
 Mechanical Engineer  
 Wood Technology  
 3D Product Designer  
 Film and Theatre Prop  
 Designer  
 University (Technologist)

**See career pages for further information**

# Year 10 subject Information

Year 9 students will be placed into Year 10 cores classes (English, Mathematics, Science, Social Science, and Health & Physical Education) based on their individual learning needs.

Students will then select two optional subjects from the list below:

- Business Studies
- Design and Visual Communications (graphics)
- Digital Technology
- Drama
- Food Technology
- Green to Gold
- Hard Materials
- Magazine Design
- Music
- Te Reo Māori
- Visual Art

Not all Year 10 option subjects offered will necessarily run next year. This will depend on students' preferences as well as staff availability

Course Title	Year 10 English	Year 10 Mathematics	Year 10 Science
Entry	Students are placed in mixed ability classes.	Students will be placed in an appropriate class depending on their achievement in Year 9.	Students will be placed in an appropriate class depending on their achievement in Year 9.
Course Description	<p>Students will develop their English skills through the study of:</p> <ul style="list-style-type: none"> <li>• Extended text studies</li> <li>• Close reading</li> <li>• Response to texts</li> <li>• The Creation of visual texts</li> <li>• Film Study</li> <li>• Writing</li> <li>• Speech presentation</li> <li>• Studies of various short texts (poetry, song lyrics, short stories)</li> <li>• Close viewing</li> </ul>	<p>Students will develop their mathematical and statistical reasoning skills through the study of:</p> <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Geometrical reasoning</li> <li>• Statistical Investigations</li> <li>• Probability</li> <li>• Measurement</li> </ul> <p><b>Students may be offered a selection of Level 1 NCEA standards as part of their programme.</b></p>	<p>Developing scientific skills through investigation, reporting and evaluating study of:</p> <ul style="list-style-type: none"> <li>• Atomic Science</li> <li>• Acids &amp; Bases</li> <li>• Metallurgy</li> <li>• Electricity &amp; Magnetism</li> <li>• Forces &amp; Motion</li> <li>• Genetics &amp; Evolution</li> <li>• Medical Science</li> <li>• Earth Science</li> <li>• Fuels &amp; Climate Change</li> </ul> <p><b>Students may be offered a selection of Level 1 NCEA standards as part of their programme.</b></p>
Contact	Mr D. George	Mr C. Gill	Mr A. Thomas

Course Title	Year 10 Social Science	Year 10 Physical Education and Health
Entry	Students are placed in mixed ability classes.	Students are placed in mixed ability classes.
Course Description	<p>All students study:</p> <ul style="list-style-type: none"> <li>• Treaties – focusing on Treaty of Waitangi</li> <li>• Sustainability – and the Future</li> <li>• World of Work – from choices and careers</li> <li>• Our Economic World – demand, supply, the involvement of the government in the N.Z economy and our economic challenges for the future</li> </ul> <p>Students may be offered a selection of Level 1 NCEA standards as part of their programme.</p>	<p>All students study:</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Swimming</li> <li>• Ki-o-rahi</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Looking at interpersonal skills and effects on team performance</li> <li>• Generic invasion games and racquet sports</li> <li>• Minor games e.g. Unihoc, lacrosse</li> <li>• Leadership skills</li> <li>• Sexuality</li> <li>• Hauora</li> <li>• Illegal drugs</li> <li>• Digital safety</li> </ul>
Contact	Ms A. Bosch	Mr B. Alison

Course Title	Year 10 Business Studies	Year 10 Design & Visual Communications (Graphics)	Year 10 Digital Technology
Entry	No previous experience required.	No previous experience necessary.	Any
Course Description	<ul style="list-style-type: none"> <li>• What is/makes an entrepreneur</li> <li>• Resources and adding value</li> <li>• Marketing mix (4P's)</li> <li>• Market Day and Business Plan</li> <li>• Circular flow of income</li> <li>• Disputes Tribunal</li> <li>• Personal budgeting</li> <li>• Finance / Accounts basics</li> </ul>	This course prepares students to take NCEA Level 1 in Design and Visual Communications. Students will learn techniques in freehand sketching, rendering and computer aided design. Students will engage in the design process where they research design movements to incorporate into their work.	In Year 10 students cover a wide range of areas. As part of preparing for Media Studies, students learn how to develop websites, design their own graphics images and use desktop publishing software. As part of preparing for Programming and Computer Science, students learn to programme games using Scratch, and use Python to write simple programmes and create their own movie database.
Contact	Mrs R. Baker	Mr M. North	Mr M. North

Course Title	Year 10 Drama	Year 10 Food Technology	Year 10 Hard Materials Technology
Entry	Year 9 Drama is preferred but not essential. Students need to have a positive attitude and a willingness to work in groups. Some out of class rehearsal will be required.	Students should have achieved at the expected level in Year 9, as indicated in their subject report. Students need to be aware that half the lessons each week involve written work. They must also be prepared to bring the required ingredients to practical classes.	Students should have completed a Year 9 workshop based Technology course to a reasonable standard.
Course Description	<p>Drama enables us to understand ourselves, the people around us and the world in which we live. This course will give students opportunities to develop their confidence and creativity through performance and production.</p> <p>The units explore and develop:</p> <p><b>Character work:</b> Create a character through a scripted production</p> <p><b>Devising:</b> Creating original work using drama processes and conventions</p> <p><b>Acting Techniques:</b> Explore acting techniques and compare theatrical styles of melodrama and realism</p> <p>Comedia dell'arte with mask making.</p> <p><b>Production:</b> Carry out a production role. E.g. Lighting, Sound, Stage Management, Costume, Make-up</p> <p><b>Stage craft:</b> Creating a set/prop making (groups). Learning lighting basics, lighting a play, planning lighting</p>	<p>This course is designed to prepare students for NCEA Level 1 Hospitality.</p> <p>Each week will include practical foods work in addition to research, planning and knowledge based activities. Topics covered will include food safety, nutrition, specific food studies, and produce development and promotion.</p>	<p>This is a full year course with time spent in both Wood based and Metal based workshops. Students will be in a position to increase their skills, theory and related studies to prepare themselves for Year 11.</p> <p>Students will be involved in designing and making a range of products from letter boxes, small tables and a hunting knife.</p> <p><b>There will be a fee to cover the cost of take home materials used by the student on this course.</b></p>
Contact	Mrs R. Clist	Miss K. Meachin	Mr M. North

Course Title	Year 10 Music	Year 10 Te Reo Māori	Year 10 Visual Art
<b>Entry</b>	Some ability to play an instrument is desirable. Students will need to develop skills on one instrument in order to meet the solo and group performance criteria in the course. Students will benefit from regular lessons/practice on their main performance instrument through the itinerant music programme or outside the school.	No previous experience required although taking Te Reo in Year 9 would be preferable.	This option may be taken by any student who has shown a reasonable aptitude and interest in Visual Arts during Year 9. Year 10 Art is <u>strongly advised</u> for those students wishing to continue with art to senior levels.
<b>Course Description</b>	<ul style="list-style-type: none"> <li>• Perform as a soloist and as a member of a group</li> <li>• Compose music</li> <li>• Develop aural (listening &amp; reading) skills</li> <li>• Understand music's contributions to society</li> </ul> <p>Students are encouraged to be involved in or organise their own extra-curricular music related activities. For example – Olla Podriga and other musical events on the school calendar.</p>	<p>As part of the new NCEA qualifications there are now credits offered for work in Year 10 Māori Performing Arts. The language modes of korero (speaking), tuhituhi (writing), matakitaki (viewing) and whakaatu (presenting) are used to both learn and assess, to enable the student to access a broader understanding of the Māori language and culture also.</p> <p><b>Topics Covered</b></p> <ul style="list-style-type: none"> <li>• The teenage world</li> <li>• Tāmoko</li> <li>• Sports and recreation</li> </ul> <p>Active sentences</p>	Year 10 Art consists of theory and practical work. Students will learn about a variety of art styles and artists, their techniques and processes. This will enable students to produce practical works of their own. Learning will be done through a series of classroom projects and homework tasks.
<b>Contact</b>	Mr A. Blake	Matua Wiremu	Mrs R. Clist

<b>Course Title</b>	<b>Year 10 Green to Gold</b>	<b>Year 10 Magazine Design</b>
<b>Entry</b>	This course is about sustainability in the agricultural industry. It is open to all students. It has theory and practical components.	This is a project-based learning course. Students will look at designing the school yearbook to or similar publication that will be a sustainable, high quality product that engages our community (students and beyond). It is open to all students.
<b>Course Description</b>	Students will identify different methods of sustainability. They will gain an understanding of how the agriculture industry operates and understand what sustainability means both economically and environmentally.	Students will work together as a team to produce the school yearbook. It will include photographic grid assessment and feature spread assessment. It covers art, English and technology curriculum areas.
<b>Contact</b>	Mr M. Troost	Mrs T. Christie

# Level 1 Subject Information

## **English is compulsory for all Year 11 students.**

Students are placed into NCEA level 1 English classes based on their Year 10 results.

- L1ENGA (English - Academic) is an academic programme based on Achievement Standards, which are all taught to the excellence standard. This course prepares students for tertiary study in the future.
- L1ENGG (English – General) is a general English programme based on Achievement Standards that prepares students for tertiary study in the future.
- L1ENGL (English Literacy) is a practical English course, assessed by way of selected Unit Standards. This course prepares students for the demands of the workforce.

## **Mathematics is compulsory for all Year 11 students.**

Students are placed into NCEA level 1 Mathematics classes based on their Year 10 results.

- L1MATA (Mathematics with Algebra) is an academic programme based on Achievement Standards, which are all taught to the excellence standard. This class moves at a fast pace and prepares students for Level 2 Mathematics with Algebra or Statistics.
- L1MATS (Mathematics with Statistics) is based on Achievement Standards. All Achievement Standards are taught to the excellence standard and prepares students for Level 2 Mathematics with Statistics.
- L1MATG (Mathematics General) is an achievement standard course that allows students to achieve the numeracy requirements for NCEA Level 1.

## **Science is compulsory for all Year 11 students.**

Students are placed into NCEA level 1 Science classes based on their Year 10 results.

- L1SCIP (Physical Science) is an academic programme based on Achievement Standards, which are all taught to the excellence standard. This course prepares students for Level 2 Biology, Chemistry or Physics.
- L1SCIG (General Science) is based on Achievement Standards. All Achievement Standards are taught to Achieved/Merit standard with a strong emphasis on the basics. This course prepares students for Level 2 science.
- L1PRIM (Primary Industries) is an academy course and entry is by interview only.

## **SIX SUBJECTS**

All Year 11 students will study six subjects – English, Mathematics, Science and three other option subjects. The subjects available are found in the Subject Information section in this Course Directory handbook.

***Please Note: Problems arise each year when students select inappropriate options and find after a month or so later that they cannot cope. Some students limit their career opportunities by making poor choices. Please ensure that your choice of options is matched to your ability to achieve in that subject – ask your class teachers and/or whānau teacher if you are in any doubt.***

Course Title	Level 1 English Academic	Level 1 English General	Level 1 English Literacy
Entry	Determined by work ethic and achievement in Year 10 at or below level 4 of the NZ Curriculum, or by approval from HELA.	Determined by work ethic and achievement in Year 10 at or below level 4 of the NZ Curriculum, or by approval from HELA.	Determined by work ethic and achievement in Year 10 at or below level 4 of the NZ Curriculum, or by approval from HELA.
Qualification	NCEA Level 1	NCEA Level 1	NCEA Level 1
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>10 credits internally assessed</li> <li>8 credits externally assessed (with the option of 4 extra)</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>14 credits internally assessed</li> <li>4 credits externally assessed</li> </ul>	By Achievement and Unit Standards <ul style="list-style-type: none"> <li>19 credits internally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Film Study</li> <li>Unfamiliar Text Study</li> <li>Written text study</li> <li>Formal OR Creative writing</li> <li>Create a visual OR oral text</li> <li>Connections across texts</li> </ul>	<ul style="list-style-type: none"> <li>Written text study</li> <li>Close viewing</li> <li>Research</li> <li>Formal OR Creative writing</li> <li>Wide Reading</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Create a visual OR oral text</li> <li>Formal OR Creative writing</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>Viewing, Listening, Reading, and writing assessed through various Unit Standards</li> <li>Literacy skills</li> </ul>
Contact	Mr D. George		

Course Title	Level 1 Mathematics with Algebra	Level 1 Mathematics with Statistics	Level 1 Mathematics General
Entry	Working at level 5 of NZC or approval from HELA.	Working at level 5 of NZC or approval from HELA.	Working at level 4 of NZC.
Qualification	NCEA Level 1	NCEA Level 1	NCEA Level 1
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>25 credits</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>23 credits</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>16 credits</li> </ul>
Content	<ul style="list-style-type: none"> <li>Algebraic methods</li> <li>Geometric Reasoning</li> <li>Linear algebra</li> <li>Trigonometry</li> <li>Statistical investigations</li> <li>Chance and Data</li> <li>Numeric Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Numerical reasoning</li> <li>Linear algebra</li> <li>Trigonometry</li> <li>Statistical investigations</li> <li>Probability</li> <li>Chance and Data</li> <li>Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Numerical Reasoning</li> <li>Statistical Investigation</li> <li>Measurement</li> <li>Linear – Algebra</li> <li>Probability</li> </ul>
Contact	Mr C. Gill		

<b>Course Title</b>	<b>Level 1 Science Physical</b>	<b>Level 1 Science General</b>
<b>Entry</b>	Approval from HELA based on Year 10 results.	Approval from HELA based on Year 10 results.
<b>Qualification</b>	NCEA Level 1	NCEA Level 1
<b>Assessment</b>	By Achievement Standards <ul style="list-style-type: none"> <li>• 8 credits internally assessed</li> <li>• 16 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>• 18 credits internally assessed</li> </ul>
<b>Content</b>	Developing scientific skills through conducting investigations and research and writing reports. Study of: <ul style="list-style-type: none"> <li>• Acid &amp; Bases</li> <li>• Mechanics</li> <li>• Electricity and Magnetism</li> <li>• Physiology</li> </ul>	Developing scientific skills through conducting investigation and reporting. Study of: <ul style="list-style-type: none"> <li>• Physics Investigation</li> <li>• Metals</li> <li>• Biological Genetics</li> <li>• Bio Physiology</li> <li>• Geology</li> </ul>
<b>Contact</b>	Mr A. Thomas	

Course Title	Level 1 Business Economics	Level 1 Design & Visual Communication (Graphics)	Level 1 Drama
Entry	Open	Successful completion of Year a 10 technology option as determined by their teacher. Those who did design & visual technology will be given priority.	Students with an interest in Acting, Performing and creating drama.
Qualification	NCEA Level 1	NCEA Level 1	NCEA Level 1
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>13 credits internally assessed</li> <li>7 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>16 credits internally assessed</li> <li>4 credit externally assessed</li> </ul> Qualifies for course endorsement	<ul style="list-style-type: none"> <li>Up to 22 credits internally assessed</li> <li>4 credit externally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Demonstrate understanding of the marketing mix</li> <li>Carry out and review a business plan</li> <li>Consumer choices and demand</li> <li>Producer choices using supply</li> <li>Government choice and affected groups</li> </ul>	<p>Students are required to create a portfolio of evidence demonstrating the following skills and knowledge:</p> <ul style="list-style-type: none"> <li>Research and the design process</li> <li>Free hand sketching</li> <li>Instrumental drawing</li> <li>Colour rendering</li> <li>Presentation</li> <li>Mock-up and models</li> <li>Computer Modelling</li> <li>Using a laser cutter and engraver</li> </ul> <p><b>There will be a fee to cover the cost of take home materials used by the student on this course.</b></p>	<ul style="list-style-type: none"> <li>Apply drama techniques in a dramatic context</li> <li>Devise and perform a drama</li> <li>Demonstrate understanding of features of a drama/theatre form</li> <li>Use features of a drama/theatre form in a performance</li> <li>Demonstrate understanding of a significant play</li> <li>Perform an acting role in a significant production</li> <li>Apply stagecraft skills to a production, makeup/prop making/lighting/sound/costume</li> </ul>
Contact	Mrs R. Baker	Mr M. North	Mrs R. Clist

<b>Course Title</b>	<b>Level 1 Engineering (Mechanical)</b>	<b>Level 1 Geography</b>	<b>Level 1 Health</b>
<b>Entry</b>	Successful completion of a Year 10 technology option or by interview with HELA.	Open	Successful completion of Year 10 Health
<b>Qualification</b>	NCEA Level 1	NCEA Level 1	NCEA Level 1
<b>Assessment</b>	Industry standards competency based <ul style="list-style-type: none"> <li>• 20 credits internally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>• 13 credits internally assessed</li> <li>• 8 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>• 16 credits internally assessed</li> <li>• 4 credits externally assessed</li> </ul>
<b>Content</b>	<p>Students need to complete theory booklets and practical projects demonstrating the following:</p> <ul style="list-style-type: none"> <li>• Knowledge of safety procedures in mechanical engineering</li> <li>• Basic engineering workshop skills</li> <li>• Simple measuring</li> <li>• Ability to select, use and care for engineering hand tools, marking out equipment and dimensional measuring equipment</li> <li>• Automotive activities</li> </ul> <p><b>There will be a fee to cover the cost of take home materials used by the student on this course (additional projects may incur additional material costs).</b></p>	<ul style="list-style-type: none"> <li>• Extreme natural events (volcanic eruptions or tropical cyclones)</li> <li>• Sustainable use of an environment focusing on tourism at the Poor Knights Islands</li> <li>• Skills – mapping, graphing and valuing</li> <li>• Direct research</li> <li>• Contemporary issues</li> <li>• Global study</li> </ul> <p><b>There will be 1-2 local field trips.</b></p>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Take action to improve/change personal wellbeing</li> <li>• Demonstrate understanding of interpersonal skills</li> <li>• Describe strategies for making health enhancing decisions in drug related situations</li> <li>• Demonstrate strategies for promoting positive sexuality</li> <li>• Demonstrate understanding of ways in which well-being can change</li> </ul>
<b>Contact</b>	Mr M. North	Mr T. Baker	Mr B. Alison

Course Title	Level 1 History	Level 1 Hospitality	Level 1 Media Studies
<b>Entry</b>	Successful completion of Year 10 Social Science or English. (History does require a reasonable level of confidence with reading and writing in order to be successful) or HELA approval.	Successful completion of a Year 10 technology option as determined by their teacher. Those who did food technology will be given priority. Otherwise an interview will be required with the teacher in charge.	Successful completion of Year 10 English, as determined by their teacher.
<b>Qualification</b>	NCEA Level 1	NCEA Level 1	NCEA Level 1
<b>Assessment</b>	By Achievement Standards <ul style="list-style-type: none"> <li>12 credits internally assessed</li> <li>8 credits externally assessed</li> </ul>	By Unit Standards <ul style="list-style-type: none"> <li>24 credits</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>18 credits internally assessed</li> <li>4 credits externally assessed</li> </ul>
<b>Content</b>	The first half of the course is spent researching and writing about topics relating to New Zealand history. Each student chooses a topic reflective of their own interests. The second half of the course explores the history events of surrounding civil rights in America. Assessments focus on developing the following skills: <ul style="list-style-type: none"> <li>Using research methods to find useful information about topics</li> <li>Presenting that research in written form</li> <li>Interpreting evidence to help us understand historical topics</li> <li>Understanding how different people view events differently</li> <li>Understanding the causes and consequences of a key event</li> </ul>	Students will work primarily from workbooks designed by Service IQ. There will be written and practical assessments to show competency in the following skills in a workplace setting: <ul style="list-style-type: none"> <li>Career pathways in the Hospitality Industry</li> <li>Food handling</li> <li>Care and use of knives</li> <li>Prepare and present meat</li> <li>Prepare &amp; present fruit &amp; vegetables</li> <li>Prepare &amp; present egg &amp; cheese dishes</li> <li>Prepare and present hot finger food</li> <li>Prepare and present soup and sauces</li> <li>Prepare and cook cake, scones and sponges</li> </ul>	This course involves the design and production of a media product (short film or radio show) through the study of genre, for a target audience. Students analyse media texts and write a media portfolio. <ul style="list-style-type: none"> <li>Demonstrate understanding of selected elements of media text(s)</li> <li>Demonstrate understanding of characteristics of media genre</li> <li>Produce a design and plan for a media product using a specified range of conventions</li> <li>Write media texts for a specific target audience</li> <li>Complete a media product using a specified range of conventions, from a design and plan</li> </ul>
<b>Contact</b>	Ms A. Bosch	Miss K. Meachin	Mrs T. Christie

Course Title	Level 1 Music	Level 1 Physical Education	Level 1 Primary Industries Trade Academy
<b>Entry</b>	Completion of Year 10 Music with Achieved gained in Solo and Group performances desirable. Otherwise an audition on primary performance instrument is required OR HELA approval.	Good participation in Physical Education in Years 9 and 10. Demonstration of Ellison's model, clear understanding of movement skills and good attitude to learning, or HELA Approval.	Students can apply or be invited to join this class. Students must be keen to work safely in their gardens at school. Students should be interested in working in horticulture, agriculture, forestry or fishing industries.
<b>Qualification</b>	NCEA Level 1	NCEA Level 1	NCEA Level 1
<b>Assessment</b>	Each student completes an individual programme which consists of a combination of Achievement Standards and or Unit Standards.	By Achievement Standards <ul style="list-style-type: none"> <li>20 credits internally assessed</li> </ul>	By Unit Standards <ul style="list-style-type: none"> <li>25 credits internally assessed</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Performs to an audience as an individual and in a group</li> <li>Learn the fundamentals of music</li> <li>Develop aural skills</li> <li>Develop understanding of music scores</li> <li>Develop ability to interpret music and its contexts</li> </ul>	<ul style="list-style-type: none"> <li>Safe practice in sport</li> <li>Anatomy</li> <li>Biomechanics – how the body moves</li> <li>Exercise physiology – the body's response to exercise</li> <li>Analysing sports performance</li> <li>Practical performance</li> <li>Strategies for improving personal performance</li> <li>Demonstrate self-management strategies</li> <li>Taking purposeful action to help others participate in sporting activities</li> </ul>	<p>This course suits students who like to learn by “doing”.</p> <p>Students will develop the knowledge and practical skills to:</p> <ul style="list-style-type: none"> <li>Produce a garden to provide food</li> <li>Find out what jobs are available in the primary industries</li> <li>Find out how hydration and nutrition affect your work</li> <li>Understand nursery plant media</li> <li>Understand how plants work</li> <li>Learn about soils</li> <li>Understand about “Clean Green NZ” ways to farm</li> </ul> <p>The aim is to continue next year and complete a NZ Certificate in Primary Industries Level 2</p>
<b>Contact</b>	Mr A. Blake	Mr B. Alison	Mr M. Troost

Course Title	Level 1 Te Reo Māori	Level 1 Visual Art	Level 1 Whakairo
Entry	Year 10 option completion or approval from HELA.	It is beneficial but not compulsory for students to have completed Year 10 Art. Over prescribed classes or students new to this subject will require a competence test and Year 10 attainment will also be considered.	None.
Qualification	NCEA Level 1, working towards Te Waharoa National Certificate in Field Māori	NCEA Level 1	1 NCEA Level 1
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>18 credits internally assessed</li> <li>6 credits externally assessed</li> </ul> By Unit Standards <ul style="list-style-type: none"> <li>6 credits internally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>10 credits internally assessed</li> <li>12 credits externally assessed</li> </ul>	By Unit Standards <ul style="list-style-type: none"> <li>20 credits internally assessed</li> </ul>
Content	Developing conversational, writing, performance skills and an understanding of tikanga Māori through the study of the topics relating directly to students and their immediate surroundings and experiences.	<ul style="list-style-type: none"> <li>Drawing from subject matter in a range of wet and dry media</li> <li>Painting</li> <li>Printmaking</li> <li>Using artist models</li> <li>Developing ideas</li> <li>Decision making</li> <li>Produce a two panel folio board of works in a variety of media</li> </ul>	Each student will demonstrate knowledge of carving by looking at examples and designing their own to reflect their pepeha. They will investigate the meanings of different designs by looking at other images and objects. They will learn about customary practices and associated Tikanga. Projects: <ul style="list-style-type: none"> <li>Carved pattern board</li> <li>Taiaha</li> <li>Hoe</li> <li>Christmas presents</li> </ul>
Contact	Matua Wiremu	Mrs R. Clist	Ms J. Simmonds

<b>Course Title</b>	<b>Level 1 Wood Technology</b>	
<b>Entry</b>	Successful completion of a Year 10 technology option as determined by their teacher. Those who did wood/metal technology will be given priority.	
<b>Qualification</b>	Credit towards National Certificate in Building, Construction & Allied Trades Level 1 NCEA Level 1.	
<b>Assessment</b>	<p>By Achievement Standards</p> <ul style="list-style-type: none"> <li>• 16 credits internally assessed</li> <li>• Option of additional external standards for course endorsement</li> <li>• By Unit Standards 4 credits internally assessed</li> </ul>	
<b>Content</b>	<p>Students are expected to build a portfolio showing documented evidence of a project covering:</p> <ul style="list-style-type: none"> <li>• Safe working practices &amp; health and safety in the workplace</li> <li>• Basic procedures using building materials</li> <li>• Investigation an issue and writing a brief</li> <li>• Knowledge and use of hardware and fastenings</li> <li>• Knowledge and use of wood working joints</li> <li>• Developing a conceptual design to meet a brief</li> </ul> <p><b>There will be a fee to cover the cost of take home materials used by the student on this course.</b></p>	
<b>Contact</b>	Mr M. North	

# Level 2 Subject Information

## **All Year 12 students are advised to study a course in English**

There are three distinct Level 2 courses and students can select one of these, depending on their Level 1 results.

- L2ENGC (English for Creatives)
- L2ENGM (English for Media)
- L2ENGE (English for Enterprise)

## **All Year 12 students are advised to study a course in Mathematics**

There are three distinct Level 2 courses and students can select one or two of these courses, depending on their Level 1 results.

- L2MATA (Mathematics with Algebra & Calculus).
- L2MATS (Mathematics with Statistics)
- L2MATG (General Mathematics)

## **All Year 12 students are advised to study a course in Science**

There are three specialist Level 2 courses and students can select one, two or all of these courses, depending on their Level 1 results. Students can also select a general level 2 science course.

- L2PHYS (Physics).
- L2CHEM (Chemistry)
- L2BIOL (Biology)
- L2SCIE (Science)

## **SIX SUBJECTS**

All Year 12 students will study 6 subjects. The subjects available are found in the Subject Information section in this Course Directory handbook.

A Year 12 programme of study could include:

- Six options all at NCEA Level 2
- Six options, most at NCEA Level 2 and some at NCEA Level 3
- Six options, most at NCEA Level 2 and some at NCEA Level 1

Students will need to consider the following when choosing their course of study in Year 12

- Academic achievement and ability
- Educational goals and career aspirations

Course Title	Level 2 English for Creatives	Level 2 English for Media	Level 2 English for Enterprise
Entry	Entry 14 credits in Level 1 English including external credits or approval from HELA.	Entry 14 credits in Level 1 English including external credits or approval from HELA.	No prerequisite. Recommended for students who struggled at Level 1 English.
Qualification	NCEA Level 2	NCEA Level 2	NCEA Level 2
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>14 credits internally assessed</li> <li>8 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>14 credits internally assessed</li> <li>8 credits externally assessed</li> </ul>	By Unit Standards <ul style="list-style-type: none"> <li>18 credits internally assessed</li> </ul> <p>Achievement Standards may be offered at teacher's discretion</p>
Content	<ul style="list-style-type: none"> <li>Produce a selection of crafted writing</li> <li>Personal responses to texts</li> <li>Analyse connections between texts</li> <li>Literature analysis</li> <li>Analyse aspects of unfamiliar text</li> </ul>	<ul style="list-style-type: none"> <li>Produce a crafted and controlled visual text</li> <li>Close viewing of film</li> <li>Oral presentation</li> <li>Demonstrate information literacy skills</li> <li>Film and literature analysis</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Use graphics in communication</li> <li>Write a short report</li> <li>Participate in an informal meeting</li> <li>Write business correspondence</li> <li>Formal interview</li> <li>Communicate information in a workplace</li> <li>Literacy skills</li> </ul>
Contact	Mr D. George		

<b>Course Title</b>	<b>Level 2 Mathematics with Algebra &amp; Calculus</b>	<b>Level 2 Mathematics – General</b>	<b>Level 2 Mathematics with Statistics</b>
<b>Entry</b>	14 Level 1 credits from Achievement Standards including 91027 & 91029 – which must be at Merit level; or at HELA’s discretion.	14 Level 1 credits from Achievement Standards including 91026 or at HELA’s discretion.	14 Level 1 credits from Achievement Standards including two at Merit level from 91036, 91037, 91027, 91038 or at HELA’s discretion. Students must also have met Level 1 Literacy requirements.
<b>Qualification</b>	NCEA Level 2	NCEA Level 2	NCEA Level 2
<b>Assessment</b>	By Achievement Standards <ul style="list-style-type: none"> <li>• 20 credits</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>• 19 credits</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>• 18 credits</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Coordinate Geometry</li> <li>• Graphical Methods</li> <li>• Trigonometric Relationships</li> <li>• Algebraic Methods</li> <li>• Calculus Methods</li> <li>• Systems of Equations</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate Geometry</li> <li>• Networks</li> <li>• Graphical Methods</li> <li>• Sequences and Series</li> <li>• Probability</li> <li>• Systems of Equations</li> <li>• Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire Design</li> <li>• Statistical Inference</li> <li>• Statistical Experiments</li> <li>• Statistical Reports</li> <li>• Probability Methods</li> <li>• Simulation</li> </ul>
<b>Contact</b>	Mr C. Gill		

Course Title	Level 2 Biology	Level 2 Business Economics	Level 2 Chemistry
Entry	Achieved or better in at least 4 Level 1 Science Standards, 2 or more in biology.	Achieved or better in at least 14 credits from level 1 Business Economics, or at the discretion of the HELA.	Achieved or better in at least 4 Level 1 Science Standards, 2 or more in Chemistry.
Qualification	NCEA Level 2	NCEA Level 2	NCEA Level 2
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>10 credits internally assessed</li> <li>12 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>15 credits internally assessed</li> <li>8 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>10 credits internally assessed</li> <li>13 credits externally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Cellular structure and functions</li> <li>Gene variation</li> <li>Biological investigation</li> <li>Biological Research</li> <li>Ecological systems</li> </ul>	<ul style="list-style-type: none"> <li>Economic growth</li> <li>Inflation</li> <li>Government Policies</li> <li>Business Activity</li> </ul>	<ul style="list-style-type: none"> <li>Structure, bonding and energy</li> <li>Redox chemistry</li> <li>Organic chemistry</li> <li>Chemical reactivity</li> <li>Titrations</li> <li>Chemical Identification</li> </ul>
Contact	Mr A. Thomas	Mrs R. Baker	Mr A. Thomas

Course Title	Level 2 Construction (Year 1)	Level 2 Construction (Year 2)	Level 2 Construction & Whakairo Academy
<b>Entry</b>	Successful completion of US24352, plus any 3 of 24355, 24356, 25910, 25920. Students without 24352 will be placed on contract. Students who have not attempted these standards (did a different technology) must have a positive testimonial from their previous technology teacher.	Successful completion of Construction Year 1 and a proven ability to work independently.	Successful completion of Level 1 Wood Technology, Level 1 Engineering. Students who have not completed these courses or are presently Year 10's can apply and discuss their options with Mr North
<b>Qualification</b>	Credits towards: National Certificate in Building Construction & Allied Trades Level 2 NCEA Level 2.	Credits towards: National Certificate in Building, Construction & Allied Trades – Advanced (students will have the opportunity to gain this certificate if this is their second year). NCEA Level 2.	National Certificate in Building Construction & Allied Trade Skills. <ul style="list-style-type: none"> <li>• 40 Level 2 Unit Standard credits through B Constructive</li> <li>• 20 Unit Standard credits in Whakairo Level 2/3</li> </ul>
<b>Assessment</b>	Unit Standards. A range of theory and unit standards assessments totalling 20 throughout the year.	Unit Standards Standards taken from BCATs course dependent upon what the student has successfully completed in Year 1 of the course to gain the full certificate. 40 credits are needed for the full certificate.	A range of theory and practical based Unit Standard assessments.
<b>Content</b>	Students are expected to build a portfolio showing documented evidence of 2-3 projects covering: <ul style="list-style-type: none"> <li>• Safe working practices and health &amp; safety in the workplace</li> <li>• Construction hand tools</li> <li>• Industry knowledge</li> <li>• Timber and material</li> <li>• Make cupboard, shelves, tables</li> <li>• Plans and specifications</li> <li>• Power tools</li> <li>• Quality checks</li> <li>• Communications</li> </ul> <p><b>There will be a fee to cover the cost of take home materials used by the student on this course.</b></p>	Students are expected to build a portfolio showing documented evidence of 2-3 projects covering: <ul style="list-style-type: none"> <li>• Safe working practices and health &amp; safety in the workplace</li> <li>• Construction hand tools</li> <li>• Industry knowledge</li> <li>• Timber and material</li> <li>• Outdoor furniture</li> <li>• Plans and specifications</li> <li>• Power tools</li> <li>• Quality checks</li> </ul> <p><b>There will be a fee to cover the cost of take home materials used by the student on this course.</b></p>	For the National Certificate in Building & Construction, students will build 5 practical projects that reinforce the theory units: <ul style="list-style-type: none"> <li>• Safe working practices and health and safety in the work place</li> <li>• Construction hand tools</li> <li>• Timber and materials</li> <li>• Outdoor furniture</li> <li>• Plans &amp; Specifications</li> <li>• Power tools</li> <li>• Quality checks</li> <li>• Communication</li> <li>• Mathematics in the building industry</li> </ul> <p>For Whakairo students will learn a range of Maori carving techniques and designs. They will also learn about correct customary practices and understanding historical events.</p>
<b>Contact</b>	Mr M. North	Mr M. North	Mr M. North

Course Title	Level 2 Drama	Level 2 Engineering	Level 2 Geography
Entry	14 credits in Level 1 Drama, experience in stagecraft or HELA approval.	Successful completion of Year 11 Engineering or by HELA approval successful completion of year 1 to progress to year 2.	11 credits in Level 1 Geography or HELA approval.
Qualification	NCEA Level 2	NCEA Level 2	NCEA Level 2
Assessment	By Achievement Standards (production unit standards are also available in negotiation, alongside performance credits). <ul style="list-style-type: none"> <li>Up to 22 credits internally assessed</li> <li>4 credits externally assessed</li> </ul>	Industry standards competency based <ul style="list-style-type: none"> <li>18 credits internally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>14 credits internally assessed</li> <li>8 credits externally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Apply drama techniques in a scripted context.</li> <li>Devise and perform a drama to realise an intention</li> <li>Discuss a drama or theatre form or period with reference to a text</li> <li>Use complex performance skills associated with a drama or theatre form or period</li> <li>Examine the work of a playwright</li> <li>Perform a substantial acting role in a scripted production</li> <li>Apply skills in production such as make-up, stage management, set design, lighting, sound, costume</li> </ul>	<p>Students need to complete theory booklets and practical project demonstrating the following:</p> <ul style="list-style-type: none"> <li>Knowledge of safety procedures in mechanical engineering</li> <li>Ability to select, use and care for engineering hand tools, marking out equipment and dimensional measuring equipment</li> <li>Fabrication</li> <li>Ability to draw and interpret engineering sketches</li> <li>Throughout the year students will follow plans to build a choice of motorised vehicles</li> </ul> <p><b>There will be a fee to cover the cost of take home materials used by the student on this course.</b></p>	<ul style="list-style-type: none"> <li>Differences in Development - Tanzania</li> <li>Skills – mapping, graphing and valuing</li> <li>Global Issue</li> <li>Urban Studies – Whangarei CBD and CSI Chicago</li> <li>Contemporary Issues</li> </ul>
Contact	Mrs R. Clist	Mr M. North	Mr T. Baker

Course Title	Level 2 Health	Level 2 History	Level 2 Hospitality
<b>Entry</b>	14 credits at Level 1 Physical Education or Level 1 Health or HELA approval.	Successful completion of Level 1 History, or HELA approval. (Note: History does require some confidence with reading and writing in order to be successful.	Priority will be given to students that have gained 14 credits in Level 1 Hospitality, or at the discretion of the HELA.
<b>Qualification</b>	NCEA Level 2	NCEA Level 2	NCEA Level 2
<b>Assessment</b>	By Achievement Standards <ul style="list-style-type: none"> <li>15 credits internally assessed</li> <li>5 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>14 credits internally assessed</li> <li>9 credits externally assessed</li> </ul>	By Unit standards <ul style="list-style-type: none"> <li>24 credits</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Analyse an adolescent health issue</li> <li>Evaluate factors that influence people's ability to manage change</li> <li>Take action to enhance an aspect of people's wellbeing within the school or wider community</li> <li>Analyse issues related to sexuality and gender to develop strategies for addressing the issues</li> </ul>	<p>The first half of the course is spent researching and writing about topics relating to New Zealand History. Each student chooses a topic reflective of their own interests. The second half of the course explores the history events of surrounding civil rights in America. Assessments focus on developing the following skills:</p> <ul style="list-style-type: none"> <li>Using research methods to find useful information about topics</li> <li>Presenting that research in written form</li> <li>Interpreting evidence to help us understand historical topics</li> <li>Understanding how different people view events differently</li> <li>Understanding the causes and consequences of a key event</li> </ul>	<p>Students will work with industry based standards from workbooks designed by Service IQ. There will be written and practical assessments to show competency in the following skills in a workplace setting:</p> <ul style="list-style-type: none"> <li>Food Safety and Hygiene</li> <li>Care and use of knives</li> <li>Prepare and cook food by grilling</li> <li>Prepare &amp; present salads for service</li> <li>Prepare fruit &amp; vegetables</li> <li>Prepare &amp; present basic sandwiches</li> <li>Cook food by baking</li> <li>International cooking</li> <li>Barista</li> <li>Students will be required to do shifts in cafe</li> </ul>
<b>Contact</b>	Mr B. Alison	Ms A. Bosch	Miss K. Meachin

Course Title	Level 2 Media Studies	Level 2 Music	Level 2 Photography
<b>Entry</b>	Students must have a sound understanding of English and good results in this subject. It is recommended they have completed Level 1 Media Studies.	14 credits in Level 1 Music or approval from HELA if Level 1 music was not taken.	Pre-requisite Level 1 English. Level 1 credit attainment will be considered if the class becomes over subscribed.
<b>Qualification</b>	NCEA Level 2	NCEA Level 2	NCEA Level 2
<b>Assessment</b>	By Achievement Standards <ul style="list-style-type: none"> <li>19 credits internally assessed</li> <li>4 credits externally assessed</li> </ul>	Each student completes an individual programme which consists of a combination of Achievement standards and Unit Standards.	By Achievement Standards <ul style="list-style-type: none"> <li>8-12 credits internally assessed</li> <li>12 credits externally assessed</li> </ul>
<b>Content</b>	<p>The course involves the design and production of a media product (short film or radio show) through the study of genre, for a target audience. Students analyse media texts and write a media portfolio.</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of narrative in media text</li> <li>Demonstrate understanding of representation in the media</li> <li>Demonstrate understanding of an aspect of media genre</li> <li>Produce a design and plan for a developed media product, using a range of conventions</li> <li>Write developed media text for a specific target audience</li> <li>Complete a develop media product from a design and plan a range of media conventions</li> </ul>	<ul style="list-style-type: none"> <li>Perform to an audience as an individual and in a group</li> <li>Devise an arrangement for an ensemble</li> <li>Develop aural skills</li> <li>Study music scores</li> </ul>	<ul style="list-style-type: none"> <li>Use drawing methods to apply knowledge of conventions appropriate to photography</li> <li>Develop ideas in a related series of drawings appropriate to established photography practice</li> <li>Demonstrate an understanding of methods and ideas for established practice appropriate to photography</li> <li>Produce a systematic body of work that shows understanding of art making conventions and ideas within photography</li> </ul>
<b>Contact</b>	Mrs T. Christie	Mr A. Blake	Mrs R. Clist

Course Title	Level 2 Physical Education	Level 2 Physics	Level 2 Primary Industries Trade Academy Level 2
Entry	14 credits at Level 1 or HELA approval.	Achieved or better in at least 4 Level 1 Science Standards, 2 or more in Physics.	Student can apply or be invited to join this class after a successful completion of Level 1 Primary Industries Academy or by showing a keen interest in working in the primary industry sector. Students need to be able to work sensibly and safely in practical situations in the garden or in work situations.
Qualification	NCEA Level 2	NCEA Level 2	NCEA Level 2
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>19 credits internally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>7 credits internally assessed</li> <li>16 credits externally assessed</li> </ul>	By Unit Standards <ul style="list-style-type: none"> <li>40 credits internally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Methods and principles of training</li> <li>Functional anatomy and biomechanics</li> <li>Skill learning and psychological skills</li> <li>Safe practice in outdoor activity</li> <li>Leadership skills in groups and teams</li> </ul>	<ul style="list-style-type: none"> <li>Practical physics – experimental techniques</li> <li>Waves, light and optics</li> <li>Forces and motion</li> <li>Electricity and electromagnetism</li> <li>Nuclear Physics</li> </ul>	Students will have the opportunity to develop practical skills and knowledge through work experience and a classroom programme that will be partly designed around their career choice. Students can spend up to 2 days a week in the work place where they will be expected to gain on the job credits. They can try more than 1 workplace. This programme will contain at least 40 credits at level 2. The aim is to achieve the Certificate Level 2 in any of the following options – Horticulture/Dairy Farming/Equine/Livestock Farming
Contact	Mr B. Alison	Mr A. Thomas	Mr M. Troost

Course Title	Level 2 Science	Level 2 Sports Leadership	Level 2 Te Reo Māori
Entry	14 credits in Science or approval by HELA. This is a more vocationally focused science course.	11 Credits in Physical Education or HELA approval.	At least 14 credits gained in Level 1 Te Reo Māori.
Qualification	NCEA Level 2	NCEA Levels 2	NCEA Level 2
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>19 credits internally assessed</li> </ul>	Internally assessed by Otamatea High School or by outside providers. By Unit Standards minimum of 27 credits.	By Achievement Standards <ul style="list-style-type: none"> <li>16 credits internally assessed</li> <li>6 credits externally assessed</li> </ul> By Unit Standards <ul style="list-style-type: none"> <li>12 credits internally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Practical Physics</li> <li>Physics of an application</li> <li>Investigate how organisms survive in an extreme environment</li> <li>Investigate geological processes</li> <li>Identification of unknown chemicals</li> </ul>	<ul style="list-style-type: none"> <li>Plan implement and evaluate Kaiwaka Sports Day</li> <li>Demonstrate knowledge and skills in camping, tramping, navigation orienteering and weather reading</li> <li>Mountain biking</li> <li>R Tucker Thompson sailing adventure <b>(there is a cost for this optional trip)</b></li> <li>Exercise prescription in resistance training</li> <li>High ropes</li> <li>Orienteering</li> <li>OPC Tongariro <b>(there is a cost for this optional trip)</b></li> </ul>	Further developing conversational, formal speaking, writing, performance skills and an increased understanding of tikanga Māori through the study of the topics, events of relating to National significance.
Contact	Mr A. Thomas	Mr B. Alison	Matua Wiremu

Course Title	Level 2 Tourism	Level 2 Visual Art	Level 2 Whakairo
Entry	HELA Approval.	A minimum of 10 credits in Level 1 Art, Level 1 English or at the discretion of the HELA.	Level 1 Whakairo or by approval from HELA.
Qualification	NCEA Level 2	NCEA Level 2	NCEA Level 2
Assessment	By Unit Standards <ul style="list-style-type: none"> <li>17 credits internally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>8 credits internally assessed</li> <li>12 credits externally assessed</li> </ul>	By Unit Standards <ul style="list-style-type: none"> <li>20 credits internally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Knowledge of New Zealand as a tourist destination</li> <li>Work roles within the Tourism industry</li> <li>World Tourist Destinations</li> <li>Perform calculation for a Tourism workplace</li> <li>Read and comprehend work related documents</li> </ul> <p><b>Optional Rotorua trip cost of \$160 approximately.</b></p>	<ul style="list-style-type: none"> <li>Use drawing methods to apply knowledge of conventions appropriate to painting</li> <li>Develop ideas in a related series of drawings appropriate to established painting practice</li> <li>Demonstrate an understanding of methods and ideas from established practice appropriate to printing</li> <li>Produce a systematic body of work that shows understanding of art making conventions and ideas within paint</li> </ul>	<p>Students in this class will be looking at a wide range of design ideas. They will need to identify and apply design elements and principles. Through the production of Whakairo their visual ideas will develop. They will research the story of Tamatea to give each student some understand of Otamatea and Ngati Whātua. Through this process they will be able to see the value, of tikanga, function, significance, intentions and their methodologies in their carved projects.</p> <p>Projects:</p> <ul style="list-style-type: none"> <li>Carved pattern board</li> <li>Kōruru</li> <li>Tewhatewha or Pou</li> <li>Community project TBC</li> </ul>
Contact	Mr M. Troost	Mrs R. Clist	Ms J. Simmonds

<b>Course Title</b>	<b>Level 2 Wood Technology</b>	
<b>Entry</b>	10 Achievement Standard credits from the Technology Domain at Level 1.	
<b>Qualification</b>	NCEA Level 2	
<b>Assessment</b>	By Achievement Standards A minimum of 18 credits is offered to all students with a range of internal and external assessments. Qualifies for course endorsement.	
<b>Content</b>	Students need to build a portfolio showing their understanding of brief writing, conceptual design and/or prototyping. Students will then begin the process of designing and making a musical instrument.  <b>There will be a fee to cover the cost of take home materials used by the student on this course.</b>	
<b>Contact</b>	Mr M. North	

# Level 3 Subject Information

All Year 13 students can study NCEA Level 3 courses, provided they have met the course entry requirements. No subjects at Level 3 are compulsory. It is crucial that you give serious thought to your academic aims and select courses to suit your career or tertiary study aspirations. Involve your parents, subject teachers, whānau teachers and HELAs in your decision making.

## A level 3 programme of study must include 5 or 6 option subjects.

### Examples:

Five options at NCEA Level 3 plus a study class  
Four options at NCEA Level 3 plus two at NCEA level 2  
5 options at NCEA level 3 plus a correspondence subject

Year 13 students are entitled to a study class option only if they are completing a full NCEA level 3 programme.

## UE Approved Subject List include

Accounting	Drama	Photography (Art)
English	Painting (Art)	Mathematics
Biology	Geography	Physical Education
Chemistry	Calculus	Physics
History	Science	Te Reo Māori
Media Studies	Technology	Economics
Music Studies	Statistics	Digital Technology
Business Studies		

See <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/> for a full list of approved subjects for university entrance.

## Preferential Entry to University

Most Universities have now adopted some form of preferential entry scheme so that they can manage the sizes of their classes more easily. This ranks students who have gained University Entrance. The Preferential Entry Score or Rank Score is calculated on a student's best 80 credits at Level 3 from a maximum of 5 approved subjects, with no more than 24 credits per subject. If a student achieves fewer than 80 credits at level 3 their score is determined from the level 3 credits they have achieved from approved subjects.

The rank scores are usually calculated by awarding the following points.

Excellence	4 points
Merit	3 points
Achieved	2 points

The maximum rank score that can be achieved is 320 points.

## Need additional help or guidance?

Contact: Mr Smyth on [dirk.smyth@otamatea.school.nz](mailto:dirk.smyth@otamatea.school.nz)

Course Title	Level 3 Biology	Level 3 Business Economics	Level 3 Chemistry
Entry	Achieved or better in at least three Level 2 Biology achievement standards or approval from HELA.	Achieved or better in at least 14 credits from level 2 Business Economics, or at the discretion of the HELA.	Achieved or better in at least three Level 2 Chemistry achievement standards of which one must be achieved by external examination or approval from HELA.
Qualification	NCEA Level 3	NCEA Level 3	NCEA Level 3
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>10 credits internally assessed</li> <li>13 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>15 credits internally assessed</li> <li>4 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>9 credits internally assessed</li> <li>10 credits externally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Evolution (Human)</li> <li>Biotechnology</li> <li>Processes of Evolution</li> <li>Homeostasis</li> <li>Practical Investigations</li> </ul>	<ul style="list-style-type: none"> <li>Carry out, with consultation, an innovative and sustainable business activity</li> <li>Analyse a human resource issue affecting businesses</li> <li>Demonstrate understanding of macro-economic influences on the NZ economy</li> </ul>	<ul style="list-style-type: none"> <li>Bonding and Structure</li> <li>Thermochemistry</li> <li>Redox reactions</li> <li>Spectroscopic chemistry</li> <li>Patterns in the periodic table</li> <li>Chemistry in our World</li> </ul>
Contact	Mr A. Thomas	Mrs R. Baker	Mr A. Thomas

Course Title	Level 3 Construction	Level 3 Drama	Level 3 Engineering
<b>Entry</b>	Completion of: Level 2 Wood Technology Level 2 Engineering Level 2 Construction	14 credits in Level 2 Drama. Experience in theatre/drama performance or HELA approval.	14 credits at Level 2 Engineering
<b>Qualification</b>	NCEA Level 3 Building Construction and Allied Trade Skills	NCEA Level 3	NCEA Level 3
<b>Assessment</b>	By Unit Standards <ul style="list-style-type: none"> <li>18 credits internally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>Up to 22 credits internally assessed</li> <li>4 credits externally assessed</li> </ul>	By Achievement Standards & Unit Standards <ul style="list-style-type: none"> <li>12 Unit standards</li> <li>6 Achievement standards</li> </ul>
<b>Content</b>	Students will learn advanced skills in the building trade and will complete 2 quality projects, as well as working through a range of theory based assignments on: <ul style="list-style-type: none"> <li>Safe working practises</li> <li>Develop knowledge of material's</li> <li>Mathematics in the building industry</li> </ul>	<ul style="list-style-type: none"> <li>Interpret scripted text to integrate drama techniques in performance</li> <li>Devise and perform a drama to realise a concept</li> <li>Interpret a prescribed text to demonstrate knowledge of a theatre form or period</li> <li>Demonstrate understanding of the work of a drama or theatre theorist or practioner</li> <li>Perform a substantial acting role in a significant production</li> </ul> <p>Apply skills in production such as makeup, stage management, set design, lighting, sound, costume.</p>	Students will undertake the task of integrating components into manufacture and construction of a gas turbine engine.
<b>Contact</b>	Mr M. North	Mrs R. Clist	Mr M. North

Course Title	Level 3 English: Academic	Level 3 English: General	Level 3 Geography
<b>Entry</b>	Entry requires 14 credits, including external credits in Year 12 and Level 2 U.E Literacy credits (5 reading, 5 writing), or HELA approval.	No prerequisite. Recommended for those students who want to gain U.E Literacy credits.	11 credits in Level 2 Geography or HELA approval.
<b>Qualification</b>	NCEA Level 3	NCEA Level 3	NCEA Level 3
<b>Assessment</b>	By Achievement Standards <ul style="list-style-type: none"> <li>14 credits internally assessed</li> <li>8 credits externally assessed (option of 4 extra credits)</li> </ul>	By Achievement Standards & Unit Standards <ul style="list-style-type: none"> <li>16 credits internally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>14 credits internally assessed</li> <li>8 credits externally assessed</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Response to studied written texts</li> <li>Response to studied visual or oral texts</li> <li>Response to unfamiliar texts</li> <li>Produce a selection of fluent and coherent writing</li> <li>Respond critically to significant connections across texts</li> <li>Create a visual OR an oral text</li> </ul>	<ul style="list-style-type: none"> <li>Produce a selection of crafted writing</li> <li>Oral presentation</li> <li>Report writing</li> <li>Interview skills</li> <li>Personal Reading (depending on credits needed)</li> </ul>	<ul style="list-style-type: none"> <li>Geographic environment Omaha Beach</li> <li>Skills – mapping, graphing and valuing</li> <li>Planning an event</li> <li>Contemporary issues</li> <li>Global study</li> </ul>
<b>Contact</b>	Mr D. George	Mr D. George	Mr T. Baker

Course Title	Level 3 Health	Level 3 History	Level 3 Hospitality Academy
<b>Entry</b>	12 credits at Level 2 Health or approval of HELA.	Successful completion of Level 2 History or HELA approval. (Note: History does require some confidence with reading and writing in order to be successful).	Priority given to students that have gained a minimum of 14 Hospitality credits at Level 2, including US167 (the compulsory food safety standard at Level 2).
<b>Qualification</b>	NCEA Level 3	NCEA Level 3	<b>NCEA Level 3</b>
<b>Assessment</b>	By Achievement Standards <ul style="list-style-type: none"> <li>14 credits internally assessed</li> <li>5 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>15 credits internally assessed</li> <li>10 credits externally assessed</li> </ul>	By Unit Standards <ul style="list-style-type: none"> <li>20 – 45 credits</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Analyse a New Zealand health issue</li> <li>Analyse an international health issue</li> <li>Evaluate health practices currently used in New Zealand</li> <li>Analyse a contemporary ethical issue in relation to well being</li> </ul>	<p>The first half of the course is spent researching and writing about topics relating to New Zealand History. Each student chooses a topic reflective of their own interests. The second half of the course explores the history events of surrounding civil rights in America. Assessments focus on developing the following skills:</p> <ul style="list-style-type: none"> <li>Using research methods to find useful information about topics</li> <li>Presenting that research in written form</li> <li>Interpreting evidence to help us understand historical topics</li> <li>Understanding how different people view events differently</li> <li>Understanding the causes and consequences of a key event</li> </ul>	<p>Students will work in partnership with MIT in Auckland and from workbooks designed by Service IQ with practical assessments to show competency in the following skills in a commercial setting:</p> <ul style="list-style-type: none"> <li>Food Safety</li> <li>Barista</li> <li>Commercial kitchen topics including pasta, egg dishes, baking and complex sandwich making</li> <li>Students will be required to do shifts in D5 cafe</li> </ul>
<b>Contact</b>	Mr B. Alison	Ms A. Bosch	Miss K. Meachin

Course Title	Level 3 Mathematics with Calculus	Level 3 Mathematics – General	Level 3 Media Studies
Entry	14 Level 2 credits from Level 2 Mathematics Algebra including passes in including four of 91261 and 91262. three standards must be at merit level or higher, or by HELA approval.	14 credits from Level 2, or approval from HELA.	Level 2 Media Studies or at HELA approval. Students must have a sound understanding of English and good results in this subject.
Qualification	NCEA Level 3	NCEA Level 3	This course can lead to further studies at University as it is a University Entrance subject NCEA Level 3
Assessment	By Achievement Standards <ul style="list-style-type: none"> <li>24 credits</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>20 credits</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>18 credits internally assessed</li> <li>4 credits externally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Differentiation and its applications</li> <li>Integration and its applications</li> <li>Modelling and problem solving using trigonometric functions</li> <li>Systems of Equations</li> <li>Linear Programming</li> <li>Critical Path Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Linear programming</li> <li>Critical path analysis</li> <li>Simultaneous equation</li> <li>Trigonometry</li> <li>Probability</li> <li>Bivariate Investigation</li> </ul>	<p>This course involves the design and production of a media product (short film or radio show) through the study of genre, for a target audience. Students analyse media texts and write a media portfolio.</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of meaning in a media text through different readings</li> <li>Demonstrate understanding of a relationship between a media genre and society</li> <li>Produce a design for a media product that meets the requirements of a brief</li> <li>Produce a media product to meet the requirements of a brief</li> <li>Write a media text to meet the requirements of a brief</li> </ul>
Contact	Mr D . Smyth	Mr C. Gill	Mrs T. Christie

Course Title	Level 3 Music	Level 3 Photography	Level 3 Physical Education
Entry	12 credits in Level 2 Music or approval from the HELA.	8 Photography or Painting credits at Level 2. Level 1 and/or 2 English Analyses Skills.	14 credits at Level 2 or by the approval of HELA.
Qualification	NCEA Level 3	NCEA Level 3	NCEA Level 3
Assessment	Each student completes an individual programme which consists of a combination of Achievement standards and Unit Standards	By Achievement Standards <ul style="list-style-type: none"> <li>8 credits internally assessed</li> <li>14 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>18 credits internally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Perform to an audience as an individual and in a group</li> <li>Examine harmonic and tonal conventions in a music score</li> <li>Develop aural skills</li> <li>Develop understanding of music's contexts and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Use practical work to demonstrate an understanding of photographic conventions</li> <li>Use drawing to demonstrate understanding of conventions appropriate to photography</li> <li>Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice</li> </ul>	<ul style="list-style-type: none"> <li>Plan and evaluate your own personal exercise programme</li> <li>Appraise and evaluate performance in a physical activity</li> <li>Analyse safety issues in outdoor activities</li> <li>Perform a physical activity to a nationally developed standard</li> <li>Evaluate physical activity experiences and devise strategies for life long well being</li> </ul>
Contact	Mr A. Blake	Mrs R. Clist	Mr B. Alison

Course Title	Level 3 Physics	Level 3 Statistics and Probability	Level 3 Te Reo Māori
<b>Entry</b>	Achieved or better in at least three Level 2 Physics achievement standards or approval from HELA.	14 Level 2 credits, including three from, 91263, 91264, 91266, 91267 and 91268. Two of the above must be at Merit level or approval from HELA. Students must also have met the requirements for UE Literacy.	14 credits in Level 2 Te Reo Māori and/or Māori Performing Arts.
<b>Qualification</b>	NCEA Level 3	NCEA Level 3	NCEA Level 3
<b>Assessment</b>	By Achievement Standards <ul style="list-style-type: none"> <li>7 credits internally assessed</li> <li>16 credits externally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>20 credits</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>16 credits internally assessed</li> <li>6 credits externally assessed</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Practical physics – advanced experimental techniques</li> <li>Rotational motion energy and forces</li> <li>Waves, diffraction, interference and the Doppler Effect</li> <li>Electricity electromagnetism</li> <li>Modern physics</li> <li>Application of Physics to a selected context</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate data analysis</li> <li>Probability Concepts</li> <li>Inference</li> <li>Probability methods</li> <li>Time series</li> </ul>	Students are required to build a portfolio of evidence showing their understanding of Te Reo Māori in listening, speaking, reading and writing. The course is based on kaupapa of international significance and how they impact on Aotearoa.
<b>Contact</b>	Mr A. Thomas	Mr C. Gill	Matua Wiremu

Course Title	Level 3 Tourism	Level 3 Visual Art (Painting)	Level 3 Whakairo
Entry	Level 3 students who have previously taken Level 2 tourism must have successfully completed Level 2.	9 credits in Level 2 Visual Art. Level 1 and/or 2 English Analyses Skills.	Level 2 or prior knowledge and experience.
Qualification	NCEA Level 3	NCEA Level 3	NCEA Level 3
Assessment	By Unit Standards <ul style="list-style-type: none"> <li>18 credits internally assessed</li> </ul>	By Achievement Standards <ul style="list-style-type: none"> <li>8 credits internally assessed</li> <li>14 credits externally assessed</li> </ul>	By Unit Standards <ul style="list-style-type: none"> <li>24 credits internally assessed</li> </ul>
Content	<ul style="list-style-type: none"> <li>Knowledge of Australia as a tourist destination</li> <li>Knowledge of New Zealand as a tourist destination</li> <li>Knowledge of the Pacific Islands as a tourist destination</li> <li>The opportunity to do a variety of Maori Tourism standards</li> </ul> <p><b>Optional Rotorua trip cost of \$160 approximately (for accommodation, transport and food).</b></p>	<ul style="list-style-type: none"> <li>Use practical work to demonstrate an understanding of painting conventions</li> <li>Investigate and use of ideas and methods in the context of a drawing study in painting</li> <li>Systematically clarify ideas using drawing informed by established painting practice</li> <li>Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice</li> </ul>	<p>These students will be challenged by extending their knowledge and understanding of Whakairo meanings in particular situations. They will need to generate and refine visual ideas to create a carved story. Each student will need to examine three carved objects, they will research and discuss ways of how the objects were produced and why. They will also look at the changes in the production of Whakairo through the influence of modern technology and media.</p> <p>Project:</p> <ul style="list-style-type: none"> <li>Carved pattern board</li> <li>Waka Huia</li> <li>Collaboration TBC</li> </ul>
Contact	Mr M. Troost	Mrs R. Clist	Ms J. Simmonds