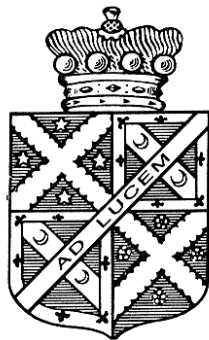


NAPIER GIRLS' HIGH SCHOOL



NCEA COURSES 2012

Subject Information

LEVEL 3

Name: _____

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Introduction

This book has been designed to assist students and parents/caregivers to make an informed choice of course for next year. When selecting their subjects, students should consider:

- their abilities, strengths and weaknesses
- their interests
- what is needed for their possible employment direction or future course of study

Students and parents/caregivers are strongly encouraged to read this book carefully and to use the school's support structures for help when needed.

Using this Booklet

1. Name this book and keep in a safe place while subject selection and discussion is taking place
 - **until Term 1 next year.**
2. Read it carefully with your parent/caregiver.
3. Read the formula for choosing subjects.
4. Complete as much of the Personal Planner as you can. This is helpful when discussing your subject choices with staff.

If you need help in choosing an appropriate course ask your:

- Careers Adviser
- Dean
- Subject teacher
- Teacher-in-charge of the subject
- Form Teacher

Use This Formula to Choose Your Pathway

EMPLOYMENT DIRECTION

You may not know what work you would like to do - the majority don't. You may have several careers during your lifetime so keep your subjects as wide as possible.

But if you do know or if you have ideas about what you might do, you can find out what range of subjects may be needed.

English, Maths and Science are necessary in so many careers that you should include them if at all possible.

ABILITY

Now take your ability. How good are you at a subject? How easily do you understand it? Your report marks and comments will help you to estimate your ability.

Discuss your ability with your teachers as you might have a false idea of how well you can do something.

Be careful not to underrate your ability.

EMPLOYMENT DIRECTION + ABILITY + INTEREST = SUBJECT CHOICE

The Personal Planner on the next page should make you think about these things in a little more detail. Work through the planner and then read through the rest of the information in this booklet to make sure your choices are sensible and possible.

You may have to modify your selection, but it is a good idea to have a starting point based on the formula above.

INTEREST

Add to your ability your interest - what you enjoy doing.

Reasons for enjoyment might be because of the work, or because you seem good at it.

You gain more satisfaction and probably reach a higher standard in your work if you are interested in it.

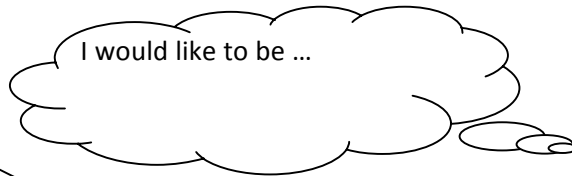
SUBJECT CHOICE

Go through the possible subjects as listed in the Curriculum Planner.



Put a big tick alongside each possibility and investigate those subjects thoroughly.

Personal Planner



WHAT ARE MY CAREER GOALS?

WILL I NEED TO GO TO UNIVERSITY?

YES

CAREFULLY READ PAGES 6 TO 13

NO

WILL I NEED FURTHER EDUCATION OR TRAINING?

YES

CAREFULLY READ PAGES 6 TO 13

WHAT SUBJECTS WILL I NEED IN Y13?

WHAT SUBJECTS DID I DO / WILL I NEED IN Y12?

WHAT SUBJECTS DID I DO / WILL I NEED IN Y11?

WHAT SUBJECTS AM I GOOD AT?

WHAT SUBJECTS DO I ENJOY?

SO ...WHAT SUBJECTS WILL I CHOOSE?

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Subject Choices and Course Confirmation

Choose your subjects carefully, in consultation with as many people as you can.

Make full use of your Careers Adviser, Dean, Form Teacher, parents and other people who can help you to think about your career opportunities, and the best choice of subjects for you.

You will be asked to indicate your subject choices before the end of the year.

There will be a Subject Information Evening for students and parents to talk to teachers on

Thursday 8th September 2012

Student choices determine the timetable and classes for next year – they are very important.

Subject staffing is also allocated based on these choices.

Final confirmation of your course will need to be made with your Dean on:

either

Thursday 26th January 2012

or

Friday 27th January 2012

On these dates staff will be available to consult with any students who are still having difficulty making their final choices or whose NCEA results were not as expected. At this stage, any changes will have to fit the timetable structure.

Notes

Although it is possible to change a subject in February, there is no guarantee that you will get into a different subject, as option lines will already have been determined.

If numbers opting for a subject are low, that subject may not run.

Students who do not contact their Dean by the correct time will not be able to change their subjects.

Policy Regarding Late Option Changes

Subject choices must be made by the given deadline date.

Any student who feels she has a very good reason for changing any of her subjects after that date will need to have a letter written by one of her caregivers to her Dean, setting out the reasons for the change.

The Dean will meet with the Senior Management and other Deans where the final decision will be made as to whether the change can occur.

Caregivers may discuss the matter with the Dean before the meeting but no decision will be made until after the meeting.

The latest a student can join a course is the end of March.

Final Option Choices

Make a copy here of your Subject Choices for next year.

Careers Advice

To be a young person of school age in these days of change and uncertainty is a heavy responsibility. Where do you get the best advice? What do you need in order to survive and prosper in the “knowledge economy”?

Successful people all have one thing in common. Whatever their field of study they have been sufficiently flexible in outlook to take advantage of unexpected opportunities. A good education and an adaptable outlook are the key factors to many different and satisfying careers. Employers look for good grades in whatever field of study. They also look for enthusiasm and passion - they expect students to be able to explain why they chose their particular course of study and why they enjoyed it. The enjoyment of their studies gives them the “X” factor - the competitive edge. Attitude is everything!

Employment Skills Survey

(Victoria University Research)

Top Ten Skills/Attributes Sought After by Employers:

- Strong verbal and interpersonal communication skills
- Problem-solving skills
- Sound academic achievement
- Self-motivated / self-managing / self-starter
- Analytical and conceptual skills
- Flexible and adaptable “Can Do” attitude
- Team player
- Strong written communication skills
- Energy and enthusiasm
- Creative / innovative

Other Skills and Attributes Mentioned by Employers were:

- Results orientated (meeting deadlines)
- All-rounder
- Taking ownership (extra effort)
- Advanced computer literacy
- Passion / Drive / Ambition
- Real world experience using technical skills
- Confidence
- Positive attitude

Careers - Subject Choice Considerations

What careers are out there? Think about these - you can probably add more yourself.

- Animals, Plants and Nature
- Research and Knowledge
- Law and Protection
- Education and Community
- Sport and Leisure
- Health
- Hospitality, Tourism and Beauty
- Distribution and Driving
- Arts and Media
- Manufacturing and Craft
- Engineering and Construction
- Information Technology, Electronics and Electrical
- Business and Money
- Sales and Marketing

- Which Science or combination of Sciences should I take?
- Which Mathematics - Mathematics with Statistics, Mathematics with Calculus?
- Should I continue with English at Year 13?
- Is an academic or a vocational course better for my career choice?

National Certificate of Educational Achievement (NCEA)

New Zealand's National Certificates of Educational Achievement (NCEA) are national qualifications for senior secondary school students.

NCEA challenges students of all abilities in all learning areas, and shows credits and grades for separate skills and knowledge. It enables students to gain credits from both traditional school curriculum areas and alternative programmes.

NCEA and other national certificates are recognised by employers and used as the benchmark for selection by universities and polytechnics. NCEA is also readily accepted overseas, including by universities. When applying for employment, prospective employees can create a summary of their results from their Record of Achievement.

Since its introduction in 2002, the NCEA qualification system has progressively been improved through a number of initiatives.

How it works

- Each year, students study a number of courses or subjects.
- In each subject, skills and knowledge are assessed against a number of standards. For example, a Mathematics standard could be: *Use decimals and percentages to solve problems.*
- Schools use a range of internal and external assessments to measure how well students meet these standards.
- When a student achieves a standard, they gain a number of credits. Students must achieve a certain number of credits to gain an NCEA certificate.
- There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. In general, students work through levels 1 to 3 in years 11 to 13 at school.
- Students are recognised for high achievement at each level by gaining NCEA with Merit or NCEA with Excellence.

Types of standards

Students can achieve two types of standard - unit standards and achievement standards.

- Unit standards are competency based
- Achievement standards are New Zealand curriculum based

How standards are achieved

As students study new topics, their teachers will explain what will be assessed and how. Teachers ensure that students are prepared for assessment. If students pass the assessment, the standard is achieved. Assessments measure what a student knows or can do against the registered criteria of a standard in courses they study. If they meet the criteria, they achieve the standard, and gain credits towards a qualification.

Some standards are internally assessed by teachers during the year. Other standards are assessed externally by NZQA at the end of the year.

Internal assessment

Internal assessments are used to assess skills and knowledge that cannot be tested in an exam, e.g. speeches, research projects and performances.

External assessment

Most external assessments are by examination at the end of the year. For some subjects, e.g. Technology or Visual Arts, students submit a portfolio of their work at the end of year.

Assessment grades

The grades that a student can earn depend on the type of standard being assessed.

For unit standards there are two grades:

- Achieved (A) for meeting the criteria of the standard
- Not achieved (N) if a student does not meet the criteria of the standard

For achievement standards, there are four grades:

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

NCEA levels and certificates

There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. At each level, students must achieve a certain number of credits to gain an NCEA certificate. Credits can be gained over more than one year.

NCEA level	Requirements
Level 1	80 credits are required at any level (level 1, 2 or 3) including 8 in literacy (reading and writing) and 8 in numeracy (maths)
Level 2	60 credits at level 2 or above + 20 credits from any level
Level 3	60 credits at level 3 or above + 20 credits from level 2 or above

Please note

All Year 11 students at Napier Girls' High School must take courses in English and in Mathematics. These courses provide opportunity for all students to achieve the Literacy and Numeracy requirements for NCEA Level 1.

All Year 11 students are also expected to take a Science and a Social Science.

Credits gained at one level can be used for (or count towards) more than one certificate. They may also be used towards other qualifications.

For example, unit standards in the domain 'generic computing' might be used towards a Level 2 NCEA certificate, as well as towards a National Certificate in Computing (Level 2); or 20 credits gained at Level 1 can also count towards a Level 2 NCEA certificate.

Advancement/Extension Programme

Talented students from all levels may study one or more subjects at a higher level. This occurs when a student's performance indicates this is in the best interests of her current and future learning. The aim of this programme is to provide an individualised learning pathway which will challenge a very able student and guide her to excellence.

Scholarship

This is a monetary award to recognise top secondary school students. Scholarship exams are externally assessed and are an additional set of exams. They do not attract credits, nor contribute towards a qualification, but the fact that a student has gained a Scholarship appears on their Record of Achievement.

Recognising high achievement

Certificates can be 'endorsed' to reflect high achievement in a significant number of standards. From 2012, course endorsements will show that students have performed well in an individual course.

Certificate endorsement

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. The Record of Achievement shows endorsement awards.

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

Course endorsement

Course endorsements were introduced in 2011.

A course endorsement provides recognition for a student who has performed exceptionally well in an individual course. The key objective of a course endorsement is to motivate students to achieve their potential in one or more courses.

Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, and
- at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and level 3 Visual Arts.

A course endorsement is not a qualification.

University Entrance

University Entrance (UE) is the minimum requirement to go to a New Zealand university. You will need:

Approved subjects - 42 credits at Level 3 or higher, made up of:

- 14 credits in one approved subject
- 14 credits in another approved subject
- 14 credits from one or two additional domains or approved subjects

Literacy requirements - 8 credits in English or te reo Maori at Level 2 or higher, made up of:

- 4 credits in reading
- 4 credits in writing

Numeracy requirements - 14 credits in Numeracy at Level 1 or higher.

From 2014, students will need all of the following to be awarded UE:

- Attain NCEA Level 3
- Achieve 14 credits at level three in **each of three subjects from the list of approved subjects**. The list of approved subjects will consist of subjects derived from the *New Zealand Curriculum* with achievement standards at Level 3.
- Achieve UE numeracy – 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy unit standards.
- Achieve UE literacy – 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.

Please Note

University Entrance is not automatic, even if the above requirements are met. Many universities are implementing a “points” system based on the number of Merit and Excellence credits obtained.

Approved subjects for University Entrance

Accounting	Geography	
Agriculture & Horticulture	German	Painting (Practical Art)
Biology	Graphics	Photography (Practical Art)
Chemistry	Health Education	Physical Education
Chinese	History	Physics
Classical Studies	History of Art	Printmaking (Practical Art)
Computing	Indonesian	Samoan
Cook Islands Maori	Japanese	Science
Dance	Korean	Sculpture (Practical Art)
Design (Practical Art)	Latin	Spanish
Drama	Mathematics with Calculus	Social Studies
Economics	Statistics and Modelling	Technology
English	Media Studies	Te Reo Rangatira or Te Reo
French	Music Studies	Maori

Discretionary Entrance

All New Zealand universities have agreed on a common set of guidelines for Discretionary Entrance. Discretionary Entrance is based on Level 2 NCEA. It is structured similarly to Provisional Entrance but has the *additional requirement* that students must meet the literacy and numeracy standards required for university entrance. NZQA has specified the standards that contribute to these requirements. Further information from the Careers Adviser or directly from the University Admissions Office.

English Requirements for Overseas Students

Tertiary institutions will ask for original documents or certified photocopies of **one of** the following:

- Level 2 Literacy credits in English as listed above;
- a pass in English in the GCE 'O' level examination;
- a TOEFL and a TWE (Test of Written English) pass;
- Grade C3 or above in SPM (Sijil Pelajaran Malaysia) English 322.

NOTE: Some universities also request an IELTS band score of 6 with no band less than 5.5 – see the Careers Adviser

NCEA Changes in 2012

The Ministry of Education began a review of all NCEA standards in 2007.

This will result in many changes to NCEA courses at Level 3 (Year 13) in 2012.

Unfortunately, the changes will not be finalised until November for most subjects.

This means that much of the information in the Level 3 booklet is subject to change.

Subject teachers will keep the Year 13 students informed of these changes.

Year 11 Subject Selection

It is school policy that all students take English, Mathematics, Science and generally also a Social Science. Three other subjects are studied from those shown in the Curriculum Planner.

In addition, students have 1 hour a week to cover:

- Study skills lessons
- Study
- Careers Education lessons

The following subjects must be studied at Y11 if a student wishes to study them at Y12 or Y13:

- French
- Japanese
- Maori
- Spanish
- Accounting

Please Note

Courses will only run if sufficient students choose that subject.

Year 12 Subject Selection

Some students who gain their Level 1 NCEA with the minimum number of credits may find study at Level 2 difficult.

Some subjects have specific Level 1 Achievement Standards which are pre-requisites for Level 2 entry. In borderline cases a rough guide of 16 credits from a 24 credit Level 1 course would be needed to study the subject at Level 2.

The subject Head of Department will make the final decision on a student studying a subject at Level 2. These guidelines are to ensure students are studying and achieving at an appropriate level.

Year 12 entry with full NCEA Level 1

Students who intend to do Level 3 studies (Year 13) with the intention of going on to tertiary education will need to select five Level 2 subjects, including English or Te Reo.

In special circumstances a student may do six full Level 2 subjects.

Application to do a sixth subject must be made to the student's Dean.

Year 12 entry with limited NCEA Level 1

Students will need to choose five subjects including English.

It is possible to do a subject at Level 2 if you had satisfactory results in that subject at Level 1.

Students may also choose Level 1 subjects, although the aim should be to achieve at least 60 credits at Level 2.

A series of vocational subjects is available. These can be combined with others to make up a full timetable.

Alternatively, students can select the combination described below with the aim of achieving the National Certificate of Employment Skills (see below).

Please Note

Courses will only run if sufficient students choose that subject.

Year 13 Subject Selection

Some students who gain their Level 2 NCEA with the minimum number of credits may find study at Level 3 difficult.

Some subjects have specific Level 2 Achievement Standards which will be pre-requisites for Level 3 entry.

In borderline cases a rough guide of 16 credits from a 24 credit Level 2 course would be needed to study the subject at Level 3.

The subject Head of Department will make the final decision on a student studying a subject at Level 3.

These guidelines are to ensure students are studying and achieving at an appropriate level.

Year 13 entry with full NCEA Level 2

It is recommended that students select five Level 3 subjects with the aim of achieving NCEA Level 3.

It is essential that all students meet the University Entrance Requirement which is outlined in this booklet.

Year 13 entry with limited NCEA Level 2

Students will need to select 5 subjects. These may be mainly from the level 2 options with the aim of achieving NCEA Level 2 before leaving school.

It is possible to do a single subject at Level 3 if you have achieved a good result in that subject at Level 2. This would be at the discretion of the subject Head of Department.

It is possible to include combinations of vocational modules (STAR) in place of full subjects.

Please Note

Courses will only run if sufficient students choose that subject.

Employment Skills

Employment skills is a course at Year 11 and 12 for selected students. It can be taken as a one year course at each level or as a two year course. It is likely that students taking this course would gain some work experience during the year. The National Certificate in Employment Skills (NCES) recognises core skills and attributes for successful employment and further learning. Standards offered in Employment Skills contribute to the National Certificate in Employment Skills. Credits awarded in this course may also contribute to NCEA (this is currently being confirmed with NZQA). For further enquiries please see Mrs van der Linden or the Careers Department.

STAR Courses

Under the Government's S.T.A.R. (Secondary Tertiary Alignment Resource) funding programme, students will have the opportunity to do both secondary courses at school and tertiary training for non-conventional courses with other "providers". Course costs are funded by Government.

Such courses will generally apply to students who are not doing a full Y12 or Y13 academic programme.

Courses available may include:

- | | |
|--|--|
| <input type="checkbox"/> Customer Service | <input type="checkbox"/> Early Childhood Care |
| <input type="checkbox"/> Business Administration and Computing | <input type="checkbox"/> Hairdressing |
| <input type="checkbox"/> Computer Graphics | <input type="checkbox"/> Mechanical and Automotive |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Carpentry |
| <input type="checkbox"/> Retailing | <input type="checkbox"/> Electronics |
| <input type="checkbox"/> Restaurant Skills/Cookery | <input type="checkbox"/> Animal Care |
| <input type="checkbox"/> Fashion Illustration | <input type="checkbox"/> Wine Science |

Gateway

The Gateway Programme is about students completing a work placement and having their learning in the workplace assessed against Unit and/or Achievement Standards on the NQF and is integrated with their current programme of study.

Workplace learning is a formalised arrangement so that students have a clear understanding of the knowledge and skills to be attained in the workplace.

The Gateway Programme is about students completing a work placement and having their learning in the workplace assessed against Unit and/or Achievement Standards on the NQF and is integrated with their current programme of study.

Workplace learning is a formalised arrangement so that students have a clear understanding of the knowledge and skills to be attained in the workplace.

For further enquiries please see Mrs van der Linden.

In order to meet the needs of students staying on at school, it is important that courses are selected in close consultation with the Careers Adviser/STAR/Gateway co-ordinator (Mrs Horrocks) and the Y12 and Y13 Deans.

The confirmed list of courses will be available to students when making their choices at our course information evening

Thursday 8th September

and when students confirm their enrolment for classes
Thursday 26th January / Friday 27th January 2012

NCEA Fees

All subjects at Year 11 - 13 levels incur fee payments.

NCEA Level 1, 2 & 3

Fee: **\$75**

Please note:

- Students pay their NZQA fees directly to the school. A date will be set early in the year. Students will be notified of the due date.
- Financial assistance is available. To be eligible to apply you must be the fee payer and meet at least **one** of the following criteria:
 - be receiving a Work and Income or Study Link benefit;
 - have a joint family income below the threshold for receipt of a Community Services Card;
 - have more than one child in the family undertaking these qualifications in the same year, irrespective of income.

Information and application forms for financial assistance are available from school.

School Fees

School donation: please note that this is tax deductible.

\$170.00 for one student

\$300.00 for two or more students from the same family

The anticipated likely cost for each subject is given below.

Subject workbooks are an additional cost – as quoted in the subject information

SUBJECT	Y11	Y12	Y13
ACCOUNTING	\$24	\$35	\$24
ART DESIGN		\$100	\$100
ART HISTORY		\$50	\$50
ART PAINTING	\$50	\$50	\$50
ART DIGITAL TECHNOLOGY			
BUSINESS STUDIES			\$75
COMPUTING/DIGITAL TECHNOLOGIES	\$25	\$25	\$25
DRAMA	\$10	\$10	\$10
ECONOMICS	\$20	\$20	\$35
EMPLOYMENT SKILLS		\$10	
FOOD TECHNOLOGY and NUTRITION	\$55	\$55	\$55
FRENCH	\$20	\$20	\$20
GEOGRAPHY <i>plus Field Trip costs</i>	\$23	\$23	\$23
GRAPHICS – Design and Visual Communication	\$30	\$30	\$30
HISTORY <i>plus Field Trip costs</i>	\$10	\$10	\$10
JAPANESE	\$27	\$12	\$12
MUSIC & PERFORMING ARTS TECHNOLOGY	\$30	\$30	\$30
PHOTOGRAPHY		\$250	\$250
PHYSICAL EDUCATION	\$25	\$30	\$40
SCIENCE	\$24	\$20-25	\$25-30
SPANISH	\$8	\$8	\$8
TECHNOLOGY MATERIALS	\$50	\$50	\$50
TECHNOLOGY TEXTILES	\$15	\$15	\$15
TOURISM		\$50	\$50

Notes

Hewett House students: Fees and costs will be automatically charged to your account.

Day students: Please make cheques payable to Napier Girls' High School.

Write the student's name on the back of the cheque and enclose the remittance slip from the invoice.

Please post to

Finance Officer,
Napier Girls' High School,
Clyde Road,
Napier 4110

If paying by internet banking, please include the student's name,
or ask your daughter to bring payments to the school office.

Automatic payments are welcome. Please arrange with the Finance Officer (Mrs Birks) - phone 06 835 1069
x702

Curriculum Planner (2012)

LEARNING AREAS	Y9-Y10	Y11 – NCEA LEVEL 1	Y12 – NCEA LEVEL 2	Y13 – NCEA LEVEL 3
ENGLISH	English → Learning Support	English → English English B	English → English English B	English English B English Literacy
LANGUAGES	Languages Te Reo Maori → French → Spanish → Japanese →	Te Reo Maori → French → Spanish → Japanese →	Te Reo Maori → French → Spanish → Japanese →	Te Reo Maori French Spanish Japanese
MATHEMATICS	Maths →	Maths A (Ach Standards) → Maths B (Ach Standards) ↘ Maths (Unit Standards) ↗→	Maths A → Maths B → Maths Applied	Maths with Calculus Statistics & Modelling
SCIENCE	Science → ↘	Science → Comprehensive Science → Alternative Science	Science → Chemistry → Physics → Biology → Horticulture →	Science Chemistry Physics Biology Agri-Business
TECHNOLOGY	Technology ICT Technology → ↘ Food Technology → Textiles Tech → Materials Tech → Graphics * →	Computing → Digital Technologies ↗ Food Technology & Nutrition → Textiles Technology → Materials Technology → Graphics * →	Digital Technologies → Business Administration & Computing → Food Technology & Nutrition → Textiles Technology → Materials Technology → Graphics * →	Computing/Digital Technology Food Technology & Nutrition Textiles Technology Materials Technology Graphics *
SOCIAL SCIENCES	Social Sciences →	Social Studies → History → ↘ Geography → ↘ Economics → Accounting → Employment Skills →	Social Studies → History → Classical Studies → Geography → Tourism → Economics → Accounting → Employment Skills →	Social Studies History Classical Studies Geography Tourism Economics Accounting Business Enterprise
HEALTH & PHYSICAL WELL-BEING	Health & PE →	Physical Education →	Physical Education → Health/Physical Education →	Physical Education Sports' Studies
THE ARTS	The Arts Art → Music → Drama →	Visual Arts → - Art Painting - Art Digital Technology Music → Drama →	Design → Painting → Photography → Art History → ↗ Music → Drama →	Design Painting Photography Art History Music Drama

Subjects in bold are compulsory

* Graphics – Design and Visual Communication

NCEA Changes in 2012

The Ministry of Education began a review of all NCEA standards in 2007.

This will result in many changes to NCEA courses at Level 3 (Year 13) in 2012.

Unfortunately, the changes will not be finalised until November for most subjects.

This means that much of the information in the Level 2 booklet is subject to change.

Subject teachers will keep the Year 13 students informed of these changes

University Entrance Literacy requires at least 4 credits in Reading and 4 credits in writing at Level 2.

It is NGHS policy that students who do not achieve this in Year 12 must study appropriate Level 2 standards if they return in Year 13.

If numbers permit, there will be a class preparing students to also be assessed for Scholarship

WHAT WILL I LEARN?

To read and respond critically to a range of texts, including one Shakespeare play

To write in a selected genre

To carry out independent research

To deliver an oral presentation

HOW IS THE COURSE ASSESSED?

7 Level 3 Achievement Standards

3 internally assessed make up 12 credits

4 externally assessed make up 12 credits

WHAT SHOULD I HAVE ALREADY DONE?

At least 15 Level 2 Achievement Standard credits in English. Of these, at least 6 credits should be achieved in the external examination, and at least 6 credits should be at a Merit or Excellence standard.

WHAT COULD THIS SUBJECT LEAD TO?

Level 3 credits in English

WHAT ARE THE COURSE COSTS?

Nil

WHO COULD TELL ME MORE?

Ms Blair

CODE	AS/US LEVEL	ENGLISH LEVEL 3	CREDIT	INT/EXT
90720	3.1	Produce an extended piece of writing in a selected style	4	Internal
90721	3.2	Respond critically to written text(s) studied	3	External
90722	3.3	Respond critically to Shakespearean drama studied	3	External
90723	3.4	Respond critically to oral or visual text studied	3	External
90724	3.5	Read and respond critically to unfamiliar prose and poetry texts	3	External
90725	3.6	Construct and deliver an oral presentation	4	Internal
90726	3.7	Investigate a language or literature topic and present information in written form	4	Internal

University Entrance Literacy requires at least 4 credits in Reading and 4 credits in writing at Level 2. It is NGHS policy that students who do not achieve this in Year 12 must study appropriate Level 2 standards if they return in Year 13.

WHAT WILL I LEARN?

To extend reading and writing skills over a wide range of complex texts

HOW IS THE COURSE ASSESSED?

5 Level 3 Achievement Standards
3 internally assessed make up 12 credits
2 externally assessed make up 6 credits

WHAT SHOULD I HAVE ALREADY DONE?

At least 15 Level 2 Achievement and/or Unit Standards credits in English. Of these at least 3 of these credits should have been achieved in the external examination.
University Entrance Literacy requirement

WHAT COULD THIS SUBJECT LEAD TO?

Level 3 credits in English

WHAT ARE THE COURSE COSTS?

Nil

WHO COULD TELL ME MORE?

Ms Blair

CODE	AS/US LEVEL	ALTERNATIVE ENGLISH	LEVEL 3	CREDIT	INT/EXT
90720	3.1	Produce an extended piece of writing in a selected style		4	Internal
90721	3.2	Respond critically to written text(s) studied		3	External
90723	3.4	Respond critically to oral or visual text studied		3	External
90725	3.6	Construct and deliver an oral presentation		4	Internal
90726	3.7	Investigate a language or literature topic and present information in written form		4	Internal

University Entrance Literacy requires at least 4 credits in Reading and 4 credits in writing at Level 2. It is NGHS policy that students who do not achieve this in Year 12 must study appropriate Level 2 standards if they return in Year 13. This course runs for 2 lessons per week, and students may discontinue when they achieve the credits..

WHAT WILL I LEARN?

The skills and knowledge necessary to achieve the University Entrance Literacy requirement. Further skills from other subject areas.

HOW IS THE COURSE ASSESSED?

The course is fully internally assessed. The content for this course will depend on the needs of the individual Year 13 students in the class, and may Students may work towards the English Standards listed below.

WHAT SHOULD I HAVE ALREADY DONE?

Level 1 Literacy requirement
Level 2 English or Level 2 Employment Skills Certificate

WHAT COULD THIS SUBJECT LEAD TO?

University Entrance Literacy Requirement

WHAT ARE THE COURSE COSTS?

Nil

WHO COULD TELL ME MORE?

Ms Blair

CODE	AS/US LEVEL	ALTERNATIVE ENGLISH	LEVEL 2	CREDIT	INT/EXT
8825	US2	Produce transactional written text in complex forms		5	Internal
12905	US2	Read an inclusive variety of written texts and record the reading experience		4	Internal

WHAT WILL I LEARN?

Continued fluency in spoken and written French

New advanced grammar structures and new vocabulary

In-depth look at French life through texts

Topics including Europe and French, History of French, and the environment

HOW IS THE COURSE ASSESSED?

6 Level 3 Achievement Standards

3 internally assessed make up 9 credits

3 externally assessed make up 15 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 French

WHAT COULD THIS SUBJECT LEAD TO?

This course could lead to studying French at university to pursue a number of careers. These include working as a translator, interpreter, language teacher, linguist, journalist or diplomat amongst others. Those who have the ability to speak and use more than one language are also more likely to be able to find a job which opens up travel opportunities and chances to exchange with others.

WHAT ARE THE COURSE COSTS?

\$15 – for access to Language Perfect website

Students also need to purchase a dictionary (not pocket) and a verbwheel (15.00)

WHO COULD TELL ME MORE?

Mrs Parnell, Ms Mustard or Mrs Stockill

CODE	AS/US LEVEL	FRENCH	LEVEL 3	CREDIT	INT/EXT
90588	3.1	Listen to and understand complex spoken in French in less familiar contexts		6	External
90589	3.2	Give a prepared speech in French using complex language		3	Internal
90590	3.3	Converse in French using complex language in less familiar contexts		3	Internal
90591	3.4	Read and understand written French containing complex language, in less familiar contexts		6	External
90592	3.5	Write text in French using complex language on a less familiar topic		3	External
90593	3.6	Write crafted text in French using complex language, with the support of resources		3	Internal

WHAT WILL I LEARN?

To extend use of the plain form verb in a variety of grammar structures

To further extend the four skills of listening, speaking, reading and writing

More about travel, and the geography of Japan, making comparisons with New Zealand, about work in Japan, communicating on the phone and by letter

Extend understanding of kanji script in both reading and writing exercises

HOW IS THE COURSE ASSESSED?

6 Level 3 Achievement Standards

3 internally assessed make up 9 credits

3 externally assessed make up 15 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Japanese

WHAT COULD THIS SUBJECT LEAD TO?

Further study of Japanese at university

WHAT ARE THE COURSE COSTS?

\$15 subscription to Language Perfect website www.languageperfect.com

WHO COULD TELL ME MORE?

Mrs Parnell

CODE	AS/US LEVEL	JAPANESE	LEVEL 3	CREDIT	INT/EXT
90570	3.1	Listen to and understand complex spoken in Japanese in less familiar contexts		6	External
90571	3.2	Give a prepared speech in Japanese using complex language		3	Internal
90572	3.3	Converse in Japanese using complex language in less familiar contexts		3	Internal
90573	3.4	Read and understand written Japanese containing complex language, in less familiar contexts		6	External
90574	3.5	Write text in Japanese using complex language on a less familiar topic		3	External
90575	3.6	Write crafted text in Japanese using complex language, with the support of resources		3	Internal

WHAT WILL I LEARN?

Increase vocabulary base and sentence structures
 Increase knowledge of te ao Maori: a) i ēnei rā
 b) i nga ra o mua

Develop practical skills
 Develop oral skills

HOW IS THE COURSE ASSESSED?

6 Level 3 Achievement Standards
 3 internally assessed make up 14 credits
 3 externally assessed make up 10 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Te Reo Maori

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary - University, Teachers College, Polytechnic

WHAT ARE THE COURSE COSTS?

Nil

WHO COULD TELL ME MORE?

Mrs Cracknell

CODE	AS/US LEVEL	TE REO MAORI	LEVEL 3	CREDIT	INT/EXT
90542	3.1	Whakarongo i te reo o te ao whānui		4	Internal
90543	3.2	Kōrero i te reo o te ao whānui		6	Internal
90781	3.3	Pānui kia whai māramatanga i te reo o te ao whānui		3	External
90782	3.4	Whakaoti tuhinga ōkawa i te reo o te ao whānui		4	External
90783	3.5	Hanga tuhinga auaha i te reo o te ao whānui		4	Internal
90784	3.6	Pānui kia wetewete i te reo o te ao whānui		3	External

ao whānui = wider world

WHAT WILL I LEARN?

Continued fluency in spoken and written Spanish
 New advanced grammar structures and new vocabulary
 In-depth look at Hispanic life through texts
 Topics including Europe and Spain, History of Spain, and the environment

HOW IS THE COURSE ASSESSED?

6 Level 3 Achievement Standards
 3 internally assessed make up 9 credits
 3 externally assessed make up 15 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Spanish

WHAT COULD THIS SUBJECT LEAD TO?

This course could lead to studying Spanish at university to pursue a number of careers. These include working as a translator, interpreter, language teacher, linguist, journalist or diplomat amongst others. Those who have the ability to speak and use more than one language are also more likely to be able to find a job which opens up travel opportunities and chances to exchange with others.

WHAT ARE THE COURSE COSTS?

\$15 – for access to Language Perfect website
 Students also need to purchase a dictionary (not pocket) and a headset

WHO COULD TELL ME MORE?

Mrs Parnell or Ms Stirland

CODE	AS/US LEVEL	SPANISH	LEVEL 3	CREDIT	INT/EXT
90588	3.1	Listen to and understand complex spoken in Spanish in less familiar contexts		6	External
90589	3.2	Give a prepared speech in Spanish using complex language		3	Internal
90590	3.3	Converse in Spanish using complex language in less familiar contexts		3	Internal
90591	3.4	Read and understand written Spanish containing complex language, in less familiar contexts		6	External
90592	3.5	Write text in Spanish using complex language on a less familiar topic		3	External
90593	3.6	Write crafted text in Spanish using complex language, with the support of resources		3	Internal

Mathematics : Calculus 13MAC

2012

You should check the requirements or suggestions for any Achievement Standards that you may need for Tertiary courses that you are thinking of taking

WHAT WILL I LEARN?

Higher level Mathematical skill, concepts and understanding in Calculus, Algebra, Co-ordinate Geometry and Trigonometry, and how to apply these in familiar and unfamiliar problems.

HOW IS THE COURSE ASSESSED?

4 Level 3 Achievement Standards

1 internally assessed makes up 4 credits

3 externally assessed make up 17 credits

Additional Level 3 Unit Standards are offered as back-up credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Mathematics A with at least 15 Achievement Standard credits. Merit in **both** 2.1(algebra) **and** 2.2(calculus) are essential.

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary courses in a variety of fields.

WHAT ARE THE COURSE COSTS?

\$100 - approximate cost of a graphics calculator (**required**)

WHO COULD TELL ME MORE?

Mrs Bevin or your Maths Teacher

CODE	AS/US LEVEL	MATHEMATICS WITH CALCULUS	LEVEL 3	CREDIT	INT/EXT
90635*	3.1	Differentiate functions and use derivatives to solve problems		6	External
90636*	3.2	Integrate functions and use integrals to solve problems		6	External
90637	3.3	Solve problems and equations involving trigonometric functions		4	Internal
90638*	3.4	Manipulate real and complex numbers and solve equations		5	External
5265*	US3	Calculus: Differentiate functions and use differentiation to solve problems		6	Internal
5267*	US3	Algebra: Use complex numbers to solve problems		3	Internal
20905	US3	Calculus: Integrate functions and use integration to solve problems		5	Internal
20660*	US3	Calculus: Use integral calculus to solve differential equation problems		2	Internal

* Credits from only the Achievement Standard or corresponding Unit Standard can be counted
e.g. either 90635 or 5265

Mathematics: Statistics and Modelling 13MAS 2012

You should check the requirements or suggestions for any Achievement Standards that you may need for Tertiary courses that you are thinking of taking

WHAT WILL I LEARN?

How to interpret Statistics met in the real world

HOW IS THE COURSE ASSESSED?

7 Level 3 Achievement Standards
 3 internally assessed make up 9 credits
 4 externally assessed make up 15 credits
 Level 3 Unit Standards are offered as back-up credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Mathematics with at least 13 AS credits including at least Achieved in both AS2.5 and AS2.6 **and** passes in US5246(Algebra) and US5244Calculus(or their equivalent AS)

You need to be able to use **both EXCEL and WORD** and have **good English skills** specifically for the three internal assessments which are done over about 10 weeks in the computer room.

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary courses in a variety of fields

WHAT ARE THE COURSE COSTS?

\$100 - approximate cost of a graphics calculator (**required**)

WHO COULD TELL ME MORE?

Miss Ching or your Maths Teacher

CODE	AS/US LEVEL	STATISTICS AND MODELLING	LEVEL 3	CREDIT	INT/EXT
90641	3.1	Determine the trend for time series data		3	Internal
90642	3.2	Calculate confidence intervals for population parameters		3	External
90643	3.3	Solve straightforward problems involving probability		4	External
90644*	3.4	Solve equations		4	External
90645	3.5	Select and analyse continuous bi-variable data		3	Internal
90646*	3.6	Use probability distribution models to solve straightforward problems		4	External
90647	3.7	Use a mathematical model involving curve fitting to solve a problem		3	Internal
5259*	US3	Probability: Use probability models to solve problems		3	Internal
5262*	US3	Algebra: Use linear systems to solve problems		2	Internal
5264*	US3	Algebra: Use numerical methods to solve problems		3	Internal

* Credits from either the AS **or** corresponding US can be counted e.g. either 90646 or 5259

WHAT WILL I LEARN?

Recent astronomical discoveries, earthquakes and volcanism in New Zealand

The chemistry of detergents, fats, oils and esters

Properties and uses of electromagnetic waves, sound waves and radiation

Gene technology and the importance of proteins

HOW IS THE COURSE ASSESSED?

7 Level 3 Achievement Standards

3 internally assessed make up 10 credits (3.1 is an OPTIONAL internal)

4 externally assessed make up 14 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Science or Chemistry or Biology or Physics is advised

WHAT COULD THIS SUBJECT LEAD TO?

This course is not suitable for students intending to study pure sciences at university, but is a great foundation for a variety of career areas including nursing, teaching, law, commerce, agricultural sciences, aviation

WHAT ARE THE COURSE COSTS?

Nil

WHO COULD TELL ME MORE?

Mrs Haseltine or Mr Otto

CODE	AS/US LEVEL	CHEMISTRY	LEVEL 3	CREDIT	INT/EXT
90727*	3.1	Carry out a practical scientific investigation with guidance		4	Internal
90728	3.2	Research a current scientific controversy		4	Internal
90729	3.3	Describe genetic processes		4	External
90730	3.4	Describe selected organic compounds and their uses		4	External
90731	3.5	Describe geological processes affecting New Zealand		2	External
90732	3.6	Describe selected properties and applications of EMR, radioactive decay, sound and ultrasound		4	External
90733	3.7	Report on a recent astronomical event or discovery		2	Internal

*optional

WHAT WILL I LEARN?

Theoretical and practical aspects of Inorganic and Organic Chemistry, including Redox Chemistry, Aqueous Solutions, Carbon Chemistry, Atomic Structure and Energy Changes.

HOW IS THE COURSE ASSESSED?

6 Level 3 Achievement Standards and 2 Level 3 Unit Standards
 4 internally assessed make up 12 credits
 4 externally assessed make up 18 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 1 Science and Level 2 Chemistry with consistent Achievement

WHAT COULD THIS SUBJECT LEAD TO?

A tertiary education in Science, Medicine and other Health Sciences, Veterinarian Science, and Engineering

WHAT ARE THE COURSE COSTS?

\$27.00 - study resource
 \$110.00 – voluntary caving trip (Term 2)

WHO COULD TELL ME MORE?

Mr Otto

CODE	AS/US LEVEL	CHEMISTRY	LEVEL 3	CREDIT	INT/EXT
90694#	3.1	Carry out an extended practical investigation into variations in the amount of a substance		4	Internal
90695	3.2	Determine the composition of an oxidant or reductant by titration		2	Internal
90696	3.3	Describe oxidation - reduction processes		3	External
90780	3.4	Describe properties of particles and thermochemical principles		5	External
90698	3.5	Describe the properties of organic compounds containing selected functional groups		5	External
90700*	3.7	Describe aqueous solutions using equilibrium principles		5	External

*only one of these standards can be put towards NCEA Level 3

optional

WHAT WILL I LEARN?

Methods of farm production and principles of economics, including their manipulation for success by New Zealand's Agricultural and Horticultural sectors

HOW IS THE COURSE ASSESSED?

5 Level 3 Achievement Standards
2 internally assessed make up 10 credits
3 externally assessed make up 14 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 1 Science (14 credits achieved). Level 2 Mathematics and English

WHAT COULD THIS SUBJECT LEAD TO?

A wide range of career paths are available in the agriculture and horticulture industries. This subject combines well with those students pursuing Science and/or Business careers.

Numerous industry and tertiary scholarships are available.

Students will have the opportunity to learn more about careers of interest and build networks through interactive agribusiness Field Days including:

- Mystery Creek
- Windows on Dairying
- Ice-line Horticulture Field Day
- local agribusiness visits

WHAT ARE THE COURSE COSTS?

The cost of attending Field Days

WHO COULD TELL ME MORE?

Mrs Hengst or Mrs Horrocks

CODE	AS/US LEVEL	AGRICULTURE/HORTICULTURE	LEVEL 3	CREDIT	INT/EXT
90649	3.1	Research the production of a marketable, locally produced primary product.		6	Internal
90650	3.2	Investigate production & marketing of a nationally significant primary product		4	Internal
90651	3.3	Explain how market forces affect supply and demand of primary products		4	External
90652	3.4	Explain market requirements and the production process for a nationally significant primary product		6	External
90653	3.5	Analyse a primary production environmental issue		4	External

WHAT WILL I LEARN?

Experimental and scientific research skills
 Mechanics
 Wave phenomena
 Atomic physics
 AC and DC electrical circuits

HOW IS THE COURSE ASSESSED?

5 Level 3 Achievement Standards
 1 internally assessed makes up 5 credits
 4 externally assessed make up 18 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Physics with consistent Achievement

WHAT COULD THIS SUBJECT LEAD TO?

Continuing Physics course at university level, Engineering, Medicine and other Health Sciences and Veterinarian Science

WHAT ARE THE COURSE COSTS?

\$20.00 - approximately

WHO COULD TELL ME MORE?

Mrs Carmine

CODE	AS/US LEVEL	PHYSICS	LEVEL 3	CREDIT	INT/EXT
90774	3.1	Carry out a practical physics investigation with guidance, that leads to a mathematical relationship		5	Internal
90520	3.3	Demonstrate understanding of wave systems		4	External
90521	3.4	Demonstrate understanding of mechanical systems		6	External
90522	3.5	Demonstrate understanding of atoms, photons and nuclei		3	External
90523	3.6	Demonstrate understanding of electrical systems		6	External

WHAT WILL I LEARN?**Living World:**

Animal behaviour and plant responses to their environment
 Genetics and evolution, including Human evolution
 Contemporary techniques in molecular biology or biotechnology
 Contemporary biological issue
 Genetic process – molecular and Mendelian genetics

HOW IS THE COURSE ASSESSED?

- 7 Level 3 Achievement Standards
- 2 Internally assessed Achievement Standards (6 credits)
- 5 Externally assessed Achievement Standards (18 credits)

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Biology with consistent Achievement
 Level 2 English with at least 1 Merit

WHAT COULD THIS SUBJECT LEAD TO?

Stage 1 Biology courses at university, Medicine, Health, Veterinarian Sciences and Food Technology.

WHAT ARE THE COURSE COSTS?

\$24 - approximately for Student Resource and Activity Manual (optional)

WHO COULD TELL ME MORE?

Mrs M^cKenzie, Mrs Galland

CODE	AS/US LEVEL	BIOLOGY	LEVEL 3	CREDIT	INT/EXT
90714	3.2	Research a contemporary biological issue		3	Internal
90715	3.3	Describe the role of DNA in relation to gene expression		4	External
90716	3.4	Describe animal behaviour and plant responses in relation to environmental factors		4	External
90717	3.5	Describe processes and patterns of evolution		3	External
90718	3.6	Describe applications of biotechnological techniques		3	Internal
90719	3.7	Describe trends in human evolution		3	External
90729	3.3	Describe genetic processes		4	External

WHAT WILL I LEARN?

Baby Business - the technologies, legal and moral issues that surround modern day procreation.

Fundamentalism- what have burqas and Brian Tamaki got in common?

Examining Diversity- current and future New Zealand and world issues. In 2011 we studied NZ political diversity and the MMP referendum.

HOW IS THE COURSE ASSESSED?

5 Level 3 Achievement Standards

3 internally assessed make up 14 credits – Inquiry (6), Values (4), Social Action (4)

2 externally assessed make up 10 credits – Knowledge based (5), Research based (5)

WHAT SHOULD I HAVE ALREADY DONE?

Preferably Levels 1 and 2 Social Studies

You should also have good literacy skills

WHAT COULD THIS SUBJECT LEAD TO?

Senior Social Studies helps you to develop your critical thinking and communication skills through the study of current issues. This course will prepare you for Tertiary Study and a variety of careers including: Journalism, Communications and Media, Marketing, Tourism, Social Services, Health, Politics, Education and any other career that involves people.

WHAT ARE THE COURSE COSTS?

\$200 - Auckland field trip (approximately)

WHO COULD TELL ME MORE?

Ms Stirland, Miss Fullarton or Mrs Ferguson

CODE	AS/US LEVEL	SOCIAL STUDIES	LEVEL 3	CREDIT	INT/EXT
90689	3.1	Examine diversity in society		5	External
90690	3.2	Examine people's responses to challenges facing society		5	External
90691	3.3	Conduct a comprehensive Social Studies inquiry		6	Internal
90692	3.4	Examine a value system		4	Internal
90693	3.5	Evaluate social action in relation to a social issue		4	Internal

WHAT WILL I LEARN?

Natural processes that create a rivers drainage basin (Mohaka River) and the interaction with people
 Cultural processes that have influenced the development of tourism in Rotorua and Great Britain
 Planning and Decision-making - researching an issue that impacts on our local geographical environment.
 Local and global issues of geographical significance

HOW IS THE COURSE ASSESSED?

7 Level 3 Achievement Standards
 4 internally assessed make up 12 credits
 3 externally assessed make up 12 credits

WHAT SHOULD I HAVE ALREADY DONE?

Ideally, Level 2 Geography but any student may join the course

WHAT COULD THIS SUBJECT LEAD TO?

Geography equips you with portable skills in thinking, writing and problem solving. You will be able to apply a broad outlook to every situation and you will find openings in any career pathway that includes people, planning and communications such as Human Resources, Travel, Consultancy, Government Agencies and Law. Entry to tertiary courses in Planning, Tourism, Environmental Studies, Law etc

WHAT ARE THE COURSE COSTS?

\$10 - course fee
 \$13 - Skills write-on booklet
 \$40 - 2-day Mohaka field trip
 \$280 – 3-day Rotorua field trip and activities

WHO COULD TELL ME MORE?

Mr Seaman, Miss Downs

CODE	AS/US LEVEL	GEOGRAPHY	LEVEL 3	CREDIT	INT/EXT
90701	3.1	Analyse a geographic environment, focusing on the interacting natural processes		4	External
90702	3.2	Analyse a cultural process (tourism)		4	External
90703	3.3	Analyse the role of geography in planning and decision making		3	Internal
90704	3.4	Select and apply skills and ideas in a geographic context		4	External
90705	3.5	Carry out geographic research with consultation		3	Internal
90706	3.6	Analyse a contemporary geographic issue and evaluate courses of action		3	Internal
90707	3.7	Analyse a global study		3	Internal

WHAT WILL I LEARN?

Major aspects of Tudor and Stuart England - 1558-1687 with three themes

Economy and Society

Government and Politics

Revolution Republican Restoration

Special Studies will include research on the topic "History and Hollywood", a comprehensive study of the accuracy of the historical circumstances of a selected feature film against the evidence provided by historians

HOW IS THE COURSE ASSESSED?

5 Level 3 Achievement Standards

2 internally assessed make up 9 credits

3 externally assessed make up 15 credits

WHAT SHOULD I HAVE ALREADY DONE?

Ideally, Level 1 or 2 History but anyone may select this course as the study of History develops students' interests and perspectives of the past, as well as being an excellent preparation for tertiary study

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary study courses in Law, Journalism, Communication & Media, and the skills developed in History are applicable in a wide range of careers.

WHAT ARE THE COURSE COSTS?

\$10 - course fee

\$14 - Write-on workbooks

WHO COULD TELL ME MORE?

Mrs Horrocks , Mrs Cleary

CODE	AS/US LEVEL	HISTORY	LEVEL 3	CREDIT	INT/EXT
90654	3.1	Plan and carry out an independent historical research		4	Internal
90655	3.2	Communicate and present historical ideas clearly to show understanding of an historical context		5	Internal
90656	3.3	Analyse and evaluate evidence in historical sources		5	External
90657	3.4	Examine a significant decision made by people in history, in an essay		5	External
90658	3.5	Examine a significant historical situation in the context of change, in an essay		5	External

WHAT WILL I LEARN?

Classical Studies is understood as the study of the civilisations of classical Greece and Rome without the study of the classical languages, Greek and Latin.

This study is made through the literature, art, history, philosophy and sociology of the two civilisations.

HOW IS THE COURSE ASSESSED?

4 Level 3 Achievement Standards

1 internally assessed makes up 6 credits

3 externally assessed make up 18 credits

WHAT SHOULD I HAVE ALREADY DONE?

You should have a good pass in Level 1 English as this course contains sophisticated reading material

WHAT COULD THIS SUBJECT LEAD TO?

An Arts Degree

Any profession that requires research, argument and a high level of reading and processing ability

WHAT ARE THE COURSE COSTS?

Nil

WHO COULD TELL ME MORE?

Mr Davidson or Mrs. Johnson

CODE	AS/US LEVEL	CLASSICAL STUDIES	LEVEL 3	CREDIT	INT/EXT
90511	3.1	Examine and analyse written classical sources in translation, i.e. Attic Old Comedy - Aristophanes		6	External
90512	3.2	Examine and explain a work of classical art in its social, historical and artistic context, i.e. Greek Vase Painting		6	External
90513	3.3	Discuss, in essay format, an aspect of the classical world, i.e. Alexander the Great		6	External
90514	3.4	Research an area of classical studies, i.e. Alexander the Great		6	Internal

WHAT WILL I LEARN?

Understand the workings of an economy from the viewpoint of an individual or a business
 Determine the role of Government in our economy and the reasons why they intervene in the market
 Total view of the economy focusing on New Zealand's economic development, trade with the world, and how our economy is regulated

HOW IS THE COURSE ASSESSED?

5 Level 3 Achievement Standards
 1 internally assessed makes up 5 credits
 4 externally assessed make up 19 credits

WHAT SHOULD I HAVE ALREADY DONE?

Economics at Level 1 or 2 is essential, or a high level of academic achievement at NCEA Level 2 (with Ms Hodge's approval)

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary study involving Commerce, Planning, Resource Management, Law

WHAT ARE THE COURSE COSTS?

\$35 - workbook

WHO COULD TELL ME MORE?

Ms Mannering, Mrs Lunn, or Ms Hodge

CODE	AS/US LEVEL	ECONOMICS	LEVEL 3	CREDIT	INT/EXT
90629	3.1	Understand Marginal analysis and the behaviour of firms		5	External
90630	3.2	Describe an economics problem, allocative efficiency, and market responses to change		4	External
90631	3.3	Describe market failure and government interventions to correct for market failure		4	External
90632	3.4	Describe aggregate economic activity		6	External
90778	3.5	Collect and process information, and carry out an economic analysis		5	Internal

WHAT WILL I LEARN?

Understanding of accounting as a financial language in partnerships, companies and manufacturing enterprises
 Process financial data and provide reports for partnerships and companies
 Decision-making for business and users of company reports

HOW IS THE COURSE ASSESSED?

6 Level 3 Achievement Standards
 1 internally assessed makes up 5 credits
 5 externally assessed make up 19 credits
 Students who seek additional challenge will be encouraged to study to scholarship level

WHAT SHOULD I HAVE ALREADY DONE?

Level 1 Accounting (minimum)
 Level 2 Accounting (preferable)

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary study in commerce
 Employment in the business community

WHAT ARE THE COURSE COSTS?

\$24 - workbooks 1-4

WHO COULD TELL ME MORE?

Ms Hodge

CODE	AS/US LEVEL	ACCOUNTING	LEVEL 3	CREDIT	INT/EXT
90500	3.1	Describe and apply the conceptual basis of accounting in context		4	External
90501	3.2	Process financial information for partnerships and companies		3	External
90502	3.3	Process financial information for a manufacturing job cost subsystem		3	External
90503	3.4	Prepare financial statements for partnerships and companies		6	External
90504	3.5	Prepare a report that analyses and interprets a company's financial report for external users		5	Internal
90505	3.6	Explain and prepare information for management decision making		3	External

Young Enterprise is a high profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools, mainly at Years 12 and 13. Students become directors in their own company, forming a business around an area of interest. They are assisted by a business mentor and work through the processes of forming, planning and marketing their ideas in the real business world.

This course is a great opportunity to realise uniqueness, develop strengths, work together in a team situation and, possibly, make money at the same time. Like any other team event, Young Enterprise is about working towards goals and taking all the steps necessary to achieve them.

WHAT WILL I LEARN?

Understand how a Young Enterprise business operates

Making decisions as a Director in a company, as part of a team, to produce a good or service

Develop basic marketing, selling and planning skills

Develop communication and reporting skills

Apply business experience to a business case study

HOW IS THE COURSE ASSESSED?

This is assessed in one of two ways (you cannot use both)

Either:

- The Young Enterprise Certificate (24 credit equivalents), which is internally assessed and must include a pass in the Young Enterprise Examination (in August). If needed, these credits may be used for University Entrance but will not appear on your Record of Learning
- 14 credits from passing the Young Enterprise exam
- 10 credits from internally assessed written work

WHAT SHOULD I HAVE ALREADY DONE?

Previous YES experience is helpful but not necessary

WHAT COULD THIS SUBJECT LEAD TO?

- This highly regarded course contains a variety of transferable skills which would complement a wide range of further study and/or occupations
- Tertiary study in commerce
- Employment in the business community

WHAT ARE THE COURSE COSTS?

\$25 - YES Exam

\$50 – (at least) start-up capital for the company; this should be recovered at the end of the year if all procedures are followed correctly

WHO COULD TELL ME MORE?

Mrs Lunn

WHAT WILL I LEARN?

To research an art making tradition, and analyse its approaches within established painting practice

To develop a personal painting style based on the study of established artistic practice

A variety of approaches to drawing and painting

To generate, develop and clarify a thematically linked body of work in painting

HOW IS THE COURSE ASSESSED?

3 Level 2 Achievement Standards

2 internally assessed make up 10 credits

1 externally assessed makes up 14 credits

WHAT SHOULD I HAVE ALREADY DONE?

Gained at least 12 credits in Level 2 Painting

WHAT COULD THIS SUBJECT LEAD TO?

A career in the Arts

Fine Art, Photography, or Design courses at tertiary institutions

WHAT ARE THE COURSE COSTS?

\$30 – course fee

\$60 – approximately for stationery

Students are also expected to buy artist quality paints and brushes. These range in price from \$5 to \$10 per tube

WHO COULD TELL ME MORE?

Mrs McCorkell

CODE	AS/US LEVEL	PAINTING LEVEL 3	CREDIT	INT/EXT
90659	3.1	Research and analyse approaches within established painting practice	4	Internal
90663	3.2	Investigate and use ideas and methods in the context of a drawing study in painting	6	Internal
90667	3.3	Produce original work within painting to show extensive knowledge of art making methods and ideas	14	External

WHAT WILL I LEARN?

To research an art making tradition, and analyse approaches within photography practice
 To develop a personal photographic style based on the study of established photography practice
 A variety of approaches to drawing and photography
 To generate, develop and clarify a thematically linked body of work in photography

HOW IS THE COURSE ASSESSED?

3 Level 3 Achievement Standards
 2 internally assessed make up 10 credits
 1 externally assessed makes up 14 credits

WHAT SHOULD I HAVE ALREADY DONE?

You should have gained at least 12 credits in Level 2 Photography or Level 2 Design.

WHAT COULD THIS SUBJECT LEAD TO?

A career in the Arts
 Fine Art, Photography, or Design courses at Tertiary Institutions

WHAT ARE THE COURSE COSTS?

Course Fee \$150
 Students MUST have their own, GOOD quality manual over-ride 35mm SLR or digital camera

WHO COULD TELL ME MORE?

Mrs McCorkell

CODE	AS/US LEVEL	PHOTOGRAPHY	LEVEL 3	CREDIT	INT/EXT
90660	3.1	Research and analyse approaches within established photography practice		4	Internal
90664	3.2	Investigate and use ideas and methods in the context of a drawing study in photography		6	Internal
90668	3.3	Produce original work within photography to show extensive knowledge of art making methods and ideas		14	External

WHAT WILL I LEARN?

Topics covered are: Modern New Zealand Art
 15th Century Italian Painting
 Cubism and Abstraction

How to develop ideas in Art History – using artist studies to explore and develop ideas in Art
 How to analyse what artists are trying to say through their works, themes and subject matter in relation to content and context
 How to identify different techniques, processes and media used in a variety of art movements

HOW IS THE COURSE ASSESSED?

6 Level 3 Achievement Standards
 3 internally assessed make up 12 credits
 3 externally assessed make up 12 credits

WHAT SHOULD I HAVE ALREADY DONE?

As the course involves researching, analysing and writing about artworks, interested students need sound English skills

It is especially beneficial to students taking practical art subjects

Students who are interested in History may also enjoy this course as it relates to artworks the state of societies from which they emanate

WHAT COULD THIS SUBJECT LEAD TO?

University courses in Art History, also courses and careers in the Visual Arts

WHAT ARE THE COURSE COSTS?

\$35 – course fee

WHO COULD TELL ME MORE?

Mrs McCorkell

CODE	AS/US LEVEL	ART HISTORY	LEVEL 3	CREDIT	INT/EXT
90490	3.1	Analyse style in art		5	External
90491	3.2	Describe the meaning of iconographic motifs		4	External
90492	3.3	Examine media and processes in art		3	Internal
90493	3.4	Examine a theory and its role in art		4	Internal
90494	3.5	Investigate an art issue		4	Internal
90495	3.6	Examine the context of an art movement		4	External

WHAT WILL I LEARN?

How to recognise and understand the nature of 'design'

How to develop ideas in design – using design elements and principles

To use the computer to produce original work that conveys your own created situation

How to identify art making, and its relevance to design

HOW IS THE COURSE ASSESSED?

3 Level 3 Achievement Standards

2 internally assessed make up 10 credits

1 externally assessed makes up 14 credits

WHAT SHOULD I HAVE ALREADY DONE?

Gained at least 12 credits in Level 2 Arts

Other students will be admitted at the discretion of the HOD and on the grounds of their ability to demonstrate artistic flair

Students will have an interest in graphic art and contemporary visual communication

Design is a competitive subject so students must be prepared to work consistently all year and must be able to "think outside the square"

Students will need to be willing to work with computer programmes

WHAT COULD THIS SUBJECT LEAD TO?

University and other institutional courses in Design, or Fine Arts, Advertising, Marketing

WHAT ARE THE COURSE COSTS?

\$100– course fee

WHO COULD TELL ME MORE?

Mrs McCorkell

CODE	AS/US LEVEL	DESIGN	LEVEL 3	CREDIT	INT/EXT
90515	3.1	Research and analyse approaches within established design practice		4	Internal
90516	3.2	Investigate and use ideas and methods in the context of a drawing study in design		6	Internal
90517	3.3	Produce original work within design to show extensive knowledge of art-making methods and ideas		14	External

WHAT WILL I LEARN?

This will depend on course chosen from two strands

 Making Music

 Music Studies

Each carries 24 credits and these can be mixed and matched to suit each student

HOW IS THE COURSE ASSESSED?

Making Music

4 Level 3 Achievement Standards

3 internally assessed make up 20 credits

1 externally assessed makes up 4 credits

Music Studies

5 Level 3 Achievement Standards

3 internally assessed make up 13 credits

2 externally assessed make up 11 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Music or performance music background

WHAT COULD THIS SUBJECT LEAD TO?

University study, Polytechnic study, careers in broadcasting or allied professions

WHAT ARE THE COURSE COSTS?

\$20 for video tapes and the professional videoing of performances

WHO COULD TELL ME MORE?

Mrs Purdy

CODE	AS/US LEVEL	MAKING MUSIC	LEVEL 3	CREDIT	INT/EXT
90526	3.4	Present a performance of a programme of music as a member of a group		4	Internal
90775	3.6	Present a portfolio of musical composition		8	Internal
90776	3.7	Prepare and present performances of music as a featured soloist		8	Internal
90777	3.8	Demonstrate aural skill across a range of musical styles and genres		4	External

CODE	AS/US LEVEL	MUSIC STUDIES	LEVEL 3	CREDIT	INT/EXT
90497	3.2	Examine the contexts that influence the expressive qualities of music		3	Internal
90498	3.3	Compare and contrast music works		8	External
90499	3.4	Research and present a music topic		6	Internal
90527	3.6	Arrange music		4	Internal
90530	3.5	Demonstrate an understanding of harmonic and tonal procedures in a range of music		3	External

WHAT WILL I LEARN?

Dramatic techniques and skills
 Technical expertise in theatre arts
 Personal confidence in performing

HOW IS THE COURSE ASSESSED?

3 internally assessed Achievement Standards make up 16 credits
 1 internally assessed Unit Standard makes up 8 credits

WHAT SHOULD I HAVE ALREADY DONE?

No prerequisite, although Level 2 Drama students have preference if numbers are large

WHAT COULD THIS SUBJECT LEAD TO?

Performing Arts Degree or Diploma
 Work in the television, film or theatre industry

WHAT ARE THE COURSE COSTS?

\$10.00

WHO COULD TELL ME MORE?

Mr Davidson

CODE	AS/US LEVEL	DRAMA	LEVEL 3	CREDIT	INT/EXT
14181	US3	Integration of drama techniques to convey meaning in a scripted context		8	Internal
90608	3.2	Use elements and conventions to devise, script and perform drama as solo, duet or trio		5	Internal
90609	3.3	Research, prepare and perform an acting, technical or production role in a significant production		5	Internal
90611	3.5	Research, prepare and perform an acting, technical or production role in a significant production		6	Internal

WHAT WILL I LEARN?

How to plan a training programme based on the concepts of Hauora
 How to evaluate the results of the training programme
 How to devise a training programme to improve skills
 How to appraise performance and review a programme
 Examine a current physical activity trend or and its effect on NZ society

HOW IS THE COURSE ASSESSED?

5Level 3 Achievement Standards
 5internally assessed Achievement Standards make up 19 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Physical Education is preferred

WHAT COULD THIS SUBJECT LEAD TO?

P.E. teacher, physiotherapy, nursing, sports psychology, sports co-ordinator, fitness trainer, Sport Hawke's Bay

WHAT ARE THE COURSE COSTS?

\$25 for course workbook

WHO COULD TELL ME MORE?

Mrs Johnson

CODE	AS/US LEVEL	PHYSICAL EDUCATION	LEVEL 3	CREDIT	INT/EXT
90739	3.1	Apply knowledge to plan a physical activity programme or experience		3	Internal
90740	3.2	Explain, with evidence, the effectiveness of a physical activity programme and its influence on hauora/well-being		3	Internal
90741	3.3	Appraise performance and review a programme for performance improvement for self or others		5	Internal
90742	3.4	Perform a physical activity to nationally developed performance standards		4	Internal
90743	3.5	Examine a current physical activity event or trend or issue impacting on New Zealand society		4	Internal

WHAT WILL I LEARN?

To plan and implement a fitness programme
 To plan, conduct and review coaching sessions
 To manage First Aid
 To demonstrate skills in an applied setting

HOW IS THE COURSE ASSESSED?

1 Level 3 Achievement Standards and 4 Level 3 Unit Standards make up 20 credits
 1 internally assessed Achievement Standard makes up 4 credits
 4 internally assessed Unit Standards make up 16 credits

WHAT SHOULD I HAVE ALREADY DONE?

Year 9 and 10 PE, Level 1 HPE and /or Level 2 HPE preferred

WHAT COULD THIS SUBJECT LEAD TO?

Teaching, nursing, fitness trainer, police force

WHAT ARE THE COURSE COSTS?

\$35 towards First Aid course

WHO COULD TELL ME MORE?

Mrs Cudby

CODE	AS/US LEVEL	Sports' Studies	CREDIT	INT/EXT
22771	US 3	Plan Coaching sessions	4	Internal
22768	US 3	Conduct and review Coaching sessions	6	Internal
90742	3.4	Perform a physical activity to nationally developed performance standards	4	Internal
12529	US 3	Develop Sport Fitness	4	Internal
6400	US3	Manage First Aid	2	Internal

WHAT WILL I LEARN?

To design and create computer spreadsheets for organisation use
 To design, create and use a computer database for organisation use
 To design and produce desktop published documents for organisation use
 To design and create a website for a stakeholder

HOW IS THE COURSE ASSESSED?

4 Level 3 Unit Standards - all internally assessed.

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Digital Technology or Computing course

WHAT COULD THIS SUBJECT LEAD TO?

Further education or employment

WHAT ARE THE COURSE COSTS?

\$35 - subject fee

WHO COULD TELL ME MORE?

Mrs Faiers

CODE	AS/US LEVEL	COMPUTING	LEVEL 3	CREDIT	INT/EXT
2785	US3	Create a computer spreadsheet to provide a solution for organisation use		5	Internal
2789	US3	Produce desktop published documents for organisation use		6	Internal
2787	US3	Produce a computer flatfile database to provide solutions for organisation use		6	Internal
18737	US3	Create a website for a stakeholder using a dedicated web-authoring tool.		5	Internal

WHAT WILL I LEARN?

To establish the nutritional content of an individual’s usual food intake, making recommendations for a change, and establish and discuss strategies for achieving health-enhancing modifications

How to use all meal planning considerations and resources to create meals for special occasions

How to use the Food Nutritional Guidelines to plan and prepare food for different lifestyles

How to use nutritional information to make wise food choices

Develop a solution to meet the needs of an actual client in food technology.

A level 3 Star /Gateway Hospitality programme may run concurrently with this course.

HOW IS THE COURSE ASSESSED?

2 Level 3 Achievement Standards

WHAT SHOULD I HAVE ALREADY DONE?

It is an advantage to have completed Food Technology and Nutrition Level 2

It is also an advantage to have studied a science at level 2.

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary level courses or a career in the Food industry

WHAT ARE THE COURSE COSTS?

\$70

WHO COULD TELL ME MORE?

Students wishing to take this course must speak to Mrs Shand first

CODE	AS/US LEVEL	HOME ECONOMICS /FOOD TECHNOLOGY LEVEL 3	CREDIT	INT/EXT
90620	3.2	Develop a one-off solution to address a client issue in food technology	8	Internal
90683	3.7	Demonstrate techniques in food technology	4	Internal
90531	3.1	Explore a current nutrition issue affecting New Zealand society	6	Internal
90532	3.2	Discuss strategies for achieving health-enhancing changes for an individual	4	Internal
90533	3.3	Discuss the influences of media messages on food choices	4	External
90534	3.4	Discuss the effects of globalisation on food choices in NZ	5	External

- Not all the standards will be assessed.
- The course will reflect students academic needs

Students cannot choose Materials and Textiles

WHAT WILL I LEARN?

Students will follow an advanced level of study, with a similar format to Level 2

The focus is to design for a client

Students will be able to have some choice as to their own direction of study

HOW IS THE COURSE ASSESSED?

All students will initially begin on Achievement Standard work. Progress will dictate the assessment work to follow which will be drawn from Achievement Standards and Unit Standards

Students will be given the opportunity to attempt a minimum of 24 credits

Portfolios are sent away for external assessment. There is no Exam

3 Level 3 Achievement Standards and 4 Level 3 Unit Standards

6 internally assessed make up 37 Credits

1 externally assessed makes up 4 Credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Technology Textiles is essential

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary education courses in Textiles or Fashion or a career in:

- Bachelor of Design
- Fashion Design
- Interior Design
- Textile Design

WHAT ARE THE COURSE COSTS?

\$15.00

Individual fabric costs

WHO COULD TELL ME MORE?

Mrs Kenny

CODE	AS/US LEVEL	TECHNOLOGY TEXTILES	LEVEL 3	CREDIT	INT/EXT
6700	US3	Prepare for and construct a textile item for a specified purpose		6	Internal
7530	US3	Use and care for fixed machine tools in materials technology		5	Internal
16840	US3	Prepare for and produce fashion drawings for a portfolio		5	Internal
16841	US3	Draft a garment or outfit pattern from a block or blocks		6	Internal
90620*	3.2	Develop a one-off solution to address a client issue		8	Internal
90686	3.6	Demonstrate knowledge that underpins a materials technology outcome		4	External
90687*	3.7	Demonstrate techniques in materials technology		4	Internal

* These Achievement Standards need to be attempted at the beginning of the year, and then a choice may follow

Students cannot choose Materials and Textiles

WHAT WILL I LEARN?

Students will follow an advanced level of study, with a similar format to Level 2
The focus is to design for a client, working through the Technological Process.
Students will be able to have some choice as to their own direction of study

HOW IS THE COURSE ASSESSED?

All students will initially begin on Achievement Standard work. Progress will dictate the assessment work to follow which will be drawn from Achievement Standards and Unit Standards
Students will be given the opportunity to attempt a minimum of 24 credits
Portfolios are sent away for external assessment. There is no Exam
3 Level 3 Achievement Standards and 3 Level 3 Unit Standards
5 internally assessed to make up 28 credits
1 externally assessed makes up 4 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Technology Materials is essential

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary study: e.g. Technology, Industrial Design, Product Design
Vocation: e.g. Cabinet Maker, Jeweller
Would be advantageous for: Architecture, Drafting, Engineering, Management and Planning in Industry, Prototype Maker (in Design Process)

WHAT ARE THE COURSE COSTS?

\$50.00

WHO COULD TELL ME MORE?

Mr Beecroft

CODE	AS/US LEVEL	TECHNOLOGY MATERIALS	LEVEL 3	CREDIT	INT/EXT
7530	US3	Use and care for fixed machine tools in materials technology		5	Internal
7531	US3	Select, apply and test joining processes for materials technology		5	Internal
7534	US3	Produce product components using Computer Aided Machining (CAM) in materials technology		6	Internal
90620*	3.2	Develop a one-off solution to address a client issue		8	Internal
90686	3.6	Demonstrate knowledge that underpins a materials technology outcome		4	External
90687*	3.7	Demonstrate techniques in materials technology		4	Internal

* These Achievement Standards need to be attempted at the beginning of the year

WHAT WILL I LEARN?

Students will learn how to use aesthetic and functional principles of design and in-depth specialist knowledge to inform their own ideas, as they work through media, architectural or product briefs. Students will also learn how to use a range of modes, media and presentation skills in order to visually communicate their design ideas. These will include: modelling, freehand drawing, instrumental drawing, rendering, and CAD (computer aided design).

Students will be working with a client to produce one of their projects.

HOW IS THE COURSE ASSESSED?

5 Level 3 Achievement Standards

A choice of 2/3 internally assessed make up 10 credits

2 externally assessed make up 9 credits

WHAT SHOULD I HAVE ALREADY DONE?

Level 2 Graphics or with the approval of the TIC of Graphics

WHAT COULD THIS SUBJECT LEAD TO?

Tertiary education courses

WHAT ARE THE COURSE COSTS?

\$30 excluding stationary requirements

WHO COULD TELL ME MORE?

Mr Megchelse

CODE	AS/US LEVEL	GRAPHICS	LEVEL 3	CREDIT	INT/EXT
90734	3.1	Negotiate a brief and a solution by applying a design process		5	External
90735	3.2	Plan and produce a presentation to communicate design ideas		4	External
90736	3.3	Develop and communicate a solution to an architectural or environmental design brief		5	Internal
90737	3.4	Develop and communicate a solution to an engineering or technological design brief		5	Internal
90738	3.5	Develop and communicate a solution to a media or technical illustration design brief		5	Internal