



Kerikeri High School
Years 11, 12 & 13

CURRICULUM GUIDE FOR 2024

OPTIONS EVENING
Tuesday 8 August 2023
4pm – 7pm
Years 8, 9, 10, 11, 12
ALL WELCOME

Hone Heke Road
PO Box 92
Kerikeri
NEW ZEALAND
Telephone: (09) 407-8916

KERIKERI HIGH SCHOOL CURRICULUM 2024 Full Guide Available at <http://kkhsnews.wordpress.com/>

Learning areas	YEARS 7 & 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
ENGLISH & LANGUAGES	English Māori Studies	English Māori Studies Spanish	English Māori Studies Spanish	English Spanish – Beginner Spanish – Advanced Te Reo Māori	English Modular English Spanish Te Reo Māori	English Modular English Spanish Te Reo Māori
MATHEMATICS	Mathematics and Statistics	Mathematics and Statistics	Mathematics and Statistics	Mathematics and Statistics	Mathematics and Statistics	Calculus Statistics
SCIENCE	Science	Science	Science	Agricultural & Horticultural Science Science - General Science – Life & Environmental Science – Biochemical Science – Physical, Chemical & Space	Biology Chemistry Physics Science	Biology Chemistry Physics
SOCIAL SCIENCE	Social Studies	Enterprise & Business History Social Studies	Business & Economics History Social Studies	Business Economics Geography History	Business Management Economics Geography History Tourism	Business Management Economics Geography History Tourism
HEALTH & PHYSICAL WELLBEING	Health Physical Education	Health Physical Education	Health Physical Education	Physical Education Health Studies	Outdoor Education Physical Education Physical Education – Advanced	Outdoor and Environmental Education Physical Education
TECHNOLOGY	Life Technology Technology	Food Studies Design & Visual Communication Digital Technologies Technology	Food Studies Design & Visual Communication Digital Technologies Technology	Design & Visual Communication Digital Technologies Hospitality Technology – Engineering Technology – Practical (Design & Make)	Automotive Studies Design & Visual Communication Digital Technologies Hospitality Human Development and Nutrition Technology – Engineering Technology – Practical (Design & Make) Technology – Systems & Control	Automotive Studies Design & Visual Communication Digital Technologies Hospitality Human Development and Nutrition Technology – Engineering Technology – Practical (Design & Make)
ARTS	Art Music	Art Drama Music	Art Drama Music	Art (Visual Art) Art (Digital Imagery) Drama Music Te Ao Haka	Art (Design) Art (Painting) Art (Photography) Drama Entertainment and Event Technology Music Te Ao Haka	Art (Design) Art (Painting) Art (Photography) Drama Entertainment and Event Technology Music Te Ao Haka
TRANSITION					Pathways	Pathways

Compulsory subjects are in bold

Year 11: Students must take an **English** and a **Mathematics** and at least one **Science** subject in Year 11

Year 12: Students must study **Level 1 English** or **Level 2 English**

COURSE CHOICES

For this year we offer a course structure similar to the successful format used over recent years. These courses may comprise a mix of Achievement and Unit Standards.

To ensure you select your courses correctly, you will have to study this booklet very carefully. Before you fill in your first course selection you will have the opportunity to

- discuss your choice with your parents
- attend an Options Evening and information meeting at school

Following this, a Course Counselling Team can meet with students and their parents, if they wish, to discuss this initial choice.

A WORD OF CAUTION

Your ideal course may not be possible for one of the following reasons-

- Insufficient numbers opting for a subject
- Timetabling constraints
- Staffing availability

Checklist:

- Have you carefully read the course description?
- Have you selected the right number of subjects?
- Have you checked what you need for the next level?
- Do you understand the difference between Unit Standards and Achievement Standards?

Online Student Option Choices

Students are being asked to submit their option choices for 2024 online.

We believe the best choices for each individual will be made through a process involving family, Form Teacher and Dean. Our process in 2023 has been streamlined to enable families to gather all the information needed to support a student in making the right choices.

Our Curriculum Guides contain course descriptions. Three Parent Evenings early in Term Three will provide opportunities to talk to subject teachers and our Options Evening allows an informal evening where you and your child can chat to our Careers Advisors and Leaders of Learning about subject choices and future pathways.

Once the student portal opens on Monday 7 August, students can enter their option choices from the range of available subjects. Entries can be changed up to ten times before the portal closes for course planning. After this date, any changes will need to be made in a meeting with the Year Level Dean.

For our students without email we will be organising meetings with the Year Level Dean who will enter student option choices online with them.

Term Three Options Process

Week 1	Parent Evening:	Tuesday 18 July 2023
Week 2	Parent Evening:	Wednesday 26 July 2023
Week 3	Parent Evening:	Thursday 3 August 2023
Week 4	Options Evening:	Tuesday 8 August 2023
Week 4	Student Portal Opens:	Monday 7 August 2023
Week 6	Student Portal Closes:	6pm Monday 21 August 2023

How does it work?

You will receive an email to the address you selected for correspondence early in Term Three. The email will outline how to enter each student's subject preferences online and will look like the example below.

<u>1</u> Internet Access	You will need a computer with an internet connection.
<u>2</u> Log In	Log In to www.selectmysubjects.com.au using: Click here to open Web Preferences Student Access Code: This will be on the email sent to you in Password: Term Three
<u>3</u> Home Page	To view your subject information, click " View Subject Details " at the top right of the screen. To select/change your preferences, click " Add New Preferences " at the top right of the screen.
<u>4</u> Preference Selection	Select your subjects from the drop-down lists, you have 30 minutes to do so. Once complete, click " Proceed ". Note: You are not finished yet.
<u>5</u> Preference Validation	If you are happy with your preferences click " Submit Valid Preferences " which will open your "Preference Receipt". Or if you would like to make changes to your preferences click " Cancel " and this will take you back to the Preference Selection page.
<u>6</u> Preference Receipt	You can print your "Preference Receipt" by clicking " Open Print View " and clicking " Print Receipt ". To continue click " Return to Home Page ". If you want to change your preferences, repeat the process by clicking " Add New Preferences ", otherwise exit by clicking " Log Out ". End of steps.

Kerikeri High School



YEAR 11

CURRICULUM GUIDE FOR 2024

YEAR 11 CURRICULUM GUIDE

THIS BOOKLET TELLS YOU

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

HOW DO YOU DECIDE WHAT SUBJECT TO CHOOSE?

Consider

- How well you have done in a subject so far
- What subjects you have done already
- Your own preference
- Careers interests – keeping in mind that you need to keep your careers options open

WHO CAN HELP YOU DECIDE?

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a Course Counselling Team.

Other people who may help you decide are subject teachers, Heads of Department, Counsellor, the Careers Advisor, the Deputy and Assistant Principals, and your Dean.

HOW MANY SUBJECTS DO I TAKE?

All Year 11 students must take English, Mathematics, at least one of the Sciences and three other subjects.

SELECTING LEVEL 1 SCIENCE FOR 2024

All students **must select at least one Science subject from**

- General Science
- Life and Environmental Science
- Biochemical Science
- Physical, Chemical and Space Science.

All students may choose a maximum of TWO Science subjects. This can be any combination of Life and Environmental, Biochemical and Physical, Chemical and Space Science.

Students selecting General Science will be able to choose Biology, Chemistry, Physics or Science in Year 12.

Agricultural and Horticultural Science may be studied in addition to any of the other Science subjects listed above.

YEAR 11

*In Year 11 all students study **6** subjects*

Most subjects offer up to 20 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria in the Curriculum Guide.

Each student is to take a course in **English, Mathematics, and at least one Science**. Each student will then choose any 3 other subjects provided that they do not choose both Visual Art and Digital Imagery.

To receive NCEA at Level 1, students need 60 credits at Level 1 or above.

In addition to this, Student must meet the Literacy and Numeracy requirements. For 2024 and 2025, these may be met in two different ways:

- Passing the Literacy Reading, Literacy Writing and Numeracy Co-requisite assessments

Or

- Achieving 10 credits in Literacy and 10 Credits in numeracy from a small range of Achievement standards in English, Mathematics, and a small range of other standards in the Social Sciences and Science.
- If literacy and / or numeracy is achieved through these Achievement Standards, these credits will not count towards a Student's total of 60 credits.

All subjects have some standards which are internally assessed. This means that assessment is done by the teachers at school during the school year.

Most subjects in Year 11 have some externally assessed achievement standards. These standards are assessed, usually towards the end of the year through exams or portfolio or report submissions. These assessments are set and marked outside of the school.

Certificate Endorsement

NCEA certificates can be endorsed with ***Merit*** or ***Excellence***.

Merit Endorsement - 50 credits at Merit or better at the level of the certificate

Excellence Endorsement - 50 credits at Excellence at the level of the certificate

Course Endorsement

Courses may be endorsed with Merit or Excellence. This provides recognition for students who perform exceptionally well in individual courses.

Students will gain an endorsement for a course where they achieve:

1. 14 or more credits at ***Merit*** or ***Excellence*** at the lower level that supports the endorsement
2. At least 3 credits from externally assessed standards and 3 credits from internally assessed standards
3. These credits must be gained in a single year

LEVEL 1 SUBJECTS OFFERED IN YEAR 11

- AGH - Agricultural and Horticultural Science
- ART - Art (Visual Art)
- ADI - Art (Digital Imagery)
- BUS - Business
- DVC - Design and Visual Communication
- DTC - Digital Technologies
- DRM - Drama
- ECO - Economics
- ENG - English
- GEO - Geography
- HEA - Health Studies
- HIS - History
- HOS - Hospitality
- MAT - Mathematics & Statistics
- MUS - Music
- PED - Physical Education
- SCI - Science – General
- BCS - Science – Biochemical
- LES - Science – Life and Environmental
- PCS - Science - Physical, Chemical and Space
- SPB - Spanish – Beginner
- SPA - Spanish – Advanced
- TEM - Technology – Engineering
- TEP - Technology – Practical Technology (Design & Make)
- TAH - Te Ao Haka
- MAO - Te Reo Māori

AGRICULTURAL AND HORTICULTURAL SCIENCE (AGH) – Level 1

SUBJECT STATEMENT

Introduction to Agricultural and Horticultural management systems including sustainability and life process considerations.

COURSE CONTENT

Agriculture and Horticulture – Primary production systems.

This course covers:

- Factors that influence purpose and location of primary production
- Management of soil properties
- Sustainability considerations
- Understanding life processes management

SPECIAL REQUIREMENTS

- Students selecting Agricultural and Horticultural Science must also select another Science subject.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standard 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Agriculture and Horticulture Level 2 and 3 in future years – Year 12 Science in 2025

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

ART – VISUAL ART (ART) - Level 1

SUBJECT STATEMENT

Year 11 Visual Art is a hands-on practical course that builds creative thinking skills and provides opportunity to express imagination. Students will investigate thematic ideas and develop work that connects with local, historical, contemporary, and authentic contexts. Students can explore a range of media and will produce work in traditional art-making approaches such as drawing, painting, printmaking, or sculpture.

COURSE CONTENT

- Building visual literacy skills
- Completing inquiry-based research
- Developing visual and thematic ideas
- Producing a resolved physical artwork for exhibition
- Generating a body of related artwork

ASSESSMENT CRITERIA

Students will complete 15 credits

- Internal Achievement Standard 5 credits
- External Achievement Standard 5 credits
- A further 5 credits will come from either an External or Internal Achievement Standard.

Both internal and external assessments are produced in class over an extended period.

SPECIAL REQUIREMENTS

- Please note Year 11 students can only study one Art - either Visual Art or Digital Imagery.

WHERE DOES IT LEAD?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)
- Beyond secondary school, the study of Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mr Forstner, Mr Irving, or any member of the Art Department

ART – DIGITAL IMAGERY (ADI) – Level 1

SUBJECT STATEMENT

Year 11 Art Digital Imagery is a practical course that explores approaches to creating digital artwork. Students will have the opportunity to work with processes, such as Photography, Illustration, Animation and Moving Image during the year. They will investigate thematic ideas and develop work that connects with local, historical, contemporary, and authentic contexts, using a variety of digital tools.

COURSE CONTENT

- Developing camera skills and building digital fluency
- Building visual literacy skills
- Completing inquiry-based research
- Exploring visual and thematic ideas
- Producing a resolved digital artwork for exhibition
- Generating a body of related digital artwork

SPECIAL REQUIREMENTS

- Please note Year 11 students can only study one Art - either Visual Art or Digital Imagery.
- Students will have access to cameras and Adobe software at school; however, access to a camera and computer outside of school is always beneficial.
- A copy of Adobe Creative Cloud will be available for students studying this course.
- If required, specialist printing of final outcomes for assessment will be undertaken by the school or an external provider. If students wish to produce further specialist prints, this will be at their own expense.

ASSESSMENT CRITERIA

Students will complete 15 credits

- Internal Achievement Standard 5 credits
- External Achievement Standard 5 credits
- A further 5 credits will come from either an External or Internal Achievement Standard.

WHERE DOES IT LEAD?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)
- Beyond secondary school, the study of Design & Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mr Forstner, Mrs Dobbie, or any member of the Art Department

BUSINESS (BUS) Level 1

SUBJECT STATEMENT

The study of Business is about how individuals and groups of people organise, plan and act to develop goods and services to satisfy customers. This course combines the practical application of creating a business with more formalised teaching of Business, Economics and Finance theory. Authentic context helps students to develop both subject knowledge and transferable life skills including self-confidence, resilience, problem solving and enterprise.

Students who choose Business are not able to study Level 1 Economics.

COURSE CONTENT

The process of learning will involve a wide range of activities that will help students to:

- Understand the integral role of business in society and the economy, and the interdependent relationship they have with other sectors in the economy (households and government)
- Understand how small business owners plan and make operational decisions that have consequences for the success of their business, e.g. The price they set for a good or service or whether to invest in new capital goods
- Explore the Māori concepts of Pūtake, Kaitiakitanga and Tikanga from a business perspective, to help understand that some businesses operate for reasons in addition to profit
- Demonstrate Enterprising qualities such as initiative, co-operation, decision-making, negotiation, communication and resourcefulness

Students will have the opportunity to be involved in a small business of their own choosing (Market Day)

SPECIAL REQUIREMENTS

Some start-up capital may be required for student businesses

ASSESSMENT CRITERIA

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

The study of Commerce

- NCEA Business Management Level 2
- provides a useful general knowledge of financial and commercial concepts and terms
- develops practical skills of making personal and commercial financial decisions
- introduces students to financial strategies and goals of the business world
- leads to further secondary and tertiary study in commerce, management, enterprise, information systems and finance

FURTHER INFORMATION FROM

Mrs Dickson

DESIGN AND VISUAL COMMUNICATION

(DVC) - Level 1

SUBJECT STATEMENT

Design and Visual Communication (DVC) is the study of product and spatial design. This encompasses anything that may be designed and created for a purpose. We use drawing techniques, rendering, computer design and model making, to complete the design process.

COURSE CONTENT

Level 1 students focus on an in-depth product/ architecture design, using influence from some of the world's most influential designers and Te Ao Māori. Presentation and computer work are integrated into the course.

There will be a focus on the following skills:

- Freehand isometric, oblique and perspective drawing
- Exploded drawings and sections
- Design process and presentation of a design brief
- Technical drawing
- Research and implementation
- Promotion of a design to an audience
- Language associated with design
- Computer aided design (CAD)

ASSESSMENT CRITERIA

Work will have feedback and be assessed on a regular basis throughout the year. Final submissions of Achievement Standards are at the beginning of Term Four.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- NCEA DVC Level 2 and 3
- Possible career avenues in:

Engineering	Advertising	Product Design	Illustration
Surveying	Fashion Design	Sign Writing	Drafting
Graphic Design	Landscaping	Architecture	Building

FURTHER INFORMATION FROM

Miss Crawford/ Mr Jarman

DIGITAL TECHNOLOGIES (DTC) - Level 1

SUBJECT STATEMENT

Computer Science and Digital Technologies underpin almost all innovation today. This ability to innovate is important for students' future success and the ability to make a difference in a global society.

COURSE CONTENT

In this course students will learn the fundamentals of programming and foundational computer science concepts. Students will learn how to design and evaluate user interfaces in applications and websites.

Students will complete two projects: An interactive Python application, where students will learn how to use code to create a quiz, and a website. Throughout the course, students will gain proficiency in the Python programming language as well as the HTML and CSS languages. They will develop problem-solving skills by designing and implementing fully functional programs.

SPECIAL REQUIREMENTS

- Students will need to leverage their pre-existing design, problem solving and logical reasoning abilities. Students will have the opportunity to develop these further while gaining up to 20 Level 1 credits.

ASSESSMENT CRITERIA

- 2 Internal Achievements Standards 10 credits
- 2 External Achievement Standard 10 credits

WHERE DOES IT LEAD?

This course is a good foundation for students continuing into Level 2 Digital Technology.

Familiarity with computing will provide you with the knowledge, problem-solving skills and logical thinking capabilities that are required in your future study or career. Every industry uses computers, meaning computer scientists can pursue any sector they want. Familiarity with computer science and software engineering concepts are now fundamental to many academic and research careers.

Digital Technologies can lead you into careers as a Software Developer, Database Administrator, Computer Hardware Engineer, Computer Systems Analyst, Computer Network Architect, Web Developer, Cyber Security Analyst, Computer and Information Research Scientists, Game Designer, Graphics Researcher, Artificial Intelligence Researcher.

FURTHER INFORMATION FROM

Mr Ward

DRAMA (DRM) – Level 1

SUBJECT STATEMENT

Drama is not just about acting. This course covers transferable skills that will be useful throughout life; communication, presentation/ public speaking, collaborative and leadership skills, problem solving, time management, initiative, and the ability to work to a deadline. We aim to build confidence while having fun. We have authentic learning – with REAL audiences.

COURSE CONTENT

This course:

- Builds students understanding of the drama techniques of voice, body, movement and use of space
- Teaches students about Theatre Aotearoa
- Gives students the opportunity to perform in a class production to a public audience
- Guides students to create and devise their own short plays
- Gives students the opportunity to create and perform Children's Theatre pieces for local kindergartens
- No External Exams

SPECIAL REQUIREMENTS

- After school, weekend or holiday rehearsals may be required for public performances.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Drama at NCEA Levels 2, 3 and Scholarship
- Entertainment and Event Technology Level 2 and Level 3
- Professional actor, director, scriptwriter
- Industry professional with specialisation in lighting, sound, costuming, makeup, set design/ construction
- Event Management/ Project Management
- Broadcasting/ Journalism
- Careers involving public speaking/ presentation/ public relations/ customer liaison
- Law/ Politics
- Entrepreneur
- Teacher/ Lecturer/ Early Childhood Educator
- Tourism, Hospitality

FURTHER INFORMATION FROM

Mrs Crooks or Ms Bowers

ECONOMICS (ECO) Level 1

SUBJECT STATEMENT

Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. The study of Economics helps people understand the world around them, as they learn about how businesses, individuals and government interact.

This course will provide students with a foundation in Economics and develops critical-thinking and problem-solving skills which will enable good decision-making throughout life.

Students who choose Economics are not able to study Level 1 Business.

COURSE CONTENT

This course examines the decisions made both by groups of people (businesses, hapū, iwi, club, charity or household), households and government in a modern economy.

This course:-

- Provides an understanding of the interaction (interdependence) between household, business, government, financial and overseas sectors in our economy
- Considers how the process of consumer decision making results in market demand
- Relates producer decisions concerning the use of resources to market supply
- Explains how supply and demand create an equilibrium price and quantity in a market and how government can influence this
- Examines how groups of people use cost-benefit analysis in decision-making
- Provides an understanding that groups may consider Kaitiakitanga, Sustainability and Pūtake when making a decision that affects them and the flow on effects

Students on this course DO NOT take part in Market Day.

ASSESSMENT CRITERIA

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

The study of Commerce:

- NCEA Economics, Level 2
- Provides useful analytical skills and general knowledge of contemporary social and economic issues
- Leads to further secondary and tertiary study in commerce, management, enterprise, law, journalism and finance
- Will prepare students with an initial understanding of some of the skills needed in business and management

FURTHER INFORMATION FROM

Mrs Dickson

ENGLISH (ENG) – Level 1

SUBJECT STATEMENT

This course offers the study of literature, language and film, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for several career choices.

COURSE CONTENT

This course builds on creative and analytical skills, whilst also studying texts as a product of their social and historical context. The course offers:

- Formal and creative writing
- Study of fiction and non-fiction texts
- Film study
- Analysis of language features and unfamiliar texts

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to communications, public relations, event management, journalism, or with extra training, a more specialised degree like law, medicine, or teaching.

FURTHER INFORMATION FROM

Ms Robinson

GEOGRAPHY (GEO) – Level 1

SUBJECT STATEMENT

The Year Eleven course introduces the exciting field of Geography, exploring the diverse aspects of the world we live in. Through a combination of knowledge, practical skills, and critical thinking, students will gain a deeper understanding of the Earth's physical features, human societies, and the relationship between them. By looking at various geographical themes, such as landforms, population, and environmental issues, students will develop a global perspective and the ability to analyse and interpret spatial patterns and processes.

COURSE CONTENT

- Develop Geographic Knowledge: Explore the Earth's physical features, including landforms, extreme natural events, and ecosystems, as well as the human aspects of geography, such as population distribution, cultural diversity, and economic activities.
- Investigate Geographic Issues: Investigate different contemporary geographic issues where students will examine the causes, impacts, and potential solutions to these challenges.
- Enhance Spatial Thinking Skills: Develop spatial thinking skills through map reading, resource interpretation and analysis to identify relationships and understand processes. Students will explore the use of geospatial technologies, such as geographic information systems (GIS), to investigate and present geographic data.
- Foster Research and Communication Skills: Engage in research, data collection, and analysis to gain information from various sources, including maps, texts, and digital media. Through written reports, presentations, and collaborative projects, students will enhance their communication skills and effectively convey their geographic knowledge and findings.
- Develop Global Awareness: Explore the connections of people, places, and environments on a global scale, fostering an appreciation for diverse cultures, perspectives, and ways of life.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- | | |
|----------------------------|--------------------------------|
| • Environmental Management | • Tourism |
| • Planning | • Geology |
| • Law | • Civil Defence |
| • Civil Engineering | • Demography and policy making |
| • Journalism | • Surveying |
| • Teaching | • Urban Planning |
| • Outdoor recreation | • Event Management |

FURTHER INFORMATION FROM

Mr Willis or Miss Boisen

HEALTH STUDIES (HEA) - Level 1

SUBJECT STATEMENT

In Health Studies, students/Ākonga will engage in the three Key Areas of Learning — Food and Nutrition, Mental Health, and Relationships and Sexuality. Ākonga will relate all their learning to health and wellbeing models at an individual, whānau and community level.

COURSE CONTENT

In this course students will:

- Explore different health and wellbeing models
- Examine personal, interpersonal and societal influences to our Health
- Critically explore current health issues:
 - Mental Health – Drugs and Addiction
 - Food and Nutrition – nutritional needs and lifestyle issues
 - Relationships and Sexuality – Exploring social norms, expectations, consent, power and other issues in order to keep yourself and others safe
- Demonstrate an understanding of the complex and interconnection between their mental, physical, social and spiritual health
- Explore and reflect on decision making models
- Strategies to cope with change
- Exploring diversity – attitudes, values, beliefs and actions

SPECIAL REQUIREMENTS

- Students will be required to learn and discuss topics of a sensitive nature.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Level 2 Human Development and Nutrition
- The Health Sector
- Community or Social worker
- Hospitality
- Science Sector
- Management and consulting
- Education

FURTHER INFORMATION FROM

Mrs Baird or Mrs Rennes

HISTORY (HIS) – Level 1

SUBJECT STATEMENT

History is exciting because it allows you the chance to explore and understand the events, ideas, and people that have shaped the world that you live in today. You can explore the stories of different cultures, civilizations, and individuals, gaining empathy and understanding for people from various backgrounds. History is full of captivating stories, heroes, villains, and dramatic events. By studying history, we can immerse ourselves in these narratives. The stories of individuals and societies can inspire, entertain, and spark curiosity, making the study of history an exciting and enjoyable experience.

Overall, studying history offers you the opportunity to explore the richness and complexity of the human experience. It can equip you with knowledge, skills, and perspectives that are valuable for your personal growth, intellectual development, and active participation in society.

COURSE CONTENT

This course covers:

Protest in Aotearoa:

- Suffragettes, Rugby Riots and Polynesian Panthers
- The Springbok Tour of New Zealand, 1981
- The Nuclear Arms Race Campaign against Nuclear Power in NZ
- Black Civil Rights in the USA 1954 – 1970
- The dropping of the Atomic Bomb in 1945 on Hiroshima and Nagasaki
- The First World War and its impact on New Zealand with specific focus on the Battles of Passchendaele and Gallipoli
- Engaging with a variety of historical sources
- Understanding the perspectives of people in the past

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- The subject is taught at all levels from Years 9 - 13.
- The study of History teaches students a whole raft of transferable skills. Students of History learn good habits of thought. Students learn to analyse ideas and data and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing; essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also expect to find employment in many fields including business, industry, trade, tourism, and commerce; in Government departments - foreign affairs, trade and industry, treasury, justice, banking and law; in publishing, journalism, radio and television, social work etc.

FURTHER INFORMATION FROM

Mrs Jarman

HOSPITALITY (HOS) – Level 1

SUBJECT STATEMENT

Hospitality provides students with the opportunity to gain knowledge and experience in the study of food, including the safe handling of foods, specific cooking techniques and how to apply this knowledge when planning and preparing food. Hospitality study has a professional industry focus as opposed to Food Studies which is home focused.

Please note – This course consists of two theory lessons and two practical lessons in the senior kitchen each week.

COURSE CONTENT

This course includes specific studies in:

- Food hygiene and safety during food preparation and cooking
- Knife skills
- Techniques and skills related to specific foods, Including (but not limited to) fruit, vegetables, meat, eggs and cheese, baking, soups and sauces
- Jobs and roles in the Hospitality Industry

ASSESSMENT CRITERIA

Standards will be selected from the following:

- 7 Internal Unit Standards (Level 1) 18 credits
- 1 Internal Unit Standard (Level 2) 2 credits

WHERE DOES IT LEAD?

- Provides valuable theoretical and practical knowledge leading to further studies in Year 12 and Year 13 and at tertiary level and for students seeking part-time work in this area or during gap years and/ or travel
- Can lead to careers in the Hospitality industry (chef training, hotel management, apprenticeships), and event management

FURTHER INFORMATION FROM

Mrs Smith or Mrs Andrews

MATHEMATICS and STATISTICS (MAT)

– Level 1

SUBJECT STATEMENT

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Statistics focuses on patterns and relationships in data. Ākonga are equipped with powerful communication and problem-solving tools for investigating, interpreting, and making sense of the world. Using symbols, graphs and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts.

COURSE CONTENT

This course completes a basic education in mathematics and provides ākonga with the skills and knowledge needed to support other areas of learning and everyday life at home, at work, and in the community. It also is an opportunity to experience the aspects of mathematics that are required for continued study in the subject at higher levels. This course covers all the major areas of mathematics and statistics at curriculum Level 6, including:

- Algebra
- Geometry
- Statistics and Probability
- Number Skills
- Graphs
- Trigonometry

ASSESSMENT CRITERIA (a selection from)

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Level 2 Mathematics course
- Level 2 Science courses
- Trade Apprenticeships
- Careers in Technology and the Sciences

FURTHER INFORMATION FROM

Mrs Robson-Clark

MUSIC (MUS) – Level 1

SUBJECT STATEMENT

In Music, emotion, intellect, and imagination are articulated through sound. Music allows us to express feelings and ideas about ourselves and our place in the world, using symbolic notation, live performances, compositions, and analysis of existing pieces. Learning about Music opens doors to creativity and connections.

COURSE CONTENT

- Perform music as a **featured soloist** and as a **member of a group**
- **Create** original music pieces
- **Aurally** identify, describe, and **transcribe music** elements from simple music
- **Learn** how music theory functions
- **Analyse music works** from a range of styles and eras: from NZ, other cultures, both contemporary and historic

SPECIAL REQUIREMENTS

- It is recommended that students have instrumental or vocal tuition either privately or in school (fees of \$25 per term through school)
- Own or hire an instrument
- You should have a willingness to participate in music groups and public performances and attend concerts by visiting musicians either in or outside school
- Students should be able to read music notation and understand theory concepts as well as have reasonable experience with their chosen instrument. Functioning at approximately Grade 3 difficulty

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

Tertiary Qualifications

- NZQA National Certificate in Music
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton, and Wellington
- University Degree in Music at Auckland, Christchurch, Wellington, and Waikato

Music Careers for example

- Performer, conductor, accompanist
- Technical aspect of music – composer, recording, sound technician
- Teaching – at various levels, music therapist
- Composer

FURTHER INFORMATION FROM

Mrs McGlinchey

PHYSICAL EDUCATION (PED) - Level 1

SUBJECT STATEMENT

Physical Education is learning about movement and its contribution to Hauora and develop social, emotional, intellectual and cultural capabilities. Physical Education also creates an understanding why and how people move and the influences on them.

COURSE CONTENT

50% of this course is theory based. The theory relates to practical lessons.

In this course students will:

- Apply movement strategies in an applied setting
- Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies
- Demonstrate understanding of personal movement experience on hauora
- Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific

SPECIAL REQUIREMENTS

- Students will be required to change clothes for all practical classes
- Most practical lessons are assessed
- There are no Physical Education uniform requirements

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Level 2 Physical Education Advanced
- Level 3 Physical Education
- Sports and Leisure courses
- Physical Education teaching
- Physiotherapy

FURTHER INFORMATION FROM

Mrs Gordon or Mrs Rennes

SCIENCE (SCI) – GENERAL – Level 1

SUBJECT STATEMENT

General Science uses observation and experimentation to describe and explain the world around us. It includes Biology: the study of living things, Chemistry: the study of materials, and Physics: the study of matter and energy.

COURSE CONTENT

- Chemistry – atomic structure, combustion, neutralisation, precipitation
- Physics – energy (mechanical, heat, electrical)
- Biology – genetics and variation
- Nature of Science – Investigations

SPECIAL REQUIREMENTS

- Students may **not** choose Physical Chemical Space (PCS), Bio Chemical Science (BCS) or Life and Environmental Science (LES) as well as General Science.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 11 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Separate sciences – Level 2 Physics, Chemistry, Biology, Science
- Students wanting to keep their options open for Level 2 while taking only one Science course in Year 11 should take this course
- All science careers including medicine, pharmacy, veterinary, physiotherapy, nursing, engineering, technicians, diagnostic, forensics, surveying, and architecture

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

SCIENCE – BIOCHEMICAL (BCS) – Level 1

SUBJECT STATEMENT

Biology is the study of living things. In Biology, students study life processes, the structure and function of organisms, how different species are adapted to survive in their environment, how organisms interact with each other, how an organism's genome influences its survival and how species can change over time. Learning in Biology includes practical investigations as well as more formalised learning of theory. Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry, and analysis.

COURSE CONTENT

This course serves as an alternative to General Science Level 1 and may be taken alone or with Level 1 Physical Chemical Space (PCS) as a strong foundation for students who are intending to study sciences at Level 2 and beyond. It can also be taken with Level 1 Life, Environmental Science (LES), if students are interested in Environmental Science.

This course covers:

- Nature of Science - Scientific response to a local issue
- Nature of Science - Features of Science that have contributed to development of a scientific idea
- Biology - Genetics and Variation
- Chemistry - Chemical reactions. Includes neutralisation, combustion, precipitation

SPECIAL REQUIREMENTS

- Students may not choose this subject as well as General Science. Students can take Physical, Chemical, Space (PCS) or Life Environmental Science (LES) with Bio Chemical Science (BCS).

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 11 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Biology Level 2 and Level 3, Chemistry Level 2 and 3
- All Science careers, if taken in conjunction with PCS Level 1
- Provides a background for tertiary courses in science, technology, medical and veterinary practices, forestry, biotechnology, food technology, conservation, genetics, physiology, and forensics

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

SCIENCE – LIFE AND ENVIRONMENTAL (LES) – Level 1

SUBJECT STATEMENT

Science uses observation and experimentation to describe and explain the world around us. It includes Biology: the study of micro-organisms, Earth and Space Science, Nature of Science.

COURSE CONTENT

- The study of human induced changes in our Earth System
- Nature of Science – Investigations
- Nature of Science - Understanding Science related claims
- Micro-organisms

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 15 credits
- 1 External Achievement Standard 5 credits

WHERE DOES IT LEAD?

- Students who complete this course can use basic Science concepts in their daily lives
- This course does not lead to Level 2 specialist Science courses (i.e. Physics, Chemistry and Biology). However, students may select either Biochem (BCS) or Physics/Earth Space (PCS) Science courses as well
- To Year 12 Level 2 Science course

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

SCIENCE – PHYSICAL, CHEMICAL AND SPACE (PCS) – Level 1

SUBJECT STATEMENT

Physical Science includes the study of Physics, which studies matter and energy and the interactions between the two, and Chemistry, which is the study of materials, their properties and how they interact with each other and Space Science which looks at interactions between the Sun and Earth-Moon system. Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry, and analysis.

COURSE CONTENT

This course serves as an alternative to General Science Level 1 and may be taken alone or with Level 1 Bio Chemical Science as a strong foundation for students who are intending to study sciences at Level 2 and beyond.

This course covers:

- Mechanics investigations
- Energy (mechanical, electrical and heat)
- Properties of chemicals and their use
- Effects on the Earth of Sun and Earth-Moon System

SPECIAL REQUIREMENTS

- Students may not choose this subject as well as GSC General Science but can take Physical Chemical Space (PCS) Science with Bio Chemical Science (BCS) or Life Environmental Science (LES).

ASSESSMENT CRITERIA

- 1 Internal Achievement Standard 5 credits
- 3 External Achievement Standards 14 credits

WHERE DOES IT LEAD?

- Level 2 Physics and/or Chemistry courses
- Engineering
- Medicine
- Architecture
- Technology
- Research

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

SPANISH BEGINNER (SPB) – Level 1

SUBJECT STATEMENT

This course concentrates on developing proficiency through reading and storytelling. This course incorporates the receptive skills of listening to, reading, and viewing as well as the productive skills of speaking, writing, and performing. This course is designed for students who have not previously studied Spanish.

COURSE CONTENT

- Students will follow the SOMOS curriculum which teaches proficiency through reading and storytelling whilst allowing for creative input from students.
- Culture is fully embedded into the curriculum in a form that students can comprehend. A movie study will be included for language and cultural content.
- Students will also have access to a variety of comprehensible input-based websites that include stories, songs, and activities to further reinforce their learning.
- Students will have the opportunity to interact through ImmerseMe to practise real-life communication with Spanish speakers.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Leads on to Spanish at all levels – NCEA Level 2 Spanish, NCEA Level 3 Spanish
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business, International Affairs, External Affairs, Trade industry
- Interpreting/ translating
- The learning of other languages
- The opportunity to take part in a Spanish Language Immersion Trip in Year 12 or 13

FURTHER INFORMATION FROM

Miss Williams

SPANISH ADVANCED (SPA) – Level 1

SUBJECT STATEMENT

This course concentrates on developing proficiency through reading and storytelling. This course incorporates the receptive skills of listening to, reading, and viewing as well as the productive skills of speaking, writing, and performing.

COURSE CONTENT

- Students will continue with the SOMOS curriculum where culture is fully embedded into the curriculum in a form that students can comprehend. Movie talk and movie studies throughout the course will further reinforce language and culture.
- Students will also have access to a variety of comprehensible input-based websites accessible from school and home that include stories, songs, and activities to further reinforce their learning.
- Students will have the opportunity to interact with students from Lobos, Argentina via Zoom monthly, giving presentations on New Zealand in Spanish and listening to presentations in English about Argentina, as well as having conversations with these students. This course will allow students to reflect on and make comparisons between Spanish speaking cultures and their own.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Leads on to Spanish at all levels – NCEA Level 2 and Level 3 Spanish
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business, International Affairs, External Affairs, Trade industry
- Interpreting/ translating
- The learning of other languages
- The opportunity to take part in a Spanish Immersion Language Trip in Years 11 – 13
- The opportunity to participate in the Spanish National Debating Competition

FURTHER INFORMATION FROM

Miss Williams

TECHNOLOGY - ENGINEERING **(TEM) - Level 1**

SUBJECT STATEMENT

This course is for students who want to work in trades linked to Engineering. It is based on Unit Standards, which lead into industrial apprenticeships. It focuses on the cutting, shaping, manipulation and joining of metals during practical tasks. Students study the correct selection of materials based on their physical, chemical, or mechanical properties and the use of machine tools to shape them. Engineering is a wide-ranging field that encompasses everything from basic fabrication, fitting, welding, and machining through to high tech research and development. The credits on offer are based around making an engineer's vice and an illuminated sign designed by the student.

COURSE CONTENT

This course:

- Develops skills in the use of workshop machines
- Provides training in the use of a range of processes to join materials
- Develops skills in the use of marking out equipment required to work with accuracy
- Introduces the use of dimensional measuring equipment
- Introduces the use of computers to produce 3D models and engineering drawings
- Teaches how to design, develop, and plan the production of a product to meet an engineering brief
- Use of computer-controlled machines

SPECIAL REQUIREMENTS

- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed.
- All health and safety rules must be followed to take part in practical activities.

ASSESSMENT CRITERIA

- 3 Internal Unit Standards 24 credits

WHERE DOES IT LEAD?

- Level 2 Engineering
- Level 2 Automotive
- Level 2 Practical Technology – Design and Make
- Employment in related fields or apprenticeships

FURTHER INFORMATION FROM

Mr Clark

TECHNOLOGY – PRACTICAL TECHNOLOGY (TEP) – Level 1

SUBJECT STATEMENT

This course is for students who want to work in trades linked to the use of timber and construction materials. It is based around Unit Standards that link directly to careers and apprenticeships in the building trade. Students will produce two main practical projects using a range of materials and processes. They will learn to select materials based on their properties and match these with suitable shaping/ joining processes. Students will use a range of hand tools, power tools and machines to demonstrate the development of their skills. Practical projects are normally based around items such as a sawhorse, garden furniture or speaker cabinets.

COURSE CONTENT

This course:

- Develops a range of practical skills along with the ability to correctly select materials
- Provides experience in a range of workshop tools, machines, and processes
- Develops the ability to plan the production of a product
- Explores the properties of a range of materials that can be used in the workshop
- Develops awareness of safety in the workplace

SPECIAL REQUIREMENTS

- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed.
- All health and safety rules must be followed to take part in practical activities.

ASSESSMENT CRITERIA

- 5 Internal BCITO Unit Standards 21 credits

WHERE DOES IT LEAD?

- Level 2 Practical Technology
- Apprenticeships/ employment in a range of fields linked to building/ construction

FURTHER INFORMATION FROM

Mr Clark

TE AO HAKA (TAH) – Level 1

SUBJECT STATEMENT

Nau mai haere mai ki Te Ao Haka!

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.

Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapū, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts.

Ākonga who engage with Te Ao Haka recognise that pride in their culture also comes with a responsibility to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 12 credits
- 2 External Achievement Standards 8 credits

WHERE DOES IT LEAD?

This course is a University Entrance approved subject, this can lead to Te Ao Haka Levels 2 and 3, and Māori Performing Arts Levels 2 and 3.

Career pathways include:

- Tourism Industry (International)
- Languages
- Performing Arts
- Kaiako
- Radio/Television Journalist
- Radio broadcaster, Television presenter
- Personal, social, cultural development
- Advantages in a wide range of vocational areas
- Toi Whakaari

FURTHER INFORMATION FROM

Mrs Kingi

TE REO MĀORI (MAO) – Level 1

SUBJECT STATEMENT

Te Reo Māori, the indigenous language of Aotearoa, is a taonga and is guaranteed protection under the Treaty of Waitangi. As students learn in Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

COURSE CONTENT

- Kōrero kia whakamahi i te reo o tōna ao (speaking)
- Pānui kia mōhio ki te reo o tōna ao (reading)
- Tuhi i te reo o tōna ao (writing)
- Waihanga tuhinga i te reo o tōna ao
- Whakarongo kia mōhio ki te reo o tōna ao (listening)

SPECIAL REQUIREMENTS

- Completed either Year 9 or Year 10 Te Reo Māori or in consultation with Head of Department

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- NCEA Level 2 Te Reo Māori, NCEA Level 3 Te Reo Māori, tertiary programmes in Te Reo Māori
- University Māori Language papers
- Cultural Advisor (Government Department)
- Languages
- Teaching
- Performing Arts
- Kohanga Reo, Kura Kaupapa, Teachers, Kai Awhina
- Radio/ Television Journalist
- Police Officer
- Radio broadcaster/ Television presenter
- Moko artist
- Personal, social, cultural development
- Advantages in a wide range of vocational areas

FURTHER INFORMATION FROM

Mrs Kingi

Kerikeri High School



YEAR 12

CURRICULUM GUIDE FOR 2024

YEAR 12 CURRICULUM GUIDE

THIS BOOKLET TELLS YOU

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

HOW DO YOU DECIDE WHAT SUBJECT TO CHOOSE?

Consider

- **How well you have done in a subject so far**
- What subjects you have done already
- Your own preference
- Careers interests – keeping in mind that you need to keep your careers options open
- Have you checked the requirements for **University Entrance** in the Year 13 guide?

WHO CAN HELP YOU DECIDE?

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a Course Counselling Team.

Other people who may help you decide are subject teachers, Heads of Department, Counsellor, the Careers Advisor, the Deputy and Assistant Principals and your Dean.

YEAR 12

*In Year 12 all students study **6** subjects*

Most subjects offer up to 21 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria on each page in the Curriculum Guide.

In order to receive NCEA at Level 2, students need a total of 80 credits, 60 of these at Level 2. Level 1 literacy and numeracy requirements must also have been met (see the Year 11 introduction page for more information).

Certificate Endorsement

NCEA certificates can be endorsed with ***Merit*** or ***Excellence***.

Merit Endorsement - 50 credits at Merit or better at the level of the certificate

Excellence Endorsement - 50 credits at Excellence at the level of the certificate

Course Endorsement

Courses may be endorsed with Merit or Excellence. This provides recognition for students who perform exceptionally well in individual courses.

Students will gain an endorsement for a course where they achieve:

1. 14 or more credits at ***Merit*** or ***Excellence*** at the lower level that supports the endorsement
2. at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (except for Physical Education and Level 3 Visual Arts)
3. These credits must be gained in a single year

University Entrance

Please note that to achieve **University Entrance** at the end of Year 13 students must have the following minimum requirements.

- **NCEA Level 3**
- **University Entrance Literacy:**
 - 5 credits at Level 2 or above in Reading (English or Māori) AND
 - 5 credits at Level 2 or above in Writing (English or Māori)
- **Numeracy:**
 - Met the Level 1 Numeracy requirements
- **Subject:**
 - 14 credits in achievement standards in each of **3** subjects from the approved list for University Entrance (see the list at the front of this guide)

LEVEL 2 SUBJECTS OFFERED IN YEAR 12

- ARD - Art (Design)
- ARA - Art (Painting)
- ARP - Art (Photography)
- AUT - Automotive Studies
- BIO - Biology
- MAN - Business Management
- CHE - Chemistry
- DVC - Design and Visual Communication
- DTC - Digital Technologies
- DRM - Drama
- ECO - Economics
- ENG - English
- MOE - Modular English
- EET - Entertainment and Event Technology
- GEO - Geography
- HIS - History
- HOS - Hospitality
- HUM - Human Development and Nutrition
- MAT - Mathematics and Statistics
- MUS - Music
- OED - Outdoor Education
- WAY - Pathways
- PED - Physical Education
- PEA - Physical Education – Advanced
- PHY - Physics
- SCI - Science
- SPA - Spanish
- TEM - Technology – Engineering
- TEP - Technology – Practical Technology (Design & Make)
- TSC - Technology – Systems & Control
- TAH - Te Ao Haka
- MAO - Te Reo Māori
- TOU - Tourism

ART - DESIGN (ARD) - Level 2

SUBJECT STATEMENT

Art Design enables students to approach creative problems in new and interesting ways. Students work in a variety of media, working with illustration, taking their own photographs, producing fonts, and learning to produce and publish work digitally using industry standard software such as the Adobe Creative Suite.

COURSE CONTENT

Students will develop skills in the following areas:

- Investigating ideas and techniques from established practice
- Developing an understanding of the design process
- Building digital literacy and advancing visual literacy skills
- Building knowledge of established design conventions
- Developing ideas in a related series
- Producing a body of work that develops thematic ideas

SPECIAL REQUIREMENTS

- A copy of Adobe Creative Cloud will be available for students studying this course, access to a computer outside of school is always beneficial.
- If required, specialist printing for external folio assessments will be done through an external provider. Students may choose to organise their own specialist printing instead; however, this will be at their own expense.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 12 credits

For the external assessment, candidates present a two-panel folio, or a 2-minute moving-image based video of related works, which contains both developmental and finished designs that are generated in response to self-directed briefs. Work for the external assessment is produced in class over an extended period.

WHERE DOES IT LEAD?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)
- Beyond secondary school, the study of Design leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in Design may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mr Forstner, Mrs Davis, or any member of the Art Department

ART - PAINTING (ARA) - Level 2

SUBJECT STATEMENT

Art - Painting is a practical course, which gives students the opportunity to express creativity and imagination and develop technical skills. Students work with a variety of different media, refining skills in drawing and painting processes, creating in-depth and interesting works. Students work with perceptual skills, develop creative imagination, and advance their technical and critical faculties.

COURSE CONTENT

Students will develop skills in the following areas:

- Investigating ideas and techniques from established practice
- Advancing visual literacy skills
- Building knowledge of established painting conventions
- Developing ideas in a related series
- Producing a body of work that develops thematic ideas

ASSESSMENT CRITERIA

- | | |
|---|------------|
| • 2 <u>Internal</u> Achievement Standards | 8 credits |
| • 1 <u>External</u> Achievement Standard | 12 credits |

For the external assessment, candidates present a two-panel folio that contains both developmental and finished artwork.

WHERE DOES IT LEAD?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)
- Beyond secondary school, the study of Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mr Forstner, Mr Irving, or any member of the Art Department

ART - PHOTOGRAPHY (ARP) - Level 2

SUBJECT STATEMENT

The Level 2 Photography course is an introduction to photographic practice using digital cameras and industry standard software such as Adobe Lightroom and Photoshop to produce their work. Photography is a practical course, which also includes aspects of history, theory, and investigation of established practice. Students will study the work of photographers past and present to develop an understanding of Art and image making.

COURSE CONTENT

Students will develop skills in the following areas:

- Investigating ideas and techniques from established practice
- Developing camera skills and digital literacy
- Learning image editing and manipulation techniques
- Advancing visual literacy skills
- Building knowledge of established photography conventions
- Developing ideas in a related series
- Producing a body of work that develops thematic ideas

SPECIAL REQUIREMENTS

- Students need to have some form of digital camera to complete this course.
- A copy of Adobe Creative Cloud will be available for students studying this course, access to a computer outside of school hours is always beneficial.
- If required, specialist photographic printing of final outcomes for assessment will be undertaken by the school. If students wish to produce further photographic prints, this will be at their own expense.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 12 credits

For the external assessment, candidates present a two-panel folio, or a 2-minute moving-image based video of related works, which contains both developmental and finished photographic images. The external assessment is produced in class over an extended period.

WHERE DOES IT LEAD?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)
- Beyond secondary school, the study of Photography leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in Photography may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mr Forstner, Mrs Client, or any member of the Art Department

AUTOMOTIVE STUDIES (AUT) – Level 2

SUBJECT STATEMENT

Automotive studies are an introduction to the National Certificate in Automotive Trades. It covers the basic principles of engines and related automotive components creating an understanding of how they work. It will develop practical skills and is the first step in a career path that follows through to NorthTec and apprenticeships.

COURSE CONTENT

This course:

- Explains basic engine functions and operations (two and four stroke)
- Enables students to identify and be able to describe functions of all components found in a car
- Teaches MIG welding skills and basic maintenance of a car
- Allows students to explore units of their choice, e.g. cleaning components, outboard engines, battery maintenance
- Allows students to develop practical skills and independence

SPECIAL REQUIREMENTS

- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed
- All health and safety rules must be followed to take part in practical activities

ASSESSMENT CRITERIA

- 7 Unit Standards 21 credits

Set and moderated by Northland Polytechnic.

WHERE DOES IT LEAD?

- The credits achieved are a start to a National Certificate in Automotive Trades.
- National certificates allowing employment in the following areas:
 - Collision repair, electrical engineering, auto engineering, heavy engineering, auto refinishing, coach building, industrial textile fabrication, motor trimming, motorcycle engineering.

FURTHER INFORMATION FROM

Mr McCabe

BIOLOGY (BIO) – Level 2

SUBJECT STATEMENT

Biology is the study of living things and how they interact with the environment. The Level 2 programme develops skills and awareness of this by exploring how organisms adapt to cope with the demands of the environment, and how some species can exist in extreme situations. Students will also explore the simplest unit of life – the cell, and various cell processes. We also look at how an organism's genome influences its survival and how species can change over time. Learning in Biology includes practical investigations and a field trip, as well as more formalised learning of theory.

COURSE CONTENT

This course covers:

- Ecology – the inter-relationships of different species and how they adjust to the abiotic environment
- Adaptations necessary for life in an extreme environment
- Cell structure and function
- Genetic variation and change
- Gene expression

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 11 credits
- 3 External Achievement Standards 12 credits

WHERE DOES IT LEAD?

- Biology Level 3
- Provides a background for tertiary courses in science, technology, sports nutrition, medical and veterinary practices, forestry, biotechnology, food technology, conservation, genetics, physiology and forensics.

FURTHER INFORMATION FROM

Miss Jackson

BUSINESS MANAGEMENT (MAN)

- Level 2

SUBJECT STATEMENT

The study of business is about how individuals and groups of people organise, plan and act to develop goods and services to satisfy customers.

Business Management combines the practical application of creating a business with more formalised teaching of business theory. Students can create their own business (individually or as part of a group) and develop a range of skills including self-confidence, resilience, problem solving and enterprise.

The Young Enterprise Scheme provides students support and resources as well as opportunities to win prizes (both regionally and nationally) and take part in extracurricular programmes.

COURSE CONTENT

Students learning may include how to:

- Develop and refine a business plan
- Design, conduct and present market research for a product
- Explain motivation theories and practice
- Explain the roles and skills of managers and leaders
- Use financial information for controlling, reporting, and decision-making (break even analysis, costing methods, budgets, ratio analysis, annual accounts)
- Explain the role global trends play in business success
- Discuss corporate social responsibility, sustainability, and philanthropy
- Explain sustainable (economic) business practices

Business Management students are enrolled and participate in the Young Enterprise Scheme. Young Enterprise (YES) is a high-profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools. (www.youngenterprise.org.nz)

ASSESSMENT CRITERIA

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 12 credits
- 2 External Achievement Standards 8 credits

SPECIAL REQUIREMENTS

- Some start-up capital may be required

WHERE DOES IT LEAD?

- NCEA Business Management Level 3
- Business related study at university or running your own business when you leave school

FURTHER INFORMATION FROM

Mrs Dickson

CHEMISTRY (CHE) – Level 2

SUBJECT STATEMENT

Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry, and analysis.

COURSE CONTENT

- Qualitative analysis of solutions
- Quantitative analysis of solutions (titrations)
- Structure and properties of solid types and energy changes
- Organic reactions
- Redox reactions
- Acids/bases, equilibrium, and rates

SPECIAL REQUIREMENTS

- Covered shoes required

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 10 credits
- 3 External Achievement Standards 13 credits

WHERE DOES IT LEAD?

- Year 13 Chemistry
- Engineering
- Medical Sciences
- Food Technology
- Nursing
- Veterinary Science
- All Life Science courses
- Technician
- Forensics

FURTHER INFORMATION FROM

Mrs Robertson or your Science Teacher

DESIGN AND VISUAL COMMUNICATION **(DVC) – Level 2**

SUBJECT STATEMENT

Design and Visual Communication (DVC) is the study of product and spatial design. This encompasses anything that may be designed and created for a purpose. We use drawing techniques, rendering, computer design and model making, to complete the design process.

COURSE CONTENT

- Level 2 students focus on either Fashion, Product or Architectural design, which includes construction aspects and model making. Students are introduced to areas of design history, as well as Archi-CAD, a computer drafting programme, and use these in the context of their work. Students will learn and understand building construction drawings.

There will be a focus on the following skills:

- Design process and presentation of a design brief
- Research of a major design era
- Freehand sketching
- Technical drawing
- Promotion of a design
- Model-making as part of the design process

ASSESSMENT CRITERIA

- Work will have feedback and be assessed on a regular basis throughout the year. Final submissions of Achievement Standards are at the beginning of Term Four.
- 4 Internal Achievement Standards 13 credits
- 3 External Achievement Standards 6 credits

WHERE DOES IT LEAD?

- NCEA DVC Level 3
- Possible career avenues in:

Engineering	Advertising	Product design	Illustration
Surveying	Fashion Design	Sign Writing	Drafting
Graphic Design	Landscaping	Architecture	Building
- Further secondary and tertiary study

FURTHER INFORMATION FROM

Miss Crawford

DIGITAL TECHNOLOGIES (DTC) - Level 2

SUBJECT STATEMENT

Digital technology is the study of computing and the design and development of software and hardware. This is a programming focused course that uses code to build programs with practical and artistic applications.

COURSE CONTENT

This is a level 2 Arcade Game Development course with a large programming element. This is a technically challenging course designed for students who have completed a programming course at level 1 and who enjoy coding, pixel art and game design.

Students will spend most of the year developing an arcade style game. They will write the code that drives the game. They will design and create the graphical and sound assets used in the game. Students will create a unique arcade game that they can use to demonstrate design and coding skills during job interviews or other situations.

ASSESSMENT CRITERIA

- | | |
|--|------------|
| • 3 <u>Internal</u> Achievements Standards | 16 credits |
| • 1 <u>External</u> Achievement Standard | 3 credits |

SPECIAL REQUIREMENTS

Students need a good foundational programming knowledge, including the use of if statements and loops. Students may code in different languages from the course language of Python where they understand the concepts.

WHERE DOES IT LEAD?

Familiarity with computing will provide you with the knowledge, problem-solving skills and logical thinking capabilities that are required in your future study or career. Every industry uses computers, meaning computer scientists can pursue any sector they want. Familiarity with computer science and software engineering concepts are now fundamental to many academic and research careers.

Future Study options include Computer Science, Software Engineering and Game Design.

Digital Technologies can lead you into careers as a Software Developer, Database Administrator, Computer Hardware Engineer, Computer Systems Analyst, Computer Network Architect, Web Developer, Cyber Security Analyst, Computer and Information Research Scientists, Game Designer, Graphics Researcher, Artificial Intelligence Researcher.

FURTHER INFORMATION FROM

Mr Ward

DRAMA (DRM) – Level 2

SUBJECT STATEMENT

Drama is not just about acting. This course covers transferable skills that will be useful throughout life; communication, presentation/public speaking, collaborative and leadership skills, problem solving, time management, initiative, and the ability to work to a deadline. We aim to build confidence while having fun. We have authentic learning – with REAL audiences.

COURSE CONTENT

This course:

- Teaches students about theatre forms
- Allows students to devise and script their own play – based on issues and themes relevant to them
- Gives students the opportunity to perform in a class production to a public audience
- Continues to refine students' understanding of the drama techniques of voice, body, movement, and use of space

SPECIAL REQUIREMENTS

- After school, weekend or holiday rehearsals may be required for public performances.

ASSESSMENT CRITERIA

- 4 Internal Achievement Standards 18 credits

WHERE DOES IT LEAD?

- Drama at NCEA Level 3 and Scholarship
- Entertainment and Event Technology Level 3
- Professional actor, director, scriptwriter
- Industry professional with specialisation in lighting, sound, costuming, makeup, set design/ construction
- Event Management/ Project Management
- Broadcasting/ Journalism
- Careers involving public speaking/ presentation/ public relations/ customer liaison
- Law/ Politics
- Entrepreneur
- Teacher/ Lecturer/ Early Childhood Educator
- Tourism, Hospitality

FURTHER INFORMATION FROM

Ms Bowers or Mrs Crooks

ECONOMICS (ECO) – Level 2

SUBJECT STATEMENT

Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. The study of economics helps people understand the world around them. Students learn about people, businesses, markets, and governments and how they interact. Economics develops critical-thinking and problem-solving skills which will enable good decision-making.

This course focuses on Macroeconomics and gives students an understanding of the New Zealand economy (economic growth, inflation, unemployment, and government policy).

COURSE CONTENT

This course applies economic theory and models to understanding current economic issues.

It:

- Focuses on issues of employment, international trade and balance of payments, economic growth, inflation, and equity
- Examines and analyses these issues from differing points of view
- Develops the skills of economic research, analysis, and communication
- Provides an understanding of the processes and effects of a range of government policies

ASSESSMENT CRITERIA

- A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.
 - 2 Internal Achievement Standards 10 credits
 - 2 External Achievement Standards 8 credits

WHERE DOES IT LEAD?

A basic study of Economics:

- Provides useful analytical skills and general knowledge of contemporary social and economic issues
- Leads to further secondary and tertiary study in Commerce, Management, Enterprise, Law, Political Science, Global Studies, Journalism and Finance
- Level 3 Economics

FURTHER INFORMATION FROM

Mrs Dickson

ENGLISH (ENG) – Level 2

SUBJECT STATEMENT

This course offers the study of literature, language, and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for several career choices.

COURSE CONTENT

This course builds on creative and analytical skills, whilst also studying texts as a product of their social and historical context. It offers:

- formal and creative writing
- research investigation
- oral presentation (optional)
- written text study
- film study
- personal responses to a variety of fiction and non-fiction texts
- analysis of language features and unfamiliar texts

ASSESSMENT CRITERIA

- | | |
|---|---|
| • 4 <u>Internal</u> Achievement Standards | 14 credits (plus 3 optional speech credits) |
| • 3 <u>External</u> Achievement Standards | 12 credits |

WHERE DOES IT LEAD?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to communications, public relations, event management, journalism, or with extra training, a more specialised degree like law, medicine, or teaching.

FURTHER INFORMATION FROM

Ms Robinson

MODULAR ENGLISH (MOE) – Level 2 **(Internally Assessed Course)**

SUBJECT STATEMENT

This course is for students who need extra support with literacy; there is no external assessment. The course offers the study of literature, language and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for several career choices.

COURSE CONTENT

This course offers:

- Formal and creative writing
- Research investigation
- Oral presentation
- Close viewing of a film
- Personal responses to a variety of fiction and non-fiction texts
- Making connections between texts

ASSESSMENT CRITERIA

- 6 Internal Achievement Standards 24 credits

WHERE DOES IT LEAD?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.

FURTHER INFORMATION FROM

Ms Robinson

ENTERTAINMENT AND EVENT TECHNOLOGY (EET) - Level 2

SUBJECT STATEMENT

Entertainment and Event Technology studies the backstage work in film, theatre, television, and event management. Students work collaboratively to make REAL productions come to life at Kerikeri High School. All assessments are practical and involve seeing a project through from inception to completion.

COURSE CONTENT

This course:

- Gives students the experience of stage design, publicity, makeup design and application, costume design and creation, production management, stage management, front of house management, lighting design and operation, electronic media design and operation
- Introduces students to stage makeup – including special effects makeup
- Gives students the chance to experiment with different theatre lighting effects, including designing, rigging, and operating lighting for a public performance
- Teaches students about costuming, culminating in a design for a specific character
- Allows students to get involved in a production role of their choice for a school-based production. Students will have control of one production area and follow this through from design to performance

SPECIAL REQUIREMENTS

- Will involve out of class time for evening performances

ASSESSMENT CRITERIA

- Choice of 6 Internal Achievement Standards 24 credits

WHERE DOES IT LEAD?

- Production work in film / television / theatre
- Makeup and hairdressing
- Teaching
- Event Management
- Production management
- Theatre management
- Lighting, sound, set design
- Any career which requires collaboration, problem solving or creativity

FURTHER INFORMATION FROM

Mrs Crooks

GEOGRAPHY (GEO) – Level 2

SUBJECT STATEMENT

Geography is the study of the earth and its features – both natural and cultural and the interactions between them. It gives students a holistic understanding of the world and includes skills and knowledge from both the Science and Social Science fields. Geography enables us to look at the world from a wide variety of different perspectives and teaches skills for developing a socially and environmentally sustainable future.

COURSE CONTENT

This course can include the following topics:

- Large natural environments e.g. Tongariro Volcanic Centre
- Differences in development e.g. Singapore and Sierra Leone
- Developing and applying Geographic skills (map work, visuals, spatial data, using data)
- Global geographic topics e.g. Global Patterns of Malaria, Fold Mountains
- Contemporary geographic issues e.g. Marine Reserves in the Bay of Islands
- Geographic research e.g. Vegetation Stratification on Mt Ruapehu, Tourism development
- Geographic Information Systems – manipulating and analysing geographic data

SPECIAL REQUIREMENTS

- Optional Marine Reserve Trip – Poor Knights – approximately \$100

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 11 credits
- 2 External Achievement Standards 8 credits

WHERE DOES IT LEAD?

- | | |
|----------------------------|--------------------------------|
| • Environmental Management | • Outdoor recreation |
| • Planning | • Tourism |
| • Law | • Geology |
| • Civil Engineering | • Civil Defence |
| • Journalism | • Surveying |
| • Teaching | • Event management |
| • Urban planning | • Demography and policy making |

FURTHER INFORMATION FROM

Mr Willis or Miss Boisen

HISTORY (HIS) – Level 2

SUBJECT STATEMENT

History is exciting because it allows you the chance to explore and understand the events, ideas, and people that have shaped the world that you live in today. You can explore the stories of different cultures, civilizations, and individuals, gaining empathy and understanding for people from various backgrounds. History is full of captivating stories, heroes, villains, and dramatic events. By studying history, we can immerse ourselves in these narratives. The stories of individuals and societies can inspire, entertain, and spark curiosity, making the study of history an exciting and enjoyable experience.

Overall, studying history offers you the opportunity to explore the richness and complexity of the human experience. It can equip you with knowledge, skills, and perspectives that are valuable for your personal growth, intellectual development, and active participation in society.

COURSE CONTENT

This course covers:

- Research into a tragic event – the Erebus Disaster, the Battle of Crete, the Featherston Massacre, Māori Land Loss, Parihaka, the Dawn Raids, The Tangiwai Disaster
- Causes and consequences of the rise of Hitler and the Nazis
- The Vietnam War
- How to read and interpret source material
- How to think critically about information
- How to structure and write about key historical ideas

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 14 credits
- 2 External Achievement Standards 9 credits

WHERE DOES IT LEAD?

- The subject is taught at all levels from Years 9 – 13.
- The study of History teaches students a whole raft of transferable skills. Students of History learn good habits of thought. Students learn to analyse ideas and data and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing; essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also expect to find employment in many fields including business, industry, trade, tourism and commerce; in Government departments - foreign affairs, trade and industry, treasury, justice, banking and law; in publishing, journalism, radio and television, social work etc.

FURTHER INFORMATION FROM

Mrs Jarman

HOSPITALITY (HOS) – Level 2

SUBJECT STATEMENT

Hospitality provides students with the opportunity to gain knowledge, skills, and experience in the preparation, cooking and serving of food and beverages to a Hospitality industry standard.

Please note there is a degree of theory content included in this programme – it does not consist solely of practical cooking lessons. This course consists of two theory lessons and two practical lessons in the senior kitchen each week.

COURSE CONTENT

This course includes specific studies in:

- Basic skills and preparation of food, including food safety methods
- Handling and maintaining knives
- Techniques and skills for specific methods of cookery
- Industry-level service skills (in both food and beverage service)
- Real-life assessment environments – our Training Restaurant, Front of house and Barista
- Team catering

SPECIAL REQUIREMENTS

- Some practical assessments will be outside of normal school hours (specifically in our Training Restaurant, before school for breakfast services, during school breaks and after school for dinner services. Students are required to attend these in order to gain credits.

ASSESSMENT CRITERIA

Standards will be selected from the following:

- | | |
|---|------------|
| • 6 Unit Standards – <u>Internal</u> (Cookery Skills) | 14 credits |
| • 1 Unit Standard – <u>Internal</u> (Food and Beverage Service) | 4 credits |
| • 1 Unit Standard – <u>Internal</u> (Barista) | 4 credits |

WHERE DOES IT LEAD?

- Provides valuable theoretical and practical knowledge leading to further studies in Year 13 Hospitality and at tertiary level
- Provides students with valuable practical skills that can be used to gain employment during tertiary study, gap years, travel etc
- Can lead to careers in the Hospitality industry - chef training, hotel management, apprenticeships, event management, food and beverage service, cruise ships, or food production

FURTHER INFORMATION FROM

Mrs Sturge or Mrs Andrews

HUMAN DEVELOPMENT AND NUTRITION (HUM) - Level 2

SUBJECT STATEMENT

This course provides opportunities for students to gain knowledge and experience in:

- The impact of nutrition on foetal development
- Child health and wellbeing
- The issues, attitudes and beliefs that impact our food choices and our hauora
- Determinants of Health

COURSE CONTENT

This course includes studies in:

- The role of adults in meeting care needs and promoting good health
- Hauora / Well-being and Health Promotion
- Nutrition and food choices and their effect on health

Note: Practical food preparation is a regular component of this course and is related back to The Eating and Activity Guidelines.

ASSESSMENT CRITERIA

Assessment for this course will be based on a selection from the following:

- Achievement Standards from the Home Economics Matrix and Unit Standards from the Early Childhood Matrix under the auspices of the NZ Plunket Society:
- 2 Internal Achievement Standards 5 credits each
- 1 Internal Plunket Unit Standard 3 credits
- 1 External Achievement Standard 4 credits

WHERE DOES IT LEAD?

- Level Three Human Development
- Towards the National Certificate in Early Childhood Education
- Careers involving working with people e.g. Teaching, Nursing, Police, Psychology, Childcare, ECE, Nutritionist, Summer Camps, Dietician

GATEWAY

- This course provides opportunities for students to experience Gateway in an Early Childhood Education Centre (optional).

FURTHER INFORMATION FROM

Mrs Smith or Mrs Andrews

MATHEMATICS and STATISTICS (MAT)

– Level 2

SUBJECT STATEMENT

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Statistics focuses on patterns and relationships in data. Using symbols, graphs and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts. Mathematics and Statistics develops the ability to think creatively, critically, strategically and logically. Ākonga also learn to structure, organise, process, and communicate information.

COURSE CONTENT

This course broadens and extends the mathematical experiences for ākonga and provides a more formal foundation to support tertiary study in Mathematics and a wide range of other subjects. Much of the content a Level 2 is unfamiliar. This course covers all the major areas of mathematics and statistics at curriculum Level 7, including:

- Non-right-angle Trigonometry
- Probability
- Calculus
- Algebra
- Statistics
- Systems of Equations
- Networks

ASSESSMENT CRITERIA (a selection from)

- | | |
|------------------------------------|------------|
| • 4 internal Achievement Standards | 11 credits |
| • 3 External Achievement Standards | 13 credits |

WHERE DOES IT LEAD?

Ākonga who successfully complete this course have an advanced range of mathematical skills and techniques they could use to solve problems in a wide range of contexts including:

- Level 3 Calculus
- Level 3 Statistics
- Level 3 Science, Business, and Technology courses
- Careers in Business, Technology, and the Sciences

FURTHER INFORMATION FROM

Mrs Robson-Clark

MUSIC (MUS) – Level 2

SUBJECT STATEMENT

In Music, emotion, intellect, and imagination are articulated through sound. Music allows us to express feelings and ideas about ourselves and our place in the world, using symbolic notation, live performances, compositions, and analysis of existing pieces. Learning about Music opens doors to creativity and connection.

COURSE CONTENT (choose from)

- Present contrasting performances as a **featured soloist** on up to two instruments
- Present music performances as a **member of a group**
- **Compose** effective pieces of music
- Create an **Instrumentation**
- Identify, describe, and **transcribe** elements of **music** through listening to a range of music
- **Score reading** and theory
- Research an aspect of New Zealand Music

SPECIAL REQUIREMENTS

- Students are recommended to have instrumental or vocal tuition either privately or in school (Itinerant Music Tuition: \$25 per term if learning through school)
- Own or hire an instrument
- You should have a willingness to participate in music groups and public performance and attend concerts by visiting musicians either in or outside school
- Students should be able to read music notation and understand theory concepts as well as being capable with their chosen instrument
- 4 years of instrument lessons/ experience advisable – functioning at Grade 4 difficulty

ASSESSMENT CRITERIA

- 6 Internal Achievement Standards Up to 27 credits (students select from the standards available)
- 2 External Achievement Standards 8 credits - compulsory
- There is opportunity and expectation for individualised programmes of study depending on strengths and skill level.

WHERE DOES IT LEAD?

Tertiary Qualifications

- NZQA National Certificate in Music.
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton and Wellington, University Degree in Music at Auckland, Christchurch, Wellington and Waikato.

Music Careers for example

- Performer, conductor, accompanist; technical aspect of music – composer, recording, sound technician. Teaching – at various levels, Music Therapist.

FURTHER INFORMATION FROM

Mrs McGlinchey

OUTDOOR EDUCATION (OED) – Level 2

SUBJECT STATEMENT

Outdoor Education facilitates positive relationships between students and the outdoor environment. Practical sessions engage students into examining opportunities to learn about the environment and foster an appreciation of it. Skill learning and management of risk enables the students, both as individuals and groups, to participate outside the classroom in a safe and challenging way.

COURSE CONTENT

This course contains:

A theory component, which will develop the students understanding of:

- Risk Management: assessing risk, putting preventative measures in place
- Navigation
- Planning a Trip

Practical activities putting the theory into practice:

- Sea kayaking
- Tramping
- ABL- small group and whole class challenges
- Shelters - tents and bivouacs
- Outdoor cooking

SPECIAL REQUIREMENTS

- Attendance on trips and camps is mandatory to ensure the requirements of the Achievement and Unit standards are met.
- A medical certificate is required if a student cannot participate in an activity.
- It is the student's responsibility to catch up with work that is missed in other subjects.

ASSESSMENT CRITERIA

- | | |
|---|-----------|
| • 3 <u>Internal</u> Achievement Standards | 9 credits |
| • 3 <u>Internal</u> Unit Standards | 9 credits |

WHERE DOES IT LEAD?

- Develops personal skills and confidence in outdoor activities
- Level 3 Physical Education
- Outdoor Instructor courses

FURTHER INFORMATION FROM

Mr Lowe or Mrs Rennes

PATHWAYS (WAY) – Level 2

SUBJECT STATEMENT

Pathways is the combined content of core generic unit standards, vocationally based standards and industry assessed standards. Theory based material from a range of providers alongside the highly recommended work experience through the Gateway work experience programme ensures students can combine theory with practical. This course is not University Approved.

COURSE CONTENT

This course is a mix of Level 1, Level 2 and Level 3 with:

Core standards, which are essential for all students to undertake, and these include:

- Career Exploration, Create a Targeted Curriculum Vitae, Time Management, Employment Agreements, Legal Implications of Renting, Managing Stress, Taxation, Knowledge of the New Zealand Police.

Vocationally based standards are theory units that students undertake in class time relating to the student's chosen Gateway placement and may include but not limited to:

- Horticulture, Agriculture, Apiculture (Bee Keeping), Equine, Automotive, Early Childcare, Animal Care, Beauty Therapy.

Industry standards are assessed at the student's Gateway placement and may include but not limited to:

- Hairdressing, Building, Electrical, Plumbing, Retail, Caregiving, Hospitality and Barista.

SPECIAL REQUIREMENTS

- It is highly recommended that students undertake a Gateway placement from Term 1 for one day a week for three terms.

ASSESSMENT CRITERIA

- Internal Unit Standards: 24 credits per student are available from a combination of modules

WHERE DOES IT LEAD?

- Level 2 Pathways into Level 3 Pathways
- Straight into the workforce
- Polytechnic or private training establishment courses after they leave school

FURTHER INFORMATION FROM

Mrs Crawford

PHYSICAL EDUCATION (PED) – Level 2

SUBJECT STATEMENT

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

COURSE CONTENT

This course:

- Requires students to actively participate in a wide range of individual and team activities
- Gives students the opportunity to perform socially and competitively
- Allows students to have their physical performance assessed against National Standards
- Is practically based but does require writing. Approximately 25% will be theory
- Gives students an introduction to leadership training

This is an alternative to the Level 2 Physical Education – Advanced course. You cannot do this option AND the Level 2 Physical Education Advanced course.

SPECIAL REQUIREMENTS

- A suitable change of clothing is required for every session
- Most lessons are assessed
- A medical certificate and/ or excused note will be required from all non-participants
- A change of clothes is compulsory to participate

ASSESSMENT CRITERIA

- 5 Internal Achievement Standards 17 credits

WHERE DOES IT LEAD?

- Provides useful, practical experiences that contribute to an enjoyable lifestyle
- Leads to Physical Education at Level 3
- Is a good base for tertiary study in Sport, Recreation, Leisure, and Physical Education

FURTHER INFORMATION FROM

Mrs Rennes

PHYSICAL EDUCATION – ADVANCED **(PEA) - Level 2**

SUBJECT STATEMENT

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

COURSE CONTENT

Physical Education is the development of movement education, including human anatomy and functions, psychological skills, and leadership training specifically targeted to enhance physical performance. This course includes 40-50% theory work.

- Anatomy and Biomechanics
- Methods and Principles of Training to enhance the Components of Fitness
- Leadership Training
- Physical performance at a competitive level

You cannot do this option AND Level 2 Physical Education.

SPECIAL REQUIREMENTS

- A change of clothes is essential for practical sessions; no students will participate in school uniform
- Being involved in extra-curricular sport is an advantage for the Practical Achievement Standard

ASSESSMENT CRITERIA

- 5 Internal Achievement Standards 20 credits

WHERE DOES IT LEAD?

- Year 13 NCEA Level 3 course

University and Polytechnic degrees/courses in:

- Physical Education, Sport Fitness and Leisure Management, Physiotherapy, Leisure/Sport Studies
- Teaching, Recreation and Sport, Sport Science, Adventure Tourism

FURTHER INFORMATION FROM

Mrs Rennes

PHYSICS (PHY) – Level 2

SUBJECT STATEMENT

Physics is the science of matter and energy and of interactions between the two, grouped in fields such as mechanics, electricity, electromagnetism, waves, and light as well as atomic and nuclear physics.

COURSE CONTENT

This course builds on the Physics of Year 11 and expands it with more breadth and depth. The five main areas taught are:

- Practical Investigation
- Atomics and Nuclear Physics
- Mechanics
- Electricity and Electromagnetism
- Light and Waves

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 7 credits
- 3 External Achievement Standards 16 credits

WHERE DOES IT LEAD?

- NCEA Level 2 Physics is a prerequisite for Level 3 Physics. Physics is a good indication of practical ability and problem-solving skills for both employers and tertiary education. Many university courses such as technical, scientific, or engineering courses require Physics.
- Architecture

FURTHER INFORMATION FROM

Mr Lumkong

SCIENCE (SCI) – Level 2

SUBJECT STATEMENT

General Science uses experimentation, research, and observation to understand the world around us. It includes investigations into the Physical, Chemical and Biological world.

COURSE CONTENT

This course builds on the Year 11 Science Courses to expand student understanding to a higher level. It is not designed for students intending to study separate Sciences at or beyond this level. Students will be able to choose standards from a selection offered and prepare for assessments using digital learning tools. Topics will be available from the following domains:

- Biology
- Chemistry
- Physics
- Earth and Space Science
- Agriculture and Horticulture

SPECIAL REQUIREMENTS

- A tablet or laptop would be useful

ASSESSMENT CRITERIA

- A selection of internal and external Achievement Standards up to 24 credits

WHERE DOES IT LEAD?

- Courses which require the completion of a Level 2 Science course
- Careers such as military positions which require the completion of a Level 2 Science course
- This course does not lead to separate Level 3 Science courses.

FURTHER INFORMATION FROM

Your Year 11 Science teacher

SPANISH (SPA) – Level 2

SUBJECT STATEMENT

This course concentrates on developing proficiency through reading and storytelling. This course incorporates the receptive skills of listening to, reading, and viewing as well as the productive skills of speaking, writing, and performing.

COURSE CONTENT

- Students will study with the Huellas curriculum, where culture is fully embedded in a form that students can comprehend. Movie talk and movie studies throughout the course will further reinforce language and culture.
- Students will also have access to a variety of comprehensible input-based websites accessible from school and home that include stories, songs, and activities to further reinforce their learning.
- Students will have the opportunity to interact with students from Lobos, Argentina via Zoom monthly, giving presentations on New Zealand in Spanish and listening to presentations in English about Argentina, as well as having conversations with these students. This course will allow students to reflect on and make comparisons between Spanish speaking cultures and their own.

ASSESSMENT CRITERIA

- | | |
|---|------------|
| • 3 <u>Internal</u> Achievement Standards | 14 credits |
| • 2 <u>External</u> Achievement Standards | 10 credits |

WHERE DOES IT LEAD?

- Leads on to Spanish NCEA Level 3 Spanish and Spanish at tertiary level
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business, International Affairs, External Affairs, Trade industry
- Interpreting/ translating
- The learning of other languages
- The opportunity to take part in a Spanish Language Immersion Trip
- The opportunity to participate in the Spanish National Debating Competition

FURTHER INFORMATION FROM

Miss Williams

TECHNOLOGY – ENGINEERING (TEM)

- Level 2

SUBJECT STATEMENT

This course is for students who want to work in trades linked to Engineering. It is based on Unit Standards that lead towards employment and apprenticeships in a range of industrial sectors. The work focuses particularly on the use, shaping and joining of metals during practical tasks. Engineering is a wide-ranging field that encompasses everything from basic fabrication and construction work through to high tech research and development. Most of the credits on offer will be achieved from the production of an off-road scooter.

COURSE CONTENT

This course:

- Develops students' skills further in the use of machines and hand tools to make more complex products building on the skills learnt at Level 1
- Develops skills in the use of marking out equipment required to work with accuracy
- Teaches the use of a range of dimensional measuring equipment
- Builds up competency in the use of hand power tools and related safety equipment

SPECIAL REQUIREMENTS

- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed.
- All health and safety rules must be followed to take part in practical activities.

ASSESSMENT CRITERIA

- 3 Internal Unit Standards 18 credits

WHERE DOES IT LEAD?

- Level 3 Technology
- Level 3 Automotive
- Employment in related fields or apprenticeships

FURTHER INFORMATION FROM

Mr Clark

TECHNOLOGY – PRACTICAL TECHNOLOGY

(TEP) – Level 2

SUBJECT STATEMENT

This course is for students who want to work in trades linked to the use of timber and construction materials. It is based around Unit Standards that link directly to careers and apprenticeships in the building trade. At Level 2 students will be given the opportunity to work with a wide range of hand tools, power tools and machines. A combination of timber, metal and other materials can be used in projects. These will be cut, shaped, formed and joined using a range of workshop processes. Projects will also allow students to use computer-controlled machines along with traditional methods of shaping materials.

COURSE CONTENT

This course:

- Teaches the safe and correct use of a range of tools and processes
- Expands understanding of materials' properties
- Develops communication skills in the context of the workplace
- Develops skills in the production of decorative and structural wood joints

SPECIAL REQUIREMENTS

- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed.
- All health and safety rules must be followed to take part in practical activities.

ASSESSMENT CRITERIA

- 4 InternalUnit Standards (BCITO) 20 credits

WHERE DOES IT LEAD?

- Pre-apprenticeship courses or employment in building and furniture trades
- Apprenticeships in areas such as building, carpentry, boat building and furniture making
- Level 3 Technology course

FURTHER INFORMATION FROM

Mr Clark

TECHNOLOGY - SYSTEMS & CONTROL **(TSC) - Level 2**

SUBJECT STATEMENT

This course is for students who want to work in electrical trades or go onto study in fields such as electronics, computer hardware or mechatronics at university. It will involve a mix of practical work and folder work to meet the Achievement Standards offered. The course requires students to learn a mixture of electronics theory and programming skills. Students will use micro controllers, electronic components, 3D printing, 3D design software and some workshop equipment.

COURSE CONTENT

This course:

- Develops basic soldering and circuit building skills
- Develops and expands the ability to use micro controllers and other smart technology that can be used in project work
- Encourages students to develop the skills needed to research into and apply modern technology
- Teaches students to combine system blocks
- Develops the ability to produce 3D designs using Inventor Pro

SPECIAL REQUIREMENTS

- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed.
- All Health and Safety rules must be followed to take part in practical activities.

ASSESSMENT CRITERIA

- 4 Internal Achievement Standards 16 credits

WHERE DOES IT LEAD?

- Provides a general base of experience and understanding for students who may wish to go on to study electronics or robotics at university

FURTHER INFORMATION FROM

Mr Clark

TE AO HAKA (TAH) – Level 2

SUBJECT STATEMENT

Nau mai haere mai ki Te Ao Haka!

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.

Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapū, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts.

Ākonga who engage with Te Ao Haka recognise that pride in their culture also comes with a responsibility to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 12 credits
- 2 External Achievement Standards 8 credits

WHERE DOES IT LEAD?

This course is a University Entrance approved subject, this can lead to Te Ao Haka Level 3, and Māori Performing Arts Level 3.

Career pathways include:

- Tourism Industry (International)
- Languages
- Performing Arts
- Kaiako
- Radio/Television Journalist
- Radio broadcaster, Television presenter
- Personal, social, cultural development
- Advantages in a wide range of vocational areas
- Toi Whakaari

FURTHER INFORMATION FROM

Mrs Kingi

TE REO MĀORI (MAO) – Level 2

SUBJECT STATEMENT

Te Reo Māori, the indigenous language of Aotearoa, is a taonga and is guaranteed protection under the Treaty of Waitangi. As students learn in Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

COURSE CONTENT

- Whakarongo kia mōhio ki te reo o te ao torotoro
- Kōrero
- Pānui kia mōhio ki te ao torotoro
- Tuhi i te reo o te ao torotoro
- Waihanga tuhinga auaha i te reo te ao torotoro

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 12 credits

WHERE DOES IT LEAD?

- Level 3 Te Reo Māori, tertiary programmes in Te Reo Māori
- University Māori Language papers
- Cultural Advisor (Government Department)
- Languages
- Teaching
- Performing Arts
- Kohanga Reo, Kura Kaupapa, Teachers, Kai Awhina
- Radio/ Television Journalist
- Police Officer
- Radio broadcaster/ Television presenter
- Moko artist
- Personal, social, cultural development
- Advantages in a wide range of vocational areas

FURTHER INFORMATION FROM

Mrs Kingi

TOURISM (TOU) – Level 2

SUBJECT STATEMENT

In this course, students will understand the basics of Tourism. The course is Internally Assessed. Students will study how the industry operates and about the work roles available within it. Tourism destinations from around the World are explored throughout the units of work. The course is flexible and encourages self-directed learning. Students have access to industry providers and can take part in the Gateway programme to gain practical learning experience.

COURSE CONTENT

This course may cover:

- Work roles in the tourism industry.
- World tourist destinations.
- New Zealand as a tourist destination.
- Characteristics of tourists.
- The business of tourism.
- The use of the internet in the tourism industry.
- The history of tourism.
- Impacts of tourism.

ASSESSMENT CRITERIA

- 7 Internal Unit Standards up to 28 credits

WHERE DOES IT LEAD?

- Post-school study in tourism and hospitality
- Jobs in the tourism sector, for example:
 - Hotels and hotel management
 - Travel agent
 - Travel wholesaler
 - Air steward
 - Tour guiding
 - Hosting
 - Outdoor leadership and recreation
 - Accommodation providers
 - Cruise ships
 - Adventure Tourism

FURTHER INFORMATION FROM

Miss Boisen

Kerikeri High School



YEAR 13

CURRICULUM GUIDE FOR 2024

YEAR 13 CURRICULUM GUIDE

THIS BOOKLET TELLS YOU

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

HOW DO YOU DECIDE WHAT SUBJECT TO CHOOSE?

Consider

- **How well you have done in a subject so far**
- What subjects you have done already
- Your own preference
- Careers interests – keeping in mind that you need to keep your careers options open
- Have you checked the requirements for **University Entrance** in this guide?

WHO CAN HELP YOU DECIDE?

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a Course Counselling Team.

Other people who may help you decide are subject Teachers, Heads of Department, Guidance Counsellors, the Careers Advisor, the Deputy and Assistant Principals, and your Dean.

HOW MANY SUBJECTS DO I TAKE?

All Year 13 students choose 5 subjects across five of the six option lines.

YEAR 13

In Year 13 all students study 5 subjects

Most subjects offer up to 21 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria on each page in the Curriculum Guide.

To receive NCEA at Level 3, students need a total of 80 credits, 60 of these at Level 3, and at least 20 at Level 2.

Certificate Endorsement

NCEA certificates can be endorsed with ***Merit*** or ***Excellence***.

Merit Endorsement - 50 credits at Merit or better at the level of the certificate

Excellence Endorsement - 50 credits at Excellence at the level of the certificate

Course Endorsement

Courses may be endorsed with Merit or Excellence. This provides recognition for students who perform exceptionally well in individual courses.

Students will gain an endorsement for a course where they achieve:

1. 14 or more credits at ***Merit*** or ***Excellence*** at the lower level that supports the endorsement
2. at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (except for Physical Education and Visual Arts)
3. sufficient credits in a single year

UNIVERSITY ENTRANCE

Students will need to complete all the following to be awarded University Entrance:

- ✓ Pass NCEA Level 3
- ✓ Achieve 14 credits at Level 3 in Achievement Standards in each of three subjects from the list of approved subjects
- ✓ Achieve UE numeracy – 10 credits at Level 1 or above, either from specific Achievements Standards, or Literacy and Numeracy the co-requisite standards
- ✓ Achieve UE literacy – 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.

The following courses offered at Kerikeri High School have at least 14 University Entrance Approved credits:

Art (Design)	Geography
Art (Painting)	History
Art (Photography)	Human Development and Nutrition
Biology	Music
Business Management	Physical Education
Calculus	Physics
Chemistry	Spanish
Design and Visual Communication	Statistics
Digital Technologies	Technology
Drama	Te Reo Māori
Economics	
English	

Students with an intention of going to University should seek advice as to the composition of their course.

- University Entrance is the minimum requirement for entry to university courses and does not guarantee acceptance.
- There are additional requirements for enrolment to some institutions and courses. Students should check specific requirements and seek advice.

- For example, the University of Auckland will require that applicants must have gained a minimum of 17 credits in English at Level 2 or Level 3.
- In addition, some universities are setting a Ranked Entry Score in order to gain entrance into some or all courses. From a student's best 80 credits over a maximum of 5 approved subjects, and a maximum of 24 credits in one subject, the student will be awarded:

Excellence = 4 points
Merit = 3 points
Achieved = 2 points

e.g. a student who receives Merit on a 5 credit Achievement Standard receives 15 points (5 credits x 3 points).

e.g. To study Commerce at the University of Otago you need a minimum of 150 points.

e.g. To study Engineering at the University of Auckland you need a minimum of 260 points.

NOTE: Some universities require you to study certain Level 3 subjects to get into their courses.

OUR ADVICE – KEEP A WIDE RANGE OF SUBJECTS IF UNIVERSITY IS AN OPTION – HAVE AT LEAST 4 APPROVED SUBJECTS.

LEVEL 3 SUBJECTS OFFERED IN YEAR 13

- ARD - Art (Design)
- ARA - Art (Painting)
- ARP - Art (Photography)
- AUT - Automotive Studies
- BIO - Biology
- MAN - Business Management
- MAC - Calculus
- CHE - Chemistry
- DVC - Design & Visual Communication
- DTC - Digital Technologies
- DRM - Drama
- ECO - Economics
- ENG - English
- MOE - Modular English
- EET - Entertainment and Event Technology
- GEO - Geography
- HIS - History
- HOS - Hospitality
- HUM - Human Development and Nutrition
- MUS - Music
- OED - Outdoor and Environmental Education
- WAY - Pathways
- PED - Physical Education
- PHY - Physics
- SPA - Spanish
- MAS - Statistics
- TEC - Technology – Engineering
- TAH - Te Ao Haka
- MAO - Te Reo Māori
- TOU - Tourism

ART - DESIGN (ARD) - Level 3

SUBJECT STATEMENT

Art Design enables students to approach creative problems in new and interesting ways. Students work in a variety of media, working with illustration, taking their own photographs, producing fonts, and learning to produce and publish work digitally using industry standard software such as Adobe InDesign, Illustrator and Photoshop. In Level 3 Art Design, students undertake a range of self-developed briefs, which provide integrated investigation into related themes and issues including cultural, media and historical contexts.

COURSE CONTENT

- Research methods and ideas from established design practice
- Use drawing to demonstrate understanding of conventions appropriate to design
- Systematically clarify ideas using drawing informed by established design practice
- Produce a systematic body of work that integrates conventions and regenerates ideas within Design

SPECIAL REQUIREMENTS

- A copy of Adobe Creative Cloud will be available for students studying this course, access to a computer outside of school is always beneficial.
- If required, specialist printing for external folio assessments will be done through an external provider. Students may choose to organise their own specialist printing instead; however, this will be at their own expense.

ASSESSMENT CRITERIA

This subject is University Entrance approved

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 14 credits

For the external assessment students will present a three-panel folio, or a 3-minute moving-image based video of related works, which respond to a series of self-directed briefs, showing generation, development, and regeneration of ideas within design. The external assessment is produced in class over an extended period.

WHERE DOES IT LEAD?

- Beyond secondary school, the study of Design leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in Design may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mr Forstner, Mrs Davis, or any member of the Art Department

ART - PAINTING (ARA) - Level 3

SUBJECT STATEMENT

Art - Painting is a practical course, which gives students the opportunity to express creativity and imagination and develop technical skills. Students work with a variety of different media, refining skills in drawing and painting processes, creating in-depth and interesting works. Students work with perceptual skills, develop creative imagination, and advance their technical and critical faculties.

COURSE CONTENT

- Analyse methods and ideas from established painting practice
- Use drawing to demonstrate understanding of conventions appropriate to painting
- Systematically clarify ideas using drawing informed by established painting practice
- Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice

ASSESSMENT CRITERIA

This subject is University Entrance approved

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 14 credits

For the external assessment, students will present a three-panel folio, or a 3-minute moving-image based video of related works, produced in response to a self-selected theme, showing generation, development, and regeneration of ideas within painting. The external assessment is produced in class over an extended period.

WHERE DOES IT LEAD?

- Beyond secondary school, the study of Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mr Forstner or any member of the Art Department

ART – PHOTOGRAPHY (ARP) - Level 3

SUBJECT STATEMENT

The Level 3 Photography course covers a broad range of photographic practice. It is a practical course in which students work with digital cameras and industry standard software such as Adobe Lightroom and Photoshop to produce their work. The course also includes aspects of history, theory, and investigation of established photographic practice. Level 3 Photography students undertake a range of self-developed photographic briefs, which provide integrated investigation into related themes and issues including cultural, media and historical contexts.

COURSE CONTENT

Students will develop skills in the following areas:

- Investigating ideas and techniques from established practice.
- Developing camera skills and digital literacy
- Learning image editing and manipulation techniques
- Advancing visual literacy skills
- Building knowledge of established photography conventions
- Developing ideas in a related series
- Producing a body of work that develops thematic ideas

SPECIAL REQUIREMENTS

- Students need to have some form of digital camera to complete this course.
- A copy of Adobe Creative Cloud will be available for students studying this course, access to a computer outside of school is always beneficial.
- If required, specialist photographic printing of final outcomes for assessment will be undertaken by the school. If students wish to produce further photographic prints, this will be at their own expense.

ASSESSMENT CRITERIA

This subject is University Entrance approved

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 14 credits

For the external assessment, students will present a three-panel folio, or a 3-minute moving-image based video of related works, in response to a self-selected theme, showing generation, development and regeneration of photographic ideas. The external assessment is produced in class over an extended period.

WHERE DOES IT LEAD?

- Beyond secondary school, the study of Photography leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in Photography may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mr Forstner, Mrs Client, or any member of the Art Department

AUTOMOTIVE STUDIES (AUT) – Level 3

SUBJECT STATEMENT

Automotive Studies Level 3 is at an advanced level working towards National Certificate in Automotive Trades. It covers some more advanced principles around automotive components as well as a range of practical skills. The course content can be negotiated.

COURSE CONTENT

This course:

- Develops on the basic Level 2 principles but can also allow for more breadth of Level 2 content
- Allows students to develop skills in Arc/Mig welding and welding theory
- Includes in-depth study of the operation of gearboxes
- Includes maintenance and safety of road and boat trailers
- Includes in-depth study of brakes and cooling systems, both practical and theory
- Allows for project work

SPECIAL REQUIREMENTS

- Level 3 is a step up on the Level 2 units and a reasonable standard of literacy is required as well as independent work habits.
- Students must wear covered shoes, not jandals, and work in line with department Health and Safety rules at all times.

ASSESSMENT CRITERIA

- 5 Internal Unit Standards Total 20 Level 3 credits

Set and moderated by NorthTec.

WHERE DOES IT LEAD?

- The National Certificate in Automotive Trades
- NorthTec
- National certificates allowing employment in the following areas:
Collision repair, electrical engineering, auto engineering, heavy engineering, auto refinishing, coach building, industrial textile fabrication, motor trimming, motorcycle engineering

FURTHER INFORMATION FROM

Mr McCabe

BIOLOGY (BIO) – Level 3

SUBJECT STATEMENT

Year 13 Biology is the study of many aspects of the Living World, from DNA to Evolution and is an exciting and demanding subject. The topics covered not only prepare the student for tertiary study, but also provide them with important life skills to allow them to make informed decisions.

COURSE CONTENT

- Animal behaviour and plant responses
- Homeostasis
- Contemporary biological techniques – Manipulation of Genetic Information including Selective Breeding and Transgenesis
- A socio-scientific issue with an NZ or South Pacific theme
- A practical biological investigation into a biological response (optional)
- Human Evolution

ASSESSMENT CRITERIA

- 4 Internal Achievement Standards 13 credits
- 2 External Achievement Standards 9 credits

WHERE DOES IT LEAD?

- Biology is undergoing exciting and rapid changes – from developments in modern techniques such as gene editing, genetic engineering, and forensics, to advances in the manipulation of DNA and new discoveries in human evolution. Many of today's issues such as CRISPR are hot topics for the future. New fields such as nutrigenomics, epigenetics and the development of GMOs that assist the NZ economy will affect all of us. The importance and dynamics of Biology is being recognised by many tertiary institutes. It is a pre-requisite subject for courses such as nursing, physiotherapy, pharmacy, medicine, health sciences, sports science, agriculture, horticulture, and forestry.
- Study of Biology can also lead onto careers such as forestry, sports nutrition, agricultural management, medicine, dentistry, food technology, reproductive technology, forensics and the rapidly growing biosecurity and environmental management, as well as many others.

FURTHER INFORMATION FROM

Miss Jackson

BUSINESS MANAGEMENT (MAN) - Level 3

SUBJECT STATEMENT

The study of business is about how individuals and groups of people organise, plan, and act to develop goods and services to satisfy customers.

This course focuses on students setting up (individually or as part of a group) their own business that they run over the course of the year, in conjunction with the Young Enterprise Scheme. This practical focus means students can develop a range of skills including perseverance, resilience, problem solving and enterprise, as well as having the opportunity to apply business theory into their own venture.

The Young Enterprise Scheme provides students support and resources as well as opportunities to win prizes (both regionally and nationally) and take part in extracurricular programmes.

COURSE CONTENT

The process of learning will involve students in a wide range of activities that will help to:

- Evaluate and recognise strategic improvements to a business plan
- Analyse the human resource cycle from a strategic perspective
- Explain the role of cultural intelligence in global markets
- Use financial tools for forecasting
- Evaluate the likely impact, on local and global business and society, of operating in a sustainable manner
- Evaluate the impact of changes in the global marketplace on local businesses
- Evaluate the role of New Zealand multinational business in the global economy and analyse its impact on the host country
- Explain the risks and opportunities involved in expanding globally
- Explain the role of innovation in business success

Business Management students are enrolled and participate in the Young Enterprise Scheme. Young Enterprise (YES) is a high-profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools. (www.youngenterprise.org.nz).

ASSESSMENT CRITERIA

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 15 credits
- 1 External Achievement Standard 4 credits

SPECIAL REQUIREMENTS

- Some start-up capital may be required

WHERE DOES IT LEAD?

- The teaching in this course prepares students for the study of Commerce at University.
- Develops skills needed to run a business

FURTHER INFORMATION FROM

Mrs Dickson

CALCULUS (MAC) – Level 3

SUBJECT STATEMENT

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Using symbols, graphs and diagrams to investigate patterns and relationships, ākongā model real-life and hypothetical situations in a range of contexts.

COURSE CONTENT

This course is designed to prepare ākongā for study of mathematics, pure and applied sciences or engineering at a tertiary level and support study in many other subjects. The focus is on calculus, with ākongā encountering algebra and trigonometry topics, as well as the manipulation of real and complex numbers and systems of equations. This course covers all the major areas of mathematics at curriculum Level 8, including:

- Differentiation
- Integration
- Algebra
- Trigonometry
- Systems of Simultaneous Equations

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards up to 7 credits
- 3 External Achievement Standards up to 17 credits

WHERE DOES IT LEAD?

Ākongā who successfully complete this course have mathematical skills and techniques they could apply to solving problems in a wide range of practical contexts and could consider further study in areas such as:

- Mathematics and Computing
- Engineering and Architecture
- Business and Economics
- Careers in the Sciences

FURTHER INFORMATION FROM

Mrs Robson-Clark

CHEMISTRY (CHE) – Level 3

SUBJECT STATEMENT

Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry, and analysis.

COURSE CONTENT

This course assesses elements of the following:

- Redox
- Structure and Bonding
- Aqueous
- Organic

SPECIAL REQUIREMENTS

- Covered shoes required

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 10 credits
- 3 External Achievement Standards 15 credits

WHERE DOES IT LEAD?

- Engineering
- Medical Sciences
- Food Technology
- Nursing
- Veterinary Science
- All life Science courses
- Technician
- Forensics

FURTHER INFORMATION FROM

Mrs Robertson or Mrs Zeedijk

DESIGN & VISUAL COMMUNICATION

(DVC) - Level 3

SUBJECT STATEMENT

Design and Visual Communication (DVC) is the study of product and spatial design. This encompasses anything that may be designed and created for a purpose. We use drawing techniques, rendering, computer design and model making to complete the design process.

COURSE CONTENT

- In Year 13, students choose their own topic of study and most focus on one theme throughout the year. Individuals complete a course that is based on Fashion design, Architecture, Product design, Presentation techniques and Technical drawing.
- A high degree of presentation, technical and freehand drawing is expected.
- Students are expected to work independently with teacher guidance.

Students may focus on the following skills:

- Promotion of a final design concept
- Computer-aided design
- Freehand isometric, oblique and perspective drawing, exploded drawing and sections
- Design process and presentation of a design brief
- Language of design

ASSESSMENT CRITERIA

- Work will have feedback and be assessed on a regular basis throughout the year, both written and verbal. Final submissions of Achievement Standards, both Internal and External are at the beginning of Term Four. Students will select between 16 and 18 credits in this subject for the academic year.
- 3 Internal Achievement Standards - maximum 18 credits
- 2 External Achievement Standards - maximum 10 credits

WHERE DOES IT LEAD?

- Possible career avenues in:

Engineering	Advertising	Product Design	Illustration
Surveying	Fashion Design	Sign Writing	Drafting
Graphic Design	Landscaping	Architecture	Building
- Further tertiary study

FURTHER INFORMATION FROM

Miss Crawford

DIGITAL TECHNOLOGIES (DTC) - Level 3

SUBJECT STATEMENT

Digital technology is the study of computing and the design and development of software and hardware. This is a programming focused course that uses code to build programs with practical and artistic applications.

COURSE CONTENT

This is a level 3 Arcade Game Development course with a large programming element. This is a technically challenging course designed for students who have completed a programming course at level 2 and who code for fun.

Students will spend most of the year developing an arcade style game. They will write the code that drives the game. They will design and create the graphical and sound assets used in the game. Students will create a unique arcade game that they can use to demonstrate design and coding skills during job interviews or other situations.

Students will develop skill in the following areas:

- The Python programming language
- Game Design
- Pixel Art and Animation
- Project management

SPECIAL REQUIREMENTS

Students must demonstrate self-motivation and have good organisational skills. Students will need to leverage their pre-existing design, problem solving and logical reasoning abilities. With this in mind, students will have the opportunity to develop these further while gaining up to 19 Level 3 credits. Students should have a strong understanding of programming and computer science concepts.

ASSESSMENT CRITERIA

- 3 Internal Achievements Standards 16 credits
- 1 External Achievement Standard 3 credits

WHERE DOES IT LEAD?

Familiarity with computing will provide you with the knowledge, problem-solving skills and logical thinking capabilities that are required in your future study or career. Every industry uses computers, meaning computer scientists can pursue any sector they want. Familiarity with computer science and software engineering concepts are now fundamental to many academic and research careers.

Future Study options include Computer Science, Software Engineering and Game Design.

Digital Technologies can lead you into careers as a Software Developer, Database Administrator, Computer Hardware Engineer, Computer Systems Analyst, Computer Network Architect, Web Developer, Cyber Security Analyst, Computer and Information Research Scientists, Game Designer, Graphics Researcher, Artificial Intelligence Researcher.

FURTHER INFORMATION FROM

Mr Ward

DRAMA (DRM) – Level 3

SUBJECT STATEMENT

Drama is not just about acting. This course covers transferable skills that will be useful throughout life; communication, presentation/public speaking, collaborative and leadership skills, problem solving, time management, initiative, and the ability to work to a deadline. We aim to build confidence while having fun. We have authentic learning – with REAL audiences.

COURSE CONTENT

This course:

- Gives students the opportunity to perform a role in a major class production to a public audience
- Guides students through devising and scripting their own theatre pieces for public performance
- Allows students to study in-depth major play texts, focussing on different theatre forms and genres
- Refines student's skills in the drama techniques of voice, body, movement and use of space
- Gives students the opportunity to sit the Scholarship Drama exam
- Gives students the opportunity to view and critically analyse live theatre performances

SPECIAL REQUIREMENTS

- Optional Theatre Trip: \$80
- After school, weekend or holiday rehearsals may be required for public performances.

ASSESSMENT CRITERIA

- Minimum of 3 Internal Achievement Standards 14 or 15 credits

WHERE DOES IT LEAD?

- Drama at Scholarship
- Professional actor, director, scriptwriter
- Industry professional with specialisation in lighting, sound, costuming, makeup, set design/ construction
- Event Management/ Project Management
- Broadcasting/ Journalism
- Careers involving public speaking/ presentation/ public relations/ customer liaison
- Law/ Politics
- Entrepreneur
- Teacher/ Lecturer/ Early Childhood Educator
- Tourism, Hospitality

FURTHER INFORMATION FROM

Mrs Crooks or Ms Bowers

ECONOMICS (ECO) – Level 3

SUBJECT STATEMENT

Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. The study of economics helps people understand the world around them. Students learn about people, businesses, markets, and governments and how they interact. Economics develops critical-thinking and problem-solving skills which will enable good decision-making.

Level 3 students explore several economic issues including sustainability (efficient use of scarce resources), enterprise (identifying profit-maximising levels of output) and market failure (when the economy fails to deliver equal and/ or equitable outcomes).

COURSE CONTENT

This course applies economic theory and models to understanding both micro-economic and macro-economic issues.

It:

- Considers the function and role of markets in achieving economic efficiency
- Examines and analyses issues of market failure from differing points of view
- Studies the economic interrelationships within a modern mixed economy
- Develops the skills of economic research, analysis, and communication
- Provides an understanding of the processes and effects of a range of government policies

ASSESSMENT CRITERIA

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 8 credits

WHERE DOES IT LEAD?

A basic study of Economics:

- Provides useful analytical skills and general knowledge of contemporary social and economic issues
- Leads to tertiary study in a wide range of subjects including Economics, Commerce, Management, Enterprise, Law, Political Science, Global Studies, Journalism, Finance and Social Sciences

FURTHER INFORMATION FROM

Mrs Dickson

ENGLISH (ENG) – Level 3

SUBJECT STATEMENT

This course is for students who enjoy English and who have been successful at Level 2 English. It involves studying literature and film that challenges students' thinking. A passion for reading, writing and debating issues is important.

COURSE CONTENT

This course offers:

- Formal and creative writing
- Making connections between texts
- Oral presentation (optional)
- Written text study
- Film study
- Analysis of unfamiliar texts

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 10 credits (plus 3 optional speech credits)
- 3 External Achievement Standards 12 credits

WHERE DOES IT LEAD?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to careers in communications, public relations, event management, journalism, media or, with extra training, a more specialised degree like law, medicine, or teaching.

FURTHER INFORMATION FROM

Ms Robinson

MODULAR ENGLISH (MOE) – Level 3 **(Internally Assessed Course)**

SUBJECT STATEMENT

This course is for students who have not achieved University Entrance literacy credits at Level 2, or students who want to improve their literacy skills and gain credits at Level 2 and 3 English. There is no external assessment. Whilst there is flexibility in the course to meet the individual needs of students, most of the internal standards assessed will be Level 2 English Standards. This means reassessment opportunities for standards that students attempted, but did not achieve, in Year 12 English. The opportunities to sit Level 3 English Internal Achievement Standards will be on an individual and case by case basis.

COURSE CONTENT

This course offers:

- Formal and creative writing
- Research investigation
- Oral presentation
- Close viewing of a film
- Making connections between texts
- Personal responses to a variety of fiction and non-fiction texts
- An opportunity for some of these skills to be assessed at Level 3 English

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards at Level 2 English that count for University Entrance: 14 credits
- 3 Internal Achievement Standards at Level 2 English that do not count for University Entrance: 10 credits
- The opportunity to sit Internal Achievement Standards at Level 3 English, on an individual basis

WHERE DOES IT LEAD?

Obtaining University Entrance literacy credits through this course enables students to attend university to study a course of their choice. The credits on offer in this course are also required for several careers. Most professions require students to have competent verbal and written communication skills.

FURTHER INFORMATION FROM

Ms Robinson

ENTERTAINMENT AND EVENT TECHNOLOGY (EET) - Level 3

SUBJECT STATEMENT

Entertainment and Event Technology studies the backstage work in film, theatre, television, and event management. Students work collaboratively to make REAL productions come to life at Kerikeri High School. All assessments are practical and involve seeing a project through from inception to completion.

COURSE CONTENT

This course:

- Is 100% project-based learning. Students must be able to work as part of a team towards a common goal
- Gives students the experience of leading areas of stage design, publicity, makeup design and application, costume design and creation, production management, stage management, front of house management, lighting design and operation, set design and set construction, sound for a major production and electronic media design and operation
- Students will create portfolio design work for all roles, suitable for university submission boards
- Allows students to get involved in production roles of their choice for two school-based productions. Students will have control of one production area and follow this through from design to performance. This means they will need to be able to effectively self-manage and attend rehearsals and performances outside of school hours

SPECIAL REQUIREMENTS

- Will involve out of class time for weekend / holiday rehearsals and evening performances for two productions.

ASSESSMENT CRITERIA

- You have the choice of 14 Internal Achievement Standards
- Each standard is worth between 4 and 6 credits
- You will undertake 3 or 4 of the standards during the year (18 or 24 total credits)

WHERE DOES IT LEAD?

- Production work in film / television / theatre
- Makeup and hairdressing
- Teaching
- Event Management
- Production management
- Theatre management
- Lighting, sound, set design, costuming
- Architecture
- Design
- Creative industries
- Any career which requires collaboration, problem solving or creativity

FURTHER INFORMATION FROM

Mrs Crooks or Ms Bowers

GEOGRAPHY (GEO) – Level 3

SUBJECT STATEMENT

Geography is the study of the earth and its features – both natural and cultural and the interactions between them. It gives students a holistic understanding of the world and includes skills and knowledge from both the Science and Social Science fields. Geography enables us to look at the world from a wide variety of different perspectives and teaches skills for developing a socially and environmentally sustainable future. Level 3 Geography offers students more choice in course content and areas of study.

COURSE CONTENT

This course can include the following areas of study:

- Natural Processes - Coastal processes and their outcomes e.g. Tapuaetahi Coastal Environment
- Cultural Processes - Tourism development e.g. Bali/Rotorua
- Geographic skills e.g. map work, visuals, spatial data, using data
- Planning and Decision Making e.g. Rhythm and Vines Festival
- Global geographic topics e.g. Water Scarcity, Maritime Piracy, Tropical Coral Reefs
- Contemporary geographic issues e.g. Deep-Sea Drilling, Marine Reserves
- Geographic research e.g. Coastal Processes, Sustainability of Tourism
- Geographic Information Systems – manipulating and analysing geographic data

ASSESSMENT CRITERIA

- 4 Internal Achievement Standards 14 credits
- 1 External Achievement Standards 4 credits

WHERE DOES IT LEAD?

- | | |
|----------------------------|--------------------------------|
| • Environmental Management | • Tourism |
| • Planning | • Geology |
| • Law | • Civil Defence |
| • Civil Engineering | • Surveying |
| • Journalism | • Urban Planning |
| • Teaching | • Event Management |
| • Outdoor recreation | • Demography and policy making |

FURTHER INFORMATION FROM

Mr Willis or Miss Boisen

HISTORY (HIS) – Level 3

SUBJECT STATEMENT

History is exciting because it allows you the chance to explore and understand the events, ideas, and people that have shaped the world that you live in today. You can explore the stories of different cultures, civilizations, and individuals, gaining empathy and understanding for people from various backgrounds. History is full of captivating stories, heroes, villains, and dramatic events. By studying history, we can immerse ourselves in these narratives. The stories of individuals and societies can inspire, entertain, and spark curiosity, making the study of history an exciting and enjoyable experience.

Overall, studying history offers you the opportunity to explore the richness and complexity of the human experience. It can equip you with knowledge, skills, and perspectives that are valuable for your personal growth, intellectual development, and active participation in society.

COURSE CONTENT

This course covers:

- The Clash of Cultures: the Wairau Incident
- Events with Impact; the Impact of European arrival on Māori, Apartheid in South Africa, the Belgians in the Congo, Italian Invasion of Abyssinia
- The Cold War and the Cuban Missile Crisis
- The New Zealand Wars, including a focus study on The Northern War – possible field trip to Waitangi and/or Ōhaeawai or Ruapekapeka
- The War for the Waikato
- How to read and interpret source material
- How to think critically about information

SPECIAL REQUIREMENTS

- Field trip in Term 3

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 15 Credits
- 2 External Achievement Standards 10 Credits

WHERE DOES IT LEAD?

- The subject is taught at all levels from Years 9 - 13.
- The study of History teaches students a whole raft of transferable skills. Students of History learn good habits of thought. Students learn to analyse ideas and data and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing; essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also expect to find employment in many fields including business, industry, trade, tourism and commerce; in Government departments - foreign affairs, trade and industry, treasury, justice, banking and law; in publishing, journalism, radio and television, social work etc.

FURTHER INFORMATION FROM

Mrs Jarman

HOSPITALITY (HOS) - Level 3

SUBJECT STATEMENT

Hospitality – at Level 3 provides students with advanced skills in the safe preparation and cooking of foods, as well as knowledge and skills required in the preparation and service of espresso coffee to an industry-acceptable standard. This course is aimed at students wanting to reach a high level with their kitchen skills, giving them a steppingstone into the Hospitality Industry. The focus is around commercial kitchens.

Please note there is a degree of theory content included in this programme – it does not consist solely of practical cooking lessons. This course consists of two theory lessons and two practical lessons in the senior kitchen each week.

COURSE CONTENT

This course includes specific studies in:

- Advanced cooking skills and techniques
- Basic nutrition in commercial catering
- Espresso production and preparation skills (Barista Course)
- Commercial kitchen production and service of vegetable, pasta and dessert dishes

SPECIAL REQUIREMENTS

- To gain the Barista Gateway credits, students will be required to complete at least 10 hours of unpaid work placement – this will take place outside of normal school hours.
- Students are required to be actively involved in all Hospitality Department functions such as Staff breakfasts and dinners which are often outside of normal school hours.

ASSESSMENT CRITERIA

Standards will be selected from the following:

- 1 Unit Standard at Level 2 – Internal 4 credits
- 4 Unit Standards at Level 3 – Internal 20 credits

WHERE DOES IT LEAD?

- Staircasing into tertiary level study - Chef training, Hospitality Operations & Management, kitchen and/or restaurant service apprenticeships, event management, food and beverage service, cruise ships, food production and technology
- Provides students with valuable practical skills that can be used to gain employment during tertiary study, gap years, travel etc

FURTHER INFORMATION FROM

Mrs Sturge or Mrs Andrews

HUMAN DEVELOPMENT AND NUTRITION (HUM) – Level 3

SUBJECT STATEMENT

This course provides opportunities to gain knowledge and experience in:

- The role that society plays in our personal food choices and the impact on the wellbeing of society.
- Nutrition and its role in our hauora and society today.
- Examining the food environment in New Zealand.

COURSE CONTENT

This course includes specific studies in:

- Determinants of Health
- Nutrition, food needs and issues around food
- Current health issues affecting New Zealanders
- The influences of society and the media on the well-being of individuals and families
- Ethical considerations around food promotion
- The role of multinational food companies in changing our eating patterns

Note: Some practical food preparation will be included

ASSESSMENT CRITERIA

- Assessment for this course will include a selection of Achievement Standards from the Home Economics Matrix. If students request, a unit standard from Plunket is available.
- 3 Internal Achievement Standards 15 credits
- 1 Internal Unit Standard (optional) 5 credits
- 1 External Achievement Standard 4 credits

Note: The Home Economics Achievement Standards offered in this course constitute an approved subject for University Entrance.

WHERE DOES IT LEAD?

- Careers involving working with people e.g. Teaching, Nursing, Police, Psychology, Childcare, ECE, Nutritionist, Summer Camps, Dietician

GATEWAY

- This course provides opportunities for students to experience Gateway in an Early Childhood Education Centre (optional).

FURTHER INFORMATION FROM:

Mrs Smith or Mrs Andrews

MUSIC (MUS) – Level 3

SUBJECT STATEMENT

In Music, emotion, intellect, and imagination are articulated through sound. Music allows us to express feelings and ideas about ourselves and our place in the world, using symbolic notation, live performances, compositions, and analysis of existing pieces. Learning about Music opens doors to creativity and connection.

COURSE CONTENT – choose from

- Prepare and present programmes of music as a **featured Soloist** on up to two instruments
- Present a performance of a programme of music as a **member of a group**
- Present a portfolio of original **composition or songwriting**
- Create two **arrangements**
- Integrate **aural skills** into written representation
- Demonstrate an understanding of **harmonic and tonal** conventions in a range of music
- Research a Music topic
- **Analyse** and **examine** the influence of context on a substantial music work

SPECIAL REQUIREMENTS

- Students are recommended to have instrumental or vocal tuition either privately or in school. (Music tuition fee \$25 per term if learning through school).
- Own or hire an instrument.
- You should have a willingness to participate in music groups and public performance and attend concerts by visiting musicians either in or outside school.
- Students should be able to read music notation well and understand theory concepts to a high level as well as having significant experience on their chosen instrument – functioning at Grade 5 difficulty.
- Students who have not learned to read music or had approximately 5 years training on their instrument will only have access to 6 credits.

ASSESSMENT CRITERIA

- 7 Internal Achievement Standards 38 credits (students select from the standards available)
- 3 External Achievement Standards 12 credits
- There is an **expectation for individualised programmes of study**.

WHERE DOES IT LEAD?

Tertiary Qualifications

- NZQA National Certificate in Music
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton and Wellington
- University Degree in Music at Auckland, Christchurch, Wellington and Waikato.
Music Careers for example
- Performer, conductor, accompanist,
- Technical aspects of music – composer, recording, sound technician
- Teaching – at various levels, music therapist

FURTHER INFORMATION FROM

Mrs McGlinchey

OUTDOOR AND ENVIRONMENTAL EDUCATION (OED) – Level 3

SUBJECT STATEMENT

Provides the opportunity to learn skills relevant to the Outdoor Industry and introduces pathways into the Outdoor Industry.

Provides students with Level 3 Outdoor Education-based Standards and Education for Sustainability Standards.

Provides students with practical-based assessment opportunities.

COURSE CONTENT

- Explore concepts of environmental sustainability, and operation under a framework of kaitiakitanga in outdoor recreation (snorkelling)
- Demonstrate knowledge and ability to prepare for an overnight activity (camping)
- Demonstrate survival and navigation skills in the outdoors
- Demonstrate and Evaluate group processes and performance in outdoor activities (challenges)
- Plan and lead outdoor activities

SPECIAL REQUIREMENTS

- Enjoys the outdoors
- Attendance on trips and camps is mandatory to ensure the requirements of the Unit Standards are met.
- A medical certificate is required if a student cannot participate in an activity.

ASSESSMENT CRITERIA

- 5 Internal Unit Standards 17 credits

WHERE DOES IT LEAD?

- Outdoor Instructing
- Sea Kayaking Guide
- Tour Guiding
- Camp America/ Youth Camps
- Adventure Based Learning Facilitator

FURTHER INFORMATION FROM

Mr Lowe or Mrs Rennes

PATHWAYS (WAY) – Level 3

SUBJECT STATEMENT

Pathways is the combined content of core generic unit standards, vocationally based standards and industry assessed standards. Theory based material from a range of providers alongside work experience through the Gateway work experience programme ensures students can combine theory with practical. This course is not University Approved.

COURSE CONTENT

This course is a mix of Level 2 and Level 3 with:

Core standards, which are essential for all students to undertake, and these include:

- Plan a Career Pathway, Deal with Complaints, Exercise Informed Choice in Deciding on a Major Goods Purchase, Knowledge of Consumer Problems.

Vocationally based standards are theory units that students undertake in class time relating to the student's chosen Gateway placement and may include but not limited to:

- Horticulture, Agriculture, Apiculture (Bee Keeping), Equine, Automotive, Early Childcare, Animal Care, Beauty Therapy.

Industry standards are assessed at the student's Gateway placement and may include but not limited to:

- Hairdressing, Building, Electrical, Plumbing, Retail, Caregiving, Hospitality and Barista.

SPECIAL REQUIREMENTS

- It is a requirement of this course that students undertake a Gateway placement from Term 1 for one day a week for three terms.

ASSESSMENT CRITERIA

- Internal Unit Standards: 24 credits per student are available from a combination of modules

WHERE DOES IT LEAD?

- Straight into the workforce, apprenticeships, polytechnic courses, or private training establishment courses.
- If this is the only subject taken that is not University Approved, students may study many courses at university.

FURTHER INFORMATION FROM

Mrs Crawford

PHYSICAL EDUCATION (PED) - Level 3

SUBJECT STATEMENT

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

COURSE CONTENT

- Evaluate a training programme
- Analysing a physical skill
- Performance of physical skills to a National Standard
- Evaluate your sporting and physical activity background
- Critique leadership styles

SPECIAL REQUIREMENTS

- Optional SCUBA Course:
 - Dive medical \$45 approx.
 - SCUBA certification \$600 approx.

ASSESSMENT CRITERIA

- 5 Internal Achievement Standards 19 credits

WHERE DOES IT LEAD?

University degrees and Polytechnic courses in:

- Sport and Fitness and Leisure Management, Tourism, Physical Education
- Physiotherapy, Leisure Studies, Teaching, Recreation and Sport
- Sports Studies, Adventure Tourism

FURTHER INFORMATION FROM

Mrs Rennes

PHYSICS (PHY) – Level 3

SUBJECT STATEMENT

Physics is the science of matter and energy and of interactions between the two, grouped in fields such as mechanics, electricity, electromagnetism, waves, light, and modern physics.

COURSE CONTENT

This course builds on the Physics of NCEA Level 2 and expands it with more breadth and depth. The five main areas taught are:

- Practical Investigation
- Light and Waves
- Mechanics (translational, rotational, and simple harmonic motion)
- Modern Physics
- Electricity and Electromagnetism (DC and AC circuits, capacitance, and electromagnetic induction)

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 7 credits
- 3 External Achievement Standards 16 credits

WHERE DOES IT LEAD?

- Many technical and scientific tertiary courses need some Physics in their early stages. Some courses such as Engineering will require good NCEA Level 3 passes to gain entry. Check with the Careers Advisor for your intended course. Physics also gives employers an indication of a logical mind able to cope with complex problems.

FURTHER INFORMATION FROM

Mr Lumkong

SPANISH (SPA) – Level 3

SUBJECT STATEMENT

This course concentrates on the receptive skills of listening to, viewing, and reading as well as the productive skills of writing, speaking, and performing Spanish.

COURSE CONTENT

- Knowledge of Spanish language covered in Level 2 will progress to areas where the context is less familiar to the students, following the Huellas Curriculum.
- This course will allow students to reflect on and make comparisons between Spanish speaking cultures and their own. Scholastic materials along with vibrant video study topics will provide students with material at a relevant level that is current and interesting.

ASSESSMENT CRITERIA

- 3 Internal Achievement Standards 14 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

- Leads on to Spanish at tertiary level
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business, International Affairs, External Affairs, Trade industry
- Interpreting/ translating
- The learning of other languages
- The opportunity to take part in a Spanish Language Immersion Trip
- The opportunity to participate in the Spanish National Debating Competition

FURTHER INFORMATION FROM

Miss Williams

STATISTICS (MAS) – Level 3

SUBJECT STATEMENT

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Statistics focuses on patterns and relationships in data. Ākonga are equipped with powerful communication and problem-solving tools for investigating, interpreting, and making sense of the world. Using symbols, graphs, and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts: social, cultural, scientific, technological, health, environmental and economic.

COURSE CONTENT

The focus of this course is to broaden and extend ākonga to think creatively, critically, strategically, and logically. Ākonga interested in the analysis and interpretation of quantitative data will find this course useful. With a focus on statistics, this course explores experiments, probability, sampling, and statistical inference as well as the analysis of time series and bivariate data. Part of this course is writing reports that justify the findings of an analysis. This course involves the study of:

- Conducting experiments to investigate a situation
- Statistical investigations involving Time Series and Bi-variate data
- Simultaneous Equations and Linear Programming
- Evaluating Statistical Report
- Probability

ASSESSMENT CRITERIA (a selection from)

- 4 Internal Achievement Standards up to 14 credits
- 3 External Achievement Standards up to 12 credits

WHERE DOES IT LEAD?

This course is appropriate as a foundation in statistical exploration to support many areas of study at tertiary level, especially the biological sciences, social sciences or commerce. Ākonga could consider further study in areas such as :

- Psychology
- Business, Insurance, Finance, Management
- Sciences, Medicine
- Research or data analysis in any field.

FURTHER INFORMATION FROM

Mrs Robson-Clark

TECHNOLOGY – ENGINEERING – Level 3

SUBJECT STATEMENT

In Year 13, students develop and construct projects that build upon their previous experience in the use of workshop tools and machines. The first assessment focuses on the use of 3D printing hardware and software to produce a specified product. The main practical project that fills the remainder of the year is based around the construction of an off-road mountain cart. To complete these projects students will use a wide range of machines, tools, computer aided design software and 3D printing equipment.

COURSE CONTENT

This course:

- Focuses on developing students' abilities to independently use workshop machines, hand tools and safety equipment in practical project work
- Teaches how to select, compare and use a range of joining processes in project work
- Develops an awareness of the properties of engineering materials
- Involves the use of 3D printing equipment and CAD software

SPECIAL REQUIREMENTS

- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed.
- All health and safety rules must be followed to take part in practical activities.

ASSESSMENT CRITERIA

- 3 Internal Achievement standards 16 Credits

WHERE DOES IT LEAD?

- University courses at degree level in a related area of study
- Employment in related fields or apprenticeships
- Further study on trade related courses

FURTHER INFORMATION FROM

Mr Clark

TE AO HAKA (TAH) - Level 3

SUBJECT STATEMENT

Nau mai haere mai ki Te Ao Haka!

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.

Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapū, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts.

Ākonga who engage with Te Ao Haka recognise that pride in their culture also comes with a responsibility to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form.

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

WHERE DOES IT LEAD?

This course is a University Entrance approved subject; Māori Performing Arts Level 3 is also attainable through this programme.

Career pathways include:

- Tourism Industry (International)
- Languages
- Performing Arts
- Kaiako
- Radio/Television Journalist
- Radio broadcaster, Television presenter
- Personal, social, cultural development
- Advantages in a wide range of vocational areas
- Toi Whakaari

FURTHER INFORMATION FROM

Mrs Kingi

TE REO MĀORI (MAO) – Level 3

SUBJECT STATEMENT

Te Reo Māori, the indigenous language of Aotearoa, is a taonga and is guaranteed protection under the Treaty of Waitangi. As students learn in Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

COURSE CONTENT

- Whakarongo i te reo o te ao whānui (listening)
- Kōrero i te reo o te ao whānui (speaking)
- Pānui kia whai maramatanga i te reo o te ao whānui (reading)
- Whakaoti tuhinga ōkawa i te reo o te ao whānui (writing)
- Pānui kia wetewete i te reo o te ao whānui
- Hanga tuhinga auaha i te reo o te ao whānui

ASSESSMENT CRITERIA

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 12 credits

WHERE DOES IT LEAD?

- Tertiary programmes in Te Reo Māori
- University Māori Language papers
- Cultural Advisor (Government Department)
- Languages
- Teaching
- Performing Arts, Radio broadcaster/ Television presenter
- Kohanga Reo, Kura Kaupapa, Teachers, Kai Awhina
- Radio/ Television Journalist
- Police Officer
- Moko Artist
- Personal, social, cultural development
- Advantages in a wide range of vocational areas

FURTHER INFORMATION FROM

Mrs Kingi

TOURISM (TOU) – Level 3

SUBJECT STATEMENT

In this course, students study the operation of the tourism industry with particular focus on the major tourist destinations in our region including New Zealand, Australia, and the Pacific Islands. The course is flexible and encourages self-directed learning. Students have access to industry providers and can take part in the Gateway programme to gain practical learning experience.

COURSE CONTENT

This course focuses on Australia, New Zealand, and the South Pacific as tourist destinations. This includes locations, activities, accommodation, and transport in each area.

SPECIAL REQUIREMENTS

- Optional field trip: approx. \$60

ASSESSMENT CRITERIA

- 4 Internal Unit Standards 22 credits

WHERE DOES IT LEAD?

- Post-school study in tourism and hospitality
- Jobs in the tourism sector, for example:
 - Hotels and hotel management
 - Travel agent
 - Travel wholesaler
 - Air steward
 - Tour guiding
 - Hosting
 - Outdoor leadership and recreation
 - Accommodation providers
 - Cruise ships
 - Adventure Tourism

FURTHER INFORMATION FROM

Miss Boisen