

**GLENFIELD  
COLLEGE**



# **COURSE DIRECTORY 2022**

# FROM THE PRINCIPAL

I am pleased to present the Glenfield College Course Directory for 2022.

The pages that follow represent our core business as a school and will provide great support to students as they chart their academic pathways in the time ahead.

Our school community is proud of our recent academic success that is being enjoyed by the young people of our school. Academic results from recent years have shown marked improvements when compared to schools locally and nationally. This success is a reflection of the partnership between school and home – high quality teaching and courses supported by the strong work habits of our students, a recipe which guarantees students will reach their academic potential.

This document is a valuable tool when deciding courses of learning for next year and beyond. Please use the information within to open the door to further discussions with teachers, mentors and other staff about choosing your most appropriate academic options.

I encourage students to ask questions about curriculum pathways and, most importantly, to follow their passion when choosing their course of study.

All the best for your academic journey.

Paul McKinley

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## SUBJECT INFORMATION

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# USING THIS HANDBOOK

This Course Directory contains information about all subjects available at Glenfield College and is provided to assist students and their parents in making decisions about next year's course of study.

- You are encouraged to plan carefully and consult widely as you choose your subjects for the senior school. In making your choices, you should be realistic about your ability (skills) and interests and, most importantly, you need to consider goals and aspirations for your career and further study. Use the planning sheet on page 9.
- Subjects have entry requirements that you need to attain before you can opt for them. See details in this handbook or ask the teacher in charge of the subject. Students who do not meet the published entry requirements should apply to the relevant Head of Department.
- Subjects will proceed in 2022 depending on numbers of applicants and the availability of staff and facilities.
- Some courses have costs for materials that the students can take home to keep. We request a contribution towards these costs/materials from parents/caregivers.
- Consult the Careers Department, your Dean, subject teachers and your Mentor early in the subject-selection process if you are unsure of the subjects you should be doing. See pages 7 and 8.



# JUNIOR SCHOOL

## YEAR 9, 2022

All students must study English, Mathematics, Science, Social Studies, Health, Physical Education and General Technology.

A one-term programme in Tikanga Māori is also part of the Year 9 programme.

In addition to these learning areas, Year 9 students must select options from the list below. This selection **MUST** include at least ONE Technology subject and at least ONE Arts subject.

After testing, and on teacher recommendation, those students who are not at the required curriculum level will receive extra English Language support.

Students who wish to study a language may also choose a two-term language course in Te Reo Māori.

| Code              | SUBJECT                   |
|-------------------|---------------------------|
| <b>Technology</b> |                           |
| 9TecB             | Food Technology           |
| 9TecM             | Hard Materials Technology |
| 9ITec             | Digital Technology        |
|                   |                           |
| <b>Arts</b>       |                           |
| 9ARTC             | Visual Art                |
| 9DANC             | Dance                     |
| 9DRAM             | Drama                     |
| 9MUSC             | Music                     |

## COMPULSORY COURSES AT YEAR 10

In Year 10 all students take the compulsory core subjects of English, Mathematics, Health and Physical Education, Science and Social Studies.

## OPTIONAL SUBJECTS AT YEAR 10

Students may choose four options and one back-up option for Year 10.

You must choose at least one "Arts" subject and one "Technology" subject.

In making a choice, students should consider their ability (skills), their interests and their goals and aspirations. Consult the subject flow chart on the inside back cover of this book and plan your course for Year 10 and beyond.

**NOTE:** Some subjects – Art, DVC, Te Reo Maori, Music - are almost impossible to take in Year 11 as NCEA Level 1 courses if you do not opt for them in Year 10.

Remember to talk to your teachers, careers advisor and parents/guardians about your choices. They will have some valuable background information for you.



**Good** reasons for making an option choice:

- \* You are interested in the subject
- \* You enjoy the subject
- \* It will help your future education
- \* You have to study it to get into other courses



**Poor** reasons for making an option choice:

- \* Your friends are taking that subject
- \* You think a certain teacher is teaching it
- \* You think it is an “easy” subject
- \* You do not know what else to take

## KNOWING THE FACTS

*Your teachers will:*

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### → explain to you

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the full option structure at our school

NCEA, unit standards and other National Qualification Framework (NQF) qualifications

why schools make English and Mathematics compulsory at Level 1

how subjects progress through Levels 1, 2 and 3:

- to do some subjects in Level 2 and 3 you have to do them in Level 1
- it may not be necessary to take a subject at every level
- some subjects and courses can be taken up at tertiary level without previous study
- that the subjects you take are only important for a relatively small number of jobs. Often the year level you reach at school or the results you get are more important than the subjects you took.

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### → encourage you

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to choose subjects on the basis of what you like and what you are good at

to think about your course of study for Levels 1-3 and beyond, so that you know where you are going and what you need to get there

to have 2 or 3 broad career interests or work areas in mind

to keep your options as broad as you can while at the same time following your current dream

to talk over your subject choices with your parents.

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### → discuss with you

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how particular subjects will develop your skills and knowledge in ways that are useful or required for the career areas you are thinking about.



# CHOOSING YOUR SUBJECTS FOR 2022

Your college years are a time for exploring ideas and possibilities and finding out more about yourself. Plan to keep your course as broad as possible for as long as possible. Talk with a broad range of people about your selection – parents and whanau, teachers, tutors, careers advisor or Careers New Zealand advisors.

## Keep in mind the following;

**INTEREST:** It is important that you are interested in and enjoy the subjects you choose.

- Which subjects do I like doing now?
- Which subjects am I interested in doing next year that I haven't already studied?
- What do I like doing outside school (e.g. playing music, helping people, thinking creatively)? Do any subjects include these activities?

**GOOD AT:** It is important to consider subjects that you are going to do well at.

- Which subjects am I strongest in?
- What subjects do others say I am good at?

**NEEDED FOR THE FUTURE:** It is important to consider what subjects you need for your future career ideas.

- Which are the must-have or most useful subjects for each of your career ideas?
- Some subjects which are not strongly related to a particular job may provide a base for a lifelong interest or hobby.
- Some subjects develop specific and generic skills, not just content knowledge.

## RECORD OF LEARNING

- How do the subjects contribute to my overall Record of Learning?
- Can I complete NCEA Level 1, 2 or 3?
- Am I meeting literacy and numeracy requirements?
- Can I achieve University Entrance?
- Am I meeting the requirements for tertiary courses / apprenticeship opportunities?

**Remember, it's OK if you're unsure what you want to do in future, studying a broad range of subjects will keep your career options open.**

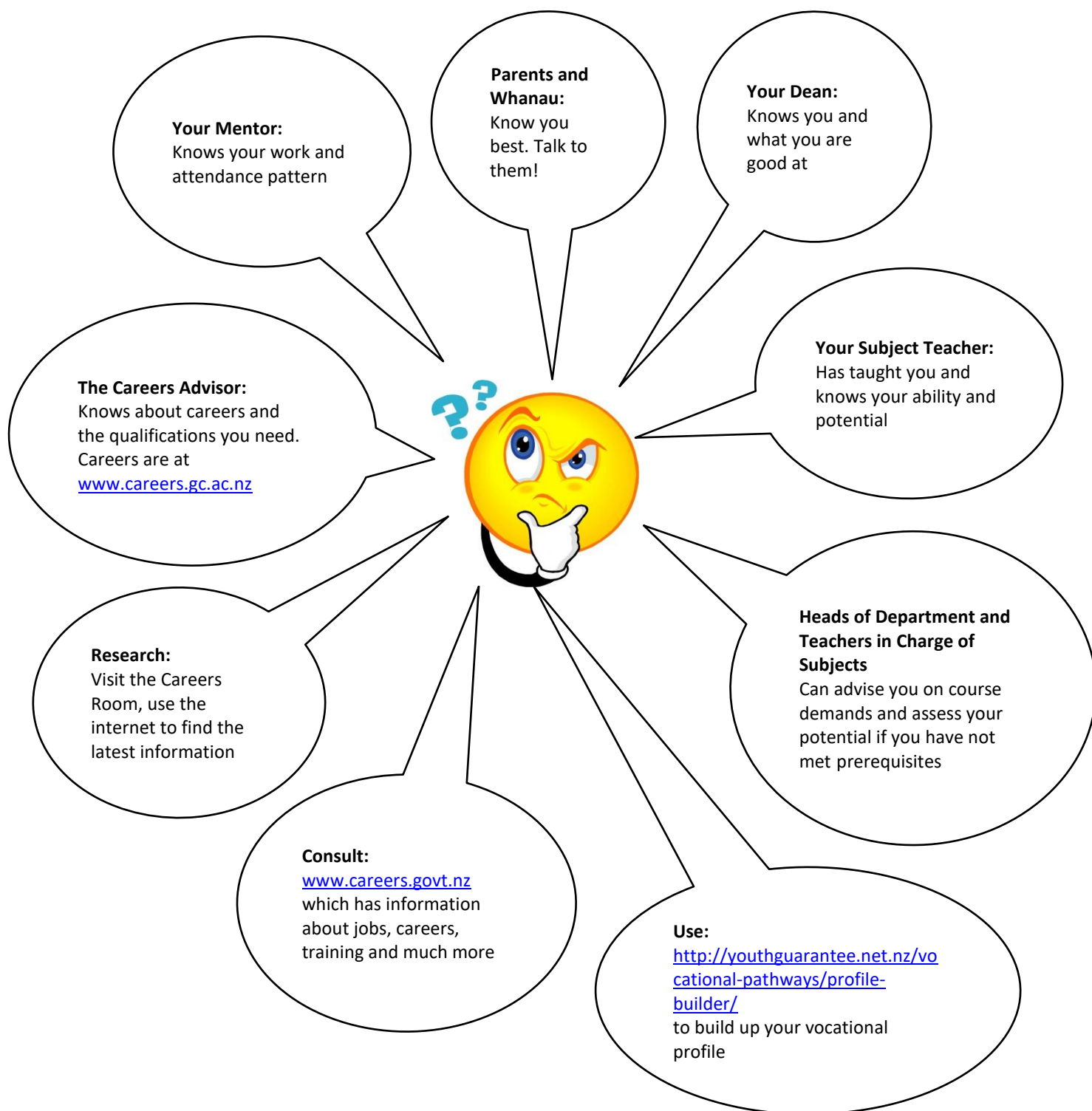
**Keeping up with English and Mathematics is highly recommended.**

## Please note the following:

- Some students' courses may not fit the timetable when it is prepared so you may be contacted and asked to re-choose.
- If you do not make sufficient progress in the remainder of the year (i.e. in your derived grade exams, course work and end-of-year exams), you may not be accepted into the subject of your choice



# WHO SHOULD YOU TALK TO ABOUT SUBJECTS AND CAREER CHOICES?



## STAFF WHO CAN HELP YOU

|   |       |                      |
|---|-------|----------------------|
| Art                                     | ..... | Mr Montreal          |
| Automotive                              | ..... | Mr Choromanski       |
| BCATS Wood                              | ..... | Mr Shand             |
| Biology                                 | ..... | Mrs Hanoosh          |
| Business Studies                        | ..... | Ms Zhu               |
| Careers                                 | ..... | Mr Tod               |
| Chemistry                               | ..... | Ms O'Hara            |
| Dance and Drama                         | ..... | Mrs Cleaver          |
| Design & Visual Communication           | ..... | Mr Montreal          |
| Digital Technology                      | ..... | Mr Hill              |
| Employment Pathways                     | ..... | Mr Tod               |
| English                                 | ..... | Ms Williams (2021)   |
| English for Speakers of Other Languages | ..... | Mrs Daniel           |
| Gateway                                 | ..... | Mr Tod/Mrs Foolchand |
| Geography                               | ..... | Mr Gardner           |
| History                                 | ..... | Mr Snookes           |
| Hospitality                             | ..... | Mrs Black            |
| Maori                                   | ..... | Mrs Marsters-Whetu   |
| Mathematics                             | ..... | Mrs Higgins          |
| Music                                   | ..... | Mr Kus               |
| Physics                                 | ..... | Mr Aston             |
| Physical Education/Health               | ..... | Ms Colquhoun         |
| Science                                 | ..... | Mr Aston             |
| Services Academy                        | ..... | Mr Bickford          |
| Technology                              | ..... | Mr Montreal          |
| Tourism Studies                         | ..... | Mr Tod               |

# SUBJECT PLANNING SHEET

Once you have discussed subjects and researched some possible career options you should use the planner below to record your decisions.

For more information on these see p 18

**START HERE**  
When I leave school I hope to:

|  |  |                                 |                                 |                                |
|--|--|---------------------------------|---------------------------------|--------------------------------|
| Do a degree at university or polytechnic                                   | Do a diploma or certificate at polytechnic or some other training          | Get an apprenticeship           | Get a job                       | Don't know!                    |
| The degree will possibly be in<br>_____<br>_____<br>_____                  | The course will possibly be in<br>_____<br>_____<br>_____                  | As a<br>_____<br>_____<br>_____ | As a<br>_____<br>_____<br>_____ | So I must keep my options open |
| In L3 I need (UE)<br>_____<br>_____<br>_____<br>_____<br>_____             | In L3 I need<br>_____<br>_____<br>_____<br>_____<br>_____                  |                                 |                                 |                                |
| In L2 I need or am taking now<br>_____<br>_____<br>_____<br>_____<br>_____ |  |                                 |                                 |                                |
| In L1 I need or am taking now<br>_____<br>_____<br>_____<br>_____<br>_____ | In L2 I need or am taking now<br>_____<br>_____<br>_____<br>_____<br>_____ |                                 |                                 |                                |
|  | In L1 I need or am taking now<br>_____<br>_____<br>_____<br>_____<br>_____ |                                 |                                 |                                |

Have you checked entry requirements for degrees, diplomas and certificates? Have you checked UE requirements and which are UE approved subjects?

# YEAR 11 - 2022

## National Certificate of Educational Achievement (NCEA) – Level 1

To complete NCEA Level 1 you need 80 credits from any level of the National Qualifications Framework, including 10 literacy credits and 10 numeracy credits.

### SUBJECTS

Each student must choose **SIX** subjects.

### COMPULSORY COURSES AT Year 11

- **English**
- **Mathematics.** *See your current Mathematics teacher or Mrs Higgins (HOD) for advice.*

### OTHER SUBJECTS AT Year 11

- As you enter the senior school, it is essential that you identify which courses/subjects carry through to Year 13/Level 3.
- It is a good idea to work backwards from Year 13/Level 3 subjects in the expectation that you may need Level 3 to gain the necessary qualifications for your career choice. If you are considering university, you should choose subjects that will allow you to take at least four approved subjects in Level 3.
- You should try to keep your subjects as broadly based as possible.
- There are some subjects which you are allowed to start at Level 1.
- If you wish to choose a subject for which you do not meet the entry requirements, consult the Dean.
- A few students may select courses from more advanced levels with the approval of the HOD, the Dean and their parents.
- Consult the Careers Department, your Dean, your Form Class Teacher and your subject teachers early in the subject-selection process if you are unsure of what subjects you should be doing.

### RESTRICTIONS

- It is usual to **limit the number of subjects which require a portfolio** for final assessment at this level.

# YEAR 12 - 2022

## NCEA Level 2 Certificate

To complete NCEA Level 2 you need 80 credits, of which 60 must be from Level 2 standards or higher. You **must** also have achieved Level 1 Literacy and Numeracy. The other 20 can be from any level of the National Qualifications Framework. There are no Literacy or Numeracy requirements for Level 2 (however, note the requirements for University Entrance pages 18 and 19).

## SUBJECT REQUIREMENTS

- You must study **SIX** subjects.
- **English is highly recommended.**
- Many subjects have prerequisites. You will be given information about these.
- There are some subjects which you are allowed to start at Level 2. Try to visit the teachers in charge to talk to them about their subjects.
- A few students may select courses from more advanced levels with the approval of the HOD, the Dean and their parents.
- Entry to courses will be based on progress made the previous year in that subject. Students who have not met the requirements for their subject choice will be required to attend Course Confirmation Day before school starts next year.
- There are Level 1 Numeracy and Level 2 Literacy requirements for University Entrance. Please see page 15 and 16 for details.
- Consult the Careers Department, your Dean, your Form Class Teacher and your subject teachers early in the subject-selection process if you are unsure of what subjects you should be doing.

## RESTRICTIONS

- It is usual to **limit the number of subjects which require a portfolio** for final assessment at this level.

# YEAR 13 – 2022

## NCEA Level 3 Certificate

To complete NCEA Level 3 you need 80 credits, of which 60 must be from Level 3 standards. The other 20 must be at Level 2 or above of the National Qualifications Framework. Students need to note the special requirements for University Entrance.

## COURSES AT YEAR 13

- Year 13 students must select a full-time course of five or six subjects that may include subjects from another senior level.
- Check the credit level of your courses carefully and in particular the requirements for University Entrance.
- There are some subjects which you are allowed to start at Level 3. You will be given information about these.
- Many subjects have prerequisite standards. Check the details in this Curriculum Handbook.
- Entry to courses will be based on progress made the previous year in that subject. Students who have not met the requirements for their subject choice will be required to attend Course Confirmation Day before school starts next year.
- Consult the Careers Department, your Dean, your Form Class Teacher and subject teachers early in the subject-selection process if you are unsure of what subjects you should be doing.

## RESTRICTIONS

- It is usual to **limit the number of subjects which require a portfolio** for final assessment at this level.

## E–LEARNING

For a learner who has a proven record of being self-motivated, responsible and independent e-learning is an option for a course of study. The Deputy Principal in charge of Curriculum, in consultation with the Year 13 Dean and other teachers, will decide whether a student will be able to participate in e-learning.

Do **NOT** select e-learning as an option without prior discussion with the Deputy Principal in charge of Curriculum, Mrs Kabalin.

# SPECIAL PROGRAMMES

## SERVICES ACADEMY

The Services Academy option is available as part of the curriculum at Glenfield College. Students in the Academy will work on:

- physical fitness and preparation for the Services
- military skills such as discipline, drills, leadership, teamwork, personal presentation, goal setting, bush craft
- theory based components.

They will also achieve credits which will contribute to their achievement of the relevant NCEA qualification which they are sitting.

Level 2 Services Academy students will have two option lines in the Academy as they will be attending the camp programme prescribed by the Ministry of Education. They will choose four other subjects, one of which should be Physical Education.

Students in Level 3 who wish to include the Academy as one of their options will have one option line in the Academy and will choose another 5 (or 4) subjects, one of which should be Physical Education.

Refer to pages 86 to 88 for specific detail regarding the Academy courses.

**Please see Mr Bickford (Director) or your Dean if you are interested in the Services Academy.**

## GATEWAY

Gateway is a programme designed to strengthen the pathway for students from school to work. Students choose an industry they are interested in and are given the opportunity to gain some on-job experience in an actual working environment. This can be completed either one day a week for a set time or during the holidays depending on individual students and what the employers can offer. While on work-placement students can also gain unit standards that count towards their national qualification.

Good attendance at school is a pre-requisite for students to be offered a place on the Gateway programme.

The Gateway programme is an **off-timetable** option available to selected Year 12 and 13 students. Currently students take a full course of subjects as well as being involved in the Gateway programme.

**Please see Mrs Foolchand (Gateway Co-ordinator) in the Careers Room if you are interested in finding out more about the Gateway programme.**



# QUALIFICATIONS IN THE SENIOR SCHOOL

## The National Qualifications Framework, NQF

The National Qualifications Framework, NQF, includes a number of National Certificates including NCEA Levels 1, 2 and 3. The NQF uses **standards** to show what students know and can do. Qualifications are gained by building up **credits** awarded for each standard you achieve.

Standards are organized into 'levels' of increasing difficulty. Some are assessed internally by your teachers and some externally in end-of-year exams. There are two types of standards – unit standards and achievement standards. Both are used in programmes taught in schools. For achievement standards you can be awarded 'achievement', 'merit' or 'excellence' or 'not achieved'. For unit standards you get either 'achieved' or 'not achieved'.

Each standard is worth a set number of credits. When you achieve a standard, these credits count towards a qualification.

## NCEA, National Certificate of Educational Achievement - Levels 1, 2 and 3

NCEA is the national school qualification typically assessed in Years 11 to 13. NCEA Levels 1, 2 and 3 represent just three of the many qualifications on the National Qualifications Framework (NQF).

You may be able to start studying towards other National Certificates (e.g. computing, electro-technology, tourism, employment skills) while still at school. You can see what is available, and the standards on which they are based on the NZQA website ([www.nzqa.govt.nz/framework](http://www.nzqa.govt.nz/framework)).

## NCEA Level 1, 2 and 3 Requirements

- Level 1:** 80 credits from any level, including 10 literacy credits and 10 numeracy credits.
- Level 2:** 80 credits, 60 of which must be from Level 2 standards or higher. The NCEA Level 1 Literacy and Numeracy requirements **MUST** be met to achieve the Level 2 NCEA qualification. If you wish to go to University see page 18 to 19 for UE Literacy requirements.
- Level 3:** 80 credits, 60 of which must be from Level 3 standards or higher.
- NB. (1) The other 20 credits must be from Level 2 or above.
- (2) There are no Literacy or Numeracy requirements for Level 3 NCEA. Note, however, there are Literacy requirements for the Common Entrance Standard for admission to New Zealand universities. See page 16 to 17.

## Rewarding Achievement/Endorsements

Achievement Standards do not just set out expectations for achieving the standard. They also recognize performance that meets 'Merit' or 'Excellence' criteria. You can gain NCEA certificates endorsed with Merit or Excellence. If you get a minimum of 50 credits at Excellence level you will earn an NCEA Certificate endorsed with Excellence. If you get a minimum of 50 credits at Merit level you will earn an NCEA Certificate endorsed with Merit. (If you get 50 credits with a mix of Merit and Excellence you will earn an NCEA Certificate endorsed with Merit.)

You can obtain a course endorsement with Merit or Excellence in individual subjects. In order to gain a course endorsement, you will require at least 14 credits at Merit or Excellence level within that subject. These credits must include a minimum of 3 credits from internally assessed standards and 3 credits from externally assessed standards. The only courses exempted from these requirements are Levels 1-3 Physical Education and Level 3 Visual Arts.

For a subject endorsement, the credits must be earned in a single school year.

## NZQA Liaison Teacher

**Ms Smith** is the NZQA liaison teacher (i.e. the Principal's Nominee) for our school. If you have any questions about national qualifications, or would like more details, please contact her.

## Scholarship

Full time secondary school students have the opportunity to enter New Zealand Scholarship. Scholarship is not a qualification but is an award that is used for recognizing excellence. It does not earn credits but results are recorded on the student's Record of Achievement.

New Zealand Scholarship is designed to extend the best secondary students and enable top scholars to be identified and acknowledged. Students will be able to enter one or more scholarship subjects as well as their Level 3 assessments.

Scholarship will be awarded to the best students in each of the Scholarship Subjects. In most subjects 2-3% of the number of students entering in Level 3 of that subject will be awarded a scholarship.

Note: In order to gain the monetary award that goes with these awards students must be permanent residents of New Zealand.

## New Zealand Scholarship Subjects at Glenfield College

The list of subjects for New Zealand Scholarship includes the following subjects available in Level 3 at Glenfield College.

|            |                                 |             |
|------------|---------------------------------|-------------|
| Biology    | Calculus                        | Chemistry   |
| Dance      | Design and Visual Communication | Drama       |
| English    | Geography                       | History     |
| Music      | Physical Education              | Physics     |
| Statistics | Te Reo Maori                    | Visual Arts |

## NZQA Website

It is essential that all students make themselves familiar with the NZQA web site ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). This gives them access to a huge amount of information and allows students to check results, exam specifications, rules and procedures, approved subject lists for university entrance and scholarship, literacy requirements for university entrance etc.

# UNIVERSITY ENTRANCE

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand university. For entry into university you will need:

NCEA Level 3 – ie 60 credits at Level 3 or higher and 20 credits at Level 2 or higher

Including:

at least **14 credits** at Level 3 or higher in **three** subjects from the list of **approved** subjects

the remaining credits to achieve NCEA Level 3 may come from non-approved subjects

And:

Numeracy – **10 credits** at level 1 or higher from specified achievement standards or three specific numeracy unit standards

UE Literacy – **10 credits** (5 in reading and 5 in writing) from specified standards at Level 2 or higher.

Once you have met the requirements for University Entrance it will appear on your Record of Achievement.

## Approved Subjects Offered at Glenfield College

|                    |                  |                                 |
|--------------------|------------------|---------------------------------|
| Biology            | Business Studies | Calculus                        |
| Chemistry          | Dance            | Design and Visual Communication |
| Drama              | English          | Geography                       |
| Health             | History          | Music                           |
| Physical Education | Physics          | Statistics                      |
| Te Reo Maori       | Visual Art       |                                 |

## Important

This is the **MINIMUM** requirement for University Entrance.

Many institutions ask for more than the minimum, with excellence and merit grades, and in particular subjects (see note below).  
**You should use university and polytechnic websites, and the school Careers Department, to check entry requirements as:**

- Entry requirements to similar courses may vary from one institution to another.
- Some courses have restricted entry – there are more applicants than places.
- Some institutions rank students based on their achievement using a specified number of best Level 3 credits.
- Some university faculties require specific subjects to have been studied at school – please consult with the Careers Advisor.

## Points System

Several universities have introduced a “points system” as an entry requirement. This is to encourage students to aim for merit and excellence grades, as indicated above.

Points are calculated as follows:

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

See the Careers Advisor for details of each university’s requirements.

### The University of Auckland Special Requirements

From 2016 the University of Auckland introduced an **Academic English Language Requirement** for entry into all its undergraduate programmes.

This will be as follows:

All domestic and international students applying for admission based on New Zealand University Entrance must also have gained **a minimum of 17 credits in the subject of English at Level 2 and/or 3**. This is in addition to the University Entrance literacy standard.

(Students who achieve University Entrance Literacy through Te Reo Maori will not be required to meet the Academic English Language Requirement).

**However**, if you do not meet the requirement, but otherwise qualify for admission, you will be conditionally enrolled and required to pass an academic English language course specified by your faculty during your first year of study. You may meet the requirement as part of your General Education programme.

# Post-School Education and Training Options

To make good subject choices you need to think about the next years at school and the education and training you might want to do after school. There is a range of options available that allow you to continue gaining qualifications.

|   |  |  |
|---|--|--|
| <b>Youth Guarantee Programmes</b> <ul style="list-style-type: none"> <li>offer unit standards and national certificates</li> <li>specific entry requirements</li> <li>allow you to build up skills to further training or find employment</li> </ul>  |  | <ul style="list-style-type: none"> <li>government funded (TEC)</li> <li>no fees</li> <li>may get allowances</li> </ul>   |
| <b>Apprenticeships – Learn while you earn</b> <ul style="list-style-type: none"> <li>offer on-the-job training and off-job study</li> <li><b>usually require at least NCEA Level 1 qualifications, including English and Maths</b></li> <li><b>a positive attitude and commitment are vital</b></li> <li>allow you to gain industry qualifications, national certificates and diplomas</li> </ul> |  | <ul style="list-style-type: none"> <li>Industry Training Organisations (ITO) set standards and monitor progress</li> <li>other organisations such as Polytechnics may deliver the training</li> <li>fees usually paid by employer</li> </ul> |
| <b>Private Training Establishments (PTEs)</b> <ul style="list-style-type: none"> <li>offer a range of tertiary qualifications</li> <li>often in specialist fields, e.g. travel and tourism</li> <li>may start at different times of year</li> </ul>   |  | <ul style="list-style-type: none"> <li>privately owned</li> <li>many, not all, NZQA quality assured</li> <li>fees; may be able to get loans and allowances</li> </ul>  |
| <b>Polytechnics</b> <ul style="list-style-type: none"> <li>offer mainly certificate and diploma courses</li> <li><b>Certificate courses require completion of Year 12</b></li> <li><b>Diploma courses usually require 48 Level 2 credits, including 8 literacy credits</b></li> </ul>   |  | <ul style="list-style-type: none"> <li>some degree courses offered</li> <li>may provide bridging to degree courses</li> <li>often applied industry and vocational focus</li> <li>fees; can get loans and allowances</li> </ul>               |
| <b>Universities</b> <ul style="list-style-type: none"> <li>offer mainly degree level courses.</li> <li>Most basic degree courses take three years to complete</li> <li><b>need University Entrance to enter (see page 16)</b></li> </ul>  |  | <ul style="list-style-type: none"> <li>lectures, labs, independent study</li> <li>high level of research activity</li> <li>fees; can get loans and allowances</li> </ul>   |

## Careers NZ Website

The Careers NZ website is an excellent source of information covering career information (including useful school subjects), decision making and career planning. [www.careers.govt.nz](http://www.careers.govt.nz)

## Glenfield College Careers Department

The Careers Department is open to all students. There is a “drop in” service at morning interval and lunchtime, or students can make an appointment for one on one career counselling.

Careers information is accessible at [www.careers.gc.ac.nz](http://www.careers.gc.ac.nz).

**Alastair Tod:** Careers Advisor  
 Telephone: 09 444 9066 Ext 704  
 Email: [a.tod@gc.ac.nz](mailto:a.tod@gc.ac.nz)

**Rena Foolchand:** Gateway Coordinator  
 Telephone: 09 444 9066 Ext 631  
 Email: [r.foolchand@gc.ac.nz](mailto:r.foolchand@gc.ac.nz)

# Vocational Pathways Profile and Award

The Vocational Pathways provide new ways to achieve NCEA Level 2. These pathways let you see how learning and achievement is valued in the workplace. They also suggest the types of study options and jobs opportunities available to learners.

Employers can see learner strengths, abilities, interests and achievements when they look at the Vocational Pathways information.

Detailed information about the Vocational Pathways can be found at: <http://www.youthguarantee.net.nz/start-your-journey/>

## Vocational Pathways Profile

The Vocational Pathways Profile is a visual graph that shows learners' achievement against the Vocational Pathways. A learner will be able to see their progress and identify where they need to raise their level of achievement. This will help learners when planning their courses for the following year. Learners will be able to check that their course selections provide the pathways they need to achieve their goals.

Learners can see their Vocational Pathways Profile whenever they login to NZQA.

Learners can also use the Profile Builder to plan a Vocational Pathway: <http://www.youthguarantee.net.nz/start-your-journey/>

## Vocational Pathways Award

To achieve the Vocational Pathways Award, a learner must:

- achieve NCEA Level 2 which includes literacy (10 credits) and numeracy (10 credits) at Level 1 or above, and
- achieve 60 x Level 2 credits from the Recommended Assessment Standards for a Vocational Pathway, including 20 x Level 2 credits from Sector-Related Standards for the same sector. Credits from the Recommended Assessment Standards and Sector-Related Standards must come from the same Vocational Pathway eg Service Industries.

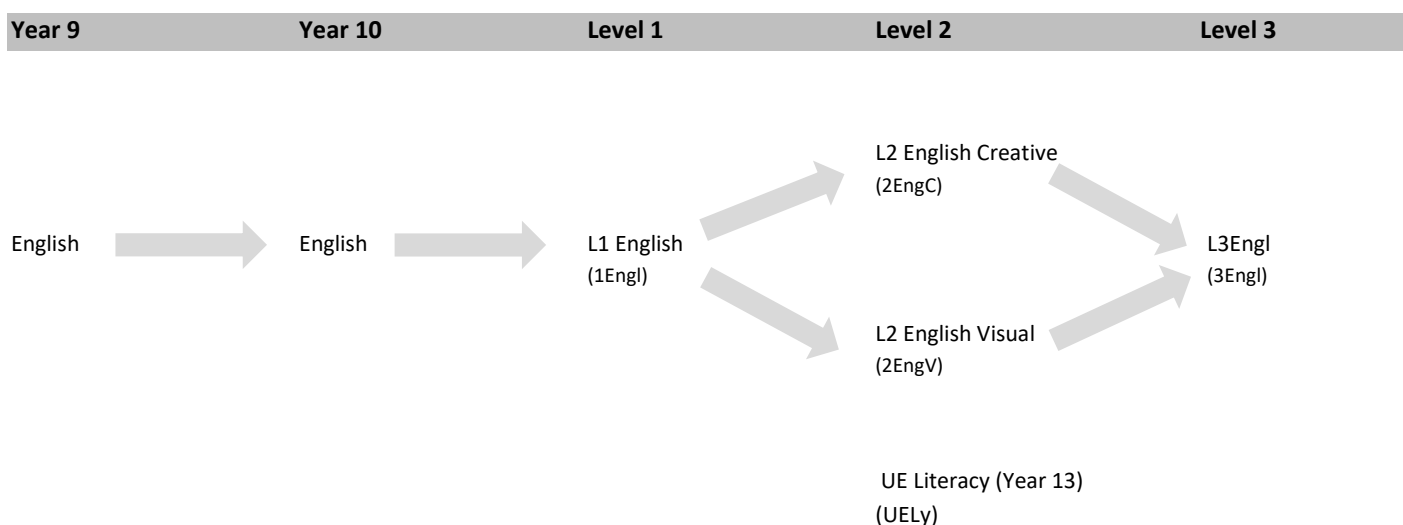
A learner can achieve more than one Vocational Pathways Award if they complete more than one Vocational Pathway.

A learner can see any Vocational Pathways Award they have achieved through their learner login. Achievement is recorded on the learner's Record of Achievement.

# ENGLISH

At Glenfield College, our goal for English is to empower students, through study of story and communication, to become critical users of language, gain a deeper understanding of identity and human nature and to be inspired to continue a life-long relationship with learning via language. When we have a strong grasp of the English language, we have more agency over our lives. Studying the stories of other people helps grow our compassion and empathy for others, while writing our own stories empowers us through the understanding we gain about ourselves. The senior English courses have been developed so that Level 1 provides students with the foundation they need to succeed at NCEA. Level 2 courses are interest-based and students choose the course they are most enthusiastic about. Lastly, Level 3 English challenges students with tertiary-level concepts and inspiring ideas and sets students up for university success. A Year 13 UE literacy course is available for students who need this UE qualification to achieve their further academic ambitions.

Enquiries to Ms A Williams, Acting HOD English





## YEAR 9 ENGLISH

## 9Engl

At secondary school, English is the study of language and literature. English is the study of story, meaning, communication and identity. We study English so we can interact more successfully with the world around us, effectively explain our points of view, develop empathy for others and discover who we are through reading stories and writing our own.

In Year 9 English at Glenfield College we build on the skills already established through primary and intermediate education and introduce students to the new skills and concepts they will need to master to be successful at English in a high school context.

Year 9 English focuses on:

- Literature studies of novels and film
- Developing the skills required to write essays
- Improving written literacy, such as using punctuation and grammar accurately
- Creative writing
- Argumentative writing
- Participating effectively in thinking and learning discussions
- Developing reading literacy and close-reading skills

## YEAR 10 ENGLISH

## 10Engl

English is the study of story, meaning, communication and identity. We study English so we can interact more successfully with the world around us, effectively explain our points of view, develop empathy for others and discover who we are through reading stories and writing our own.

English at Year 10 builds on skills established in Year 9 and will continue to develop these skills so that students are ready to tackle NCEA by the end of the year. Students will study a range of texts such as novels, film, poetry, song lyrics, short stories and plays.

Year 10 English will focus on:

- in-depth studies of a novel and a film
- creative writing
- non-fiction writing that uses persuasive techniques deliberately
- delivering a confident oral presentation
- developing close-reading skills, concentrating specifically on how writers achieve desired purposes through the use of language features, word choice, sentence types and tone

## ENGLISH LEVEL 1

1Engl

The Level 1 English programme builds on the skills that were developed through the junior curriculum and provides a new platform to allow students to access and succeed in NCEA. In this course, students will study a range of written, visual and oral texts and be assessed through a variety of methods to allow students to demonstrate acquired skills across a range of disciplines that exist within the English curriculum.

**Pre-requisite:** n/a

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS90052   | Produce creative writing   | 1.4               | 3       | 5       | Internal           | Y      | N      | N       | N       |
| AS90856   | Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence | 1.11              | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS90849   | Show understanding of specified aspect(s) of studied written text(s), using supporting evidence                    | 1.1               | 4       | 3       | External           | Y      | N      | N       | N       |
| AS90850   | Show understanding of specified aspects(s) of studied visual and/or oral text(s), using supporting evidence        | 1.2               | 4       | 4       | External           | Y      | N      | N       | N       |
| AS90990   | Demonstrate understanding of selected elements of media text(s)  | 1.2 (media)       | 3       | 3       | Internal           | Y      | N      | N       | N       |

## ENGLISH CREATIVE LEVEL 2

2EngC

This course is for students who are most passionate about the creative aspects of English. It is for students who especially enjoy creative writing, reading for fun and pleasure and want to develop their skills, knowledge and experience in these areas. It is also a good choice for students who want to study English (or English-related subjects such as Communication Studies, Advertising and Journalism) to a level beyond secondary school. There will be numerous writing opportunities in the programme, as well as visits by spoken word poets from Action Education. The course includes all the UE Reading and Writing requirements and allows students to progress through to Level 3 English.

**Pre-requisite:** Students need to have earned six credits from internal assessments in Level 1 English and to have passed one of the external exam papers with Merit. The HOD of English will decide overall selection based on results and teacher recommendations.

| AS Number                | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------------------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91101                  | Produce a selection of crafted and controlled writing                           | 2.4               | 6       | 2       | Internal           | Y      | N      | N       | Y       |
| AS91103<br>OR<br>AS91102 | Create a crafted and controlled visual and verbal text                          | 2.6               | 3       | 3       | Internal           | Y      | N      | N       | N       |
|                          | Construct and deliver a crafted and controlled oral text                        | 2.5               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS91105                  | Use information literacy skills to form developed conclusion(s)                 | 2.8               | 4       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91098                  | Analyse a specified aspect(s) of studied written text(s), supported by evidence | 2.1               | 4       | 3       | External           | Y      | N      | Y       | Y       |

## ENGLISH LEVEL 2 VISUAL

2EngV

This course is for students who are most drawn to the visual side of English. It is for students who love films, TV, comics and documentaries. Students in this course will study a range of visual texts. Also included in this programme is a portfolio of writing and the study of an external standard to ensure that students continue to develop and extend their written literacy skills, as well as their ability to construct arguments and think critically. This course will allow students to progress through to Level 3 English.

**Pre-requisite:** Students need to have earned six credits from internal assessments in Level 1 English and to have passed one of the external papers at Merit level. The HOD of English will decide overall selection based on results and teacher recommendations.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91101   | Produce a selection of crafted and controlled writing   | 2.4               | 6       | 2       | Internal           | Y      | N      | N       | Y       |
| AS91105   | Use information literacy skills to form developed conclusion(s)   | 2.8               | 4       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91107   | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence | 2.10              | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS91099   | Analyse specified aspect(s) of studied visual and/or oral text(s), supported by evidence                    | 2.2               | 4       | 4       | External           | Y      | N      | N       | Y       |

**Note:** This course only provides four of the required five UE Reading credits. At Level 3 students with a UE course who are not taking L3 English will be required to take 13UEly.

## ENGLISH LEVEL 3

3Engl

This course has been designed to ensure that students will be taught how to think critically and how to construct logically reasoned, convincing arguments so that the course acts as a stepping stone to tertiary study, regardless of future academic endeavours. Students will study written, visual and oral text types and within this there will be opportunities for students to explore a range of stories, as well as time to create their own. The aim of the course is that it scaffolds students to success at Level 3, whilst simultaneously preparing them for the kind of academic rigour they will face beyond secondary school.

**Pre-requisites:** For automatic entry into the course, students need to have earned 10 Level 2 credits from two of the following standards: 91101, 91098 and 91099. Students also need to have gained a Merit grade in one of these standards. Students may also seek HOD approval for entry into the course. Students who have not met these requirements may be selected into the course based on teacher recommendation and need to have demonstrated, through previous English classes, an interest in the subject, commitment to learning and meeting deadlines, and contributing to a positive learning environment.

| AS Number | Title of Standard   | Subject Reference | Version | Credits | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91472   | Respond critically to specified aspect(s) of studied written text(s), supported by evidence                         | 3.1               | 1       | 4       | External           | Y      | N      | Y       | Y       |
| AS91473   | Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence                  | 3.2               | 1       | 4       | External           | Y      | N      | N       | Y       |
| AS91475   | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas                   | 3.4               | 1       | 6       | Internal           | Y      | N      | N       | Y       |
| AS91479   | Develop an informed understanding of literature and/or language using critical texts                                | 3.8               | 1       | 4       | Internal           | Y      | N      | Y       | N       |
| AS91480   | Respond critically to significant aspects of visual and/or oral texts through close reading, supported by evidence. | 3.9               | 1       | 3       | Internal           | Y      | N      | N       | N       |

**Note:** The standards offered in this course may be altered at the discretion of the HOD.

## UNIVERSITY ENTRANCE LITERACY

UELy

This course is for Year 13 students who have a desire to complete their University Entrance Literacy qualification (achieving five Reading and five Writing credits). The entire focus of this course is on helping students gain the skills needed to pass assessments that will earn them this qualification. It has been designed so that students are able to join the class at set times that suit their individual learning needs. This course will take the place of a Study option. When students complete their individual goals they may return to a Study class.

**Prerequisites:** Students need to be sitting a university approved Year 13 programme overall. Entry into the course will then be determined based on whether or not a student needs to earn the Reading and/or Writing UE literacy qualification. This is a semester-based course.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91101   | Produce a Selection of Crafted and Controlled Writing                                    | 2.4               | 6       | 2       | Internal           | Y      | N      | N       | Y       |
| AS91105   | Use Information Literacy Skills to Form Developed Conclusions                            | 2.8               | 4       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91106   | Form Developed Personal Responses to Independently Read Texts, Using Supporting Evidence | 2.9               | 4       | 2       | Internal           | Y      | N      | Y       | N       |

# ENGLISH LANGUAGE

All enquiries to Mrs Daniel.

**Year 9**

**Year 10**

**Level 1**

**Level 2**

**Level 3**

English Language



English Language



English Language  
(1Elang)



English Language  
(2Elang)



English Language  
(3Elang)

## YEAR 9 ENGLISH LANGUAGE

9ELang

This is a half-year language course that is designed to help ESOL students improve their English language skills. It will assist students to improve their reading, writing, speaking and listening skills, especially grammar, spelling, punctuation and vocabulary.

## YEAR 10 ENGLISH LANGUAGE

10ELang

This course is designed to help ESOL students to improve their English language skills. It will be a half year course. The course assists students to improve their reading, writing, speaking and listening skills, especially grammar, spelling, punctuation, paragraphing and vocabulary.

**Some topics covered are:**

- People and Places
- You and Yours
- Everyday Life
- Loves and Hates
- Getting from A to B
- Eating and Drinking

## ENGLISH LANGUAGE

1ELang

**Prerequisites:** Senior students only

| US Number | Title of Standard  | Credits | Version | Internal/<br>External | L1<br>Lit | L1<br>Num | UE<br>Read | UE<br>Writ |
|-----------|--|---------|---------|-----------------------|-----------|-----------|------------|------------|
| US27996   | Write simple texts on everyday topics (EL)   | 5       | 3       | Internal              | N         | N         | N          | N          |
| US27998   | Complete simple forms with personal information (EL)                               | 5       | 3       | Internal              | N         | N         | N          | N          |
| US30984   | Demonstrate understanding of simple spoken instruction in everyday situations (EL) | 5       | 1       | Internal              | N         | N         | N          | N          |
| US30994   | Read and understand simple text in everyday context (EL)                           | 5       | 1       | Internal              | N         | N         | N          | N          |

## ENGLISH LANGUAGE

**2ELang****Prerequisites:** Intermediate English user level

| US Number | Title of Standard  | Credits | Version | Internal/<br>External | L1<br>Lit | L1<br>Num | UE<br>Read | UE<br>Writ |
|-----------|--|---------|---------|-----------------------|-----------|-----------|------------|------------|
| US27999   | Write a simple connected text on a familiar topic (EL)                                       | 5       | 3       | Internal              | N         | N         | N          | N          |
| US28001   | Complete a form (EL)   | 5       | 3       | Internal              | N         | N         | N          | N          |
| US30985   | Demonstrate understanding of straight forward spoken instructions in a familiar context (EL) | 5       | 1       | Internal              | N         | N         | N          | N          |
| US30995   | Read and understand a straight forward text on a familiar topic (EL)                         | 5       | 1       | Internal              | N         | N         | N          | N          |

## ENGLISH LANGUAGE

**3ELang****Prerequisites:** Proficient English user level

| US Number | Title of Standard   | Credits | Version | Internal/<br>External | L1<br>Lit | L1<br>Num | UE<br>Read | UE<br>Writ |
|-----------|---|---------|---------|-----------------------|-----------|-----------|------------|------------|
| US30997   | Read and understand a text on a familiar topic (EL)                 | 5       | 1       | Internal              | N         | N         | N          | N          |
| US30982   | Demonstrate understanding of a spoken text on a familiar topic (EL) | 5       | 1       | Internal              | N         | N         | N          | N          |
| US28062   | Participate in a formal interview (EL)                              | 3       | 3       | Internal              | N         | N         | N          | N          |
| US28068   | Write a connected text on a familiar topic (EL)                     | 3       | 3       | Internal              | N         | N         | N          | N          |



# PERFORMING ARTS

Dance and Drama queries to Mrs Cleaver.

Music queries to Mr Kus.

| Year 9 |   | Year 10 |   | Level 1             |   | Level 2             |   | Level 3             |
|--------|---|---------|---|---------------------|---|---------------------|---|---------------------|
| Dance  | ➡ | Dance   | ➡ | L1 Dance<br>(1Danc) | ➡ | L2 Dance<br>(2Danc) | ➡ | L3 Dance<br>(3Danc) |
| Drama  | ➡ | Drama   | ➡ | L1 Drama<br>(1Dram) | ➡ | L2 Drama<br>(2Dram) | ➡ | L3 Drama<br>(3Dram) |
| Music  | ➡ | Music   | ➡ | L1 Music<br>(1Musc) | ➡ | L2 Music<br>(2Musc) | ➡ | L3 Music<br>(3Musc) |

## YEAR 9 DANCE

9Danc

Dance students will learn techniques from a variety of different genres. Students will be taught choreography, as well as creating their own choreography in small groups. Students will study hip hop and Bollywood choreography, then as a group they will create a choreography based on the TikTok movement. Students will develop confidence, critical thinking and skills in communication, collaboration and time management, as well as the ability to critique both their own and others' performances.

## YEAR 10 DANCE

10Danc

Whilst studying Dance, students will explore basic movement, terminology, technique and movement sequences in a range of dance styles which will include: sasa, hip hop, tap and contemporary dance. This course has a strong emphasis on practical work and learning different dance styles. Students will develop practical knowledge in dance (dance classes), develop ideas in dance (choreography), communicate and interpret dance and understand dance in context (theory). In preparation for Level 1 Dance, students will study a dance genre and answer a short written assessment on this.

The course is open to all Year 10 students. We welcome any student who is interested in developing their skills as a dancer and is open to learning a range of dance styles.

Equipment: **Students must bring a change of suitable clothes for every class** (stretch trackpants or leggings and a singlet or T-shirt, NO jean cut-offs or non-stretch fabrics), as well as exercise book, pens, coloured pencil, glue stick and scissors.

## DANCE LEVEL 1

1Danc

**Pre-requisite:** Satisfactory completion of Year 10 Dance or by negotiation with Mrs Cleaver.

| AS Number | Title of Standard                               | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS90858   | Compose dance sequences for given briefs        | 1.1               | 6       | 3       | Internal           | N      | N      | N       | N       |
| AS90002   | Perform dance sequences                         | 1.2               | 6       | 6       | Internal           | N      | N      | N       | N       |
| AS90859   | Demonstrate ensemble skills in a dance          | 1.3               | 4       | 3       | Internal           | N      | N      | N       | N       |
| AS90005   | Demonstrate knowledge of a dance genre or style | 1.6               | 4       | 6       | External           | Y      | N      | N       | N       |

## DANCE LEVEL 2

2Danc

**Prerequisites:** 14 credits in Level 1 Dance or by negotiation with Mrs Cleaver.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91206   | Choreograph a solo dance to communicate an intention                      | 2.2               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91208   | Perform a theatre dance to communicate understanding of the dance         | 2.4               | 4       | 3       | Internal           | N      | N      | N       | N       |
| AS91209   | Perform a repertoire of dance   | 2.5               | 6       | 3       | Internal           | N      | N      | N       | N       |
| AS91211   | Provide an interpretation of a dance performance with supporting evidence | 2.7               | 4       | 2       | External           | Y      | N      | N       | N       |

## DANCE LEVEL 3

3Danc

**Prerequisites:** 14 credits in Level 2 Dance or by negotiation with Mrs Cleaver.

| AS Number | Title of Standard                          | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91590   | Perform a solo or duet dance               | 3.3               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91591   | Perform a group dance                      | 3.4               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91592   | Perform a repertoire of contrasting dances | 3.5               | 6       | 2       | Internal           | N      | N      | N       | N       |
| AS91594   | Analyse a dance performance                | 3.7               | 4       | 2       | External           | Y      | N      | N       | Y       |

## Drama

Drama is a part of the New Zealand Arts Curriculum. By engaging in Drama students develop the ability to effectively communicate through both written and oral language and through gesture and body language, qualities essential in becoming integral members of society. Studying Drama provides an environment in which the student develops in self-confidence, in expressing their ideas to others, and learning to work as a team member. By engaging in the practical and written aspects of the course, students are encouraged to express their own creative ideas and develop strategies of self-discipline to realise their full potential.

In Drama there are three practical assessments at each level and one external written paper at the end of the year. The senior Drama students also view a live theatre performance during the year to develop visual literacy in preparation for the external written paper. Each senior level performs a class production which is presented to parents, friends and the school community in the evening in the Kaipatiki Theatre. All Drama queries to Mrs Cleaver.

## YEAR 9 DRAMA

9Dram

Drama students will learn about drama techniques, improvising and devising their own short play in a small group with which will allow them to develop confidence, skills in critical thinking, communication, collaboration and time management. They will also gain the ability to critique both their own and others' performances.

## YEAR 10 DRAMA

10Dram

Drama is an important part of the New Zealand Arts Curriculum. By engaging in Drama, students develop the ability to effectively communicate through both written and oral language and through gesture and body language, qualities essential in becoming integral members of society. Studying Drama provides an environment in which the student develops in self-confidence, in expressing their ideas to others and learning to work as a team member. By engaging in the practical and written aspects of the course, students are encouraged to express their own creative ideas and develop strategies of self-discipline to realise their full potential.

The Year 10 Drama course progresses naturally from Year 9 Drama. Students who have not completed the Year 9 course are welcome, but they will be expected to enthusiastically commit to both the performance and written aspects of the course.

**Areas covered:**

**Script Technique:** Students will have the opportunity to work with a range of short scripts. They will learn the skills required to interpret scripted dialogue and add their own meaning through performance.

**Character Creation:** Students will learn how to manipulate their use of voice, body, movement and space to portray a range of characters onstage.

**Improvisation:** Students will explore skills required to improvise comedic and serious scenes on the spot. They will learn and take part in a number of Theatresports games as part of this unit of work.

**Devising:** Students will have the opportunity to create their own performances in groups. They will learn how to structure effective scenes and shape original drama.

**Theatre Form:** Students will learn the performance skills associated with a specific style of Theatre and use these to develop performance.

**Drama helps students develop** creativity, self-confidence, co-operation and group work skills, self-management, thinking skills, reading and writing skills, memory, public speaking skills and listening skills.

## DRAMA LEVEL 1

## 1Dram

To begin the year, students explore script and drama techniques to develop a performance using a contemporary script. Level 1 students will perform as part of a showcase evening of short scenes for an invited audience. In class they create and perform their own devised drama in a small group. Throughout the course, students will be encouraged to use stage technologies such as lighting, sound and costume to enhance their performance work. Level 1 is also the first time students view live professional drama performance on a school-organised trip.

**Pre-requisite:** Satisfactory completion of Year 10 Drama.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|-------------------|--------|--------|---------|---------|
| AS90006   | Apply drama techniques in a dramatic context                                  | 1.1               | 4       | 6       | Internal          | Y      | N      | N       | N       |
| AS90997   | Devise and perform a drama  | 1.2               | 5       | 2       | Internal          | Y      | N      | N       | N       |
| AS90009   | Perform an acting role in a scripted production                               | 1.6               | 5       | 6       | Internal          | Y      | N      | N       | N       |
| AS90011   | Demonstrate understanding of the use of drama aspects within live performance | 1.7               | 4       | 7       | External          | Y      | N      | N       | N       |

## DRAMA LEVEL 2

## 2Dram

In this course Level 2 students are encouraged to improve on the skills and techniques learnt in Level 1. Students begin by applying drama techniques to a script by a renowned playwright. Students will perform an acting role in a full length contemporary play for an invited audience. They create and perform their own devised drama in a small group and view a live professional drama performance on school-organised trips. Students will continue to experiment with stage technologies such as lighting, sound and costume to enhance their performance work.

**Prerequisites:** 14 credits or better in NCEA Level 1 Drama or by negotiation with Mrs Cleaver.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|-------------------|--------|--------|---------|---------|
| AS91213   | Apply drama techniques in a scripted context   | 2.1               | 4       | 2       | Internal          | Y      | N      | Y       | N       |
| AS91214   | Devise and perform a drama to realise an intention                                       | 2.2               | 5       | 2       | Internal          | Y      | N      | N       | N       |
| AS91218   | Perform a substantial acting role in a scripted production                               | 2.6               | 5       | 2       | Internal          | Y      | N      | Y       | N       |
| AS91219   | Discuss drama elements, techniques, conventions and technologies within live performance | 2.7               | 4       | 2       | External          | Y      | N      | N       | Y       |

## DRAMA LEVEL 3

## 3Dram

In this course Level 3 students are encouraged to improve on the skills and techniques learnt in Level 2. The year begins with the study of a significant play and performance of an excerpt. Students also perform a full-length play before an invited audience. Students will learn about the role of a director and then cast and direct a piece of drama for public performance. They will have the opportunity to devise their own piece of contemporary theatre. In addition, they view a live professional drama performance on a school-organised trip.

**Prerequisites:** 14 credits or better in NCEA Level 2 Drama or by negotiation with Mrs Cleaver.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|-------------------|--------|--------|---------|---------|
| AS91512   | Interpret scripted text to integrate drama techniques in performance | 3.1               | 4       | 2       | Internal          | Y      | N      | Y       | N       |
| AS91513   | Devise and perform a drama to realise a concept                      | 3.2               | 5       | 2       | Internal          | Y      | N      | N       | N       |
| AS91517   | Perform a substantial acting role in a significant production        | 3.6               | 5       | 2       | Internal          | Y      | N      | Y       | N       |
| AS91518   | Demonstrate understanding of live drama performance                  | 3.7               | 4       | 2       | External          | Y      | N      | N       | Y       |

Students will develop their music literacy skills by learning music notation to a rudimentary level. They will use written scores to rehearse and perform simple pieces of music on the guitar and/or keyboard. Students will study a topic about the musical instruments and gain a contextual knowledge of their use and development in music.

**School-Based Music Tuition Programme:** This is an optional acceleration learning programme designed for students who wish to begin or continue learning a musical instrument through lessons with an itinerant teacher of music. More information about the instruments and rental options can be obtained from the Music Department office – phone **Mr Kus on 09 444 9066 ext.734** or **e-mail: t.kus@gc.ac.nz**. Prompt registration is crucial in securing a place in the programme.

This course is a natural progression from Year 9 Music and it is vital that students have successfully completed the Year 9 module, achieving at least Merit in performance and music theory. This course is suitable for students who have a strong interest in studying Music and want to advance their academic and practical skills. Learning an instrument through attending itinerant music lessons is strongly recommended for all Year 10 Music students.

## Aspects covered:

- **Music Performance:** students will play a musical instrument of their choice to advance their performance skills further. Students will be provided with equipment and given time to practice and produce individual and collaborative performances.
- **Music Technology:** students will use computer applications such as MuseScore (for notation) and Soundtrap (for recording) to create simple music scores and sequences.
- **Music Notation:** students will continue working on their music literacy skills (reading and writing). The emphasis will be put on music harmony and learning of the conventions used in music scores.
- **Knowledge of Music:** in this area students will embark on a historical journey through the evolution of contemporary music styles including jazz and rock.

# Senior Music

In order to gain entry to Music at NCEA Level 1, students must:

- successfully complete the preparatory course in Year 10, and/or
- demonstrate balanced performance and theory skills that reflect at least two years of Music studies through school instruction or private tutoring.

Each NCEA course is divided into two areas:

- Practical Music – involves achievement standards in solo and group music performance and music composition.
- Academic Music – consists of musicology papers that cover studies of musical works, advanced music theory with harmony, arrangement, and music research.

Music technology Unit Standards are available through the STAR learning programme (courses). More information can be obtained from the Careers Department.

At NCEA Level 2-3 students design their own individual study programmes with a selection of achievement standards that reflect their interest and musical ability.

**It is vital for students' overall development that they continue learning a musical instrument with either an itinerant or private teacher and participate in a range of extra-curricular music activities available at the school.**

Music is a university approved subject.

NCEA Level 2 certificate is required for most music-related tertiary courses. All music queries to Mr Kus, HOD Music.

## MUSIC LEVEL 1

## 1Musc

**Prerequisites:** Completion of Year 10 Music course with Merit in music performance and theory, or practical and theory skills reflecting two years of study through school-based or private tutoring.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91090   | Perform two pieces of music as a featured soloist                                      | 1.1               | 6       | 3       | Internal           | N      | N      | N       | N       |
| AS91091   | Demonstrate ensemble skills through performing a piece of music as a member of a group | 1.2               | 4       | 3       | Internal           | N      | N      | N       | N       |
| AS91092   | Compose two original pieces of music   | 1.3               | 6       | 3       | Internal           | N      | N      | N       | N       |
| AS91094   | Demonstrate knowledge of conventions used in music scores                              | 1.5               | 4       | 3       | External           | Y      | N      | N       | N       |
| AS91095   | Demonstrate knowledge of two music works from contrasting contexts                     | 1.6               | 6       | 3       | Internal           | Y      | N      | N       | N       |

## MUSIC LEVEL 2

## 2Musc

**Prerequisites:** 14 credits at NCEA Level 1, including at least Merit in music performance, or practical and theory skills reflecting three years of study through school-based or private tutoring.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91270   | Perform two substantial pieces of music as a featured soloist                                 | 2.1               | 6       | 2       | Internal           | N      | N      | N       | N       |
| AS91271   | Compose two substantial pieces of music   | 2.4               | 6       | 2       | Internal           | N      | N      | N       | N       |
| AS91272   | Demonstrate ensemble skills by performing a substantial piece of music as a member of a group | 2.3               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91273   | Devise an instrumentation for an ensemble   | 2.8               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91274   | Perform a substantial piece of music as a featured soloist on a second instrument             | 2.2               | 3       | 2       | Internal           | N      | N      | N       | N       |
| AS91276   | Demonstrate knowledge of conventions in a range of music scores                               | 2.6               | 4       | 3       | External           | Y      | N      | N       | N       |
| AS91278   | Investigate an aspect of New Zealand music  | 2.9               | 4       | 2       | Internal           | Y      | N      | N       | N       |

**Explanatory Notes:** Students design their individual study programme from selected Achievement Standards listed above.

## MUSIC LEVEL 3

3Musc

**Prerequisites:** 14 credits at NCEA Level 2, including at least Merit in music performance and/or composition.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91416   | Perform two programmes of music as a featured soloist  | 3.1               | 8       | 2       | Internal           | N      | N      | N       | N       |
| AS91417   | Perform a programme of music as a featured soloist on a second instrument                        | 3.2               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91418   | Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group | 3.3               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91419   | Communicate musical intention by composing three original pieces of music                        | 3.4               | 8       | 2       | Internal           | N      | N      | N       | N       |
| AS91421   | Demonstrate understanding of harmonic and tonal conventions in a range of music scores           | 3.6               | 4       | 3       | External           | N      | N      | N       | N       |
| AS91422   | Analyse a substantial music work   | 3.7               | 4       | 2       | Internal           | Y      | N      | N       | N       |
| AS91424   | Create two arrangements for an ensemble  | 3.9               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91425   | Research a music topic   | 3.10              | 6       | 2       | Internal           | Y      | N      | Y       | N       |

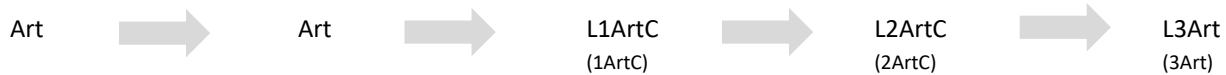
**Explanatory Notes:** Students design their individual study programme from selected Achievement Standards listed above.



# VISUAL ART

All enquiries to Mr Montreal.

| Year 9 | Year 10 | Level 1 | Level 2 | Level 3 |
|--------|---------|---------|---------|---------|
|--------|---------|---------|---------|---------|



## YEAR 9 VISUAL ART

9ART

This course will introduce students to the elements of visual art and how to use these to create a wide range of outcomes. Students will experiment with a variety of wet and dry media exploring different art-making techniques and skills.

This course will also introduce students to a range of artist models and styles to help encourage creative thinking and expression.

## YEAR 10 VISUAL ART

10ART

Students will develop core skills using a wide range of different media.

Students will create art with a New Zealand context and develop their understanding of artists' ways of working. Students will complete a portfolio board consisting of drawing, digital design, mixed media painting, wood block printmaking and spray paint.

The course is ideally suited to those who want to build upon skills learnt in Year 9 Art but it is also suitable for those who have not studied the subject before and would like to take art in preparation for NCEA Level 1.

## ART LEVEL 1

1ArtC

This is full year course focussing on the skills and knowledge of both Painting and Design fields. Students complete a portfolio of work inspired by a decade of their choosing. Students will learn about a range of artist models and how they can use conventions from them to inspire and influence their own creative ideas. This course leads on to Level 2 Painting or Art Design.

**Prerequisites:** Successful completion of Year 10 Practical Art Course or by negotiation with HOD.

Donation requested towards \$42.50 for own art materials

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS90914   | Use drawing methods and skills for recording information using wet and dry media                    | 1.2               | 4       | 3       | Internal           | N      | N      | N       | N       |
| AS90915   | Use drawing conventions to develop work in more than one field of practice                          | 1.3               | 6       | 2       | Internal           | N      | N      | N       | N       |
| AS90916   | Produce a body of work informed by established practice which develops ideas using a range of media | 1.4               | 12      | 3       | External           | N      | N      | N       | N       |

## ART LEVEL 2

## 2ArtC

Level 2 Art is split into two disciplines, Painting and Design; students must choose to focus on only one of these fields for the entire year. The focus of both courses is the use of conventions specific to their discipline. Students will continue to develop and hone their skillset from Level 1 to create original work for a theme of their own choice. Students are expected to manage their time and take control of their research in order to produce a range of outcomes exploring their own point of view as an artist.

Students choose either Painting or Design pathways with Level 2 Art

**Prerequisites:** 14 credits at Level 1 Art

Donation requested towards \$41.50 for own art materials

| AS Number           | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|---------------------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91321/<br>AS91320 | Produce a systematic body of work that shows understanding of art making conventions and ideas within painting/design | 2.4               | 12      | 2       | External           | N      | N      | N       | N       |
| AS91311/<br>AS91310 | Use drawing methods to apply knowledge of conventions appropriate to painting/design                                  | 2.2               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91316/<br>AS91315 | Develop ideas in a related series of drawings appropriate to established painting/design practice                     | 2.3               | 4       | 2       | Internal           | N      | N      | N       | N       |

## ART LEVEL 3

## 3Art

Level 3 Art is split into two disciplines, Painting and Design; students must choose to focus on only one of these fields for the entire year. The focus of both courses is to develop critical thinking and further hone students practical skills. Students will create a large portfolio of work exploring ideas and techniques that are meaningful to them. Students are expected to manage their time and take control of their research in order to produce a range of original outcomes exploring their own point of view as an artist. Work from this course will also provide evidence for portfolio submissions for tertiary study.

Students choose either Painting or Design pathways with Level 3 Art

**Prerequisites:** 14 credits at Level 2 Art or by negotiation with HOD.

Donation requested towards \$41.50 for own art materials

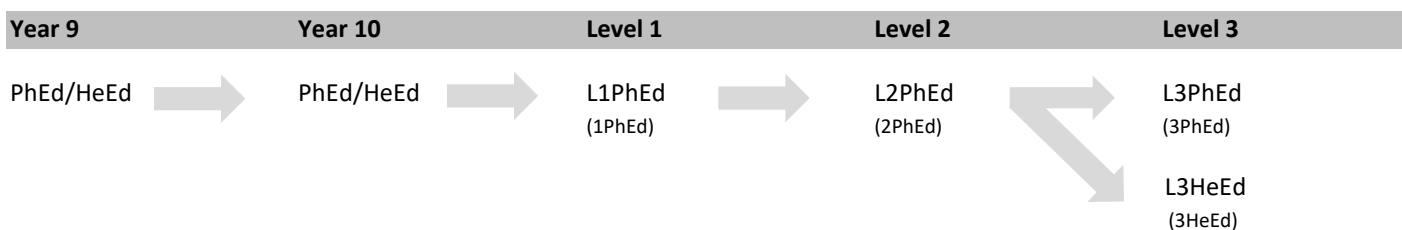
| AS Number           | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|---------------------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91446/<br>AS91445 | Use drawing to demonstrate understanding of conventions appropriate to painting/design                              | 3.2               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91451<br>AS91450  | Systematically clarify ideas using drawing informed by established painting/design practice                         | 3.3               | 4       | 2       | Internal           | N      | N      | N       | N       |
| AS91456/<br>AS91455 | Produce a systematic body of work that integrates conventions and regenerates ideas within painting/design practice | 3.4               | 14      | 2       | External           | N      | N      | N       | N       |

**Explanatory Notes:** A three board portfolio is required for the external assessment. Art Painting studied at Level 3 is an approved subject for University Entrance.

# PHYSICAL EDUCATION & HEALTH

The courses are developed through co-construction with the students and reviewed constantly to ensure that we are meeting the needs of all students. All courses contain theory and practical components that complement learning. Students need to actively participate in all components of the course to be successful. **Students will be expected to be changed into Glenfield College Physical Education uniform to complete the practical components of the courses.**

All enquiries to Ms Colquhoun, HOD Physical Education & Health.



## YEAR 9 PHYSICAL EDUCATION

9PhEd

Students in Year 9 will participate in two hours of Physical Education ("PE") per cycle.

In PE students learn both physical and social skills. The emphasis in our classes is for students to achieve and extend their abilities at a rate that is appropriate to them as individuals. We teach cooperation, communication skills, teamwork, fair play and safety aspects alongside movement and physical skill development.

Where possible, co-construction is used in the class and student voice is an integral part of the lesson. Students will participate in the following activities over the course of the year:

- Athletics
- ABL
- Teaching games for understanding
- Cultural games
- Lacrosse
- Turbo Touch
- Summer Sports
- Fitness/Anatomy

Students must wear the Glenfield College PE T-shirt and Black shorts for every class (correct sports shoes are preferred over bare feet)

## YEAR 9 HEALTH

9HeEd

In this course, students will research and explore deep thinking in health issues. They will develop knowledge and understanding of issues relevant to their age. This will be provided over a wide range of challenging written and practical based activities within a safe and positive environment.

**Topics that students will cover are:**

**Hauora** - Investigating and analysing their personal wellbeing and identifying areas for improvement and ways to address this.

**Nutrition** - Students will gain knowledge and understanding of nutrition and nutritional requirements with a strong focus on the nutrition of New Zealanders. Students will explore and research this topic in groups to create a presentation.

What is healthy eating? What nutrients do you need and how many? Why is healthy eating important? What is the difference between being overweight or obese? What are the risks of being overweight or obese? Do fast-food restaurants have an influence on peoples' diets nowadays and why? Are Kiwis healthier now than 15 years ago? What do you have to do to live a healthy life?

**Relationships** - Students will explore their values and beliefs and develop a range of strategies to be used in later life. The focus for this will be on friendship, relationships (positive and negative), peer pressure, assertiveness and saying NO, and where to get help and support in school and in the community.

**Puberty Education** - Knowledge will be developed in the following areas: hygiene, puberty, body image.

In PE students learn both physical and social skills. The emphasis in our classes is for students to achieve and extend their abilities at a rate that is appropriate to them as individuals. We teach cooperation, communication skills, teamwork, fair play and safety aspects alongside movement and physical skill development.

Where possible, co-construction is used in the class and student voice is an integral part of the lesson. Students will participate in the following activities over the course of the year:

- Athletics
- International Games
- Teaching games for understanding
- Fitness/Anatomy
- Volleyball
- Create a Game
- Kio Rahi

\* Students must wear the schools PE T-shirt and black shorts for every class (correct sports shoes are preferred over bare feet)

Students will research and explore deep thinking in complex health issues. They will develop their knowledge and understanding of issues relevant to their age.

The main focus for all lessons is on how to recognise issues and where to get help for these in their community.

**Mental Health** - students will cover areas of stress, depression and anxiety. The focus will be on how and where to get help and support for mental health issues:

**Drugs & Alcohol** - students will gain knowledge and complete an investigative research assignment to understand issues that arise around drugs and alcohol including: types of drugs, short and long term effects of drugs and alcohol, laws around drugs and alcohol and vaping.

**Sexual Education** - students will gain knowledge and develop strategies to deal with issues that arise around sex. Knowledge will be gained in the following areas: gender identity, sexual health - STIs and STDs, contraception, pregnancy

**Safety** - students will develop knowledge and critical thinking skills on how to keep themselves safe in our ever changing world. Areas of study will be water safety, personal safety, safety at parties and online safety.

## PHYSICAL EDUCATION LEVEL 1

1PhEd

Students will attempt 19 credits over the year. The course covers concepts of functional anatomy, biomechanics, fitness, and developing skills to work successfully in a group or team situation. Students will also be assessed on their ability in a physical activity. There will be out-of-school outdoor education activities offered to the students to create deeper learning opportunities. A donation for these activities will be requested.

**Prerequisites:** Successful participation in year 10 Physical Education, or by negotiation with the HOD.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS90962   | Participate actively in a variety of physical activities and explain factors that influence own participation | 1.1               | 5       | 3       | Internal           | N      | N      | N       | N       |
| AS90963   | Demonstrate understanding of the function of the body as it relates to the performance of physical activity   | 1.2               | 5       | 3       | Internal           | Y      | N      | N       | N       |
| AS90964   | Demonstrate quality movement in the performance of a physical activity  | 1.3               | 3       | 3       | Internal           | N      | N      | N       | N       |
| AS90966   | Demonstrate interpersonal skills in a group and explain how these skills impact on others                     | 1.5               | 4       | 3       | Internal           | Y      | N      | N       | N       |
| AS90969   | Take purposeful action to assist others to participate in physical activity                                   | 1.8               | 2       | 3       | Internal           | N      | N      | N       | N       |

## PHYSICAL EDUCATION LEVEL 2

2PhEd

Students will attempt 18 credits over the year. They are expected to apply the knowledge that they learn to practical sporting/physical activity contexts. The course covers concepts of health; fitness, how sport and physical activity impact on society, social responsibility, risk management and group development. The students will train for, and take part in, the Tough Guy and Girl challenge later in the year, along with attending challenging outdoor activity day trips.

**Prerequisites:** 14 or more credits at NCEA Level 1 PhEd including successful completion of AS90963, or with HOD approval.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91329   | Demonstrate the understanding of the application of biophysical principles to training for physical activity       | 2.3               | 4       | 2       | Internal           | Y      | N      | N       | N       |
| AS91330   | Perform a physical activity in an applied setting  | 2.4               | 4       | 3       | Internal           | N      | N      | N       | N       |
| AS91331   | Examine the significance for self, others and society of a sporting event, a physical activity or a festival       | 2.5               | 4       | 2       | Internal           | Y      | N      | N       | N       |
| AS91333   | Analyse the application of risk management strategies to a challenging outdoor activity                            | 2.7               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS91334*  | Consistently demonstrate social responsibility through applying a social responsibility model in physical activity | 2.8               | 3       | 2       | Internal           | N      | N      | N       | N       |
| AS91336   | Analyse group processes in physical activity   | 2.10              | 3       | 2       | Internal           | Y      | N      | N       | N       |

\*optional standard

## PHYSICAL EDUCATION LEVEL 3

3PhEd

Students are expected to show a high degree of application of principles and skills learned in Level 1 and 2 to practical contexts. The course requires the application of safety management, executing training plans, coaching others and planning and organising outdoor education opportunities. There will be out-of-school education activities offered to the students to create deeper learning opportunities. A donation for these activities will be requested.

**Prerequisites:** 14 credits at NCEA Level 2 PhEd, or with HOD approval.

| AS/US Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91500      | Evaluate the effectiveness of a performance improvement programme                               | 3.3               | 4       | 2       | Internal           | Y      | N      | N       | N       |
| AS91501      | Demonstrate quality performance of a physical activity in an applied setting                    | 3.4               | 4       | 2       | Internal           | N      | Y      | N       | N       |
| AS91504      | Analyse issues in safety management for outdoor activity to devise safety management strategies | 3.7               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS91789      | Devise strategies for a physical activity outcome   | 3.9               | 4       | 2       | Internal           | N      | N      | N       | N       |
| US22768      | Conduct and review a beginner level coaching session  |                   | 6       | 2       | Internal           | N      | N      | N       | N       |
| US22771      | Plan a beginner level coaching session for sports participants                                  |                   | 6       | 2       | Internal           | N      | N      | N       | N       |
| AS91502*     | Examine a current physical activity event, trend or issue and its impact on New Zealand society | 3.5               | 4       | 2       | Internal           | Y      | N      | N       | N       |

**Explanatory Notes:** This course will offer a selection of standards from those listed above. The course will be partially co-constructed with the students based on interest and ability. Depending to the standards offered, and the need and ability of the students, this course may not offer UE to every individual student.

\*optional standard

## HEALTH LEVEL 3

3HeEd

In Level 3 Health, students will learn to develop critical insights into current societal issues relating to well-being. Students will develop of range of skills that they can use to:

- Help them manage their own wellbeing (eg how to make health-enhancing choices and plan and action goals)
- Support the wellbeing of others (eg how to communicate effectively and see issues from different perspectives)
- Contribute meaningfully and responsibly to the well-being of communities (eg how to look critically at well-being issues affecting communities and to plan and take collective action).

Many assessments will be co-constructed with students and open to student interest to ensure students explore topics of relevance and interest to them.

**Prerequisites:** Minimum of 10 Level 2 English, History or Geography credits, or with HOD approval. Level 3 Health is a UE approved subject and offers UE reading and writing credits.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91461   | Analyse a New Zealand health issue                            | 3.1               | 5       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91463   | Evaluate health practices currently used in New Zealand       | 3.3               | 5       | 2       | External           | Y      | N      | N       | Y       |
| AS91464   | Analyse a contemporary ethical issue in relation to wellbeing | 3.4               | 4       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91462   | Analyse an international health issue                         | 3.2               | 4       | 2       | Internal           | Y      | N      | Y       | y       |



# MATHEMATICS & STATISTICS

Mathematics and Statistics is a key component of the New Zealand Curriculum. By studying its principles, students gain the analytical and problem-solving skills necessary for future success. Studying Mathematics helps students recognise patterns and create models, thereby enabling them to make sense of scientific, environmental and economic phenomena. In each course students apply their learning to problems involving number, algebra, geometry, measurement, probability and statistics.

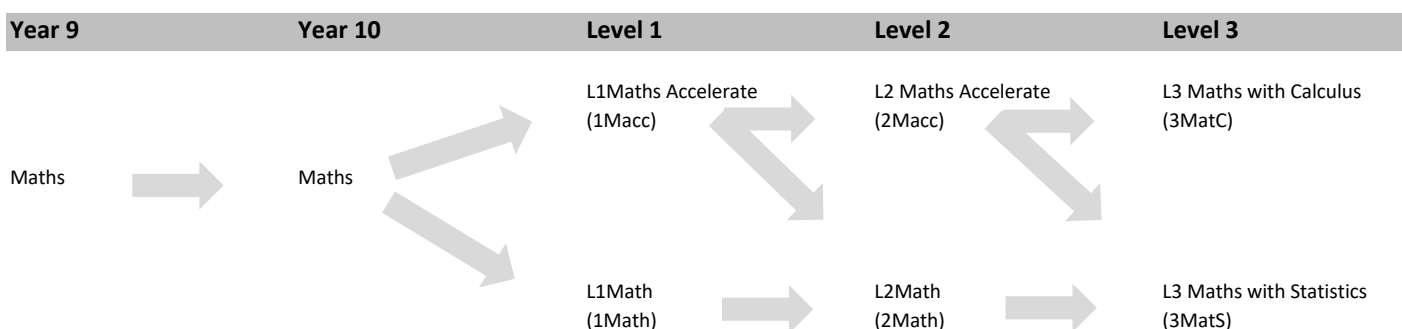
Mathematics is compulsory up to and including successful completion of NCEA Level 1 as 10 numeracy credits are required for the award of a Level 1 qualification.

At NCEA Level 2 and 3 Mathematics is optional. **However**, demonstrating success in Mathematics is mandatory for many jobs and a pre-requisite for a number of competitive entry University courses.

## **\*\*Calculators for Mathematics**

When choosing a calculator for students in Years 11 to 13, any scientific calculator that has sin, cos and tan buttons will be sufficient. These can be re-used older models and those bought for intermediate school are still adequate. For the accelerate pathway, a graphics calculator is essential. There are now a variety of options including Casio FX9860G111 and the significantly cheaper Tech.Inc TX800. Older models are also still useful so to minimise e-waste, sourcing a used model would be ideal.

All queries to Mrs Higgins, HOD Mathematics.



## YEAR 9 MATHEMATICS

## 9MATH

Mathematics and Statistics is a key component of the New Zealand Curriculum. By studying its principles, students gain the analytical and problem-solving skills necessary for future success. Studying Mathematics helps students recognise patterns and create models. Mathematics is compulsory in Years 9, 10 and 11, but optional in Years 12 and 13.

In Year 9 students will continue to build on their knowledge of the number, geometry, measurement and statistics strands of the NZ curriculum and begin to extend their understanding to generalised number skills with algebra.

The focus will be on developing their skills to solve problems, increasing the depth of their understanding of key concepts and building their confidence with explaining and justifying their solutions. Students will be assessed in a variety of ways and will be actively encouraged to build good study habits in preparation for their NCEA years.

**All students in Year 9 should bring their own calculator to every lesson.** Any scientific calculator that has sin, cos and tan buttons will be sufficient for use in Year 9 and 10 Maths courses.

## YEAR 10 MATHEMATICS

## 10MATH

Mathematics and Statistics is a key component of the New Zealand Curriculum. By studying its principles, students gain the analytical and problem-solving skills necessary for future success. Studying Mathematics helps students recognise patterns and create models. Mathematics is compulsory in Years 9, 10 and 11, but optional in Years 12 and 13.

In Year 10 students will continue to build on their knowledge of the number and algebra, geometry and measurement and statistics strands of the NZ curriculum.

The focus will be on using the skills they have learnt to solve increasingly complex problems, developing the depth of their understanding of key concepts and building their confidence with explaining and justifying their solutions.

The assessment tasks in Year 10 reflect the types of experiences the students will have in their NCEA courses. The students will develop confidence with using appropriate technology and understanding success criteria so that they are well-prepared for success in Level 1.

**All students in Year 10 should bring their own calculator to every lesson.** Any scientific calculator that has sin, cos and tan buttons will be sufficient for use in Year 10 Maths.

## MATHEMATICS ACCELERATE LEVEL 1

1Macc

This course is for students who enjoy and excel in Mathematics and who have made excellent progress in the junior school. Entry to this course is by recommendation of the HOD. The course involves both internal and external assessment. Successful completion of this course is mandatory for entry into L2Macc and possession of a graphical calculator is **essential** for this course. (\*\* see note on page 46)

**Prerequisite:** Success at Merit level in the entry exam and in junior mathematics assessments and tests – determined by HOD Mathematics.

**Content:** Students can gain 19 credits from this course, which will comprise a number of internally and externally assessed achievement standards from the following:

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91027   | Apply algebraic procedures in solving problems                                | 1.2               | 4       | 4       | External (MCAT)    | N      | Y      | N       | N       |
| AS91028   | Investigate relationships between tables, equations and graphs                | 1.3               | 4       | 3       | External           | N      | Y      | N       | N       |
| AS91030   | Apply measurement in solving problems   | 1.5               | 3       | 3       | Internal           | N      | Y      | N       | N       |
| AS91031   | Apply geometric reasoning in solving problems                                 | 1.6               | 4       | 4       | External           | N      | Y      | N       | N       |
| AS91035   | Investigate a given multivariate data set using the statistical enquiry cycle | 1.10              | 4       | 3       | Internal           | Y      | Y      | N       | N       |

**Explanatory Notes:** The standards offered in this course may be altered at the discretion of the HOD.

## MATHEMATICS LEVEL 1

1Math

This course is for all students in Year 11 and will give students the opportunity to gain the Numeracy requirements of the Level 1 Certificate. The course will include a variety of internally assessed standards and one externally assessed standard. Successful completion of this course is mandatory for entry into L2Math. Possession of a scientific calculator is **essential** for this course (\*\*see note on page 46).

**Content:** Students can gain 18 credits from this course, which will comprise a number of internally and externally assessed achievement standards from the following:

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91026   | Apply numeric reasoning in solving problems                                   | 1.1               | 4       | 3       | Internal           | N      | Y      | N       | N       |
| AS91029   | Apply linear algebra in solving problems                                      | 1.4               | 3       | 3       | Internal           | N      | Y      | N       | N       |
| AS91030   | Apply measurement in solving problems   | 1.5               | 3       | 3       | Internal           | N      | Y      | N       | N       |
| AS91035   | Investigate a given multivariate data set using the statistical enquiry cycle | 1.10              | 4       | 3       | Internal           | Y      | Y      | N       | N       |
| AS91037   | Demonstrate understanding of chance and data                                  | 1.12              | 4       | 4       | External           | N      | Y      | N       | N       |

**Explanatory Notes:** The standards offered in this course may be altered at the discretion of the HOD.

## MATHEMATICS ACCELERATE LEVEL 2

## 2Macc

This course is for students who enjoy and excel in Mathematics. Students will have performed well in the L1Macc course and success at a Merit level in the externally assessed Level 1 standards is mandatory. The course involves a balance of internally and externally assessed standards. Successful completion of this course is mandatory for entry into Level 3 Calculus and possession of a graphical calculator is **essential** for this course (\*\* see note on page 46).

**Prerequisites:** Merit grades or better in externally assessed standards 1.2 Algebra and 1.3 Relationships between tables, equations and graphs.

**Course Requirements:** Graphical calculator is **essential** (\*\* see note on page 46). \$20 workbook is highly recommended for L2Macc.

**Content:** Students can gain 20 credits from this course, which will comprise a number of internally and externally assessed achievement standards from the following:

| AS Number | Title of Standard                                     | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91257   | Apply graphical methods in solving problems           | 2.2               | 4       | 3       | Internal           | N      | Y      | N       | N       |
| AS91259   | Apply trigonometric relationships in solving problems | 2.4               | 3       | 3       | Internal           | N      | Y      | N       | N       |
| AS91261   | Apply algebraic methods in solving problems           | 2.6               | 4       | 3       | External           | N      | Y      | N       | N       |
| AS91262   | Apply calculus methods in solving problems            | 2.7               | 5       | 3       | External           | N      | Y      | N       | N       |
| AS91264   | Use statistical methods to make an inference          | 2.9               | 4       | 3       | Internal           | Y      | Y      | N       | N       |

## MATHEMATICS LEVEL 2

## 2Math

This course is for students who have performed well in the L1Math course. The course will include a variety of internally assessed standards and one externally assessed standard. Successful completion of this course is mandatory for entry into L3 Statistics and possession of a scientific calculator is **essential** (\*\* see note on page 46).

**Prerequisites:** 14 Level 1 Mathematics credits, including 4 credits from the externally assessed standard AS91037, or by negotiation with the HOD.

**Course Requirements:** Scientific calculator is **essential** (\*\* see note on page 46).

**Content:** Students can gain 17 credits from this course, which will comprise a number of internally and one externally assessed achievement standards from the following:

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91256   | Apply co-ordinate geometry methods in solving problems                  | 2.1               | 2       | 3       | Internal           | N      | Y      | N       | N       |
| AS91259   | Apply trigonometric relationships in solving problems                   | 2.4               | 3       | 3       | Internal           | N      | Y      | N       | N       |
| AS91260   | Apply network methods in solving problems                               | 2.5               | 2       | 3       | Internal           | N      | Y      | N       | N       |
| AS91264   | Use statistical methods to make an inference                            | 2.9               | 4       | 3       | Internal           | Y      | Y      | N       | N       |
| AS91267   | Apply probability methods in solving problems                           | 2.12              | 4       | 3       | External           | Y      | Y      | N       | N       |
| AS91268   | Investigate a situation involving elements of chance using a simulation | 2.13              | 2       | 3       | Internal           | Y      | Y      | N       | N       |

## MATHEMATICS WITH STATISTICS LEVEL 3

3MatS

This course is for students who have performed well in the L2Math course. The course will include a variety of internally assessed standards and one externally assessed standard. Possession of a scientific calculator is **essential** for this course. Entry is at the discretion of HOD. It is possible for students to elect to take both L3 Calculus and L3 Statistics.

**Prerequisites:** 14 Credits in Level 2 Mathematics, including 4 credits from the externally assessed standard AS91267, or by negotiation with the HOD.

**Course Requirements:** \$8 workbook is highly recommended for L3MatS. **Scientific calculator is essential** (\*\* see note on page 46).

**Content:** Students can gain 18/19 credits from this course, which will comprise a number of internally and one optional externally assessed achievement standards from the following:

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91574*  | Apply linear programming methods in solving problems        | 3.2               | 3       | 2       | Internal           | N      | Y      | N       | N       |
| AS91580   | Investigate time series data                                | 3.8               | 4       | 2       | Internal           | Y      | Y      | N       | N       |
| AS91581   | Investigate bivariate measurement data                      | 3.9               | 4       | 2       | Internal           | Y      | Y      | N       | N       |
| AS91582   | Use statistical methods to make a formal inference          | 3.10              | 4       | 2       | Internal           | Y      | Y      | N       | N       |
| AS91585*  | Apply probability concepts in solving problems              | 3.13              | 4       | 2       | External           | N      | Y      | N       | N       |
| AS91587   | Apply systems of simultaneous equations in solving problems | 3.15              | 3       | 2       | Internal           | N      | Y      | N       | N       |

**Explanatory Notes:** \*students will elect to take either 91574 (internally assessed) or 91585 (externally assessed)

## MATHEMATICS WITH CALCULUS LEVEL 3

3MatC

This course is for students who have performed well in the L2Macc course. They will possess very well developed skills in Algebra and Calculus and success at a Merit level in the externally assessed Level 2 standards is mandatory. This course is assessed predominantly through externally assessed standards. Possession of a graphical calculator is **essential** for this course and entry is at the discretion of the HOD. It is possible for students to elect to take both L3 Calculus and L3 Statistics.

**Prerequisites:** Merit grades or better in externally assessed standards 2.6 Algebra and 2.7 Calculus

**Course Requirements:** \$20 workbook is highly recommended for L3Macc. **Graphical calculator is essential** (\*\* see note on page 46).

**Content:** Students can gain 20/21 credits from this course, which will comprise one or two internally and a number of externally assessed achievement standards from the following:

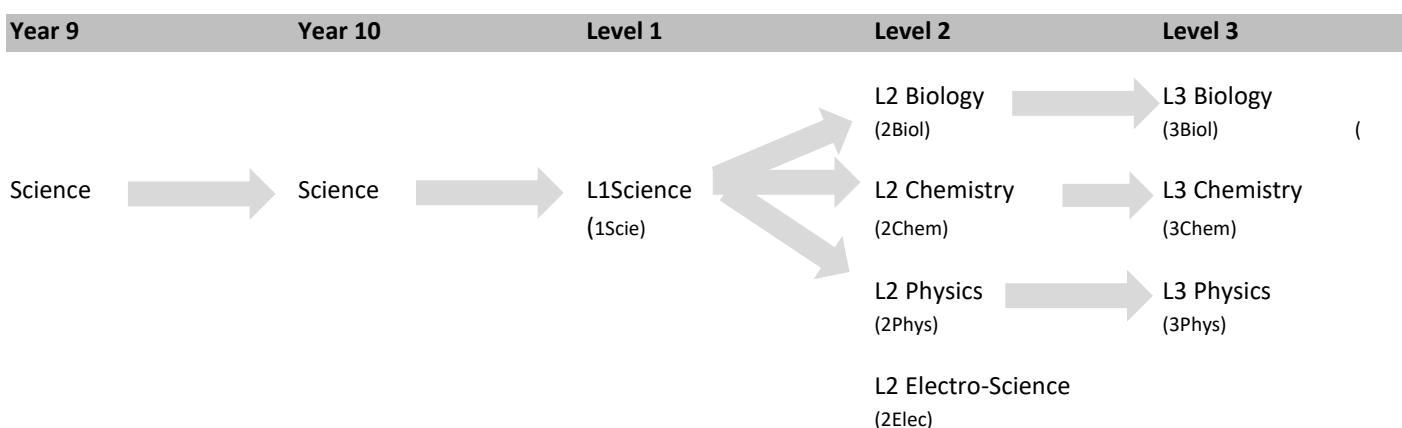
| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91574*  | Apply linear programming methods in solving problems     | 3.2               | 3       | 2       | Internal           | N      | Y      | N       | N       |
| AS91575   | Apply trigonometric methods in solving problems          | 3.3               | 4       | 2       | Internal           | N      | Y      | N       | N       |
| AS91577*  | Apply the algebra of complex numbers in solving problems | 3.5               | 5       | 2       | External           | N      | Y      | N       | N       |
| AS91578   | Apply differentiation methods in solving problems        | 3.6               | 6       | 2       | External           | N      | Y      | N       | N       |
| AS91579   | Apply integration methods in solving problems            | 3.7               | 6       | 2       | External           | N      | Y      | N       | N       |

**Explanatory Notes:** \*Students will elect to take one of either AS91577, which is externally assessed, or AS91574, which is internally assessed.

# SCIENCE

Science is the subject which uses data from experiments to explain the how and the why of what happens in the world around us. Our courses are therefore designed with experiments as a fundamental part of the learning. The Science process also underpins many of the careers on offer to our students today.

All enquiries to Mr Aston, HOD Science



## YEAR 9 SCIENCE

## 9SCIE

Science is the process by which people attempt to logically explain the world in which we live. Our topics in the junior school provide learning experiences through experimental, oral and research approaches.

The topics covered in Year 9 are:

Biology: Ecology Cells and Human Digestion

- Chemistry: States of Matter and Separation Techniques
- Physics: Energy, Light and Sound
- Planet Earth and Beyond: Planets and Astronomic Cycles

We will assess these topics through tests, research assignments and practical assessments.

Year 10 Science will build on these in preparation for NCEA Level 1

Donation requested towards \$20 for SciPad.

## YEAR 10 SCIENCE

## 10SCIE

Science is the process by which people attempt to logically explain the world in which we live. Our topics in the junior school provide learning experiences through experimental, oral and research approaches.

The topics covered in Year 10 are:

Biology: Human Body Systems and Genetics

- Chemistry: Matter and Acids and Bases
- Physics: Forces and Motion
- Planet Earth and Beyond: Earthquakes, Volcanoes and the Carbon Cycle

We will assess these topics through tests, research assignments and practical assessments.

Donation requested towards \$20 for SciPad.



## SCIENCE LEVEL 1

## 1Scie

Students are expected to have made reasonable progress in Year 10 Science to be entered for this course. Students are introduced to the different strands of Science: Biology, Chemistry, Physics and Planet Earth and Beyond.

Learning is achieved through experiments, research and real-life problem solving. Students will complete a series of internal Achievement Standards. Acceptable performance in these will see students invited to enter the external Achievement Standard.

At least 14 credits in this course is a prerequisite for Level 2 Biology, Level 2 Chemistry and Level 2 Physics. Students with 8 credits or better will be able to enter the Level 2 ElectroScience course.

A \$20 workbook is recommended.

**Prerequisites:** Selection by HOD Science based on Year 10 Science results.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS90941   | Investigate implications of electricity and magnetism in everyday life                                | S1.2              | 4       | 3       | Internal           | N      | Y      | N       | N       |
| AS90948   | Demonstrate understanding of biological ideas relating to genetic variation                           | S1.9              | 4       | 3       | External           | Y      | N      | N       | N       |
| AS90935   | Carry out a practical physics investigation that leads to a mathematical relationship, with direction | P1.1              | 4       | 3       | Internal           | N      | Y      | N       | N       |
| AS90943   | Investigate implications of heat for everyday life  | S1.4              | 4       | 3       | Internal           | N      | Y      | N       | N       |
| AS90947   | Investigate selected chemical reactions   | S1.8              | 4       | 4       | Internal           | N      | N      | N       | N       |

## BIOLOGY LEVEL 2

## 2Biol

This course covers a broad range of biological topics ranging from the preparation of microscope slides, to the inner workings of cell organelles, the comparative study of mammals, fish and insects, the development of methods determining the rate of enzyme reactions, to ecological patterns in the Kaipatiki Reserve. Standards cover:

- A comparative study of the habitats and physiology of 3 different animals.
- Use of the microscope.
- Experiment to look at osmosis.
- A field study of an ecological community.
- Genetic variation and change.

A \$28 workbook is recommended.

**Prerequisites:** 14 credits at Level 1 Science with a Merit in AS90948, or at HOD discretion.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91153   | Carry out a practical investigation in a biology context, with supervision        | 2.1               | 4       | 2       | Internal           | N      | Y      | N       | N       |
| AS91157   | Demonstrate understanding of genetic variation and change                         | 2.5               | 4       | 2       | External           | Y      | N      | N       | Y       |
| AS91155   | Demonstrate understanding of adaptation of plants or animals to their way of life | 2.3               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS91158   | Investigate a pattern in an ecological community, with supervision                | 2.6               | 4       | 2       | Internal           | Y      | N      | N       | N       |
| AS91160   | Investigate biological material at the microscopic level                          | 2.8               | 3       | 2       | Internal           | N      | N      | N       | N       |

## BIOLOGY LEVEL 3

## 3Biol

This course covers a broad range of biological topics ranging from the growing of hundreds of seedlings in various light, temperature and density levels, to a study of athletes in their race to avoid hypothermia and hyperthermia, to the modern techniques and ethics in creating transgenic organisms that have changed the way science views the future.

Standards cover:

- An investigation into the factors affecting the germination rate of seeds, such as oxygen levels, light levels, density and nutrient availability.
- Details of animal and plant behaviour, due to a wide range of stimuli (think BBC, David Attenborough)
- A study of how temperature is regulated in humans during the challenging Coast to Coast race.
- The way in which various genetic techniques are used in modern science and the opposing viewpoints about their use.

Biology studied at Level 3 is an approved subject for University Entrance.

A \$35 workbook is recommended (Y13 BioZone E&I book) is highly recommended

**Prerequisites:** 14 credits at Level 2 Biology with AS91157 achieved at “Merit” level or at discretion of HOD.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91602   | Integrate biological knowledge to develop an informed response to a socio-scientific issue           | 3.2               | 3       | 2       | Internal           | Y      | N      | Y       | Y       |
| AS91603   | Demonstrate understanding of the responses of plants and animals to their external environment       | 3.3               | 5       | 3       | External           | Y      | N      | Y       | Y       |
| AS91604   | Demonstrate understanding of how an animal maintains a stable internal environment                   | 3.4               | 3       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91606   | Demonstrate understanding of trends in human evolution   | 3.6               | 4       | 2       | External           | Y      | N      | Y       | Y       |
| AS91607   | Demonstrate understanding of human manipulations of genetic transfer and its biological implications | 3.7               | 3       | 2       | Internal           | Y      | N      | Y       | N       |

## CHEMISTRY LEVEL 2

## 2Chem

Chemistry is the study of the structure of substances and the changes substances undergo when they react. The Level 2 course develops and expands on concepts introduced in Level 1 Science, as well as introducing new topics and techniques. Practical work is an integral part of the course and will be assessed in the three practical assessments.

Chemistry studied at Level 2 is an approved subject for University Entrance.

A donation towards a \$35 (approximately) workbook/laboratory manual and web-based tutorial is requested.

**Prerequisites:** 14 credits or better in Level 1 Science, including one external standard. Merits required if only internal standards were completed in Level 1.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91162   | Carry out procedures to identify ions present in solution                                   | 2.2               | 3       | 3       | Internal           | N      | N      | N       | N       |
| AS91163   | Demonstrate understanding of the chemistry used in the development of a current technology. | 2.3               | 3       | 2       | Internal           | N      | N      | N       | N       |
| AS91164   | Demonstrate understanding of bonding, structure, properties and energy changes              | 2.4               | 5       | 2       | External           | Y      | N      | N       | N       |
| AS91165   | Demonstrate understanding of the properties of selected organic compounds                   | 2.5               | 4       | 2       | External           | Y      | N      | N       | N       |
| AS91167   | Demonstrate understanding of oxidation-reduction  | 2.7               | 3       | 2       | Internal           | N      | N      | N       | N       |

## CHEMISTRY LEVEL 3

## 3Chem

In Level 3 Chemistry we attempt to explain the elements that make up our universe, also why they combine and have the properties that they have. Knowledge of Chemistry leads to a diverse range of careers including: medical sciences, engineering and environmental sciences. In this course you will study: redox reactions, electrochemical cells, atomic structure, thermochemistry and organic chemistry. Practical work is an integral part of the course.

Chemistry studied at Level 3 is an approved subject for University Entrance.

A donation towards a \$35 (approximately) workbook/laboratory manual and web-based tutorial is requested.

**Prerequisites:** 14 credits or better in Level 2 Chemistry including one external standard.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91388   | Demonstrate understanding of spectroscopic data in Chemistry  | 3.2               | 3       | 3       | Internal           | N      | N      | N       | N       |
| AS91390   | Demonstrate understanding of thermochemical principles and the properties of particles and substances | 3.4               | 5       | 3       | External           | Y      | N      | N       | N       |
| AS91391   | Demonstrate understanding of the properties of organic compounds                                      | 3.5               | 5       | 2       | External           | Y      | N      | N       | N       |
| AS91389   | Demonstrate understanding of chemical processes in the world around us                                | 3.3               | 3       | 2       | External           | Y      | N      | N       | Y       |
| AS91393   | Demonstrate understanding of oxidation – reduction processes  | 3.7               | 3       | 2       | Internal           | Y      | N      | N       | N       |

## PHYSICS LEVEL 2

## 2Phys

Physics attempts to explain the effects of energy on different aspects of our lives. Each of the topics covered reminds us of how the types of energy change depending on what we are doing. The supply of energy limits the amount of work we can do to achieve a desired outcome. Through a series of experiments and sometimes the use of robots we show how some of the rules we live by are explained by the concepts of Physics. The following topics are covered:

- Experimental skills
- Mechanics: Energy, Vectors, Motion, Forces, Levers
- Waves and Light
- Radioactivity
- Electricity: Voltage, Current, Resistance, Meters, Motors and Electromagnetism, Electrostatics

These topics are designed to prepare for Level 3 Physics.

A donation towards a \$35 (approximately) workbook/laboratory manual and web-based tutorial is requested.

**Prerequisites:** 14 credits or better in Level 1 Science with Merit in AS90941 or all achievement standards Achieved or better.

| AS/US Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91168      | Carry out a practical physics investigation that leads to a non-linear mathematical relationship | 2.1               | 4       | 2       | Internal           | Y      | Y      | N       | N       |
| US18239      | Demonstrate introductory knowledge of circuit concepts and measurement for electronics           | -                 | 5       | 7       | Internal           | N      | N      | N       | N       |
| AS91171      | Demonstrate an understanding of mechanics  | 2.4               | 6       | 2       | External           | Y      | Y      | N       | N       |
| AS91172      | Demonstrate an understanding of atomic and nuclear physics                                       | 2.5               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS91173      | Demonstrate an understanding of electricity and electromagnetism                                 | 2.6               | 6       | 2       | External           | Y      | Y      | N       | N       |

## PHYSICS LEVEL 3

3Phys

The Level 3 course expands on the ideas taught in Level 2 with the addition of topics which further enhance our understanding of the motion of rotating objects and AC electricity. The following topics are covered:

- Experimental skills
- Mechanics: Energy, Rotational Motion, Torque and Periodic motion
- Waves and Light
- Modern Physics: we look at a model used to explain the energy transformations inside an atom and the Aurora Borealis
- Electricity: Multiloop circuits, Capacitors, Inductors, Tuned circuits and Alternating Current

Physics studied at Level 3 is an approved subject for University Entrance.

A donation towards a \$35 (approximately) workbook/laboratory manual and web-based tutorial is requested.

**Prerequisites:** 14 credits or more in Level 2 Physics with at least Achieved in AS91171 and AS91173 or at HOD discretion.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91521   | Carry out a practical investigation to test a physics theory relating to variables in a non-linear relationship | 3.1               | 4       | 2       | Internal           | Y      | N      | N       | N       |
| AS91523   | Demonstrate understanding of wave systems   | 3.3               | 4       | 2       | External           | Y      | N      | N       | N       |
| AS91524   | Demonstrate understanding of mechanical systems   | 3.4               | 6       | 2       | External           | Y      | N      | N       | N       |
| AS91525   | Demonstrate understanding of Modern Physics   | 3.5               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS91526   | Demonstrate understanding of electrical systems   | 3.6               | 6       | 2       | External           | Y      | N      | N       | N       |

## ELECTRO-SCIENCE LEVEL 2

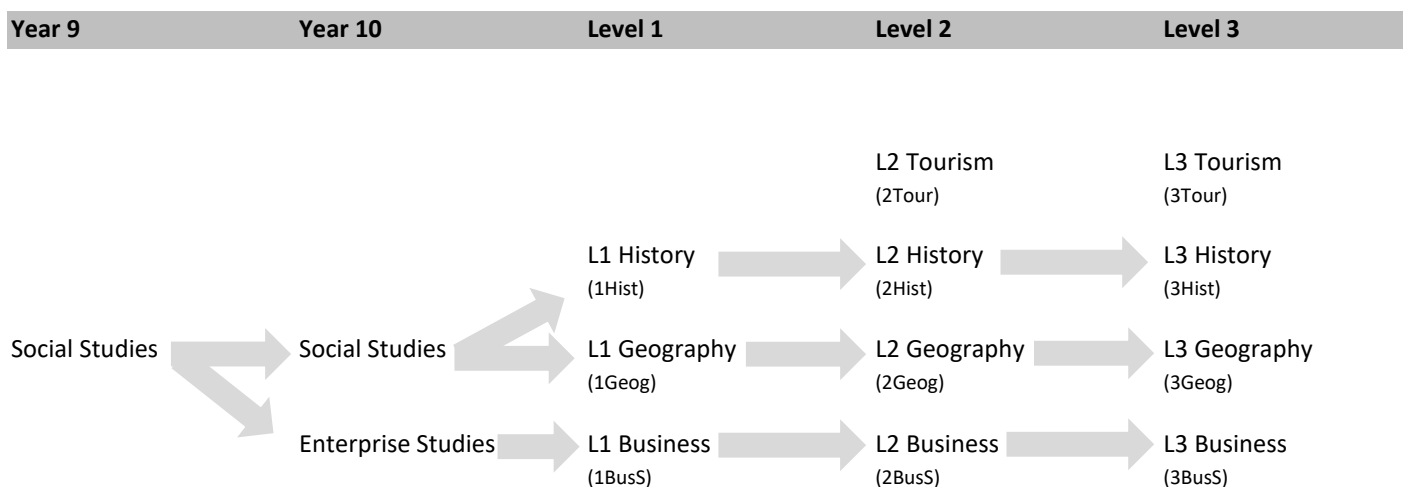
2ElecS

This course combines electronics and microcontrollers as we create machines and robots that one day may allow us to dive into the microscopic world inside our bodies. Students will look at images under a microscope and then move to making machines, mechanical and electronic which they will control with computers.

**Prerequisites:** Greater than 8 credits in Level 1 Science, preferably with Science AS 90941 (1.2) or by negotiation with HOD.

| US Number | Title of Standard                                    | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| US29779   | Create a computer-controlled project                 |                   | 3 (L2)  | 1       | Internal           | N      | N      | N       | N       |
| US18242   | Construct a simple circuit                           |                   | 3(L2)   | 7       | Internal           | N      | N      | N       | N       |
| US18243   | Construct a simple printed circuit                   |                   | 6(L2)   | 7       | Internal           | N      | N      | N       | N       |
| US18240   | Demonstrate knowledge of basic electronic components |                   | 5(L2)   | 7       | Internal           | N      | N      | N       | N       |

# SOCIAL SCIENCES



## Year 9 Social Studies

9SocS

Social Studies enables students to participate in a changing society as confident, informed and responsible citizens. Students will investigate and explore important social issues, make decisions, work co-operatively and build their knowledge of their history, their land, and their society.

At Year 9 the teaching programme covers four Social Studies Achievement Objectives through a thematic approach, and is aimed at providing students a varied programme of study that is relevant, engaging and future focused.

1. Social Science Skills  
**Global, National and Local Mapping. Bar, Line, Pie and Climate Graphs**
2. Future Focus Thinking  
**Human Rights, Poverty, Hunger, Use of Natural Resources and Community Life**
3. Identity, Culture and Organisation  
**Who we are, where we come from and how we organise ourselves**
4. Citizenship and Government  
**Global and Local Citizenship and National and Local Government in New Zealand**
5. Migration and Opportunity  
**Why people move from place to place and the opportunities this provides people**

### Assessment

Students completing the Year 9 Social Studies programme will be assessed in each of the thematic topics studied in a means reflective of how they will be assessed in NCEA Level 1.

A donation of \$10 towards a day trip is requested.

## Year 10 Social Studies

10SocS

Social Studies enables students to participate in a changing society as confident, informed and responsible citizens. Students will investigate and explore important social issues, make decisions, work co-operatively and build their knowledge of their history, their land and their society.

At Year 10 the teaching programme covers five Social Studies achievement objectives, and is aimed at providing students an introduction to some of the learning areas offered by the Social Sciences Department in the senior school.

1. Understand how the ideas and actions of people in the past have had a significant impact on people's lives.  
**A significant event in New Zealand history and New Zealand's involvement in WW1.**
2. Understand how people's management of resources impacts on environmental and social sustainability.  
**HAZARDS & DISASTERS**
3. Understand how cultures adapt and change and that this has consequences for society.  
**Financial Literacy – Sorted in Schools**
4. Understand how the Treaty of Waitangi is responded to differently by people in different times and places.  
**TE TIRITI O WAITANGI CHANGING PERSPECTIVES**
5. Understand how people define and seek human rights.  
**HUMAN RIGHTS/HUMAN TRAFFICKING**

## Assessment

Students completing the Year 10 Social Studies programme will be given the opportunity to attain 8 Level 1 Achievement Standard literacy credits. The Achievement Standards taught are listed below. AS91040 will be assessed during the SOCIAL NETWORKING/SOCIAL MEDIA & SOCIETY Unit and AS91043 will be assessed during the HUMAN RIGHTS/HUMAN TRAFFICKING Unit.

A donation of \$10 towards the tree planting excursion is requested.

## ENTERPRISE STUDIES

## 10EntS

In this two-term course students will develop an appreciation of how an economy “works” through exploring different sectors of the economy, such as the role of Government, Trade, Producers and Consumers. Some basic accounting ideas are explored in the first half of the course. The second half of the course covers a range of issues relevant to businesses in New Zealand and includes the topics listed below.

The 10EntS programme encourages teamwork and effective communication and much of the learning takes place in groups and often culminates with students sharing their work in presentation format.

### Topics Covered:

1. Business Economics and Accounting
  - Scarcity, choices and demand
  - Types of producers (primary, secondary and tertiary)
  - The economy (circular flow)
  - Government and Trade
  - Accounting – simple financial statements & ACC 1.6 internal
2. Enterprise Studies
  - Skills of entrepreneurs
  - Innovative global businesses
  - Setting up a business

\*As part of the course students will have the chance to complete a 3 credit Accounting Internal Achievement standard as follows:

| AS Number | Title of Standard                                     | Subject Reference | Credits | Version | Internal | L1 Lit | L1 Num |
|-----------|---|-------------------|---------|---------|----------|--------|--------|
| *AS90981  | Make a financial decision for an individual or group  | 1.6 Acc           | 3       | 3       | Internal | Y      | N      |
| *US24709  | Produce a balanced budget to manage personal finances |                   | 3       | 4       | Internal | N      | N      |

\*May be completed if students demonstrate sufficient skill level

Enquiries to Ms Zhu

A donation of \$20 is requested for a trip to Tip Top as part of the course.



# History

This pathway provides students with knowledge and skills that are relevant for a wide range of occupations such as law, journalism, the media, politics, human resources, social research, social policy formation, social work, nursing, primary, secondary and tertiary teaching, medicine, personnel management, resource management, town planning, architecture and many other careers. Where possible, themes studied will be constructed collaboratively with students studying the course.

All enquiries to Mr Snookes.

## HISTORY LEVEL 1

1Hist

This course introduces the discipline of history and history skills. It explores how historians engage in finding out about the past. History explores how and why change has occurred in human societies over time. An appreciation of the past allows a more thorough understanding of the present and provides lifelong interest and pleasure. History teaches analytical skills applicable in a range of situations and occupations and research and communication skills transportable to most jobs.

Themes studied could include:

- Cause(s) and effect(s) of an event – co-constructed with students
- Use and interpretation of historical skills
- Different historical perspectives

**Prerequisites:** Satisfactory completion of Year 10 Social Studies.

These standards are part of the new NCEA pilot programme. Credits will be added as per usual.

| Title of Standard   | Subject Reference | Credits | Internal/ External |
|---|-------------------|---------|--------------------|
| Engage with primary historical sources in context                       | 1.1               | 5       | Internal           |
| Demonstrate understanding of the significance of a historical context   | 1.2               | 5       | Internal           |
| Demonstrate understanding of historical concepts in historical contexts | 1.3               | 5       | External           |
| Demonstrate understanding of perspectives on a historical context       | 1.4               | 5       | External           |

## HISTORY LEVEL 2

2Hist

History helps us to recognise the distinctive forces which have shaped our society and determined our place within it while also making us aware of common links which we share with all humanity. History at Level 2 focuses on an understanding of major forces of communism and fascism that have shaped our world. Skills of analysis, synthesis, research and communication which are portable and fundamental to lifelong learning are further developed at this level.

Themes studied could include:

- Protest in the 20<sup>th</sup> Century
- Conflict in IndoChina
- Interpretation of perspectives in history

Donation requested for a field trip to the Bay of Islands

**Prerequisites:** 14 credits in Level 1 History or at the discretion of the HOD.

| AS Number                | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------------------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91229                  | Carry out an inquiry of an historical event or place that is of significance to New Zealanders              | 2.1               | 4       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91230                  | Examine an historical event or place that is of significance to New Zealanders                              | 2.2               | 5       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91231                  | Examine sources of an historical event that is of significance to New Zealanders                            | 2.3               | 4       | 2       | External           | Y      | N      | Y       | Y       |
| AS91232                  | Interpret different perspectives of people in an historical event that is of significance to New Zealanders | 2.4               | 5       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91233<br>OR<br>AS91234 | Examine causes and consequences of a significant historical event   | 2.5               | 5       | 2       | External           | Y      | N      | Y       | Y       |
|                          | Examine how a significant historical event affected New Zealand society                                     | 2.6               | 5       | 2       | External           | Y      | N      | Y       | Y       |

**Explanatory Note:** Students will sit all of the internal achievement standards and AS 91231. They will be required to select one other external.

## HISTORY LEVEL 3

## 3Hist

History at Level 3 looks at the contestability of events in the past and the various interpretations of these events. Students evaluate primary and secondary data and the different views of historians. Skills of independent inquiry and research are also developed which are essential tertiary skills.

History studied at Level 3 is an approved subject for University Entrance.

Themes studied include:

- A contested event of significance to New Zealanders
- Historical trends in History
- Cause(s) and effect(s) of an event

Donation requested for a field trip to the Bay of Islands

**Prerequisites:** 14 credits in Level 2 History or at the discretion of the HOD.

| AS Number                | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------------------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91434                  | Research an historical event or place of significance to New Zealanders, using primary and secondary sources | 3.1               | 5       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91435                  | Analyse an historical event, or place, of significance to New Zealanders                                     | 3.2               | 5       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91437                  | Analyse different perspectives of a contested event of significance to New Zealanders                        | 3.4               | 5       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91438<br>OR<br>AS91439 | Analyse the causes and consequences of a significant historical event  | 3.5               | 6       | 2       | External           | Y      | N      | Y       | Y       |
|                          | Analyse a significant historical trend and the force(s) that influenced it                                   | 3.6               | 6       | 2       | External           | Y      | N      | Y       | Y       |

**Explanatory Note:** Students will sit all three internals and select one of the externals.

# Geography

Geography aims to develop a range of practical and analytical skills through the study of the world around us. We focus on both the physical and human environments around us as well as the interaction between the two. Through our courses, students should have a better understanding of the processes which create their surroundings and how important it is that we have this understanding to secure a sustainable future.

All enquiries to Mr Gardner.

## GEOGRAPHY LEVEL 1

## 1Geog

Over the year students are introduced to physical and cultural geography. The idea of the wise use of renewable and non-renewable resources is also explored. Students in Level 1 Geography will look at topics such as the causes and effects of an extreme natural event such as a cyclone. Core geographic skills – mapping and exploring geographic ideas – are also covered. Students will carry out directed geographic research, examine current geographic issues and look at global patterns.

This course includes a strongly recommended field trip to Rotorua. This trip is a one-night trip that directly links to assessments within the Geography course.

Donation requested for a field trip to the Rotorua.

**Prerequisites:** By recommendation of Year 10 Social Studies teacher

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91007   | Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s). | 1.1               | 4       | 3       | External           | Y      | N      | N       | N       |
| AS91009   | Demonstrate geographic understanding of the sustainable use of an environment                           | 1.3               | 3       | 3       | Internal           | Y      | N      | N       | N       |
| AS91010   | Apply concepts and basic geographic skills to demonstrate understanding of a given environment          | 1.4               | 4       | 2       | External           | N      | Y      | N       | N       |
| AS91011   | Conduct geographic research, with direction   | 1.5               | 4       | 3       | Internal           | Y      | Y      | N       | N       |
| AS91012   | Describe aspects of a contemporary New Zealand geographic issue   | 1.6               | 3       | 3       | Internal           | Y      | N      | N       | N       |
| AS91013   | Describe aspects of a geographic topic at global scale  | 1.7               | 3       | 2       | Internal           | Y      | N      | N       | N       |

## GEOGRAPHY LEVEL 2

## 2Geog

This course develops geographic skills through the study of a natural environment (Tongariro Volcanic Centre) and patterns in an urban area (Auckland). Students will carry out guided geographic research, examine contemporary geographic issues and complete global studies. This course includes a strongly recommended field trip to the Bay of Islands. Geography studied at Level 3 is an approved subject for University Entrance.

**Prerequisites:** 10 credits passed in Year 11 in either Geography, English or History (10 credits must all be achieved in the one subject)

Donation requested for a field trip to the Bay of Islands.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91240   | Demonstrate geographic understanding of a large natural environment                     | 2.1               | 4       | 2       | External           | Y      | N      | Y       | Y       |
| AS91243   | Apply geography concepts and skills to demonstrate understanding of a given environment | 2.4               | 4       | 2       | External           | Y      | N      | N       | N       |
| AS91244   | Conduct geographic research with guidance   | 2.5               | 5       | 3       | Internal           | Y      | Y      | N       | N       |
| AS91425   | Explain aspects of a contemporary geographic issue                                      | 2.9               | 3       | 3       | Internal           | Y      | N      | N       | N       |
| AS91246   | Explain aspects of a geographic topic at a global scale                                 | 2.7               | 3       | 3       | Internal           | Y      | N      | N       | N       |
| AS91280   | Conduct a reflective social inquiry   | 2.2               | 5       | 2       | Internal           | Y      | N      | Y       | N       |

## GEOGRAPHY LEVEL 3

## 3Geog

This course develops geographic skills through the study of natural processes which create a natural environment (Omaha Coastal Environment). Students will carry out guided geographic research, examine contemporary global geographic issues and also geographic issues affecting the Auckland area. This course includes a day trip to the Omaha Coastal Environment and an overnight trip to the Bay of Islands. Geography studied at Level 3 is an approved subject for University Entrance.

**Prerequisites:** 10 credits passed in Year 12 in either English or History (10 credits must all be achieved in the one subject)

Donation requested for a field trip to the Bay of Islands

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91426   | Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment | 3.1               | 4       | 2       | External           | Y      | N      | Y       | Y       |
| AS91428   | Analyse a significant contemporary event from a geographic perspective                                    | 3.3               | 3       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91430   | Conduct geographic research with consultation   | 3.5               | 5       | 2       | Internal           | Y      | Y      | N       | N       |
| AS91431   | Analyse aspects of a contemporary geographic issue  | 3.6               | 3       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91432   | Analyse aspects of a geographic topic at a global scale   | 3.7               | 3       | 2       | Internal           | Y      | N      | Y       | N       |

# Tourism

Tourism Studies introduces various aspects of the tourism industry to students.

In the Level 2 programme students build knowledge of the tourism industry in New Zealand and develop some basic numeracy, literacy and research skills as they relate to the tourism. Students will also build knowledge of tourist attractions in New Zealand and overseas.

In the Level 3 programme students carry out in-depth research of New Zealand, Australia and several Pacific Islands as tourist destinations.

Enquiries to Mr Tod.

## TOURISM LEVEL 2

2Tour

**Prerequisites:** Satisfactory completion of a Level 1 Literacy based subject.

| US Number | Title of Standard   | Credits | Version | Internal/<br>External | L1<br>Lit | L1<br>Num | UE Read | UE Writ |
|-----------|---|---------|---------|-----------------------|-----------|-----------|---------|---------|
| US24728   | Demonstrate knowledge of work roles in tourism                                | 3       | 2       | Internal              | N         | N         | N       | N       |
| US24729   | Demonstrate knowledge of world tourist destinations                           | 4       | 3       | Internal              | N         | N         | N       | N       |
| US24730   | Demonstrate knowledge of the business of tourism                              | 4       | 2       | Internal              | N         | N         | N       | N       |
| US24731   | Demonstrate knowledge of destination New Zealand                              | 4       | 4       | Internal              | N         | N         | N       | N       |
| US24732   | Demonstrate knowledge of tourist characteristics and needs                    | 3       | 2       | Internal              | N         | N         | N       | N       |
| US23761   | Read and comprehend work-related documents in English for a tourism workplace | 3       | 2       | Internal              | N         | N         | N       | N       |
| US23767   | Demonstrate knowledge of and use the Internet in a tourism workplace          | 2       | 2       | Internal              | N         | N         | N       | N       |
| US18237   | Perform calculations for a tourism workplace                                  | 3       | 3       | Internal              | N         | N         | N       | N       |

## TOURISM LEVEL 3

3Tour

**Prerequisites:** Satisfactory completion of a Level 1 Literacy based subject.

| US Number | Title of Standard   | Credits | Version | Internal/<br>External | L1<br>Lit | L1<br>Num | UE Read | UE Writ |
|-----------|---|---------|---------|-----------------------|-----------|-----------|---------|---------|
| US18211   | Demonstrate knowledge of Australia as a tourist destination               | 5       | 5       | Internal              | N         | N         | N       | N       |
| US18212   | Demonstrate knowledge of New Zealand as a tourist destination             | 8       | 4       | Internal              | N         | N         | N       | N       |
| US3727    | Demonstrate knowledge of Pacific Island countries as tourist destinations | 5       | 9       | Internal              | N         | N         | N       | N       |
| US24733*  | Describe and promote a New Zealand tourist destination                    | 5       | 2       | Internal              | N         | N         | N       | N       |

**Explanatory Note:** \*Standard available if required by students

# Business Studies

The 2022 Business Studies programme is designed to help students from two perspectives. Firstly, the aim is to impart knowledge that students will be able to apply in both their personal lives and also in a business context. Examples include understanding factors which impact on the economic success of New Zealand, budgeting and financial awareness skills, marketing skills and writing an effective business plan. Secondly, the Business Studies programme enables students to develop some essential life skills around communication, leadership and team-work. In the main, these skills are developed through participation in a group business activity which simulates how businesses work in the real business world. As part of the business activities, Year 13 students are assigned a successful business person who acts as a mentor to their group and provides feedback on effective business plan writing and also presentation skills.

Some courses are a blend of achievement standards across Business Studies, Accounting and Economics. Also on offer is the chance for students to complete some unit standards (broadly based on personal financial awareness and planning).

Enquiries to Ms Zhu/Mr Snookes.

## BUSINESS STUDIES LEVEL 1

**1BusS**

A hybrid course comprising achievement standards from Business Studies, Accounting and Economics. The course combines practical unit standards with more theoretical achievement standards. As part of the Business activity, students will develop a detailed working knowledge of key ideas in Finance, Marketing, Operations and Human Resources.

There are no prerequisites on the course, but the ability to work in a team would be advantageous, along with basic numeracy and literacy skills.

**Prerequisites:** Satisfactory completion of Year 10 Enterprise and/or Year 10 Social Studies.

| AS/US Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS90842      | Carry out and review a product-based business activity within a classroom context with direction | 1.6 BusS          | 6       | 2       | Internal           | Y      | N      | N       | N       |
| AS90983      | Demonstrate understanding of consumer choices, using scarcity and/or demand                      | 1.1 Eco           | 4       | 3       | External           | Y      | N      | N       | N       |
| AS90840      | Apply the marketing mix to a new or existing product   | 1.4 Bus           | 3       | 3       | Internal           | Y      | N      | N       | N       |
| US24709      | Produce a balanced budget to manage personal finances  |                   | 3       | 4       | Internal           | N      | N      | N       | N       |
| AS90981      | Make a financial decision for an individual or a group   | 1.6 Acc           | 3       | 3       | Internal           | Y      | N      | N       | N       |

## BUSINESS STUDIES LEVEL 2

## 2BusS

The Business Studies course in Level 2 provides students with the chance to write a business plan and to make, market and sell products in groups outside of the school environment. A key feature of the Business activity is for students to reflect on individual and team effectiveness and to get the chance to incorporate changes in a second cycle of the Business activity. The course includes a visit to a large NZ business. Other parts of the course explore motivation in the workplace using outside speakers to provide case studies which are then compared with different motivational theorists. Students also learn about internal factors which contribute to the effectiveness of NZ businesses, including effective leadership, corporate social responsibility and financial information.

Ideally students should have completed Level 1 Business Studies before choosing Level 2 Business Studies. This prerequisite is flexible, as long as students are showing good levels of drive and motivation for the course, along with basic numeracy and literacy skills.

**Prerequisites:** 14 credits at Level 1 Business Studies or TIC Business approval.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS90843   | Demonstrate understanding of the internal operations of a large business                  | 2.1               | 4       | 2       | External           | Y      | N      | N       | N       |
| AS90846   | Conduct market research for a new or existing product                                     | 2.4               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS90847   | Investigate the application of motivation theory in a business                            | 2.5               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS90848   | Carry out, review and refine a business activity within a community context with guidance | 2.6               | 9       | 2       | Internal           | Y      | N      | N       | N       |

## BUSINESS STUDIES LEVEL 3

## 3BusS

The course focuses on Business Studies achievement standards partly designed to enable students to use the course as part of University Entrance (14 credits from this approved subject). The course explores issues relevant to the successful running of a business (change management, quality and innovation). The course incorporates a visit to a large NZ business and also draws on outside speakers to provide first-hand insights. Students work closely with outside mentors who provide direction on aspects of their business activities and students also participate in a Dragon's Den event in which they present their business ideas to potential outside investors.

Ideally students should have completed Level 2 Business Studies to participate in the programme. This prerequisite is flexible. Students who are showing good levels of drive and motivation for the course, along with basic numeracy and literacy skills, will be given an opportunity to select this course.

Glenfield College works closely with the Young Enterprise Scheme (YES) which provides a proven and successful framework within which the business activity is undertaken.

**Prerequisites:** 14 credits at Level 2 Business Studies, with achieved in the external OR TIC Business approval.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91379   | Demonstrate understanding of how internal factors interact within a business that operates in a global context | 3.1               | 4       | 2       | External           | Y      | N      | Y       | Y       |
| AS91382   | Develop a marketing plan for a new or existing product   | 3.4               | 6       | 2       | Internal           | Y      | N      | Y       | N       |
| AS91384   | Carry out, with consultation, an innovative and sustainable business activity.                                 | 3.6               | 9       | 2       | Internal           | Y      | N      | Y       | N       |

# TECHNOLOGY

**Kaua e rangiruatia te hāpai o te hoe;  
e kore tō tātou waka e ū ki uta.**

Don't paddle out of unison;  
our canoe will never reach the shore.

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical and creative.

Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Technology is never static. It is influenced by and in turn impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

## Why study technology?

The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology-related careers. They learn practical skills as they develop models, products, systems and outcomes with a range of materials.

Technology is associated with the transformation of energy, information, and materials. Technological areas include construction, engineering, design and visual communication and digital technology. Relevant contexts can be as varied as web design, food products, boat building, automotive engineering, product design and architecture

Within the learning area there is also a focus on industry-based training which includes automotive engineering, building construction and hospitality and service industry. We are passionate about preparing our students for the rapidly growing opportunities available in New Zealand.

## How is the learning area structured?

In Levels 1 to 3, students work with more specialisation. This requires them to continue to draw fully on learning from other disciplines. For example, students working with materials technology will need to refer to skills acquired in maths and science, students working on an architectural project will find that an understanding of scale and proportion as well as design crucial and students working in food and nutrition find direct links to the health curriculum.

Learning for senior students opens up pathways that can lead to technology-related careers. Students may access the workplace learning opportunities available in a range of industries or move on to further specialised tertiary study.

All enquiries to Mr Montreal, HOD Technology.



## Year 9 General Technology

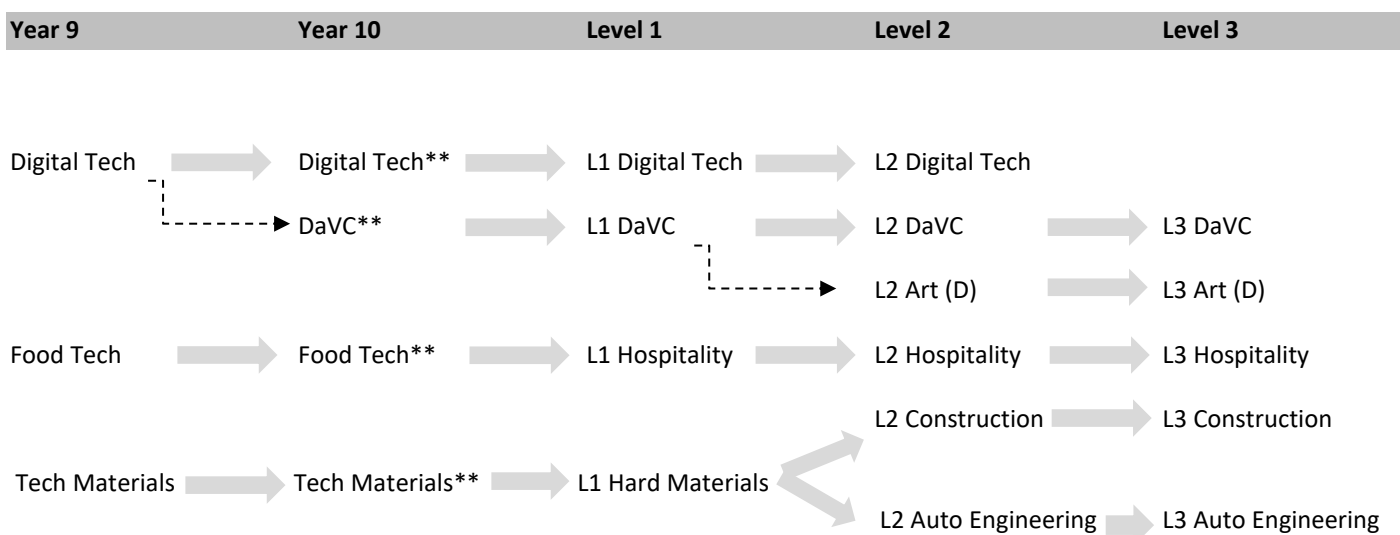
All Year 9 students will complete a 9 week option course in General Technology. They will also select at least one other Technology course from Food, Digital Technology and Hard Materials Technology.

This course will give students an introduction to the Design Process by creating a working lamp using a wide range of materials. Students will be introduced to the Technology Block and the workshops and will complete tasks using metal, wood, fabric and card to create unique outcomes.

Students will explore the concept of Hauora and how this can translate visually into their lamp design. This course has been designed with STEAM education at its core with students learning about electricity, material properties and manipulation, visual symbolism, design, scale and proportion.

\*\* This course provides foundation knowledge and skills which can be used across all subject areas within the Technology curriculum. Students will be able to progress to any of the Technology subjects offered in Year 10 after completing Year 9 General Technology.

A donation is requested towards the \$25 cost of materials for the take home component of General Technology.



# Design and Visual Communication

## YEAR 10 DESIGN & VISUAL COMMUNICATION

10DaVC

This course focuses on the core sketching and modelling tools used by real life product designers. Students will follow the design process in order to create a working blue-tooth speaker. Students will solder together the components for their speaker as well as create a wooden casing to house their circuitry. Please note that some of this course will be delivered in a workshop environment.

Course content includes:

- Design skills and drawing techniques
- Computer Aided Design (CAD modelling)
- Presentation techniques using Photoshop
- Workshop skills

Donation requested towards \$40 for blue-tooth speaker students are able to keep.

## DESIGN AND VISUAL COMMUNICATION LEVEL 1

1DaVC

In Level 1 Design and Visual Communication students will create a portfolio of work that utilises a range of skills used by real life designers. Students will use design sketching, rendering, computer modelling and photoshop to complete a design for a fragrance or water bottle. This course equips students with the necessary skills to succeed in Level 2 and 3 Design and Visual Communication. A student who experiences success at Level 1 Design and Visual Communication could choose Level 2 Art Design or Level 2 DVC.

**Prerequisites:** Satisfactory completion of Year 10 DVC or by negotiation with the HOD.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91063   | Produce freehand sketches that communicate design ideas                                       | 1.30              | 3       | 5       | External           | N      | N      | N       | N       |
| AS91069   | Promote an organised body of design work to an audience using visual communication techniques | 1.36              | 4       | 5       | Internal           | Y      | N      | N       | N       |
| AS91066   | Use rendering techniques to communicate the form of design ideas                              | 1.33              | 3       | 4       | Internal           | N      | N      | N       | N       |
| AS91067   | Use the work of an influential designer to inform design ideas                                | 1.34              | 3       | 5       | Internal           | N      | N      | N       | N       |
| AS91068   | Undertake development of design ideas through graphics practice                               | 1.35              | 6       | 5       | Internal           | N      | N      | N       | N       |

## DESIGN AND VISUAL COMMUNICATION LEVEL 2

## 2DaVC

In Level 2 Design and Visual Communication students specialise in architectural design. Students will build upon skills learnt in Level 1 and apply this to an original design for a building of their choice. By the end of the year, students will have developed their own personal design approach to produce a polished outcome and final presentation using a range of media from design sketching to CAD modelling.

**Prerequisites:** 14 credits or more at Achieved or higher in Level 1 Design and Visual Communication or by negotiation with the HOD.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91356   | Develop a conceptual design for an outcome.                               | 2.3(Gen Tech)     | 6       | 3       | Internal           | N      | N      | N       | N       |
| AS91341   | Develop a spatial design through graphics practice                        | 2.34              | 6       | 4       | Internal           | Y      | N      | N       | N       |
| AS91337   | Use visual communication techniques to generate design ideas              | 2.30              | 3       | 3       | External           | N      | N      | N       | N       |
| AS91343   | Use visual communication techniques to compose a presentation of a design | 2.36              | 4       | 4       | Internal           | N      | N      | N       | N       |

## DESIGN AND VISUAL COMMUNICATION LEVEL 3

## 3DaVC

In Level 3 Design and Visual Communication students create their own design brief for a spatial or product design of their choosing. Students will utilise skills obtained throughout their time in Design and Visual Communication to develop their own personal approach to designing. Students are encouraged to work to their strengths to produce a sophisticated outcome for a real-life context.

Level 3 Design and Visual Communication is modelled after first year tertiary study in Architectural and Spatial Design, as well as other design-related courses such as Graphic, Product and Interior Design. The work completed in this course will provide evidence for design portfolios required or most university applications in a design field.

**Prerequisites:** 14 credits or more at Achieved in Level 2 Design and Visual Communication with at least Merit in AS91341 and AS91337.

| AS Number | Title of Standard   | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91629   | Resolve a spatial design through graphics practice                                | 3.32              | 6       | 3       | Internal           | N      | N      | N       | N       |
| AS91628   | Develop a visual presentation that exhibits a design outcome to an audience       | 3.31              | 6       | 3       | Internal           | N      | N      | N       | N       |
| AS91610   | Develop a conceptual design considering fitness for purpose in the broadest sense | 3.3 (Gen Tech)    | 6       | 3       | Internal           | Y      | N      | N       | N       |
| AS91627   | Initiate design ideas through exploration   | 3.30              | 4       | 3       | External           | N      | N      | N       | N       |

# Digital Technology

## YEAR 9 DIGITAL TECHNOLOGY

9ITEC

This course will reintroduce students to being safe online through a number of structured activities. Students will then learn HTML coding to transform their class work into web pages that parents/guardians can view live through the college's web portal.

## YEAR 10 DIGITAL TECHNOLOGY

10ITEC

In Year 10 students focus on the planning and design process. They will create a fully functional website that they then upload to the school's web portal. Students will further develop their coding skills using the Python programming language and are introduced to what is inside a computer and how they work.

Course content includes:

- Website development using Dreamweaver and Cascading Style Sheets (CSS)
- Web graphics using Photoshop
- Further coding using Python
- An introduction to computer hardware

## DIGITAL TECHNOLOGIES LEVEL 1

1DTec

In Level 1 students further develop their knowledge of the planning for design process. They will use wire frames, colour theory and relevant implications to research and create a fully functional website that they then upload to the Glenfield College Web Portal. Students will use their coding skills to create a computer program that they will fully test and debug. Students will have access to the computer workshop where they will learn how to take apart and rebuild a personal computer.

Key focus areas will be:

- Planning and Designing a Digital Outcome
- Website Development using HTML and Cascading Style Sheets (CSS)
- Programming a solution using Python
- The Computer Hardware Workshop

**Prerequisites:** A good result in Year 10 Digital Tech or by negotiation with the TIC.

| AS Number          | Title of Standard  | Subject Reference | Credits | Version | Internal/ External   | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------------|--|-------------------|---------|---------|----------------------|--------|--------|---------|---------|
| AS91877            | Develop a proposal for a digital outcome                               | 1.1               | 3       | 1       | Internal             | Y      | N      | N       | N       |
| AS91878            | Develop a design for a digital outcome                                 | 1.2               | 3       | 1       | Internal             | Y      | N      | N       | N       |
| AS91880            | Develop a digital media outcome  | 1.4               | 4       | 1       | Internal             | Y      | N      | N       | N       |
| AS91882            | Develop a computer system  | 1.6               | 4       | 1       | Internal             | N      | N      | N       | N       |
| AS91879 or AS91883 | Develop a digital outcome to manage data<br>Develop a computer program | 1.3<br>1.7        | 4<br>4  | 1<br>1  | Internal<br>Internal | Y      | N      | N       | N       |

## DIGITAL TECHNOLOGIES LEVEL 2

2DTec

In Level 2 students will use advanced techniques to create their own digital outcome. They will use their coding skills to create an advanced computer program that they will fully test and debug. Students will build on their prior knowledge of computer hardware to develop a computer network. They will be introduced to and create their own advanced database and understand their online relevance.

Key focus areas will be:

- Create a Digital Outcome
- Programming an advanced solution using Python
- Computer Networks
- Advanced Databases

**Prerequisites:** Successful completion of Level 1 Digital Technologies or by negotiation with the TiC\*

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91890   | Conduct an inquiry to propose a digital technologies outcome | 2.1               | 6       | 1       | Internal           | Y      | N      | N       | N       |
| AS91893   | Use advanced techniques to develop a digital media outcome   | 2.4               | 4       | 1       | Internal           | N      | N      | N       | N       |
| AS91892   | Use advanced techniques to develop a database                | 2.3               | 4       | 1       | Internal           | N      | N      | N       | N       |
| AS91895   | Use advanced techniques to develop a network                 | 2.6               | 4       | 1       | Internal           | N      | N      | N       | N       |

\*Some Achievement Standards may be removed for new students and replaced with Unit Standards of the same credit value

## Food Technology/Hospitality

### YEAR 9 FOOD TECHNOLOGY

9TecB

Students learn to work in a kitchen using a wide range of kitchen utensils and other equipment such as the oven and stove-top. Students make a variety of recipes which include scones, muffins, burgers and pizza. There is a focus on personal hygiene in the kitchen as well as food hygiene to ensure safe food production. Students follow the steps used in Food Technology systems from design through to prototyping and presenting a final outcome to meet a brief.

### YEAR 10 FOOD TECHNOLOGY

10TecB

This course has an emphasis on creating dishes that can be modified and adapted to meet the needs of a range of users.

Topics covered during this course include:

1. **Ready, Steady, Cook** - An introduction to kitchen 'know how' where students practice a range of dishes to understand how recipes work and to develop strong routines to ensure successful outcomes.
2. **Pizza and Pasta** - This unit further expands students' skill sets as they learn to reflect on outcomes and adapt recipes to alter flavours, colours and textures. This will result in a digital outcome presenting their own unique recipe.
3. **"Uber Eats" and Sustainability** - Students explore sustainable food production and design a dish for an "uber eats" cultural restaurant

## HOSPITALITY LEVEL 1

## 1Hosp

The main emphasis of this course is practical life skills. The topics covered are part of the certificate of achievement programmes offered by Service IQ. The course provides the basic skills and knowledge required in the food industry. This course covers the topics of food safety and meal planning. Students apply this knowledge in food preparation, cooking and serving of food.

Level 1 Hospitality can lead to Level 2 Hospitality.

**Donation requested towards** \$100 to cover the cost of practical ingredients.

**Prerequisites:** A good result in Year 10 Food Technology or by negotiation with the TIC.

| US Number | Title of Standard  | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|---------|---------|--------------------|--------|--------|---------|---------|
| US19770   | Prepare and present egg and cheese dishes in the hospitality industry                        | 3       | 4       | Internal           | N      | N      | N       | N       |
| US15900   | Prepare and present meat in the hospitality industry   | 4       | 5       | Internal           | N      | N      | N       | N       |
| US15901   | Prepare and present fruit and vegetables in the hospitality industry                         | 3       | 5       | Internal           | N      | N      | N       | N       |
| US21059   | Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry | 2       | 4       | Internal           | N      | N      | N       | N       |
| US15920   | Prepare and present sauce and soup in the hospitality industry                               | 2       |         | Internal           | N      | N      | N       | N       |
| US15921   | Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry          | 3       | 5       | Internal           | N      | N      | N       | N       |
| US15919   | Prepare and present hot finger food in the hospitality industry                              | 2       | 5       | Internal           | N      | N      | N       | N       |

**Explanatory Notes:** The standards offered in this course may be altered at the discretion of the HOD.

## HOSPITALITY LEVEL 2

## 2Hosp

Level 2 Catering & Hospitality provides the skills and knowledge required in the food industry. With topic emphasis on practical skills with food, students will gain skills to work in a kitchen and to be able to make necessary decisions when planning, preparing, cooking and presenting food. The course covers the topics: food safety, knife skills, salad preparation and presentation, grilling, roasting, frying and fruit and vegetable preparation.

This course leads to Level 3 Hospitality.

**Donation requested towards** \$160 to cover the cost of practical ingredients.

**Prerequisites:** At least 14 credits in Level 1 Hospitality or by negotiation with the TIC.

| US Number | Title of Standard   | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|---------|---------|--------------------|--------|--------|---------|---------|
| US167     | Practice safe food methods in a food business   | 4       | 8       | Internal           | N      | N      | N       | N       |
| US13285   | Handle and maintain knives in a commercial kitchen                                    | 2       | 5       | Internal           | N      | N      | N       | N       |
| US13276   | Cook foods by grilling  | 2       | 5       | Internal           | N      | N      | N       | N       |
| US13283   | Prepare and present salads for service  | 2       | 5       | Internal           | N      | N      | N       | N       |
| US14436*  | Provide table service in a commercial hospitality environment                         | 4       | 7       | Internal           | N      | N      | N       | N       |
| US13271   | Cook food by frying   | 2       | 5       | Internal           | N      | N      | N       | N       |
| US13278   | Cook food by roasting   | 2       | 5       | Internal           | N      | N      | N       | N       |
| US13280   | Prepare fruit and vegetable cuts  | 2       | 5       | Internal           | N      | N      | N       | N       |
| US13281   | Prepare and present basic sandwiches for service                                      | 2       | 6       | Internal           | N      | N      | N       | N       |
| US17285*  | Commercial espresso coffee equipment and prepare espresso beverages under supervision | 4       | 9       | Internal           | N      | N      | N       | N       |

\*Optional

## HOSPITALITY LEVEL 3

3Hosp

Level 3 Catering & Hospitality provides the skills and knowledge required for success in the food industry. The course is made up of Unit Standards are provided by Service IQ. This is a practical course which focusses on a café skillset. Students will learn about barista techniques and theory, eggs, baking and pasta. Feedback will be sought from customers via and uber eats style delivery service which provides an authentic outcome for students.

**Contribution Requested:** \$200 covers the cost of practical ingredients.

**Prerequisites:** Students must have achieved at least 10 others credits from Level 2 Hospitality or by negotiation with the TIC.

| US Number | Title of Standard  | Credits | Version | Internal/<br>External | L1<br>Lit | L1 Num | UE Read | UE<br>Writ |
|-----------|--|---------|---------|-----------------------|-----------|--------|---------|------------|
| US13343   | Demonstrate knowledge of nutrition in commercial catering                      | 5       | 6       | Internal              | N         | N      | N       | N          |
| US18497*  | Demonstrate knowledge of culinary products, terms and food preparation methods | 8       | 7       | Internal              | N         | N      | N       | N          |
| US13325   | Prepare and bake basic cakes, sponges and scones in a commercial kitchen       | 4       | 5       | Internal              | N         | N      | N       | N          |
| US13316   | Prepare and cook basic pasta dishes in a commercial kitchen                    | 4       | 5       | Internal              | N         | N      | N       | N          |
| US1314    | Prepare and cook egg dishes in a commercial kitchen                            | 4       | 6       | Internal              | N         | N      | N       | N          |
| US17284   | Demonstrate knowledge of coffee origin and production                          | 3       | 6       | Internal              | N         | N      | N       | N          |
| US17288*  | Prepare and present espresso beverages for service                             | 5       | 7       | Internal              | N         | N      | N       | N          |

\*optional standards

## Hard Materials Technology/Construction/Automotive Engineering

### HARD MATERIALS TECHNOLOGY

10TecM

This course uses the Design Process to allow students to create their own products to meet a given need. This is a half-year course that builds upon the skills learnt in Year 9 and prepares students for the requirements of the Level 1 course in Technology Materials.

Course content:

- Opportunity for thoughtful planning and executing of work that incorporates the student's own ideas
- Understanding the concepts of good design
- Understanding of joining and forming techniques and their function utilising a variety of materials and processes
- Carry out a series of skills-based projects, perfecting the use of the lathe, drill press, tig welder and bending and folding machines
- Safety aspects and choice of correct equipment and tools to use

**Donation requested** towards \$25 for materials used in the take-home element of this course.

## TECHNOLOGY HARD MATERIALS LEVEL 1

1TecM

This course covers both the wood and metal workshops. It is designed to provide students with a practical, full year's course covering workshop processes, techniques and tools as well as workshop and workplace Health and Safety. The course leads to Automotive and Level 2 and Construction at Level 2.

**Within the learning area there is a focus on industry-based training which leads to tertiary courses and possibly apprenticeships.**  
**BCATS = Building, Construction and Allied Trades Skills**

**Course materials:** There may be a charge for individual projects.

**Prerequisites:** Satisfactory completion of Year 10 Technology Materials (10TecM).

| US Number | Title of Standard   | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|---------|---------|--------------------|--------|--------|---------|---------|
| US24352   | Demonstrate knowledge of and apply safe working practices in the construction of a BCATS* project | 2       | 3       | Internal           | N      | N      | N       | N       |
| US24356   | Apply elementary workshop procedures and processes for BCATS* projects                            | 8       | 3       | Internal           | N      | N      | N       | N       |
| US22926   | Demonstrate knowledge of safety procedures in a specific engineering workshop                     | 2       | 3       | Internal           | N      | N      | N       | N       |
| US22923   | Demonstrate basic engineering workshop skills under close supervision                             | 12      | 3       | Internal           | N      | N      | N       | N       |

## TECHNOLOGY CONSTRUCTION LEVEL 2

2Con

This is a full year's course covering BCATS\* construction. This course is Unit Standards based and covers safe working practices, including the correct use of hand tools and portable electric tools. Students will learn to read plans and building specifications from working drawings provided for BCATS\* projects. Within this learning area there is a focus on industry-based training which leads to cabinetmaking and construction. The course leads to Level 3 Construction (3Con).

**Donation requested** - There may be a donation requested for material costs for individual projects.

**Prerequisites:** 14 credits at Level 1 Hard Materials

| US Number | Title of Standard   | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|---------|---------|--------------------|--------|--------|---------|---------|
| US24354   | Demonstrate knowledge of and apply safe working practices in a BCATS* environment | 4       | 2       | Internal           | N      | N      | N       | N       |
| US12927   | Identify, select, maintain, and use hand tools for BCATS* projects                | 6       | 4       | Internal           | N      | N      | N       | N       |
| US24350   | Identify, select, maintain, and use portable power tools for BCATS* projects      | 6       | 2       | Internal           | N      | N      | N       | N       |
| US25921   | Make a cupboard with a draw as a BCATS* project                                   | 6       | 3       | Internal           | N      | N      | N       | N       |

**BCATS\* - Building, Construction and Allied Skills**



## TECHNOLOGY CONSTRUCTION LEVEL 3

3Con

This is a full year's course covering BCATS\* construction. It is a Unit Standards based course which covers safe working practices, including demonstrating knowledge and use of fixed machining. Students will learn about different types of timber and the best use of each, as well as the creation and use of templates for the building industry. They will be guided in planning and monitoring the progress of their own construction project. Within the learning area, there is a focus on industry-based training which leads to cabinetmaking, construction and boat building

**Donation requested** - There may be a donation requested for material costs for individual projects.

**Prerequisites:** 14 credits at Level 2 Technology Construction

| US Number | Title of Standard   | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|---------|---------|--------------------|--------|--------|---------|---------|
| US29677   | Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS* environment | 2       | 1       | Internal           | N      | N      | N       | N       |
| US29680   | Communicate and work collaboratively in a Stage 3 BCATS* project  | 3       | 1       | Internal           | N      | N      | N       | N       |
| US29678   | Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS* project                        | 4       | 1       | Internal           | N      | N      | N       | N       |
| US29684   | Undertake a Stage 3 BCATS* project  | 12      | 1       | Internal           | N      | N      | N       | N       |

BCATS\* - Building, Construction and Allied Skills

## TECHNOLOGY AUTOMOTIVE ENGINEERING LEVEL 2

2Auto

Automotive Unit Standards can be used as a pre-requisite for a variety of UNITEC Automotive courses from apprenticeship through to degree level. Unit Standards offered include the identification/recognition of vehicle components, the study of petrol and diesel four stroke engines, vehicle braking, transmission, steering and suspension systems. Some Units Standards require a skill to be mastered and students are given the opportunity to use hand tools and automotive equipment in an automotive workshop environment. This course leads to Level 3 Automotive and a wide range of areas in the Automotive and Engineering industries.

**Donation requested** - There may be a donation requested for material costs for individual projects.

**Prerequisites:** At least 14 credits in Level 1 Technology Engineering.

| US Number | Title of Standard   | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|---------|---------|--------------------|--------|--------|---------|---------|
| US30476   | Demonstrate knowledge of tools and equipment used in the motor industry                   | 2       | 1       | Internal           | N      | N      | N       | N       |
| US229     | Identify the general locations and functions of motor vehicle systems and main components | 4       | 10      | Internal           | N      | N      | N       | N       |
| US21859   | Select and use hand tools and workshop equipment for an automotive application            | 2       | 1       | Internal           | N      | N      | N       | N       |
| US21869   | Remove and replace road wheels on a vehicle   | 1       | 4       | Internal           | N      | N      | N       | N       |
| US21722   | Balance wheels off a vehicle in the motor industry  | 2       | 1       | Internal           | N      | N      | N       | N       |
| US21671   | Carry out general engineering tasks in the motor industry                                 | 4       | 2       | Internal           | N      | N      | N       | N       |

\*standards offered in 2022 may vary slightly from those listed above.

## TECHNOLOGY AUTOMOTIVE ENGINEERING LEVEL 3

3Auto

This course offers Automotive Engineering Unit Standards that can be used as a pre-requisite for a variety of UNITEC Automotive courses from apprenticeship through to degree level. Unit Standards offered include the study of automotive cooling systems, final drives, manual transmissions, automatic transmission servicing requirements and two and four stroke petrol and diesel engines. Units Standards require a skill to be mastered and students are given the opportunity to use hand tools and automotive equipment in an automotive workshop environment. This course leads to a wide range of areas in the Automotive and Engineering Industries.

**Donation requested** - There may be a donation requested for material costs for individual projects.

**Prerequisites:** Satisfactory completion of Level 2 Automotive Engineering.

| US Number | Title of Standard   | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|---------|---------|--------------------|--------|--------|---------|---------|
| US920     | Describe the construction and operation of a manual transmission used on cars and light commercial vehicles | 4       | 4       | Internal           | N      | N      | N       | N       |
| US30480   | Demonstrate knowledge of automotive cooling systems and engine coolant                                      | 2       | 1       | Internal           | N      | N      | N       | N       |
| US30556   | Service an automotive battery   | 3       | 1       | Internal           | N      | N      | N       | N       |
| US30477   | Demonstrate knowledge of petrol and diesel engines  | 4       | 1       | Internal           | N      | N      | N       | N       |
| US30561   | Demonstrate knowledge of drive lines and final drives   | 4       | 1       | Internal           | N      | N      | N       | N       |

\*standards offered in 2022 may vary slightly from those listed above.

# LANGUAGES

## Te Reo Maori

The advantages of having achieved some proficiency in Te Reo Maori are apparent in terms of career, education in life-skills and appreciation of our indigenous culture. The study of Maori Language offers many areas for graduates to pursue careers in, such as teaching, research, archives, property, administration, policy advice, television, radio, acting, health work and social work. Knowledge of Maori is increasingly expected and required of those seeking to study in many graduate courses at University.



## YEAR 9 TE REO MAORI

9Maor

This is a six-month course for students who wish to learn Te Reo Māori.

**Course Aims:** Whakatōngia te kākano : Ko wai ahau? : Mirimiringa ki te aroha : Kia tipu ai te ngākau Māori : I roto i te wairua tangata.

**Topics:** Te Waiata - Te Kainga : Te Whānau - Te Haka : Te Kura - Te Marae : Other Topics Legends

**Skills:** Oral , aural, written, reading with the emphasis on oral skills through waiata, haka, performance and korororero.

## YEAR 10 TE REO MAORI

10Maor

Ko te reo te mauri o te mana Māori

The real essence of being Maori is in the language.

Studying Māori language will:

- Improve oracy and language acquisition
- Increase your self-confidence in speaking in front of others
- Improve your self-esteem, your mana, by being able to say with pride who you are and where you are from
- Improve your job opportunities. Careers in all walks of life, eg teaching, police, law, etc now require a knowledge of Māori language and culture.

Some of the things you will be able to do by the end of Year 10:

- Stand up and give a greeting, saying who you are, where you are from and who your family is
- Sing a number of waiata/songs and recite karakia/prayers
- Have an everyday conversation with your friends in Māori
- Have a deeper understanding of Māori culture and customs

Students are encouraged to participate in Māori activities. This course leads to NCEA Level 1 Te Reo Maori

## MAORI LEVEL 1

## 1Maor

The Level 1 course aims to improve students' ability in both written and spoken Maori. The basic grammatical structures of Year 10 are built on, in order to allow students to gain greater fluency in their speech and writing. By the end of this course students are able to converse with Te Reo Maori speakers in familiar social situations and cope with some less familiar ones. They can use basic Maori language spontaneously. They show a willingness to experiment with new language and to read independently. They can write short passages, personal letters and simple formal letters in Te Reo Maori. Students are increasingly confident in using a range of strategies for learning Te Reo Maori and for communicating with others in predominantly Maori social settings.

**Prerequisites:** Students must have completed Maori at Year 10 level, or by negotiation with the TIC Māori.

| AS Number | Title of Standard                       | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91085   | Whakarongo kia mohio ki te reo o tonoa  | 1.1               | 6       | 3       | Internal           | Y      | N      | N       | N       |
| AS91086   | Korero kia whakamahi i te reo o tona ao | 1.2               | 6       | 3       | Internal           | Y      | N      | N       | N       |
| AS91087   | Panui kia mohio ki te reo o tona ao     | 1.3               | 6       | 2       | External           | Y      | N      | N       | N       |
| AS91088   | Tuhi i te reo o tona ao                 | 1.4               | 6       | 2       | External           | Y      | N      | N       | N       |
| AS91089   | Waihanga tuhinga i te reo o tona ao     | 1.5               | 6       | 3       | Internal           | Y      | N      | N       | N       |

**Note:** A selection from the standards above will be offered.

## MAORI LEVEL 2

## 2Maor

The Level 2 course follows through with a full year of Te Reo Maori language development in listening, speaking, reading and writing, essentially the basic building blocks of the language. Students can take part in general conversation with speakers of Te Reo Maori, understand most of what is said and contribute relevant comments. They can explain and discuss many of their own ideas and use Te Reo Maori creatively. They can distinguish between facts and opinions, recognise intentions to persuade and influence, and effectively communicate about future plans. Students can use a range of strategies to help them learn Te Reo Maori effectively and demonstrate a high level of fluency for a learner of Te Reo Maori as a second language.

**Prerequisites:** Students must have achieved at Level 1 Maori, or by negotiation with the TIC Maori.

| AS Number | Title of Standard                                 | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91284   | Whakarongo kia mohio ki te reo o te ao torotoro   | 2.1               | 4       | 3       | Internal           | Y      | N      | N       | N       |
| AS91285   | Korero kia whakamahi i te reo o te ao torotoro    | 2.2               | 6       | 3       | Internal           | Y      | N      | N       | N       |
| AS91286   | Panui kia mohio ki te reo o te ao torotoro        | 2.3               | 6       | 2       | External           | Y      | N      | Y       | N       |
| AS91287   | Tuhi i te reo o te ao torotoro                    | 2.4               | 6       | 2       | External           | Y      | N      | N       | Y       |
| AS91288   | Waihanga tuhinga auaha, i te reo o te ao torotoro | 2.5               | 6       | 3       | Internal           | Y      | N      | N       | Y       |

**Note:** A selection from the standards above will be offered.

## MAORI LEVEL 3

## 3Maor

This subject encourages students of Maori to have pride in their heritage and encourages all students to share in this heritage. Students will be expected to use language two years in advance of that used for NCEA Level 1. Students will derive enjoyment and satisfaction from the development and competence in oral and written Maori, the cultivation of Wairua Maori by developing an understanding of, and sensitivity towards, and respect for Te Ao Maori and tikanga Maori (with emphasis on local tikanga). They can explain and discuss many of their own ideas and use Te Reo Maori creatively. They can distinguish between facts and opinions, recognise intentions to persuade and influence, and effectively communicate about future plans. Students can use a range of strategies to help them learn Te Reo Maori effectively and demonstrate a high level of fluency for a learner of Te Reo Maori as a second language.

**Prerequisites:** Students must have achieved at Level 2 Maori or by negotiation with the HOD Maori.

| AS Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91650   | Whakarongo kia mohio ki te reo Maori o te ao whanui      | 3.1               | 4       | 2       | Internal           | Y      | N      | N       | N       |
| AS91651   | Korero kia whakamahi i te reo Maori o te ao whanui       | 3.2               | 6       | 2       | Internal           | Y      | N      | N       | N       |
| AS91652   | Panui kia mohio ki te reo Maori o te ao whanui           | 3.3               | 6       | 2       | External           | Y      | N      | Y       | N       |
| AS91653   | Tuhi i te reo Maori o te ao whanui                       | 3.4               | 6       | 2       | External           | Y      | N      | N       | Y       |
| AS91654   | Waihanga tuhinga whai take i te reo Maori o te ao whanui | 3.5               | 6       | 2       | Internal           | Y      | N      | N       | Y       |

**Note:** A selection from the standards above will be offered.

# EMPLOYMENT PATHWAYS

These courses aim to prepare students for the transition from school to the world of work. Students will cover a range of career-related and life skills including: developing a careers plan, CV writing, dealing with people in the work place and interview skills.

Students at Level 2 and 3 will be encouraged to participate in the Gateway work experience programme and also participate in STAR short courses to further investigate possible Vocational Pathways for the future.

All enquiries to Mr Tod, TIC Careers

**Year 9**

**Year 10**

**Level 1**

**Level 2**

**Level 3**

L2 Employment Pathways → L3 Employment Pathways

## EMPLOYMENT PATHWAYS LEVEL 2

2Path

### Course Description

This course develops knowledge and skills for making the transition beyond school. The Unit Standards cover a broad range of personal, social and work related skills (such as goal setting, decision making, career choices, independent living, personal well-being, job search skills and being interviewed).

| US Number | Title of Standard  | Credits | Version | Internal/External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|--|---------|---------|-------------------|--------|--------|---------|---------|
| US10781   | Produce a plan for own future directions   | 3       | 6       | Internal          | N      | N      | N       | N       |
| US4253    | Demonstrate knowledge of job search skills   | 3       | 7       | Internal          | N      | N      | N       | N       |
| US4252    | Produce a personal targeted CV (curriculum vitae)  | 2       | 8       | Internal          | N      | N      | N       | N       |
| US1294    | Be interviewed in a formal situation   | 2       | 7       | Internal          | N      | N      | N       | N       |
| US7118    | Manage own learning programme  | 3       | 6       | Internal          | N      | N      | N       | N       |
| US12383   | Explore career options and their implications  | 3       | 8       | Internal          | N      | N      | N       | N       |
| US12354*  | Describe legal implications of living in rented accommodation and means to prevent or resolve related problems | 4       | 5       | Internal          | N      | N      | N       | N       |
| US7123*   | Apply a problem-solving method to a problem  | 2       | 7       | Internal          | N      | N      | N       | N       |
| US4261*   | Describe legal rights & obligations in relation to registering & operating a private motor vehicle             | 3       | 6       | Internal          | N      | N      | N       | N       |

**Explanatory Notes:** \*Additional standards if required by students

## EMPLOYMENT PATHWAYS LEVEL 3

3Path

### Course Description:

This programme aims to help students move from school into training and/or work. All units taught are focused on employment. Students will complete a career search, create a targeted resume, learn about interviewing, gain knowledge about work and workplace relationships as well as rights of employees.

This course also develops personal skills, social growth and self-management skills. It also assists in the development of self-knowledge to cope with the many challenges students may face in their day to day lives.

| US Number | Title of Standard   | Credits | Version | Internal/External | L1 Lit | L1 Num | UE Read | UE Writ |
|-----------|---|---------|---------|-------------------|--------|--------|---------|---------|
| US4251    | Plan a career pathway   | 2       | 8       | Internal          | N      | N      | N       | N       |
| US1296    | Interview in an informal situation  | 3       | 7       | Internal          | N      | N      | N       | N       |
| US1304    | Communicate with people from other cultures   | 2       | 9       | Internal          | N      | N      | N       | N       |
| US1980    | Describe, from an employee perspective, ways of dealing with employment relationship problems | 2       | 9       | Internal          | N      | N      | N       | N       |
| US28098*  | Evaluate options to increase personal income  | 3       | 3       | Internal          | N      | N      | N       | N       |
| US28099*  | Analyse credit options and select strategies to manage personal finances                      | 3       | 2       | Internal          | N      | N      | N       | N       |

**Explanatory Notes:** \*Additional standards if required by students



# SERVICES ACADEMY

Entry into the Services Academy is by consultation with your Dean, your parents and an interview with the Services Academy Director, Mr Donovan Bickford.

**Level 2**

**Level 3**

L2 Services Academy



L3 Services Academy

## SERVICES ACADEMY LEVEL 2

2Serv

This is a double-line timetable option. Students have the opportunity to achieve 29 Level 2 NCEA credits through the Ministry of Defence camps and in-class assessments. All students in this class will be expected to participate and attend three compulsory camps (Induction – ten days, Bushcraft – five days and Adventure Challenge – five days). In addition to this, students may be selected to attend additional leadership camps. Students in the Academy will work on:

- Physical fitness and preparation for the Services
- Military skills such as discipline, drills, leadership, teamwork, personal presentation, goal setting, bush craft
- Theory based components

The Services Academy Director will also act as a mentor to all students and offer advice and guidance to support students with their academic programme.

| AS/US Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91330      | Perform a physical activity in an applied setting  | 2.4               | 4       | 3       | Internal           | N      | N      | N       | N       |
| AS91333      | Analyse the application of risk management strategies to a challenging outdoor activity                            | 2.7               | 3       | 2       | Internal           | Y      | N      | N       | N       |
| AS91334      | Consistently demonstrate social responsibility through applying a social responsibility model in physical activity | 2.8               | 3       | 2       | Internal           | N      | N      | N       | N       |
| US1294       | Be interviewed in a formal interview   |                   | 2       | 7       | Internal           | N      | N      | N       | N       |
| US9677       | Communicate in a team or group which has an objective  |                   | 3       | 10      | Internal           | N      | N      | N       | N       |
| US467        | Demonstrate personal and social development through participation in adventure-based learning                      |                   | 3       | 5       | Internal           | N      | N      | N       | N       |
| US24098      | Demonstrate and apply knowledge of basic foot drill in the New Zealand Cadet Forces                                |                   | 2       | 1       | Internal           | N      | N      | N       | N       |
| US425        | Experience day tramps  |                   | 3       | 6       | Internal           | N      | N      | N       | N       |
| US426        | Experience camping   |                   | 3       | 6       | Internal           | N      | N      | N       | N       |
| US3492       | Write a short report   |                   | 3       | 7       | Internal           | N      | N      | N       | N       |

## SERVICES ACADEMY LEVEL 3

3Serv

As a single line option, students will use military skills as a medium to complete NCEA Level 3 assessments. The course will cover physical fitness, leadership skills, teamwork and goal-setting. Students will also be assessed on their ability in a physical activity.

| AS/US Number | Title of Standard  | Subject Reference | Credits | Version | Internal/ External | L1 Lit | L1 Num | UE Read | UE Writ |
|--------------|--|-------------------|---------|---------|--------------------|--------|--------|---------|---------|
| AS91505      | Contemporary leadership in a physical context            | 3.8               | 4       | 2       | Internal           | Y      | N      | Y       | N       |
| US1312       | Give oral instructions in the work place                 |                   | 3       | 7       | Internal           | N      | N      | N       | N       |
| US9681       | Contribute within a team or group which has an objective |                   | 3       | 7       | Internal           | N      | N      | N       | N       |
| US30933      | Demonstrate exercising and stretching techniques         |                   | 5       | 1       | Internal           | N      | N      | N       | N       |
| US1307       | Speak to a known audience in a predictable situation     |                   | 3       | 8       | Internal           | N      | N      | N       | N       |

| LEARNING AREA                       | Year 9                    | Year 10                   | Level 1                        | Level 2   | Level 3   |
|-------------------------------------|---------------------------|---------------------------|--------------------------------|---|---|
| ENGLISH                             | English                   | English                   | English                        | English Creative<br>English Visual<br>UELy                  | <b>English</b>  |
| THE ARTS<br>Performing Arts         | ELang                     | ELang                     | L1ELang                        | L2ELang   | L3ELang   |
|                                     | Dance<br>Drama<br>Music   | Dance<br>Drama<br>Music   | Dance<br>Drama<br>Music        | Dance<br>Drama<br>Music                                     | <b>Dance<br/>Drama<br/>Music</b>                                      |
|                                     | Visual Arts               | Art                       | Art                            | Art   | <b>Art</b>  |
| HEALTH and<br>PHYSICAL<br>EDUCATION | PE/Health                 | PE/Health                 | Physical Education             | Physical Education  | <b>Physical Education<br/>Health</b>                                  |
| MATHEMATICS<br>and STATISTICS       | Mathematics               | Mathematics               | Mathematics Acc<br>Mathematics | Mathematics Acc<br>Mathematics                              | <b>Calculus<br/>Statistics</b>  |
| SCIENCE                             | Science                   | Science                   | Science                        | Biology<br>Chemistry<br>Physics<br>Electro-Science          | <b>Biology<br/>Chemistry<br/>Physics</b>                              |
| SOCIAL SCIENCES                     | Social Studies            | Social Studies            | Geography<br>History           | Geography<br>History<br>Tourism Studies<br>Business Studies | <b>Geography<br/>History<br/>Tourism Studies<br/>Business Studies</b> |
|                                     |                           | Enterprise Studies        | Business Studies               |   |   |
| TECHNOLOGY                          | Tech Materials            | DVC<br>Tech Materials     | DVC<br>Hard Materials          | DVC<br>Automotive Eng.<br>Construction                      | <b>DVC<br/>Automotive Eng.<br/>Construction</b>                       |
|                                     | Digital Tech<br>Food Tech | Digital Tech<br>Food Tech | Digital Tech<br>Hospitality    | Digital Tech<br>Hospitality                                 | Hospitality   |
| LANGUAGE                            | Te Reo Maori              | Te Reo Maori              | Te Reo Maori                   | Te Reo Maori  | <b>Te Reo Maori</b>   |
| TRANSITION                          |                           |                           |                                | Employment<br>Pathways                                      | Employment<br>Pathways  |
| SERVICES<br>ACADEMY                 |                           |                           |                                | Services Academy  | Services Academy  |
|                                     |                           |                           |                                | Gateway**   | Gateway**   |

Subjects in bold at L3 are those approved for University Entrance

\*\* Additional, not an option course