# Cullinane

# Level 3

# Subject

# Outlines

# 2017-2018

# Visual Arts

# Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 3  Design | This is a University Entrance approved course | Vocation  Pathway |

Subject: Level 3 Design

Purpose: This course takes a student through the use of desktop publishing programs. The student selects artist model influences that are used for practice based development. These bridge the student to a self-orientated pathway of original artwork.

Vocational Pathway: If you are invested 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 time 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 12 Visual Arts.

## University Entrance Approved: Yes

# Course Outline**:**

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

# Course Related Costs: $100

# Assessment Information

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| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Analyse methods and ideas from established design. | 3 | 91440 | A/S | Internal | 4 |  |
| Use drawing to demonstrate understanding of conventions appropriate to design. | 3 | 91448 | A/S | Internal | 4 |  |
| Systematically clarify ideas using drawing informed by established design. | 3 | 91453 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context. | 3 | 91460 | A/S | Internal | 4 |  |
| Produce a systematic body of work that integrates conventions and regenerates ideas within design. | 3 | 91458 | A/S | External | 14 |  |

# Visual Arts

## Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 3  Painting | This is a University Entrance approved course | Vocation  Pathway |

Subject: Level Painting

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

## Vocational Pathway:

If you are invested 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 time 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 12 Visual Arts.

## University Entrance Approved: Yes

**Course Outline**: The focus in the arts curriculum in year 13 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 3.1.

# Course Related Costs: $150

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Analyse methods and ideas from established painting. | 3 | 91440 | A/S | Internal | 4 |  |
| Use drawing to demonstrate understanding of conventions appropriate to painting. | 3 | 91448 | A/S | Internal | 4 |  |
| Systematically clarify ideas using drawing informed by established painting practice. | 3 | 91453 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context. | 3 | 91460 | A/S | Internal | 4 |  |
| Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice. | 3 | 91458 | A/S | External | 14 |  |

# Visual Arts

## Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 3  Photography | This is a University Entrance approved course | Vocation  Pathway |

Subject: Level Three Photography

Purpose: The focus in the arts curriculum in year 13 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 3.2. Achievement standard 3.1 and 3.5 are offered as extension courses.

## Vocational Pathway:

If you are invested 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 time 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 have ever been.

## Recommended Entry: Satisfactory achievement in Year 12 Visual Arts.

## University Entrance Approved: Yes

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

# Course Related Costs: $250

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Analyse methods and ideas from established photography. | 3 | 91441 | A/S | Internal | 4 |  |
| Use drawing to demonstrate understanding of conventions appropriate to photography. | 3 | 91446 | A/S | Internal | 4 |  |
| Systematically clarify ideas using drawing informed by established photography practice. | 3 | 91451 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context. | 3 | 91460 | A/S | Internal | 4 |  |
| Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice. | 3 | 91456 | A/S | External | 14 |  |

# Visual Arts

## Subject Path: Printmaking

|  |  |  |
| --- | --- | --- |
| Level 3  Printmaking | This is a University Entrance  approved course | Vocation  Pathway |

Subject: Level Three Printmaking

Purpose: The focus in the arts curriculum in year 13 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 3.2. Achievement standard 3.5 and 3.1 are offered as an extension courses.

Vocational Pathway: If you are invested 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 time 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 12 Visual Arts.

## University Entrance Approved: Yes

**Course Outline**: Students will study in depth Modernist and contemporary artists. They will complete drawings in ink pen and pencil. They will experience printmaking, dry point, etching, woodcut, stencil, screen print and foam board printing.

# Course Related Costs: $200

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Analyse methods and ideas from established printmaking. | 3 | 91444 | A/S | Internal | 4 |  |
| Use drawing to demonstrate understanding of conventions appropriate to printmaking. | 3 | 91449 | A/S | Internal | 4 |  |
| Systematically clarify ideas using drawing informed by established printmaking practice. | 3 | 91454 | A/S | Internal | 4 |  |
| Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context. | 3 | 91460 | A/S | Internal | 4 |  |
| Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice. | 3 | 91459 | A/S | External | 14 |  |

# Music

# Subject Path: Music

|  |  |  |
| --- | --- | --- |
| Level 3  Music | This is a University Entrance approved course | Tertiary &  Vocation Pathway |

Subject: Level Three Music

# Purpose: The year 13 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 third year of serious music study approaching tertiary music study entry requirements.

# 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. The Creative Industries.**

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

## University Entrance Approved: Yes

## **Course Outline**: Students will focus on performance requirements which include group and solo performance. Completing at least two performances for each standard per term, this will allow 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, composition and research. School wide 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.

# Course Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group. | 3 | 91418 | A/S | Internal | 4 |  |
| Perform contrasting music as a featured soloist | 3 | 91416 | A/S | Internal | 8 |  |
| Demonstrate knowledge of music works | 3 | 91425 | A/S | Internal | 6 | UE-Reading |

# Performing Arts: Drama

## Subject Path: Drama

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

Subject: Level 3 Drama

# Purpose:

Students in Year 13 Drama will be developing new skills and refining the skills learnt in year 12.  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 12 Drama.

**Course Outline:** The Year 13 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 |
| Interpret scripted text to integrate drama techniques in performance. | 3 | 91512 | A/S | Internal | 4 | Y |
| Devise and perform a drama to realise a concept. | 3 | 91513 | A/S | Internal | 5 | Y |
| Select and use complex performance skills associated with a drama form or period. | 3 | 91515 | A/S | Internal | 4 | Y |
| Perform a substantial acting role in a significant production. | 3 | 91517 | A/S | Internal | 5 | Y |
| Demonstrate understanding of live drama performance. | 3 | 91518 | A/S | External | 4 | Y |

# Performing Arts: Dance

## Subject Path: Dance

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

Subject: Level 3 Dance

# Purpose:

Students who take Dance at level 3 develop and refine 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 12 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 dance to develop and resolve ideas. | 3 | 91589 | A/S | Internal | 4 |  |
| Perform a solo or duet dance. | 3 | 91590 | A/S | Internal | 4 |  |
| Perform a group dance. | 3 | 91591 | A/S | Internal | 4 |  |
| Analyse a dance performance. | 3 | 91594 | A/S | External | 4 |  |

**Commerce**

# Subject Path: Accounting

|  |  |  |
| --- | --- | --- |
| Level 3  Accounting | This is a University Entrance approved course | Tertiary &  Vocation Pathways |

Subject: Level Three Accounting

**Purpose**: Manage the financial affairs of medium, or large entities that may be local, regional, national, or global, to enable internal and external users to make effective and ethical decisions. Make use of appropriate communication tools and skills to process, report and interpret information for medium or large entities.

**Vocational Pathway**:manufacturing and technology, service industries, social and community service, creative industry. <http://www.nzica.com/Join-us/How-to-become-a-member/Accounting-Technician/AAT-Diploma-in-Accounting.aspx>

**Recommended Entry**:Satisfactory achievement in Year 11 or 12 accounting is an advantage, however students can take this at Level 3 if they have a good work ethic.

**University Entrance Approved:** Yes

**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 assigning cost to jobs, partnership accounting and analysing a NZ company’s report for prospective investor. Externals focus on preparing financial reports for a company, cash budget and a focus on management accounting to help decision making.

**Course Related Costs:** nil

**Assessment Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate understanding of accounting for partnerships | 3 | 91405 | A/S | Internal | 4 |  |
| Demonstrate understanding of a job cost system for an entity | 3 | 91409 | A/S | Internal | 4 |  |
| Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity. | 3 | 91407 | A/S | Internal | 5 | UE R/W |
| Demonstrate understanding of management accounting to inform decision-making. | 3 | 91408 | A/S | External | 4 |  |
| Demonstrate understanding of company financial statement preparation | 3 | 91406 | A/S | External | 5 |  |

**Commerce**

**Subject Path: Economics**

|  |  |  |
| --- | --- | --- |
| Level 3  Economics | This is a University Entrance Approved course | Vocation and tertiary Pathway  <http://www.careers.govt.nz/tools/subject-matcher/results> |

Subject: Level Three Economics

**Purpose:** Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes. Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

**Vocational Pathway**:Creative Industries, Service Industries, Community and Social Industries, manufacturing and technology.

**Recommended Entry**:Satisfactory achievement in Years 9 and 10 Business Studies /and English. Level 2 Economics is highly recommended, however anyone with good work ethic can take Economics at Level 3.

**University Entrance Approved:** Yes

**Course Outline:** Economics offers two internal and two external standards over the course of the year. There is a financial literacy unit on offer if the students want to do an extra internal standard. Students will see that in the real world firms don't meet the conditions for perfect competition, meaning government intervention in markets may be required to improve efficiency and/or equity. Analysis at this level will show that government intervention may involve a trade-off between efficiency and equity. The impact of internal and external influences on the New Zealand economy are analysed by students using economic models that allow them to predict the impact of the influences on the macroeconomic goals of government.

**Course Related Costs:** nil

**Assessment Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Int/Ext | Credits | Numeracy  Literacy |
| Demonstrate understanding of the efficiency of market equilibrium | 3 | 91399 | A/S | External | 4 | UE R/W |
| Demonstrate understanding of micro-economic concepts | 3 | 91401 | A/S | Internal | 5 | UE R |
| Demonstrate understanding of government interventions to correct market failures | 3 | 91402 | A/S | Internal | 5 | UE R |
| Demonstrate understanding of the efficiency of different market structures using marginal analysis | 3 | 91400 | A/S | External | 4 | UE R/W |

# English

# Subject Path: English

|  |  |  |
| --- | --- | --- |
| Level 3  English External Course | This is a University Entrance approved course | Tertiary &  Vocation Pathway |

Subject: English External Course

# Purpose: To develop students’ English skills in reading, writing, viewing and speaking and extend their understanding and skills into the curriculum at Level Eight. Prepare students for the requirements of further learning beyond secondary school, university and the workplace.

# 

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

# Recommended Entry: Satisfactory achievement in the Level Two External or Internal course.

**University Entrance Approved:** Yes

Course Outline: The Level Three English external course offers a variety of internal achievement standards and may offer at least two 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 further learning or transition into the workplace. Students will be offered credits towards their Level Three NCEA certificate and some of these credits can also be used to meet the literacy requirements of University Entrance. English at Level Three is also an approved subject for University Entrance.

# Course Related Costs: nil

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard Title | Number | Type | Internal/External | Credits | Literacy |
| Respond critically to specified aspect(s) of studied written text(s), supported by evidence(3.1) | 91472 | A/S | External | 4 | UE Reading & Writing |
| Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence (3.2) | 91473 | A/S | External | 4 | UE Writing |
| Respond critically to specified aspect(s) of unfamiliar written texts through close reading, supported by evidence (3.3) | 91474 | A/S | External | 4 | UE Reading & Writing |
| Produce a selection of fluent and coherent writing which develops, sustains and structures ideas (3.4) | 91475 | A/S | Internal | 6 | UE Writing |
| Construct and deliver a fluent and coherent oral text which develops, sustains and structures ideas (3.5) | 91476 | A/S | Internal | 3 |  |
| Create a fluent and coherent visual text which develops, sustains and structures ideas using verbal and visual language (3.6) | 91477 | A/S | Internal | 3 |  |
| Respond critically to significant connections across texts, supported by evidence (3.7) | 91478 | A/S | Internal | 4 |  |
| Develop an informed understanding of literature and/or language using critical texts (3.8) | 91479 | A/S | Internal | 4 | UE Reading |
| Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence (3.9) | 91480 | A/S | Internal | 3 |  |

# English

# Subject Path: English Internal Course

|  |  |  |
| --- | --- | --- |
| Level 3  English Internal Course | This is a University Entrance approved course | Tertiary &  Vocation Pathway |

English: Internal Course

# Purpose: To develop students’ English skills in reading, writing, viewing and speaking and extend their understanding and skills into curriculum Level Eight. Prepare students for the requirements of further learning beyond secondary school, University Entrance and the workplace.

# 

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

# Recommended Entry: Satisfactory achievement in the Level Two External or Internal course.

**University Entrance Approved:** Yes

Course Outline: The Level Three English Internal Course offers a variety of internal achievement standards and may offer at least one 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 further learning or transition into the workplace. Students will be offered credits towards their Level Three NCEA certificate and some of these credits can also be used to meet the literacy requirements of University Entrance.

# Course Related Costs: nil

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard Title | Number | Type | Internal/External | Credits | Literacy |
| Respond critically to specified aspect(s) of studied written text(s), supported by evidence(3.1) | 91472 | A/S | External | 4 | UE Reading & Writing |
| Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence (3.2) | 91473 | A/S | External | 4 | UE Writing |
| Respond critically to specified aspect(s) of unfamiliar written texts through close reading, supported by evidence (3.3) | 91474 | A/S | External | 4 | UE Reading & Writing |
| Produce a selection of fluent and coherent writing which develops, sustains and structures ideas (3.4) | 91475 | A/S | Internal | 6 | UE Writing |
| Construct and deliver a fluent and coherent oral text which develops, sustains and structures ideas(3.5) | 91476 | A/S | Internal | 3 |  |
| Create a fluent and coherent visual text which develops, sustains and structures ideas using verbal and visual language (3.6) | 91477 | A/S | Internal | 3 |  |
| Respond critically to significant connections across texts, supported by evidence (3.7) | 91478 | A/S | Internal | 4 |  |
| Develop an informed understanding of literature and/or language using critical texts (3.8) | 91479 | A/S | Internal | 4 | UE Reading |
| Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence (3.9) | 91480 | A/S | Internal | 3 |  |

# Physical Education

# Subject Path: Physical Education

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| --- | --- | --- |
| Level 3  Sports Science | This is a University Entrance Approved Subject | Tertiary &  Vocation Pathways |

Subject: Level Three Sports Science

# Purpose: Students will extend their biophysical and socio-cultural knowledge and understanding. They will integrate and apply their biophysical and socio-cultural knowledge. They will be critical- in, through and about movement. They will develop their capabilities, understanding and dispositions that will enable their future involvement in and contribution to physical activity in a range of ways. Students will understand how and why to be part of a community and the importance of connection and contribution to it through their participation. They will analyze issues in safety management for outdoor activities and devise safety management strategies.

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

## Recommended Entry: Level Two Sports Science, Level One English.

**University Entrance Approved:** Yes

Course Outline: This is a UE approved course, which is an internally assessed NCEA Level 3 syllabus. Good academic and physical performance with excellent attitude and self-discipline is required. Full participation in physical activities, is expected. There are 14 credits which are offered in the course across 4 Achievement standards with an extension standard offered worth 4 credits for students that complete work quickly.

# Related costs: Rangitikei Farm Stay Camp $ TBA (AS 91504)

# Assessment Information

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| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Number  Literacy |
| Analyze issues in safety management for outdoor activity to devise safety management strategies | 3 | 91504 | A/S | Internal | 3 |  |
| Evaluate physical activity experiences to devise strategies for lifelong well-being | 3 | 91498 | A/S | Internal | 4 |  |
| Demonstrate quality performance of a physical activity in an applied setting | 3 | 91501 | A/S | Internal | 4 |  |
| Analyze a skill performed by self or others | 3 | 91499 | A/S | Internal | 3 |  |
| Examine a current physical activity event, trend, or issue and its impact on New Zealand society (extension standard) | 3 | 91502 | A/S | Internal | 4 |  |

# Māori Performing Arts

# Subject Pathway: MPA

|  |  |  |
| --- | --- | --- |
| Level 3  MPA | This is not a University Entrance Approved subject | Tertiary &  Vocation Pathways |

Subject: Level 3 MPA

# Purpose: The course is designed to extend student knowledge and skill of kapahaka disciplines including moteatea, haka, poi, whakaraka and waiata-a-ringa.

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

## Recommended Entry: Level 2 MPA or by the discretion of the HOD Māori.

**Course Outline**: Students will combine their written skills and Māori Performing Arts skill to achieve in this course. Student will have a variety of performance and theory assessments to complete throughout the year. It is a requirement for students to join the school kapahaka team if selecting this option to extend practical skill and knowledge.

# Course Fees and Related Costs: nil

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate knowledge of the influencing factors in the historical development of Māori Performing Arts | 3 | 22757 | U/S | Internal | 6 |  |
| Perform Whakaraka | 3 | 15020 | U/S | Internal | 6 |  |
| Perform a Māori Performing Arts Bracket | 3 | 22765 | U/S | Internal | 10 |  |

# Assessment Information

# Te Reo Māori

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| --- | --- | --- |
| Level 3  Te Reo Māori | This is a University Entrance Approved Course | Tertiary and  Vocation Pathways |

## Subject Path: Te Reo Māori

Subject: Level 3 Te Reo Māori

# Purpose: To further develop student knowledge and understanding of Te Reo Māori through Panui, Tuhituhi, Whakarongo, Mātakitaki and extend their understanding and skills into level eight of the curriculum.

To prepare students for University Entrance, Tertiary Education, Whare Wānanga and further learning beyond secondary school.

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

## Recommended Entry: Level 2 Te Reo Māori or by discretion of the HOD Māori.

# University Entrance Approved: Yes

**Course Outline**: Students are required to complete three portfolios of work displaying their proficiency of Te Reo Māori. 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.

# Course Fees and Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Literacy |
| Whakarongo kia mohio ki te reo Māori o te ao whānui. | 3 | 91650 | A/S | Internal | 4 |  |
| Kōrero kia whakamahi I te reo Māori o te ao whānui. | 3 | 91651 | A/S | Internal | 6 |  |
| Waihanga tuhinga whai take I te reo Māori o te ao whānui. | 3 | 91654 | A/S | Internal | 6 | UE writing |
| Panui kia mohio ki te reo Māori o te ao whānui. | 3 | 91652 | A/S | External | 6 | UE reading |
| Tuhi I te reo Māori o te ao whānui. | 3 | 91653 | A/S | External | 6 | UE writing |

# Mathematics

# Subject Path: Mathematics

|  |  |  |
| --- | --- | --- |
| Level 3  Mathematics | This is a University Entrance Approved course. | Tertiary study |

Subject: Level 3 Calculus

# Purpose: To prepare students for mathematically rich tertiary study. Courses such as Engineering, Computer programming and Medicine require knowledge of Calculus and advanced Trigonometry.

## Vocational Pathway: Manufacturing and technology, Construction and Infrastructure, Creative Industries.

## Recommended Entry: Students need success in the Algebra standard at level 2 and at least 14 Mathematics Achievement Standard credits, preferably at Merit level.

## University Entrance Approved: Yes

**Course Outline**: Students are offered a full range of Internal and External Achievement Standards at Level 3. This course is intended as a preparation for tertiary mathematics at University or Polytechnic. This course assumes a high level of mathematical capability and motivation. Consult Mrs Kendrick for career details since these courses can be very important at a later stage. Students may choose both Calculus and Statistics.

# Course Related Costs: Homework study book $25. Graphic calculators are compulsory.

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Apply systems of simultaneous equations in solving problems | 3 | 91587 | AS | Internal | 3 |  |
| Apply linear programming methods in solving problems | 3 | 91574 | AS | Internal | 3 |  |
| Apply the algebra of complex numbers in solving problems | 3 | 91577 | AS | External | 5 |  |
| Apply trigonometric methods in solving problems | 3 | 91575 | AS | Internal | 4 |  |
| Apply differentiation methods in solving problems | 3 | 91578 | AS | External | 6 |  |
| Apply integration methods in solving problems | 3 | 91579 | AS | External | 6 |  |
|  | | | | | | |

# Mathematics and Statistics

# Subject Path: Statistics and Probability

|  |  |  |
| --- | --- | --- |
| Level 3  Probability and Statistics | This is a University Entrance Approved course. | Tertiary study in many different fields |

Subject: Level Three Statistics

# Purpose:

To prepare students for statistically rich tertiary study. Many university courses require the study of Statistics.

## 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, preferably with some experience of Statistics and Probability.

## University Entrance Approved: Yes

**Course Outline**: Statistics includes fundamental skills in algebra, statistics and probability. Students are offered a full range of Internal and External Achievement Standards at Level 3. It is intended as a preparation for tertiary study at University or Polytechnic. Many tertiary courses require Statistics as a supporting paper. Students may choose both Calculus and Statistics.

# Course Related Costs: Homework study book $25. Graphic Calculators are compulsory.

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Apply systems of simultaneous equations in solving problems | 3 | 91587 | AS | Internal | 3 |  |
| Apply linear programming methods in solving problems | 3 | 91574 | AS | Internal | 3 |  |
| Apply probability concepts in solving problems | 3 | 91585 | AS | External | 4 |  |
| Investigate bivariate measurement data | 3 | 91581 | AS | Internal | 4 |  |
| Investigate time series data | 3 | 91580 | AS | Internal | 4 |  |
| Apply probability distributions in solving problems | 3 | 91586 | AS | External | 4 |  |

# Religious Education

# Subject Pathway: Religious Education

|  |  |  |
| --- | --- | --- |
| Level 3  Religious Education | This is a University Entrance Approved course | Tertiary and  Vocation Pathways |

Subject: Level Three Religious Education

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

## Vocational Pathway: Creative Industries

## Recommended Entry: This is a compulsory subject

## University Entrance Approved: Yes

Course Outline: Students will learn about ethics and examine current ethical issues with a particular focus on IVF. They will look at the characteristics of Church, Sects and Cults. Finally they will examine how Jesus is revealed and understood through scripture and tradition. Three internal Achievement Standards will be offered, each worth 6 credits.

# Course Fees and Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Analyse the response of a religious tradition to a contemporary ethical issue | 3 | 90826 | AS | Internal | 6 | UE R |
| Analyse a religious tradition(s) in Aotearoa New Zealand | 3 | 90825 | AS | Internal | 6 |  |
| Analyse the meanings in a sacred text within a religious tradition | 3 | 91725 | AS | Internal | 6 | UE R |

# Science

# Subject Path: Biology

|  |  |  |
| --- | --- | --- |
| Level 3  Biology | This is a University Entrance Approved course | Undergraduate study |

Subject: Level Three 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, of where and how life has evolved; of evolution as the link between life processes and ecology, and of the impact of humans on all forms of life. As a result, they are able to make more informed decisions about significant biological issues. The emphasis is on the biology of New Zealand, including the sustainability of NZ's unique fauna and flora and distinctive ecosystems.

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

## **Recommended Entry:** Satisfactory achievement in Year 12 Biology

Course Outline: Biology offers four internal standards and one external standard. Students study a range of contexts including genetic engineering, the role of zoos in preserving genetic diversity and species, human evolution and homeostatic control of human body functions.

## University Entrance Approved: Yes

# Course Fees and Related Costs: A workbook is required $30

# Assessment Information

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| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out a partial investigation in a biological context, with guidance | 3 | 91601 | A/S | Internal | 4 |  |
| Integrate biological knowledge to develop an informed response to a socio-scientific issue | 3 | 91602 | A/S | Internal | 3 | UE Reading & writing |
| Demonstrate understanding of human manipulations of genetic transfer and its biological implications | 3 | 91607 | A/S | Internal | 3 | UE Reading |
| Demonstrate understanding of trends in human evolution | 3 | 91606 | A/S | External | 4 | UE Reading & Writing |
| Demonstrate understanding of how an animal maintains a stable internal environment | 3 | 91604 | A/S | Internal | 3 | UE Reading |

# Science

# Subject Path: Chemistry

|  |  |  |
| --- | --- | --- |
| Level 3  Chemistry | This is a University Entrance approved course | Undergraduate study |

Subject: Level Three Chemistry

Purpose: Chemistry develops understanding of the composition and properties of matter, the changes it undergoes and the energy involved. Students will 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 communication their understanding using the symbols and conventions of chemistry.

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

## **Recommended Entry:** Satisfactory achievement in Year 12 Chemistry

**Course Outline**: Chemistry at level 3 introduces Spectrophotometry, and continues the study of oxidation and reduction, the properties of particles and substances. There is also the opportunity to study the effect of chemical reactions in real world situations, such as the acidification of oceans.

# Course Fees and Related Costs: Approx. $8.50 for a write on work book for the unit - Demonstrate understanding of spectroscopic data in chemistry

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate understanding of chemical processes in the world around us | 3 | 91389 | A/S | Internal | 3 | UE Writing Reading |
| Demonstrate understanding of oxidation – reduction processes | 3 | 91393 | A/S | Internal | 3 |  |
| Demonstrate understanding of spectroscopic data in chemistry | 3 | 91388 | A/S | Internal | 3 |  |
| Demonstrate understanding of thermochemical principles and the properties of particles and substances | 3 | 91390 | A/S | External | 5 |  |

# Science

# Subject Path: Physics

|  |  |  |
| --- | --- | --- |
| Level 3  Physics | This is a University Entrance Approved course | Undergraduate study |

Subject: Level Three 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: Community and Social Industries, Construction and Infrastructure, Manufacturing and Technology, Primary Industries.

## Recommended Entry: Satisfactory achievement in Year 12 Physics.

**Course Outline**: Physics has 4 standards offered at level 3 with two being internal and two being external. Some negotiation is possible for students to select a smaller number of standards. This course does qualify for University Entrance. It offers 19 credits (12 external and 7 internal)

# Course Fees and Related Costs: Workbook, $25, Scientific calculator (student to purchase)

# Assessment Information

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| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out a practical physics activity to test a physics theory relating two variables in a non-linear relationship | 3 | 91521 | A/S | Internal | 4 |  |
| Demonstrate understanding of mechanical systems | 3 | 91524 | A/S | External | 6 |  |
| Demonstrate understanding of modern physics | 3 | 91525 | A/S | Internal | 3 |  |
| Demonstrate understanding of electrical systems | 3 | 91526 | A/S | External | 6 |  |

# Social Sciences

## Subject Path: Geography

|  |  |  |
| --- | --- | --- |
| Level 3  Geography | This is a University Entrance Approved Subject | Tertiary Geography Courses |

Subject: Level Three 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 local, national and global issues.

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

## Recommended Entry: Satisfactory achievement in Years 12 English and Geography.

## University Entrance Approved: Yes

**Course Outline**: Geography offers four 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. A fieldtrip is planned to Rotorua to study the Cultural Process of Tourism Development for an external achievement standard. A range of fund raising activities are undertaken to bring the costs down from the amount below. Other topics include; Human Trafficking, Natural Processes, Diamonds and a Contemporary Event.

# Course Fees and Related Costs: Field trip to Rotorua $250-$300, Local fieldtrip no cost

Write-On Geography 3.4 Skills Book $20

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Analyse a significant contemporary event from a geographic perspective | 3 | 91428 | A/S | Internal | 3 | UE Reading |
| Conduct geographic research with consultation | 3 | 91430 | A/S | Internal | 5 |  |
| Anaylse aspects of a contemporary geographic issue | 3 | 91431 | A/S | Internal | 3 | UE Reading |
| Analyse aspects of a geographic topic at a global scale. | 3 | 91432 | A/S | Internal | 3 |  |
| Demonstrate understanding of how a cultural processes shapes geographic environment/s | 3 | 91427 | A/S | External | 4 | UE Reading  Writing |
| Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills | 3 | 91429 | A/S | External | 4 | UE Reading  Writing |

# Social Sciences

# Subject Path: History

|  |  |  |
| --- | --- | --- |
| Level 3  History | This is a University Approved course | Vocation  Pathway |

Subject: Level Three 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 12 Geography or English.

## University Entrance Approved: Yes and UE Literacy

**Course Outline**: History offers up to three internal and two external standards over the course of the year and a Unit Standard option. Historical skills will be used to understand the relationship between Maori and Pakeha in 19th century NZ. Research will be undertaken on any aspect of NZ History that is considered significant. Together the research will create a book of significant events. The third optional project will be a contentious issue where students will have to consider two sides of an event and then argue their own point of view.

# Course Fees and Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Research a historical event or place of significance to NZers using primary and secondary sources. | 3 | 91434 | A/S | Internal | 5 | UE  Reading |
| Analyse an historical event or place of significance to NZers. | 3 | 91435 | A/S | Internal | 5 | UE  Reading |
| Analyse evidence relating to an historical event of significance to New Zealanders | 3 | 91436 | A/S | External | 4 | UE Reading Writing |
| Analyse different perspectives of a contested event of significance to NZers. | 3 | 91437 | A/S | Internal | 5 | UE Reading |
| Analyse the causes and consequences of a significant historical event | 3 | 91438 | A/S | External | 6 | UE Reading  Writing |
| The Treaty of Waitangi and Māori-Pākehā relations in nineteenth century NZ | 3 | 5840 | U/S | Internal | 6 |  |

# Social Sciences

# Subject Path: Tourism

|  |  |  |
| --- | --- | --- |
| Level 3  Tourism | This is not a UE  approved subject | Future  Pathway |

Subject: Level Three 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 12 Tourism, Geography or History.

**Course Outline**: Tourism offers five 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.

# Course Fees and Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate knowledge of specific New Zealand regions as tourist destinations | 3 | 18228 | U/S | Internal | 8 |  |
| Demonstrate knowledge of Australia as a tourist destination | 3 | 18211 | U/S | Internal | 8 |  |
| Demonstrate knowledge of Pacific Island countries as tourist destinations | 3 | 3727 | U/S | Internal | 8 |  |
| Describe & promote a New Zealand tourist destination | 3 | 24733 | U/S | Internal | 4 |  |
| Describe & analyse the economic significance of Tourism | 3 | 24725 | U/S | Internal | 4 |  |

# Spanish

## Subject Path: Spanish

|  |  |  |
| --- | --- | --- |
| Level 3  Spanish | This is a University Entrance Approved Subject | Vocation  Creativity and Industry and community and Social |

Subject: Level Three Spanish

Purpose: The goal of this course is to equip students linguistically and culturally to communicate with a basic Spanish in a world of increasing global interdependence.

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

## Recommended Entry: Satisfactory achievement in Internal and External Achievement Standards at Level 1 and Level 2 Spanish.

## **University Entrance Approved**: Yes

Course Outline: Level 3 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 exams.

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

# Course Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material | 3 | 91569 | A/S | Internal | 3 |  |
| Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations | 3 | 91570 | A/S | Internal | 6 |  |
| Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives. | 3 | 91572 | A/S | Internal | 5 |  |
| Demonstrate understanding of a variety of extended spoken Spanish texts. | 3 | 91568 | A/S | External | 5 |  |
| Demonstrate understanding of a variety of extended written and/or visual Spanish texts. | 3 | 91571 | A/S | External | 5 |  |

# Technology – Resistant Materials

## Subject Path: Workshop Design

|  |  |  |
| --- | --- | --- |
| Level 3  Workshop Design | This is not a university entrance approved subject | Tertiary Study  Industrial Design  Building/Construction  Education |

Subject: Level Three Workshop Design

Purpose: The Year 13 Achievement Standard programme is an introduction to the methods used by industry and the world of commercial design to refine design ideas that have been presented to a client in response to the requirements of a ‘brief’. This aspect of ‘Design Process’ demands a degree of discipline that students need to acquire if they wish to study design or work in the development of products within industry.

## Vocational Pathway: Industrial Design, Building/Construction, Education.

## Recommended Entry: Demonstrated awareness of workshop Health and Safety requirements at lower levels. Satisfactory results in Level Two Achievement standard course and/or other academic subjects.

Course Outline: Students will be expected to design and complete a project for a ‘key stakeholder’. They will need to carry out suitable and sufficient research, produce conceptual designs, model their design ideas and test materials. They will also need to meet with the key stakeholder regularly and revise the project as the key stakeholder directs. They will be formatively assessed at specified stages in the project.

* The project needs to satisfy the requirements of the New Zealand curriculum at Level 8.
* 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 years.

# Course Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Undertake brief development to address an issue within a determined context. | 3 | 91608 | A/S | Internal | 4 |  |
| Undertake project management to support technological practice. | 3 | 91609 | A/S | Internal | 4 |  |
| Develop a conceptual design considering fitness for purpose in the broadest sense. | 3 | 91610 | A/S | Internal | 6 |  |
| Develop a prototype considering fitness for purpose in the broadest sense. | 3 | 91611 | A/S | Internal | 6 |  |

# Technology - Food

# Subject Path: Food Technology

|  |  |  |
| --- | --- | --- |
| Level 3  Food Technology | Future  Pathway |  |

Subject: Level Three 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 and extend 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 and ideally have completed Level 1 or 2 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. Students will also consider costs and yields in food production as part of their learning.

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 $200 approx

# Assessment Information

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| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Implement complex procedures to produce a specified product | 3 | 91643 | A/S | Internal | 6 | Lit |
| Undertake brief development to address an issue within a determined context | 3 | 91608 | A/S | Internal | 4 | Lit |
| Develop a prototype considering fitness for purpose within the broadest sense | 3 | 91611 | A/S | Internal | 6 | Lit |
| Demonstrate understanding of how technological modelling supports technological development | 3 | 91612 | A/S | External | 4 | Lit |

# Computer Studies

## Subject Path: ICT Computing

|  |  |  |
| --- | --- | --- |
| Level 3  Computer Studies | This is not a university entrance approved subject | Vocation and Tertiary  Study |

Subject: Level Three 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**: This course has the following areas of study:

* An introduction and extension of graphic manipulation and design skills.
* An introduction and extension of numeracy skills using spreadsheet software.
* All content is requires basic planning and reporting skills.

**Skill Development:**

* Design – use Microsoft Word 2010, Publisher and/or Adobe InDesign to create a range of documents.
* Spreadsheets – use Microsoft Excel 2010 to create, edit, graph and calculate using formulae.
* Generating and Developing Ideas:
* Demonstrate efficient and advanced use of data, text, and media in effective and enterprising ways.
* Show evidence of project management skills.

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Create a computer spreadsheet to provide a solution for organisation use | 3 | 2789 | U/S | Internal | 6 |  |
| Create a computer spreadsheet to provide a solution for organisation use. | 3 | 2785 | U/S | Internal | 5 |  |
| Create and use a computer database to provide a solution for organisation use | 3 | 2787 | U/S | Internal | 6 |  |
| Create a website for a stakeholder using a mark-up language | 3 | 25657 | U/S | Internal | 6 |  |
| Create a website for a stakeholder using a dedicated web-authoring tool | 3 | 2558 | U/S | Internal | 5 |  |

# Transition

# Subject Path: Work Ready Transition

|  |  |  |
| --- | --- | --- |
| Level 3  WRT | This course is for those students wanting to go into a work placement or \UCOL course.  NOT UNIVERSITY |  |

Subject: Level Three

Preparation for Employment and Citizenship

Purpose: WRT enables senior students to complete key competencies in problem solving and language use at Level 3. These are required to function independently in their chosen field of work.

Students choosing this option can also use this class to work through other course or workplace units offered by external operators.

## 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 12 and a course of interest or work placement one day a week that complements their studies in school.

Course Outline: WRT offers employment related unit standards at Level 3. These involve listening actively, planning their career pathway, working in a team environment and speak confidently.

# Course Fees and Related Costs: $30.00

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Listen actively to gain information | 3 | 11097 | U/S | Internal | 3 |  |
| Career Plan | 3 | 4251 | U/S | Internal | 3 |  |
| Contribute to a team Objective | 3 | 9681 | U/S | Internal | 3 |  |
| Demonstrate and apply knowledge of communication | 3 | 9694 | U/S | Internal | 5 |  |
| Describe teams and team leadership | 3 | 27563 | U/S | Internal | 4 |  |