# Cullinane

# Level 2

# Subject

# Outlines

# For 2018

# Visual Arts

## Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 2  Audio-Visual | Level 3  Audio-Visual | Future  Pathway |

Subject: Level 2 Audio-Visual

# Purpose: This course enables students to explore film and movie production. The students explore video production from storyboard through to filming and post-video editing. Working in groups the students produce and manage the production of their own short movie.

# Vocational Pathway: If you are interested in the act of creativity you are fortunate enough to be living in a moment in time not only inundated, but virtually defined by media. Indeed, everything manufactured—from websites to lawn ornaments and everything in between—has at some point been touched by the hand, mind, or eye of a creative person. Consequently, job prospects in the fields of Art, Applied Art, Art History, Art Education, and Architecture are better than they've ever been.

## Recommended Entry: Satisfactory achievement in Year 11 Visual Arts.

**Course Outline**: The students produce and manage the production of the opening credits for a program of their choice. They also have the opportunity to develop shills in desktop publishing.

# Course Fees and Related Costs: $100

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate an understanding of methods and ideas from established practice appropriate to design. | 2 | 91305 | A/S | Internal | 4 | L1 Literacy |
| Use drawing methods to apply knowledge of conventions appropriate to design. | 2 | 91310 | A/S | Internal | 4 |  |
| Develop ideas in a related series of drawings appropriate to established design. | 2 | 91315 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 2 | 91325 | A/S | Internal | 4 |  |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within design. | 2 | 91320 | A/S | External | 12 |  |

# Visual Arts

# Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 2  Design | Level 3  Design | Future  Pathway |

Subject: Level Two Design

# Purpose:

This course takes a student through the use of desktop publishing programs. They select artist models and their influences which are used for practice based development. This bridges the student toward a self-orientated pathway and original artwork.

## Vocational Pathway: If you are interested in the act of creativity you are fortunate enough to be living in a moment in time not only inundated, but virtually defined by media. Indeed, everything manufactured—from websites to lawn ornaments and everything in between—has at some point been touched by the hand, mind, or eye of a creative person. Consequently, job prospects in the fields of Art, Applied Art, Art History, Art Education, and Architecture are better than they've ever been.

## Recommended Entry: Satisfactory achievement in Year 11 Visual Arts.

**Course Outline**: The aim of this course is to enable the students to develop skills in desktop publishing, Logo design and packaging.

# Course Fees and Related Costs: $100

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate an understanding of methods and ideas from established practice appropriate to design. | 2 | 91305 | A/S | Internal | 4 | L1 Literacy |
| Use drawing methods to apply knowledge of conventions appropriate to design. | 2 | 91310 | A/S | Internal | 4 |  |
| Develop ideas in a related series of drawings appropriate to established design. | 2 | 91315 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 2 | 91325 | A/S | Internal | 4 |  |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within design. | 2 | 91320 | A/S | External | 12 |  |

# Visual Arts

# Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 2  Painting | Level 3  Painting | Future  Pathway |

Subject: Level Two Painting

# Purpose:

This course takes a student through a series of student selected artist models influences which are used for practice based development, that bridge the student to a self-orientated pathway of original artwork.

## Vocational Pathway: If you are interested in the act of creativity you are fortunate enough to be living in a moment in time not only inundated, but virtually defined by media. Indeed, everything manufactured—from websites to lawn ornaments and everything in between—has at some point been touched by the hand, mind, or eye of a creative person. Consequently, job prospects in the fields of Art, Applied Art, Art History, Art Education, and Architecture are better than they've ever been.

Recommended Entry: Satisfactory achievement in Year 11 Visual Arts.

**Course Outline**: The focus in the Arts curriculum in Year 12 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.1.

# Related Costs: $100

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate an understanding of methods and ideas from established practice appropriate to painting. | 2 | 91308 | A/S | Internal | 4 | L1 Literacy |
| Use drawing methods to apply knowledge of conventions appropriate to painting. | 2 | 91313 | A/S | Internal | 4 |  |
| Develop ideas in a related series of drawings appropriate to established painting. | 2 | 91318 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 2 | 91325 | A/S | Internal | 4 |  |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within painting. | 2 | 91323 | A/S | External | 12 |  |

# Visual Arts

## Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 2  Photography | Level 3  Photography | Future  Pathway |

Subject: Level Two Photography

# Purpose:

The focus in the Arts curriculum in Year 12 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.2. It is important that the students experience how much work is involved in producing the Level 2 portfolios so that they will be prepared for the Level 3 portfolio. Achievement Standard 2.2and 2.1 are offered as an extension course.

## Vocational Pathway: If you are interested in the act of creativity you are fortunate enough to be living in a moment in time not only inundated, but virtually defined by media. Indeed, everything manufactured—from websites to lawn ornaments and everything in between—has at some point been touched by the hand, mind, or eye of a creative person. Consequently, job prospects in the fields of Art, Applied Art, Art History, Art Education, and Architecture are better than they've ever been.

## Recommended Entry: Satisfactory achievement in Year 11 Visual Arts.

**Course Outline**: This course offers instruction in use of digital photography. They will learn a range of studio photography techniques and have the opportunity to explore still life and portrait photography.

# Related Costs: $200

Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate an understanding of methods and ideas from established practice appropriate to Photography. | 2 | 91306 | A/S | Internal | 4 | L1 Literacy |
| Use drawing methods to apply knowledge of conventions appropriate to Photography. | 2 | 91311 | A/S | Internal | 4 |  |
| Develop ideas in a related series of drawings appropriate to established Photography. | 2 | 91316 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 2 | 91325 | A/S | Internal | 4 |  |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within Photography. | 2 | 91321 | A/S | External | 12 |  |

# Visual Arts

## Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 2  Printmaking | Level 3  Printmaking | Future  Pathway |

Subject: Level Two Printmaking

# Purpose:

The focus in the Arts curriculum in Year 12 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.2. It is important that the students experience how much work is involved in producing the Level 2 portfolios so that they will be prepared for the Level 3 portfolio. Achievement Standard 2.2and 2.1 are offered as an extension course.

## Vocational Pathway:

## If you are interested in the act of creativity you are fortunate enough to be living in a moment in time not only inundated, but virtually defined by media. Indeed, everything manufactured—from websites to lawn ornaments and everything in between—has at some point been touched by the hand, mind, or eye of a creative person. Consequently, job prospects in the fields of Art, Applied Art, Art History, Art Education, and Architecture are better than they've ever been.

## Recommended Entry: Satisfactory achievement in Year 11 Visual Arts.

**Course Outline**:

Students will study in depth .

Modernist and contemporary artists.

Drawing in ink pen and pencil

Printmaking dry point, etching, woodcut, stencil, screen print and foam board

# Course Fees and Related Costs: $200

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate an understanding of methods and ideas from established practice appropriate to Printmaking. | 2 | 91309 | A/S | Internal | 4 | L1 Literacy |
| Use drawing methods to apply knowledge of conventions appropriate to Printmaking. | 2 | 91314 | A/S | Internal | 4 |  |
| Develop ideas in a related series of drawings appropriate to established Printmaking. | 2 | 91314 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 2 | 91325 | A/S | Internal | 4 |  |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within Printmaking. | 2 | 91324 | A/S | External | 12 |  |

# Music

# Subject Path: Music Level Two

|  |  |  |
| --- | --- | --- |
| Level 2  Music | Level 3  Music | Future  Pathway |

# Purpose: The Year 12 Music class focuses on Achievement Standards only and also has a built in freedom of expression module which, although informal enforces musical progression and focuses on a second year of serious music study.

Vocational Pathway: Composer, Dj, Music Journalist, Music Teacher, Musician, Performer, Radio Producer, Recording Engineer, Sound Designer/Engineer, Recording Engineer , Singer/Songwriter, Sound or Multimedia Designer, Television, Film.

# Qualifications gained from this course:

NCEA Level 2 Music

Solo Performance

Group Performance

Investigate Music

## Recommended Entry: Level One NCEA achievement Credits…must have own instrument

**Course Outline**: Students will focus on performance requirements which include group and solo performance. Students will complete at least two performances for each standard per term. This will allow for a total of eight performances per year available for assessment. Music Works or Academic Study of Current Music Status, Theory and History will be assessed by different modules or papers / assignments throughout the year and will be completed as class work. Progressive students will be given the opportunity to take extra achievement opportunities in Musical Theory and Composition.School assessment policy will apply to this course. Filming will take place during the last week of each Term except for Term 4, when filming will be during weeks 2 & 3.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate ensemble skills by performing a substantial piece of music as a member of a group. | 2 | 91272 | A/S | Internal | 4 |  |
| Perform two substantial pieces of music as a featured soloist | 2 | 91270 | A/S | Internal | 6 |  |
| Investigate an aspect of New Zealand music. | 2 | 91278 | A/S | Internal | 4 | L1 - Literacy |

# Performing Arts: Drama

## Subject Path: Drama

|  |  |  |
| --- | --- | --- |
| Level 1  Drama | Level 2  Drama | Level 3  Drama |

Subject: Level 2 Drama

# Purpose:

Students in Year 12 Drama will be developing new skills and refining the skills learnt in year 11. They will be studying drama process and creation; they will examine the work of playwrights and further understand the skills involved in learning and portraying characters in scripts**.**

## Vocational Pathway: Following secondary school performing arts there are many outlets that support people who are passionate about creative arts. Subsequently, vocational prospects in creative arts are abundant, these include – acting for stage and screen, directing, script / play writing, lighting design, costume construction and design, set construction and design, and sound design.

Recommended Entry: Satisfactory achievement and participation in Year 11 Drama.

**Course Outline**: The Year 12 Drama curriculum focusses on the creation and performance of Drama through different mediums. The students use different techniques to develop their own work. They also have to opportunity to see theatre in both amateur and professional settings.

# Related Costs: $50 - $80 Will cover the cost of seeing shows throughout the year for external exams.

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Apply Drama techniques in a scripted context. | 2 | 91215 | A/S | Internal | 4 | Y |
| Devise and perform a drama to realise an intention. | 2 | 91216 | A/S | Internal | 5 | Y |
| Use complex performance skills associated with a theatre form or period. | 2 | 91218 | A/S | Internal | 4 | Y |
| Perform a substantial acting role in a scripted production. | 2 | 91213 | A/S | Internal | 5 | Y |
| Discuss drama elements, techniques, conventions and technologies within live performance. | 2 | 91219 | A/S | External | 4 | Y |

# Performing Arts: Dance

## Subject Path: Dance

|  |  |  |
| --- | --- | --- |
| Level 1  Dance | Level 2  Dance | Level 3  Dance |

Subject: Level 2 Dance

# Purpose:

Students who take Dance at level 2 develop the skills they have learnt around dance creation and performance. They will be given a variety of briefs to help generate movement; they will look at style and genre and analyse the work of choreographers to influence their own work and the knowledge required their external examination**.**

## Vocational Pathway: Following the secondary school dance there are many outlets that support people who are passionate about movement and movement creation. Subsequently, vocational prospects in dance and dance performance are abundant, these include – dance performance for stage and screen, choreographing and composition, and aural design.

Recommended Entry: Satisfactory achievement and participation in Year 11 Dance.

**Course Outline**: The focus in year 12 Dance is the generation of work for internal assessments. The students will use a number of different briefs and stimuli to create movement sequences. They will then use their knowledge to analyse the work of a choreographer.

# Related Costs: Nill

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Choreograph a group dance to communicate an intention. | 2 | 91205 | A/S | Internal | 4 |  |
| Choreograph a solo dance to communicate an intention. | 2 | 91206 | A/S | Internal | 4 |  |
| Perform an ethnic or social dance to communicate understanding of the style. | 2 | 91207 | A/S | Internal | 4 |  |
| Provide an interpretation of a dance performance with supporting evidence. | 2 | 91211 | A/S | External | 4 |  |

# Commerce

## Subject Path: Accounting

|  |  |  |
| --- | --- | --- |
| Level 2  Accounting | Level 3  Accounting | Future  Pathway |

Subject: Level Two Accounting

**Purpose**:

Students will manage the financial affairs of individuals, whanau and local or regional, small or medium entities, including community organisations that operate accounting sub-systems, while acting with integrity. They will also make use of appropriate communication tools and skills to process, report and interpret information for individuals, whānau and local or regional small or medium entities that operate accounting sub-systems.

Vocational Pathway:

Manufacturing and Technology, Service Industries, Social and Community Service, Creative Industry.

Recommended Entry:

Satisfactory achievement in Year 11 Accounting is an advantage. However students with good work ethic can take this up at Year 12.

**Course Outline**:

Accounting offers three internal and two external standards over the course of the year. An additional internal is on offer for those students who want to gain some more credits. Internal assessments cover managing inventories in a business, control over accounts receivable and MYOB SKILLS. It also involves preparing financial statements, cash budgets and analysing and interpreting reports for small or medium entities.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate understanding of an inventory subsystem for an entity | 2 | 91386 | A/S | Internal | 3 | Num/Lit |
| Demonstrate understanding of an accounts receivable for an entity | 2 | 91179 | A/S | Internal | 3 | Num/Lit |
| Demonstrate understanding of accounting processing using accounting software | 2 | 91175 | A/S | Internal | 4 | Num |
| Prepare financial information for an entity that operates accounting subsystems | 2 | 91176 | A/S | External | 5 | Num |
| Interpret accounting information for entities that operate accounting subsystems | 2 | 91177 | A/S | External | 4 | Num/Lit |

Students new at Level 2 can complete all the internal assessments.

**Commerce**

**Subject Path: Economics**

|  |  |  |
| --- | --- | --- |
| Level 2  Economics | Level 3  Economics | Future  Pathway |

Subject: Level Two Economics

**Purpose:**

To understand how economic concepts and models provide a means of analysing contemporary New Zealand issues. To understand how government policies and contemporary issues interact.

**Vocational Pathway**:

Creative Industries, Service Industries, Primary industries, Community and Social Industries.

**Recommended Entry**:

Satisfactory achievement in Years 9 and 10 Business Studies and English. Year 11 Economics is an advantage.

**Course Outline:**

Economics offers three internal and two external standards over the course of the year. The focus is contemporary macro-economic issues such as unemployment, inflation, economic growth, child poverty. Students define and use statistical data to measure these issues. They use models to assist them in gaining an understanding of cause and effect. At this level, students will recognise the interdependent nature of the New Zealand economy by examining the impact government policies designed to address contemporary economic issues have on various groups in society. They will also understand that government policies may have unequal effects.

**Related Costs:** nil

**Assessment Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Analyse inflation using economic concepts and models | 2 | 91222 | A/S | External | 4 | UE W |
| Analyse unemployment using economic concepts and models | 2 | 91225 | A/S | Internal | 4 |  |
| Analyse how government policies and contemporary economic issues interact | 2 | 91227 | A/S | Internal | 6 | UE R |
| Analyse a contemporary economic issue of special interest using economic concepts and models | 2 | 91228 | A/S | Internal | 4 | UE R |
| Analyse economic growth using economic concepts and models | 2 | 91224 | A/S | External | 4 |  |
|  | | | | | | |

# English (External course)

# Subject Path:

|  |  |  |
| --- | --- | --- |
| Level 2  English | Level 3  External English OR  Internal English course | Future  Pathway |

# Purpose:

|  |
| --- |
| To develop students English skills in reading, writing, viewing and speaking and extend their understanding and skills into curriculum Level Seven. Prepare students for the requirements of Level Three NCEA English, University Entrance and further learning beyond secondary school. |

Vocational Pathway:

Creative Industries, Service Industries, Community and Social Industries.

# Recommended Entry:

Satisfactory achievement in the Level One External or Internal course.

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# Course Outline:

The Level Two English external course offers a variety of internal achievement standards and at least 2 external achievement standards over the course of the year. By the end of the Year, students will be equipped with the skills, understanding and confidence to continue with English into Year 13 and beyond. Students will be offered credits towards their Level Two NCEA certificate and some of these credits can also be used to meet the Literacy requirements of University Entrance.

# Related Costs: nil

# Assessment Information: A combination of any of the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard Title | Number | Type | Internal/External | Credits | Literacy |
| Analyse specified aspect(s) of studied written text(s), supported by evidence(2.1) | 91098 | A/S | External | 4 | UE Reading & Writing |
| Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence (2.2) | 91099 | A/S | External | 4 | UE Writing |
| Analyse significant aspect(s) of unfamiliar written text(s) through close reading, supported by evidence (2.3) | 91100 | A/S | External | 4 | UE Reading & Writing |
| Produce a selection of crafted and controlled writing (2.4) | 91101 | A/S | Internal | 6 | UE Writing |
| Construct and deliver a crafted and controlled oral text (2.5) | 91102 | A/S | Internal | 3 |  |
| Create a crafted and controlled visual and verbal text (2.6) | 91103 | A/S | Internal | 3 |  |
| Analyse significant connections across texts, supported by evidence (2.7) | 91104 | A/S | Internal | 4 |  |
| Use information literacy skills to form developed conclusion(s) (2.8) | 91105 | A/S | Internal | 4 | UE Reading |
| Form developed personal responses to independently read texts, supported by evidence(2.9) | 91106 | A/S | Internal | 4 | UE Reading |
| Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence (2.10) | 91107 | A/S | Internal | 3 |  |

# English (Internal course)

# Subject Path:

|  |  |  |
| --- | --- | --- |
| Level 2  Internal course | Level 3  External course  OR  Internal course | Future  Pathway |

|  |
| --- |
| Purpose: To develop students English skills in reading, writing, viewing and speaking and extend their understanding and skills into curriculum Level Seven. Prepare students for the requirements of Level Three NCEA English, University Entrance and further learning beyond secondary school. |

Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries.

Recommended Entry: Satisfactory achievement in the Level One External or Internal course

Course Outline: The Level Two English internal course offers a variety of internal achievement and unit standards and may offer at least 1 external achievement standard over the course of the year. By the end of the Year, students will be equipped with the skills, understanding and confidence to continue with English into Year 13 and beyond. Students will be offered credits towards their Level Two NCEA certificate and some of these credits can also be used to meet the Literacy requirements of University Entrance.

# Related Costs: nil

# Assessment Information: A combination of any of the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard Title | Number | Type | Internal/External | Credits | Literacy |
| Analyse specified aspect(s) of studied written text(s), supported by evidence(2.1) | 91098 | A/S | External | 4 | UE Reading & Writing |
| Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence (2.2) | 91099 | A/S | External | 4 | UE Writing |
| Analyse significant aspect(s) of unfamiliar written text(s) through close reading, supported by evidence (2.3) | 91100 | A/S | External | 4 | UE Reading & Writing |
| Produce a selection of crafted and controlled writing (2.4) | 91101 | A/S | Internal | 6 | UE Writing |
| Construct and deliver a crafted and controlled oral text (2.5) | 91102 | A/S | Internal | 3 |  |
| Create a crafted and controlled visual and verbal text (2.6) | 91103 | A/S | Internal | 3 |  |
| Analyse significant connections across texts, supported by evidence (2.7) | 91104 | A/S | Internal | 4 |  |
| Use information literacy skills to form developed conclusion(s) (2.8) | 91105 | A/S | Internal | 4 | UE Reading |
| Form developed personal responses to independently read texts, supported by evidence(2.9) | 91106 | A/S | Internal | 4 | UE Reading |
| Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence (2.10) | 91107 | A/S | Internal | 3 |  |
| Write business correspondence for a workplace | 3488 | U/S | Internal | 3 |  |

# Physical Education

## Subject Path: Sports Science

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| --- | --- | --- |
| Level 2  Sports Science | Level 3  Sports Science | Future  Pathway |

Subject: Level Two Sports Science

# Purpose:

* Participate in a variety of physical activities
* Develop understanding of the application of biophysical principles to training for physical activity.
* Evaluate leadership strategies that contribute to the effective functioning of a group.
* Apply and analyse risk management strategies to challenging outdoor activities.

## Vocational Pathway:

Creative Industries, Community and Social Industries, Service Industries, Primary Industries.

## Recommended Entry:

Level One Sports Science, Level One English.

**Course Outline**:

This course focuses on Level 7 of the Health and Education curriculum. This course is a distinctive option at NCEA Level Two and is a challenging but satisfying course for those who choose to be rewarded. The course involves a mixture of theoretical and physical components which will challenge students in a variety of settings. All standards are internally assessed and require the student to work consistently throughout the year. This course leads to NCEA Level 3 and further tertiary study in the Health and Physical Education field. As a stand-alone course, students will gain valuable practical skills, knowledge and insight into improving personal performance and improving personal and social responsibility.

# Related Costs:

* 91332 (Exercise classes i.e. Zuu, Ankorr, BoxFit) $10.00

# Assessment Information

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| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate understanding of the application of biophysical principles to training for physical activity.  (Individual Training Plans) | 2 | 91329 | A/S | Internal | 4 |  |
| Perform a physical activity in an applied setting (Ki O Rahi) | 2 | 91330 | A/S | Internal | 4 |  |
| Examine the significance for self, others and society of a sporting event, a physical activity, or a festival. (Super Rugby) | 2 | 91331 | A/S | Internal | 4 | Literacy L1 |
| Examine the role and significance of physical activity in the lives of young people in New Zealand.  (Cullinane College Physical Activity Survey) | 2 | 91332 | A/S | Internal | 3 | Literacy L1 |

# Māori Performing Arts

|  |  |  |
| --- | --- | --- |
| Level 2  MPA | Level 3  MPA | Future  Pathway |

## Subject Path: MPA

Subject: Level 2MPA

# Purpose:

The course is designed to further increase student knowledge and skill of kapahaka disciplines including moteatea, haka, poi, whakaraka and waiata-a-ringa.

# Vocational Pathway:

Creative Industries, Service Industries.

# Recommended Entry:

Level 1 MPA or previous discussion with HOD Māori.

**Course Outline**:

Students will combine their written skills and Māori Performing Arts skills to achieve in this course. By the conclusion of the year, students would have learnt the words to, perform, learnt the history, learnt about the reasons for performing, and learnt about all the different genres of haka, waiata-a-ringa, moteatea and whakaraka. It is a requirement for students to join the school kapahaka team if selecting this option to develop practical skill and knowledge.

# Related Costs: nil

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Knowledge and skill of Haka | 2 | 13371 | U/S | Internal | 6 |  |
| Knowledge and skill of Waiata-a-ringa | 2 | 13363 | U/S | Internal | 6 |  |
| Knowledge and skill of Mōteatea | 2 | 13359 | U/S | Internal | 6 |  |
| Knowledge and skill of Poi | 2 | 13367 | U/S | Internal | 7 |  |
| Knowledge and skill of Whakaraka | 2 | 15019 | U/S | Internal | 3 |  |

## Assessment Information

# Te Reo Māori

|  |  |  |
| --- | --- | --- |
| Level 2  Māori | Level 3  Māori | Future  Pathway |

## Subject Path: Te Reo Māori

Subject: Level 2 Te Reo Māori

# Purpose:

* To further develop student knowledge and understanding of Te Reo Māori through Panui, Tuhituhi, Whakarongo and Mātakitaki and extend their understanding and skills into Level seven of the curriculum.
* To prepare students for the requirements of Level 3 Te Reo Māori and University Entrance.

## Vocational Pathway:

## Creative Industries, Primary Industries, Service Industries, Community and Social Industries.

## Recommended Entry:

## Level 1 Te Reo Māori or by discretion of the HOD Māori.

**Course Outline**:

Students are required to complete three portfolios of work. Each portfolio will consist of at least three examples of work from a range of different contexts and for different purposes. The three portfolios will focus on the following three areas; Whakarongo, Kōrero and Waihanga Tuhinga.

# University Entrance Approved: Yes

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Literacy |
| Whakarongo kia mohio ki te reo o te ao torotoro. | 2 | 91284 | A/S | Internal | 4 |  |
| Kōrero kia whakamahi I te reo o te ao torotoro. | 2 | 91285 | A/S | Internal | 6 |  |
| Waihanga tuhinga auaha I te reo o te ao torotoro. | 2 | 91286 | A/S | Internal | 6 | UE Writing |
| Panui kia mohio ki te ao torotoro. | 2 | 91288 | A/S | External | 6 | UE Reading |
| Tuhi I te reo o te ao torotoro. | 2 | 91287 | A/S | External | 6 | UE Writing |

# Te Waharoa– Maori Tourism

|  |  |  |
| --- | --- | --- |
| Year 12  Te Waharoa | Year 13  Te Waharoa | Future  Pathway |

## Subject Path: Te Waharoa

Subject: Te Waharoa

# Purpose: The purpose of Te Waharoa is to give students an insight into the art of Raranga and Maori Tourism. Through these mediums, students will learn to identify materials, resources and learn techniques within these contexts.

## Vocational Pathway: Creative Industries, Service Industries.

## Recommended Entry: An interest in weaving or Tourism from a Māori World view. Also, at the discretion of the HOD Māori.

**Course Outline**: This Unit Standard course is designed for students to learn some of the practical forms of Weaving and Maori tourism. The course offers students the opportunity to gain credits at Level two and three. Students will learn how to harvest, strip and make muka from harakeke. There is learning within the context of Maori tourism and an excursion to Rotorua.

# Related Costs: $350 for excursion to Rotorua. Class fundraising events are optional to assist in payment of these fees.

## Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Produce Muka | 2 | 7873 | U/S | Internal | 4 |  |
| Prepare Harakeke for Kete | 2 | 7869 | U/S | Internal | 2 |  |
| List and use a range of greetings and farewell | 3 | 17384 | U/S | Internal | 3 |  |
| Explain the importance of respecting Māori customs and practices in tourism Māori. | 3 | 17786 | U/S | Internal | 5 |  |
| Explain the importance and demonstrate correct pronunciation of Māori place names in tourism. | 3 | 17383 | U/S | Internal | 3 |  |

# Mathematics and Statistics

## Subject Path: Mathematics

|  |  |  |
| --- | --- | --- |
| Level 2 | Level 3 | Future Pathway |

Subject: Level Two Mathematics

# Purpose:

To provide a sound basis for further study in Mathematics at Level 3 and beyond.

## Vocational Pathway:

Primary industries, Service industries, Social and community services, Manufacturing and technology, Construction and Infrastructure, Creative Industries.

## Recommended Entry:

Students need success in the MCAT at Level 1 and at least 14 Mathematics Achievement Standard credits, preferably at Merit level.

**Course Outline:**

This course follows on from Level 1 Achievement Standards. Students are offered both internal and external standards at Level 2, covering Algebra, Graphing, Trigonometry and Calculus. Those who want to continue on to do Calculus at Year 13 must select this course. It is intended as a preparation for Level 3 and eventually tertiary mathematics at University or Polytechnic. Students may choose *both* Level 2 Mathematics *and* Probability and Statistics.

# Related Costs: Homework Book $20. A graphic Calculator is compulsory.

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Apply systems of equations in solving problems | 2 | 91269 | AS | Internal | 2 | Numeracy Level 1 |
| Apply co-ordinate geometry methods in solving problems | 2 | 91256 | AS | Internal | 2 | Numeracy Level 1 |
| Apply trigonometric relationships in solving problems | 2 | 91259 | AS | Internal | 3 | Numeracy Level 1 |
| Apply algebraic methods in solving problems | 2 | 91261 | AS | External | 4 | Numeracy Level 1 |
| Apply calculus methods in solving problems | 2 | 91262 | AS | External | 5 | Numeracy Level 1 |

# Mathematics and Statistics

## Subject Path: Mathematics and Statistics

|  |  |  |
| --- | --- | --- |
| Level 2 Probability and Statistics | Level 3 Probability and Statistics | Future Pathway |

Subject: Level Two Probability and Statistics

# Purpose:

To provide a sound basis for further study in Statistics and Probability at Level 3 and beyond.

Statistics is a useful companion to many fields of study.

## Vocational Pathway:

Primary industries, Service industries, Social and community services, Manufacturing and technology, Construction and Infrastructure, Creative Industries.

## Recommended Entry:

Students need at least 14 Mathematics Achievement Standard credits.

**Course Outline:**

This course offers a range of Standards to gain credits at Level 2. Students are offered a range of topics both internal and external at Level 2, covering Probability and Statistical Methods. Students intending to continue on to do Statistics at Year 13 should select this course. Students *may* choose both Mathematics *and* Probability and Statistics.

# Related Costs:

Homework Book $20. A graphic calculator is compulsory.

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Investigate a situation involving elements of chance using a simulation | 2 | 91268 | AS | Internal | 2 | Level 1 Numeracy |
| Use statistical methods to make an inference | 2 | 91264 | AS | Internal | 4 | Level 1 Numeracy |
| Design a questionnaire | 2 | 91263 | AS | Internal | 3 | Level 1 Numeracy |
| Apply probability methods in solving problems | 2 | 91267 | AS | External | 4 | Level 1 Numeracy |
| Evaluate a statistically based report | 2 | 91266 | AS | Internal | 2 | Level 2 Literacy (Reading)  Level 1 Numeracy |
| Conduct an experiment to investigate a situation using statistical methods | 2 | 91265 | AS | Internal | 3 | Level 1 Numeracy |

# Religious Education

|  |  |  |
| --- | --- | --- |
| Level 2  Religious Education | Level 3  Religious Education | Future  Pathway |

Subject: Level Two Religious Education

# Purpose:

Religious Education helps students gain knowledge, understanding and appreciation of the Catholic faith and religion, within a formal educational setting.

## Vocational Pathway: Creative Industries

## Recommended Entry: This is a compulsory subject

**Course Outline**:

Students will explore Morality and Moral Development in greater depth while considering key Catholic teaching about Social Justice. Processes surrounding Loss, Death, Grief & Dying will be examined as well as Catholic beliefs and rituals surrounding life after death. Other World Religions will be investigated with particular reference to their beliefs about life after death. The concept that each person has a vocation in life will be considered during the topic Commitment & Ministry with different vocations being explored. A high level of critical thinking will be required throughout the course. Students will be offered a total of three internal standards in class each worth 6 credits. Students who wish to complete a fourth standard may opt to complete a research assignment in their own time looking at the theme of Servant Leadership in the New Testament.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Explain how a contemporary social action derives from the ethical principles of a religious tradition. | 2 | 90822 | AS | Internal | 6 |  |
| Explain the key beliefs within two religious traditions in relation to a significant religious question | 2 | 90823 | AS | Internal | 6 |  |
| Explain the changes in an expression(s) of a religious tradition | 2 | 90821 | AS | Internal | 6 |  |
| Explain a significant theme in a sacred text within a religious tradition | 2 | 91724 | AS | Internal | 6 |  |

# Science

## Subject Path: Biology

|  |  |  |
| --- | --- | --- |
| Level 2  Science | Level 3  Biology | Future  Pathway |

Subject: Level Two Biology

# Purpose:

Biology is about living things and how they interact with each other and the environment. Students develop an understanding of the diversity of life and life processes with a strong emphasis on Genetics, and how flora and fauna are adapted for survival in their environments. This is an ideal course of study for students interested in careers in the medical and sport science professions.

## Vocational Pathway:

Community and Social Industries, Primary Industries, Manufacturing and Technology.

## Recommended Entry:

Satisfactory achievement in Year 11 Science – 12 credits is recommended.

**Course Outline**:

There are three internal assessments, two of which are practical and one is a test. There are two external papers offered.

# Related Costs: A workbook is needed at about $30

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate understanding of adaptations of plants or animals to their way of life | 2 | 91155 | A/S | Internal | 3 | L1 Lit |
| Carry out a practical investigation in a biology context, with supervision | 2 | 91153 | A/S | Internal | 4 | Num |
| Demonstrate understanding of genetic variation and change | 2 | 91157 | A/S | External | 4 | L1 Lit |
| Demonstrate understanding of gene expression | 2 | 91159 | A/S | External | 4 | L1 Lit |
| Investigate a pattern in an ecological community, with supervision | 2 | 91168 | A/S | Internal | 4 |  |



**Science**

**Subject Path: Chemistry**

|  |  |  |
| --- | --- | --- |
| Level 2  Science | Level 3  Chemistry | Future  Pathway |

Subject: Level Two Chemistry

**Purpose:**

Chemistry develops understanding of the composition and properties of matter, the changes it undergoes and the energy involved. Students use their understanding of the fundamental properties of chemistry to make sense of the world around them. They learn to interpret their observations by considering the properties and behaviour of atoms, molecules and ions. They learn to communicate their understanding using the symbols and conventions of chemistry.

**Vocational Pathway**:

Creative Industries, Community and Social Industries, Manufacturing and Technology, Primary Industries, and Construction and Infrastructure

**Recommended Entry**:

Satisfactory achievement in Year 11 Science

**Course Outline:**

Chemistry offers three internal and one external standard over the course of the year. Chemical concepts covered include oxidation, quantitative analysis, bonding, structure, properties and ions in solution.

**Related Costs:**approx. $8.50 for a write on work book for the standard - Demonstrate understanding of bonding, structure, properties and energy changes

**Assessment Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out quantitative analysis | 2 | 91161 | A/S | Internal | 4 | Num |
| Demonstrate understanding of oxidation-reduction | 2 | 91167 | A/S | Internal | 3 |  |
| Demonstrate understanding of bonding, structure, properties and energy changes | 2 | 91164 | A/S | External | 5 | L1 Lit |
| Carry out procedures to identify ions present in solution | 2 | 91162 | A/S | Internal | 3 |  |

# Science

## Subject Path: Physics

|  |  |  |
| --- | --- | --- |
| Level 2  Science | Level 3  Physics | Future  Pathway |

Subject: Level Two Physics

# Purpose:

Physics seeks to provide explanations for a wide range of physical phenomena, including light, sound heat, electricity, magnetism, waves, forces, and motion, united by the concept of energy which is transformed from one form to another without loss. By studying Physics, students gain an understanding of interactions between parts of the physical world and of the ways in which they be represented. Knowing about physics enables people to understand a wide range of contemporary issues and challenges and potential technological solutions

# Vocational Pathway:

## Creative Industries, Community and Social Industries, Construction and Infrastructure, Engineering, Manufacturing and Technology, Primary Industries, Medical Professions, Sports Science, Physiotherapy, Veterinary Sciences, Teaching

## Recommended Entry:

Satisfactory achievement in Year 11 Science – 12 credits (two externals)

**Course Outline**: Physics offers two external and two internal standards. The course offers a total of 19 credits at Level 2. This subject requires a good basic mathematical ability, and confidence in algebra is extremely useful. Physics graduates are in demand in many areas including engineering and teaching, veterinary science, medicine, sports science, physiotherapy and other scientific fields

# Related Costs: $25 (total price for workbooks). Textbooks provided. Scientific calculator needed (approx $40)

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out a practical physics investigation that leads to a non-lineal mathematical relationship | 2 | 91168 | A/S | Internal | 4 | Lit  Num |
| Demonstrate understanding of mechanics | 2 | 91171 | A/S | External | 6 | Lit  Num |
| Demonstrate understanding of atomic and nuclear physics | 2 | 91172 | A/s | Internal | 3 | Lit |
| Demonstrate understanding of electricity and magnetism | 2 | 91173 | A/S | External | 6 | Lit  Num |

# Science

## Subject Path: Physics

|  |  |  |
| --- | --- | --- |
| Level 1  Science | Level 2  Science | Level 3 |

Subject: Level Two Practical Science

# Purpose: .

This course will NOT include any external exams and is intended for students who would like to continue to study science but do not wish to concentrate on only one branch of science. Students intending to study science at the tertiary level (university or polytech nursing for example) should not take this course. It will include some biology, some space science studies, some chemistry and some physics, but the final topics covered will be decided in consultation with the students and staff teaching the course.

## Vocational Pathway: Creative Industries, Community and Social Industries, Construction and Infrastructure, Manufacturing and Technology, Primary Industries.

## Recommended Entry: Satisfactory achievement in Year 11 Science – 8 credits.

**Course Outline**: There are four internal achievement standards taught in this course.

# Course Fees and Related Costs: NA

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out a practical biology investigation, with supervision. | 2 | 91153 | A/S | Internal | 4 | L1 Num |
| Demonstrate understanding of physics relevant to a selected context | 2 | 91169 | A/S | Internal | 3 | L1 Lit |
| Carry out procedure to identify ions present in solutions | 2 | 91162 | A/S | Internal | 3 |  |
| Carry out a practical Earth and Space science investigation | 2 | 91187 | A/s | Internal | 4 | L1 Lit and L1 Num |

In 2017 students substituted a Horticulture Design paper for the physics paper. This course responds to student interests.

# Social Sciences

## Subject Path: Geography

|  |  |  |
| --- | --- | --- |
| Level 2  Geography | Level 3  Geography | Future  Pathway |

Subject: Level Two Geography

# Purpose:

Geography introduces the relationship between people and the environment. The course also looks to build understanding around Geographical skills and concepts, whilst looking to apply such to global issues.

## Vocational Pathway:

Creative Industries, Service Industries, Community and Social Industries.

## Recommended Entry:

Satisfactory achievement in Years 9 and 10 Social Studies and English.

**Course Outline**:

Geography offers three internal and two external standards over the course of the year. Geographical skills will be looked at in all units of work and in a small starter unit. Two fieldtrips are planned to the Tongariro Volcanic Plateau. These fieldtrips are for two achievement standards (one internal and one external). Other topics include; Malaria, Human Trafficking and Affluenza.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate geographic understanding of a large natural landscape. | 2 | 91240 | A/S | External | 3 | L1 Lit |
| Apply geography concepts and skills to demonstrate understanding of a given environment. | 2 | 91243 | A/S | External | 4 | L1 Lit |
| Conduct geographic research with guidance | 2 | 91244 | A/S | Internal | 5 | L1 Lit  L1 Num |
| Explain aspects of a contemporary New Zealand geographic issue. | 2 | 91245 | A/S | Internal | 3 | L1 Lit |
| Explain aspects of a geographic topic at a global scale. | 2 | 91246 | A/S | Internal | 3 | L1 Lit |

# Social Sciences

## Subject Path: History

|  |  |  |
| --- | --- | --- |
| Level 2  History | Level 3  History | Future  Pathway |

Subject: Level Two History

# Purpose:

History introduces the relationship between the causes and consequences of past events that have significantly shaped the lives of people and society.

## Vocational Pathway:

Creative Industries, Service Industries, Community and Social Industries.

## Recommended Entry:

Satisfactory achievement in Year 11 History, Geography or English.

**Course Outline**:

History offers up to three internal and two external standards over the course of the year. Historical skills will be used to understand the relationship between Maori and Pakeha in 19th century NZ, particularly the 1860s wars period. Research will be undertaken to delve into any aspect of New Zealanders at war from 1843 to modern day. The third optional project will be a contentious issue where students will have to consider two sides of an event from the perspective of people involved such as the Conscientious Objection in WWI. Alternative topics may be negotiated with the teacher.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out an inquiry of an historical event or place that is of significance to New Zealanders | 2 | 91229 | A/S | Internal | 4 | L1 Lit |
| Examine an historical event or place that is of significant to New Zealanders. | 2 | 91230 | A/S | Internal | 5 | L 1 Lit |
| Examine sources of an historical event that is of significance to NZers. | 2 | 91231 | A/S | External | 4 | L1 Lit |
| Interpret different perspectives of people in an historical event of significant to NZers. | 2 | 91232 | A/S | Internal | 5 | L 1 Lit |
| Examine the causes and consequences of a significant historical event. | 2 | 91233 | A/S | External | 5 | L 1 Lit |

# Social Sciences

## Subject Path: Tourism

|  |  |  |
| --- | --- | --- |
| Level 2  Tourism | Level 3  Tourism | Future  Pathway |

Subject: Level Two Tourism

# Purpose:

This course provides students with an introduction to the tourism industry. It recognises the knowledge and skills required as a base for further training in the tourism industry.

## Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries.

## Recommended Entry: Satisfactory achievement in Year 11 English, Geography or History.

**Course Outline**: Tourism offers eight internal Unit Standards over the course of the year. Students taking this course are able to demonstrate knowledge of tourist characteristics and needs, the business of tourism, destination New Zealand; world tourist destinations and work roles in tourism.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate knowledge of world tourist destinations | 2 | 24729 | U/S | Internal | 4 |  |
| Identify work roles in tourism and their related personal requirements | 2 | 24728 | U/S | Internal | 3 |  |
| Demonstrate knowledge of tourist characteristics and needs | 2 | 24732 | U/S | Internal | 4 |  |
| Demonstrate knowledge of destination New Zealand | 2 | 24731 | U/S | Internal | 4 |  |
| Perform calculations for a tourism workplace | 2 | 18237 | U/S | Internal | 3 |  |
| Read and comprehend work-related documents in English for a tourism workplace | 2 | 23761 | U/S | Internal | 3 |  |
| Demonstrate knowledge of and use the Internet in a tourism workplace | 2 | 23767 | U/S | Internal | 2 |  |
| Demonstrate knowledge of the history of tourism | 2 | 24724 | U/S | Internal | 4 |  |

# Spanish

## Subject Path: Spanish

|  |  |  |
| --- | --- | --- |
| Level 2  Spanish | Level 3  Spanish | Future  Pathway |

Subject: Level Two Spanish

# Purpose:

This year you will use Spanish in familiar, complex, varied and formal contexts; advance your knowledge of Spanish vocabulary, grammar and structures and understand more of Hispanic life and culture.

The Year y12 course covers Level 7 of the NZ Spanish Curriculum. You will have covered Levels 1 and 2 in Year 9, Levels 3 and 4 in Year 10 and Level 5 and 6 in Year 11.

## Vocational Pathway:

Creative Industries, Service Industries, Community and Social Industries.

## Recommended Entry:

Satisfactory achievement in Level 1 Spanish internal and external Achievement Standards.

**Course Outline**:

Level 2 Spanish offers three internal and two external standards over the course of the year. There will be several assessments during the course, testing your skills in research, reading, writing, listening and speaking in Spanish and the course will finish with an external exam.

Commuication: Communicate information, ideas and opinions through increasingly complex and varied text. Explore the views of others, developing and sharing personal perspectives. Engage in sustained interaction and produce extended text.

Language Knowledge : Analyse ways in which Spanish Language is organised in different texts and for different purposes. Explore how linguistic meaning is conveyed across languages.

Cultural Knowledge : Analyse which Spanish/Latin-American culture is organised for different purposes and for different audiences. Analyse how the use of Spanish Language expresses cultural meanings.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Given a spoken presentation in Spanish that communicates information, ideas and opinions | 2 | 91150 | A/S | Internal | 4 |  |
| Interact using spoken Spanish to share information and justify, ideas and opinions in different situations | 2 | 91149 | A/S | Internal | 5 |  |
| Write a variety of text types in Spanish to convey info ideas and opinions in genuine contexts | 2 | 91152 | A/S | Internal | 5 |  |
| Demonstrate understanding of a variety of spoken Spanish relating to areas on familiar matters | 2 | 91148 | A/S | External | 5 |  |
| Demonstrate understanding of a variety of written/visual Spanish texts relating to areas on familiar matters | 2 | 91151 | A/S | External | 5 |  |
|  | | | | | | |

# Technology

## Subject Path: Technology Resistant Materials (Achievement Standard Option)

|  |  |  |
| --- | --- | --- |
| Level 2  Workshop Design | Level 3  Workshop Design | Future  Pathway |

Subject: Level Two Technology (Achievement Standards)

# Purpose:

The course introduces students to the methods of industry and the world of commercial design that creates the products we see and use every day at home, at school, on the street, in shops or online.

## Vocational Pathway:

Industrial Design, Education, Building/Construction.

## Recommended Entry:

Demonstrated awareness of Workshop Health and Safety requirements at Level One. Satisfactory results in The Level One Achievement Standard course and/or other academic subjects.

**Course Outline**:

Students will be expected to design and complete a project that satisfies the requirements posed by an ‘issue’. The ‘issue’ will affect other people, groups, organisations; perhaps even animals or other living things. These are all ‘stakeholders’; some stakeholders’ needs will be more important than others. Students will need to develop a ‘brief’ that sets out the requirements of the project and the steps to complete it. They will also need to document their decision making and practical progress as they work through the project, using suitable ‘planning tools’. Students will also have to produce a suitable ‘model’ of the intended outcome, either a physical three dimensional scale model in suitable materials or other modelling technique. A completed prototype of the design is the last stage of the project. This should be faithful to the requirements of the ‘brief’ and the drawing and modelling stages. Any changes need to be explained in the planning documentation.

The project must be of sufficient difficulty to satisfy the requirements of the New Zealand curriculum at Level 6.

The project may include materials and processes the student is familiar with from previous experience in the workshop; the project should be more sophisticated than those completed in previous courses at a lower level.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Undertake brief development to address an issue. | 2 | 91354 | A/S | Internal | 4 |  |
| Select and use planning tools to manage the development of an outcome. | 2 | 91355 | A/S | Internal | 4 |  |
| Develop a conceptual design for an outcome. | 2 | 91356 | A/S | Internal | 6 |  |
| Undertake effective development to make and trial a prototype. | 2 | 91357 | A/S | Internal | 6 |  |

# Technology

## Subject Path: Technology Resistant Materials (Unit Standard Option)

|  |  |  |
| --- | --- | --- |
| Level 2  Workshop Design | Level 3  Workshop Design | Future  Pathway |

Subject: Level Two Technology – Resistant Materials

(Unit Standards)

# Purpose:

To continue developing skills acquired during Year 11.

To complete a substantial project that satisfies the practical requirements of selected Level Two Achievement Standards or Unit Standards.

To prepare students for programmes in the Technology Department at Level Three.

## Vocational Pathway:

Building/Construction, Timber manufacturing Industries.

## Recommended Entry:

Demonstrated awareness of workshop Health and Safety requirements at lower levels.

**Course Outline**:

To continue developing skills acquired during Year 11.

To complete a substantial project that satisfies the practical requirements of selected Level Two Achievement Standards and Unit Standards.

To prepare students for programmes in the Technology Department at Level Three.

**Related Costs:** nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Implement advanced procedures using resistant materials to make a specified product with special features. | 2 | 91344 | A/S | Internal | 6 |  |
| Demonstrate knowledge of and apply safe working practices in a BCATS workplace. | 2 | 24354 | U/S | Internal | 4 |  |
| Demonstrate knowledge of timber and other construction materials used in BCATS projects. | 2 | 24360 | U/S | Internal | 5 |  |
| Identify, select, maintain and use hand tools for BCATS projects. | 2 | 12927 | U/S | Internal | 6 |  |
| Demonstrate knowledge of and use specified fixed machinery in the construction of BCATS projects. | 2 | 24351 | U/S | Internal | 6 |  |

# Technology - Food

# Subject Path: Food Technology

|  |  |  |
| --- | --- | --- |
| Level 2  Food Technology | Level 3  Food Technology | Future  Pathways |

Subject: Level Two Food Technology

Purpose: The aim is for students to continue to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to Food Technology and hospitality related careers. They consolidate practical skills as they develop and test food products and processes. They also learn historical and contemporary frameworks relating to food and food production in a variety of contexts.

## Vocational Pathway: Food Production, Education, Hospitality and Service industries, Social and community Services.

## Recommended Entry: Students will have demonstrated an awareness of Food Health and Safety requirements at junior level and ideally have completed Level 1 Food Technology Standards – although this is not essential. A discussion with the Food Technology teacher is recommended prior to option selection.

**Course Outline**: This course is made up of Standards from the Technology Curriculum, and incorporates Generic Standards as well as specific food processing standards which will support student understanding the skills and knowledge related to the culinary arts including identifying food safety hazards and HACCP systems.

The course provides learning contexts in selecting, preparing, cooking and serving food to support student to make informed choices in their lives. Food Technology also teaches the importance of critical and reflective thinking about social issues affecting optimum health.

# Related Costs: $60.00 for resources + $25.00 for workbook and probable Field Trip relating to course study focus $200approx

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Implement advanced procedures to process a specified product. | 2 | 91351 | A/S | Internal | 6 |  |
| Undertake brief development to address an issue | 2 | 91354 | A/S | Internal | 4 | Lit |
| Undertake effective development to make and produce a prototype | 2 | 91357 | A/S | Internal | 6 |  |
| Demonstrate understanding of how technological modelling supports risk management | 2 | 91358 | A/S | External | 4 | Lit |

# Computer Studies

## Subject Path: ICT Computing (Unit Standards Option)

|  |  |  |
| --- | --- | --- |
| Level 2  Computer Studies | Level 3  Computer Studies | Future  Pathway |

Subject: Level Two Computer Studies

Purpose: The aim of this course is to provide students with an opportunity to develop the skills to use a range of digital tools to design, create, manage and present information in a digital context.

Vocational Pathway: Manufacturing and technology, service industries, social and community service, creative industry.

## Recommended Entry: Open entry

**Course Outline**:

Use a range of software applications to produce effective and professional outcomes to meet a specified outcome.

Apply effective presentation techniques (audio and visual) to communicate information.

Use the internet and web tools efficiently and appropriately.

Learn to effectively apply data transformation techniques.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Produce a presentation using a desktop presentation computer application | 2 | 5940 | U/S | Internal | 3 |  |
| Create and use a computer spreadsheet to solve a problem | 2 | 2784 | U/S | Internal | 3 |  |
| Integrate spreadsheet and database data into word processed documents to meet a set brief | 2 | 2791 | U/S | Internal | 3 |  |
| Create a website using a dedicated web-authoring tool to meet a set brief | 2 | 25655 | U/S | Internal | 3 |  |
| l | | | | | | |

# Transition

## Subject Path: Gateway

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| Level 2  Gateway | Level 3  Gateway | Future  Pathway |

Subject: Level Two Gateway

# Purpose:

Gateway enables senior students to access structured workplace learning that is set in the workplace. It teaches specific knowledge and skills in a hands-on environment.

## Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries, Construction and Infrastructure, Manufacture & Technology, Primary industries.

## Recommended Entry: Satisfactory attendance (85% or better) in Year 11

**Course Outline**: Gateway offers several work related courses that prepare students for the workplace. These include first aid and keeping safe in the workplace. These are the compulsory credits required by the Gateway programme. Thereafter, students work on units that relate to their particular industry field. There are a few vocational unit standards that all students should complete such as creating a CV. Some Gateway students may undertake vocational courses as befits their particular interests.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Provide First Aid | 2 | 6401 | U/S | Internal | 1 |  |
| Provide resuscitation | 1 | 6402 | U/S | Internal | 1 |  |
| Manage First aid in Emergency situations | 3 | 6400 | U/S | Internal | 2 |  |
| Apply Safe Work Practices in the Workplace. | 2 | 17593 | U/S | Internal | 4 |  |
| Undertake Job Safety Analysis | 2 | 19522 | U/S | Internal | 4 |  |
| Apply Hazard Identification & Risk Assessment Procedures in the Workplace | 3 | 17602 | U/S | Internal | 4 |  |
| Demonstrate Knowledge of Workplace Health and Safety Requirements. | 1 | 497 | U/S | Internal | 3 |  |

# Transition

## Subject Path: Transition Work Ready

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| Level 2  TWR | Level 3  WRT |  |

Subject: Level Two

# Purpose:

Transition Work Ready enables senior students to meet the required key competencies that employers are seeking when employing young people. The aim is to have students who are able to self-direct and manage their preparation for the workplace.

## Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries, Construction and Infrastructure, Manufacture & Technology, Primary industries.

## Recommended Entry: Satisfactory attendance (85% or better) in Year 11

**Course Outline**: Transition Work Ready offers Unit Standards in job searching skills, Resume writing and Time Management. Students learn about informal meetings, working in a group, interviewing and negotiation skills. They will learn the language of employment communications.

# Related Costs: $30.00

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Produce a personal targeted CV | 2 | 4252 | U/S | Internal | 2 |  |
| Demonstrate knowledge of job search skills | 2 | 4253 | U/S | Internal | 2 |  |
| Explore Career Options | 2 | 12383 | U/S | Internal | 3 |  |
| Fill out Workplace Forms | 2 | 24871 | U/S | Internal | 2 |  |
| Participate in a group/team which has an objective | 2 | 9677 | U/S | Internal | 3 |  |
| Be interviewed in a formal interview | 2 | 1294 | U/S | Internal | 2 |  |