

2023



# Year 13-Level Three

## Option Handbook

**CULLINANE COLLEGE**

# NCEA Level Three Courses

Accounting	Gateway	Physics
Biology	Geography	Printmaking
Chemistry	History	Religious Education
Dance	Māori Performing Arts	Spanish/Languages
Digital Technology	Mathematics with Calculus	Sports Studies
Drama	Mathematics with Statistics	Sports Training
Economics	Music	Te Reo Māori
English	Photography	Tourism
Food Technology	Painting	Workshop Technology

## Future Pathways: How to Select Your Options

Subject selection will be made via the KAMAR online portal.

Please ensure you select ONE subject for all 6 lines and select two alternate subjects. The alternate subjects will be considered if you have clashes.

Religious Education is **COMPULSORY**. All other subjects are **OPTIONAL**. Refer to the pages in this booklet for more details about each of the courses.

**UNIVERSITY ENTRANCE:** To enter a New Zealand university in 2023 you will need University Entrance (UE), made up of:

NCEA Level 3.

A minimum of three University Entrance Approved Level 3 subjects with 14 credits in each.

10 UE literacy credits at Level 2 or above – 5 credits in reading and 5 in writing (see next point)

10 approved numeracy credits at Level 1 or above.

You should, however, consider how you plan to attain your *UNIVERSITY ENTRANCE LITERACY* requirements if you opt. not to take English or Te Reo Māori at this level. Some courses, particularly those at tertiary level require you to have 5 UE Reading and 5 UE Writing credits in addition to your NCEA Level 2 or 3. If you are unsure of your pathway to attaining these vital credits talk to your Dean or Mrs Cox.

Knowing which subjects to take in your next year of school can be difficult. Here are some tips to help with your decision making:

Know your options talk to teachers, parents, other adults

Think about your abilities and interests at school

Consider how your choices will affect your future. Ask the guidance counsellor for advice.

Look into what you may need to study to go into a particular career. The 'Job Profile' section on the [careers.govt.nz](https://careers.govt.nz) website will give you information on job opportunities and pay scales.

# Level Three Accounting

**Purpose:** Manage the financial affairs of a 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.

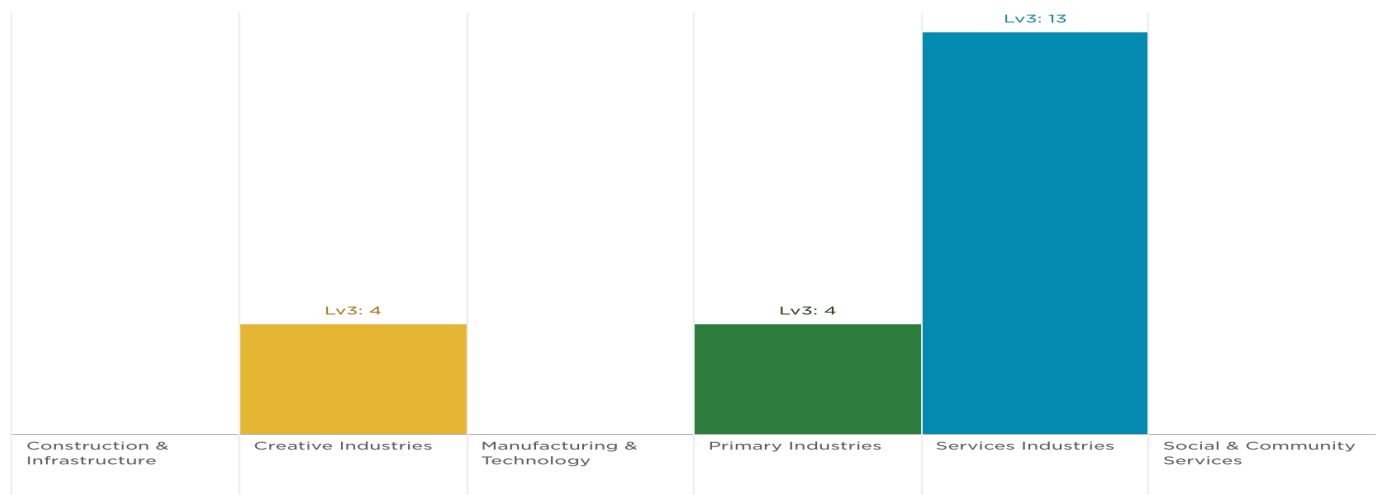
**Recommended Entry:** Satisfactory achievement in Year 11 or 12 Accounting is an advantage; however, students can take this at Level 3 if they have a good work ethic.

**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 costs to jobs, partnership accounting and analysing a New Zealand company's report for prospective investors. Externals focus on preparing financial reports for a company, cash budget and a focus on management accounting to help decision making.

**Assessment Information:** 22 Credits (9 External)

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



Vocational Credits: 13 | Other Credits: 9 | Total: 22

R = Recommended SR = Sector Related

# Level Three Biology

**Purpose:** Biology is the study of living things and how they interact with each other and the environment. Students further develop their understanding of living things and their responses to their environment; the impact of biotechnology on genetic diversity; links between biology and society. As a result, they are able to develop more informed decisions about significant biological issues.

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

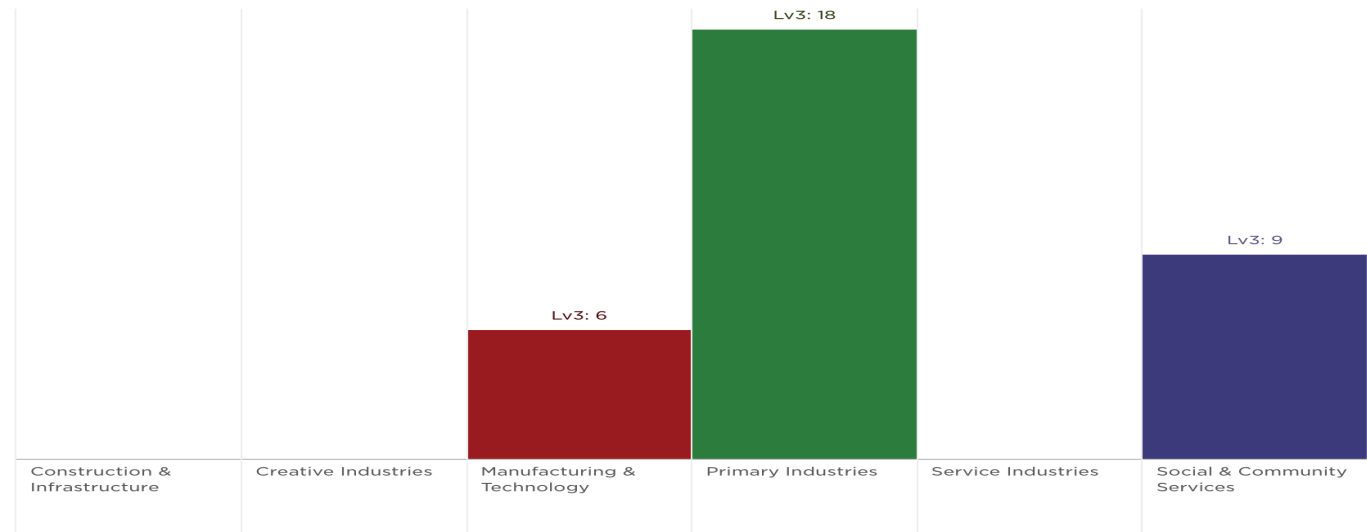
**Recommended Entry:** Satisfactory achievement in Year 12 Biology

**Course Outline:** Biology offers three internal standards and two external standards. Students study a range of contexts including genetic engineering, human evolution, homeostatic control of human body functions, and ways plants and animals can respond to the environment.

**University Entrance Approved:** Yes

**Assessment Information:** 18 Credits (9 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	91602	AS	Internal	3	Reading & writing
Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3	91607	AS	Internal	3	Reading
Demonstrate understanding of how an animal maintains a stable internal environment	3	91604	AS	Internal	3	Reading
Demonstrate understanding of trends in human evolution	3	91606	AS	External	4	Reading & Writing
Demonstrate understanding of the responses of plants and animals to their environment	3	91603	AS	External	5	Reading & Writing



Vocational Credits: 18 | Other Credits: 0 | Total: 18

# Level Three Chemistry

**Purpose:** Chemistry develops an 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 communicate their understanding using the symbols and conventions of chemistry.

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

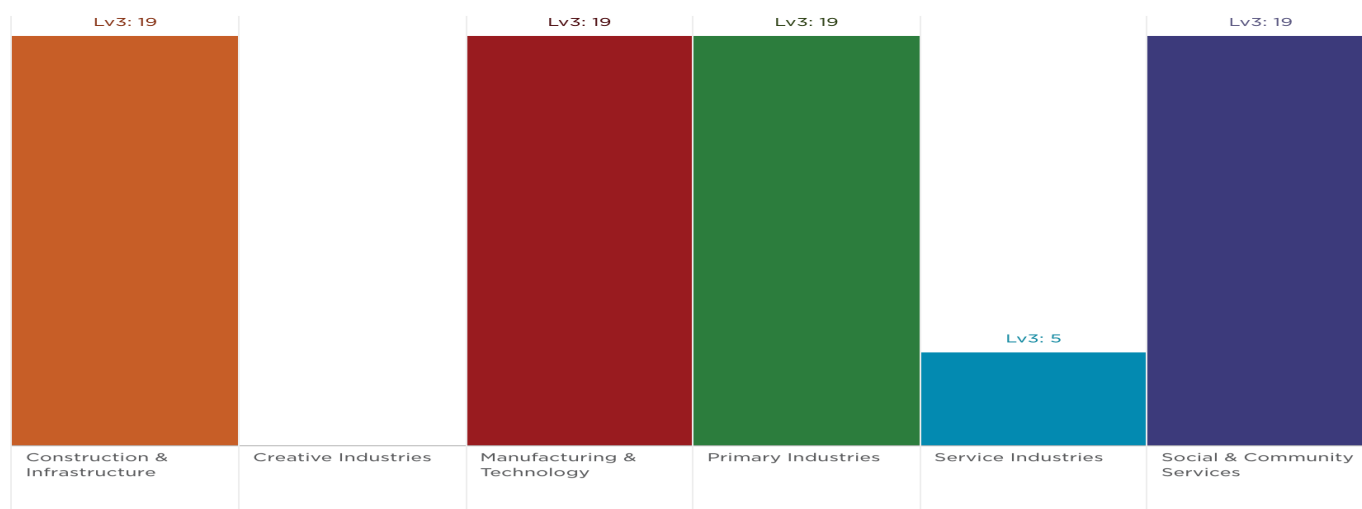
**Recommended Entry:** Satisfactory achievement in Year 12 Chemistry

**University Entrance Approved:** Yes

**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.

**Assessment Information:** 19 Credits (10 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Demonstrate understanding of chemical processes in the world around us	3	91389	AS	Internal	3	Reading & Writing
Demonstrate understanding of oxidation–reduction processes	3	91393	AS	Internal	3	
Demonstrate understanding of spectroscopic data in chemistry	3	91388	AS	Internal	3	
Demonstrate understanding of thermochemical principles and the properties of particles and substances	3	91390	AS	External	5	
Demonstrate understanding of equilibrium principles in aqueous systems	3	91392	AS	External	5	



Vocational Credits: 19 | Other Credits: 0 | Total: 19

R = Recommended SR = Sector Related

# Level Three 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 by 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.

**University Entrance Approved:** Yes

**Course Outline:** The focus in Year 13 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.

**Assessment Information:** 20 Credits (4 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Choreograph a dance to develop and resolve ideas.	3	91589	AS	Internal	4	
Perform a solo or duet dance.	3	91590	AS	Internal	4	
Perform a group dance.	3	91591	AS	Internal	4	
Demonstrate understanding of dance performance practices	3	91593	AS	Internal	4	
Analyse a dance performance.	3	91594	AS	External	4	Writing

Lv3: 20					
Construction & Infrastructure	Creative Industries	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services

# Level Three Digital Technologies (Computers)

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

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

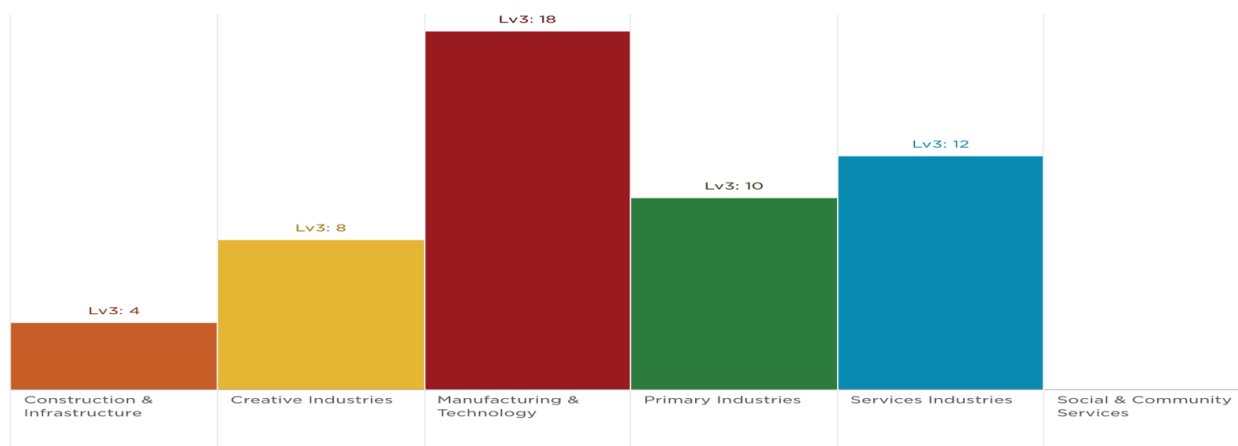
**Recommended Entry:** Satisfactory achievement and participation in Year 12 Digital Technology.

**University Entrance Approved:** Yes

**Course Outline:** This course of Digital Technology builds on understandings developed at Level 2 to further develop a design process and use informed planning to guide them through the technological process. We have the industry leading Adobe Creative Cloud suite of Applications available. Opportunities will be given to explore other topics, such as website development, game development, programming, electronics and databases, depending on students' work ethic, interests, prior knowledge and time available.

**Assessment Information:** A selection of credits from the following (Students are expected to complete a minimum of 14 Credits (including 3 External) during the year).

Standard Title	Level	Number	Type	Internal/ External	Credits	UE Literacy Reading/Writing
Conduct a critical inquiry to propose a digital technologies outcome	3	91900	AS	Internal	6	
Apply user experience methodologies to develop a design for a digital technologies outcome	3	91901	AS	Internal	3	
Use complex techniques to develop a database	3	91902	AS	Internal	4	
Use complex techniques to develop a digital media outcome	3	91903	AS	Internal	4	
Use complex techniques to develop an electronics outcome	3	91904	AS	Internal	6	
Use complex programming techniques to develop a computer program	3	91906	AS	Internal	6	
Use complex processes to develop a digital technologies outcome	3	91907	AS	Internal	6	
Present a reflective analysis of developing a digital outcome	3	91909	AS	External	3	



Vocational Credits: 18 | Other Credits: 0 | Total: 18

R = Recommended SR = Sector Related

# Level Three 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 techniques 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.

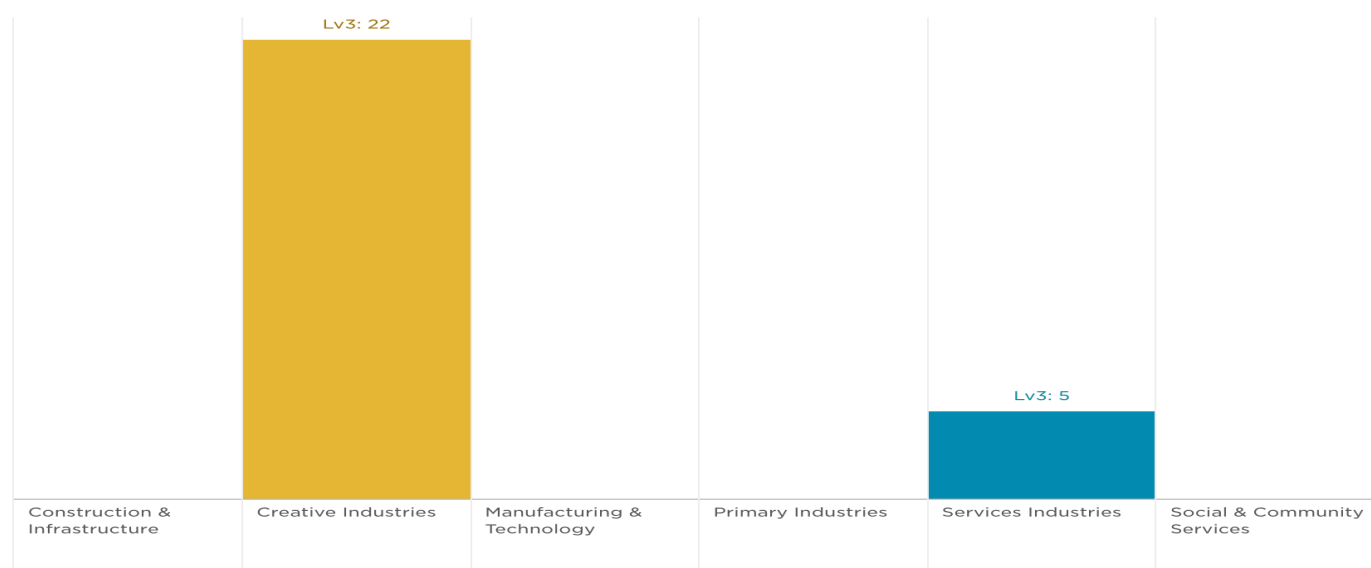
**Recommended Entry:** Satisfactory achievement and participation in Year 12 Drama.

**University Entrance Approved:** Yes

**Course Outline:** The Year 13 Drama curriculum focuses on the creation and performance of Drama through different mediums. The students use different techniques to develop their own work. They also have the opportunity to see theatre in both amateur and professional settings.

**Assessment Information:** 22 Credits (4 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Interpret scripted text to integrate drama techniques in performance.	3	91512	AS	Internal	4	Reading
Devise and perform a drama to realise a concept.	3	91513	AS	Internal	5	
Select and use complex performance skills associated with a drama form or period.	3	91515	AS	Internal	4	Reading
Perform a substantial acting role in a significant production.	3	91517	AS	Internal	5	Reading
Demonstrate understanding of live drama performance.	3	91518	AS	External	4	Writing



Vocational Credits: 22 | Other Credits: 0 | Total: 22

R = Recommended SR = Sector Related



# 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 are influenced by interacting internal and external factors.

**Vocational Pathway:** Creative Industries, Service Industries, Community and Social Industries, Manufacturing and Technology.

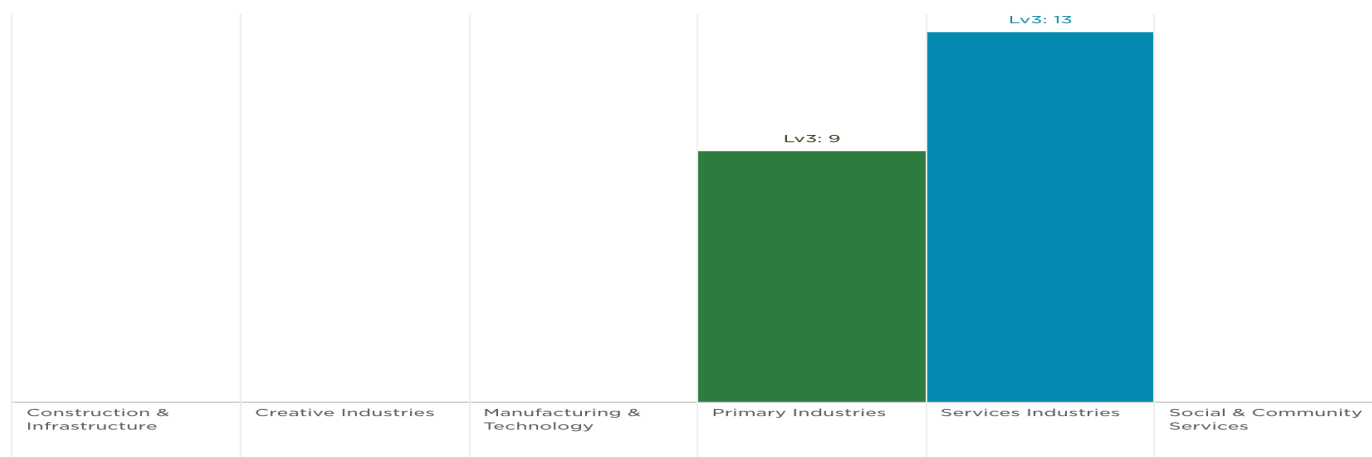
**Recommended Entry:** Satisfactory achievement in Years 9 and 10 Business Studies and English. Level 2 Economics is highly recommended, however, anyone with a good work ethic can take Economics at Level 3.

**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 the government.

**Assessment Information:** 18 Credits (8 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Demonstrate understanding of microeconomic concepts	3	91401	AS	Internal	5	Reading
Demonstrate understanding of government interventions to correct market failures	3	91402	AS	Internal	5	Reading
Demonstrate understanding of the efficiency of different market structures using marginal analysis	3	91400	AS	External	4	Reading & Writing
Demonstrate understanding of the efficiency of market equilibrium	3	91399	AS	External	4	Reading & Writing



Vocational Credits: 18 | Other Credits: 0 | Total: 18

R = Recommended SR = Sector Related

# Level Three English

**Purpose:** To develop students English skills in reading, writing, viewing, presenting, listening 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.

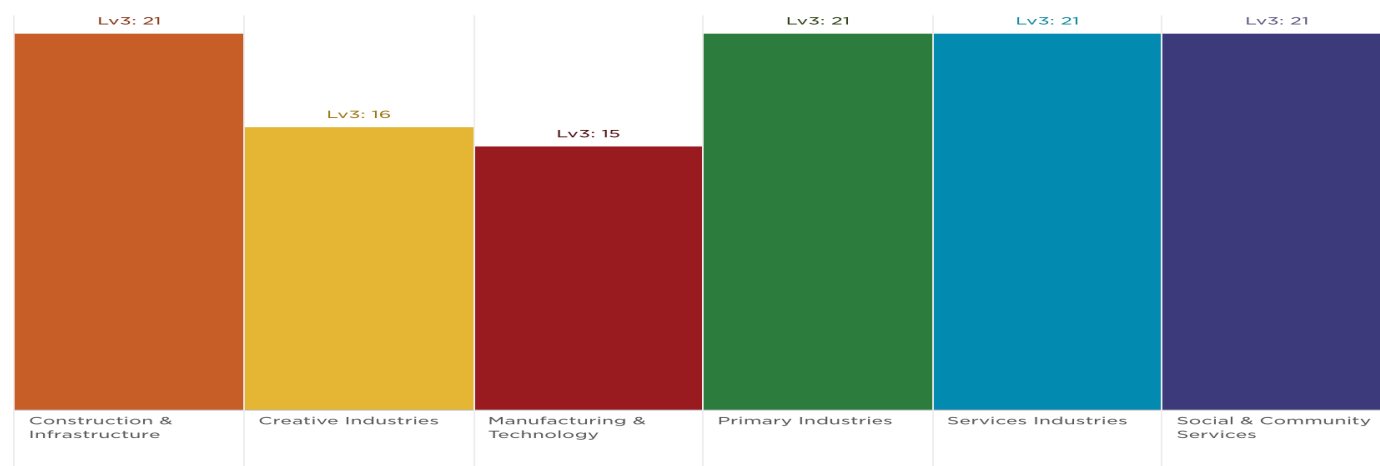
**Recommended Entry:** Satisfactory achievement in Level 2 English

**University Entrance Approved:** Yes

**Course Outline:** 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 3 NCEA certificate and some of these credits can also be used to meet the literacy requirements of University Entrance.

**Assessment Information:** 30 Credits (8 External)

Standard Title	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Respond critically to specified aspect(s) of studied written text(s), supported by evidence	91472	AS	External	4	Reading & Writing
Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	91473	AS	External	4	Writing
Read and process information for academic purposes (does not count for the 14 UE subject credits)	22751	US	Internal	6	Reading
Produce a selection of fluent and coherent writing which develops, sustains and structures ideas	91475	AS	Internal	6	Writing
Respond critically to significant connections across texts, supported by evidence	91478	AS	Internal	4	
Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	91480	AS	Internal	3	
Construct and deliver a fluent and coherent oral text which develops, sustains and structures ideas ( <i>or</i> )	91476	AS	Internal	3	
Create a fluent and coherent visual text which develops, sustains and structures ideas using verbal and visual language ( <i>or above</i> )	91477	AS	Internal	3	



Vocational Credits: 24 | Other Credits: 0 | Total: 24

R = Recommended SR = Sector Related

# 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.

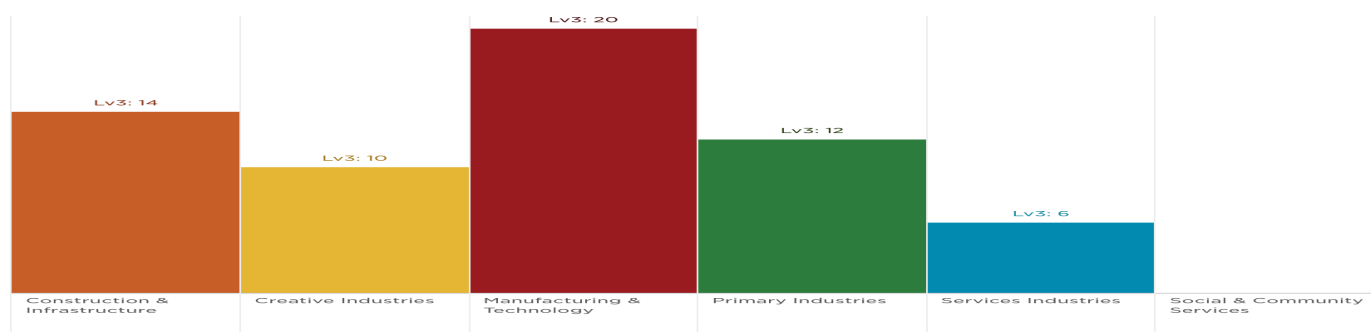
**Recommended Entry:** Students will have demonstrated an awareness of Food Health and Safety requirements and ideally have completed Level 1 or 2 Food Technology Standards (although this is not essential). A discussion with the Food Technology teacher is recommended prior to option selection.

**University Entrance Approved:** Yes

**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 students 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. Some hospitality standards may be offered

**Assessment Information:** 34 Credits (4 External) This is the full course on offer, students can select standards that allow at least 20 credits.

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Implement complex procedures to produce a specified product	3	91643	AS	Internal	6	
Undertake brief development to address an issue within a determined context	3	91608	AS	Internal	4	
Develop a prototype considering fitness for purpose within the broadest sense	3	91611	AS	Internal	6	
Demonstrate knowledge of culinary products, terms and food preparation methods	3	18497	US	Internal	8	
Prepare and assemble and present complex sandwiches for service in a commercial kitchen	3	13282	US	Internal	2	
Prepare and cook pickles, chutneys and preserves in a commercial kitchen	3	13331	US	Internal	4	
Demonstrate understanding of how technological modelling supports technological development	3	91612	AS	External (optional)	4	Writing



Vocational Credits: 20 | Other Credits: 0 | Total: 20  
R = Recommended SR = Sector Related

# Level 3 Gateway

**Purpose:** Gateway supports students to undertake learning and assessment in the workplace. The aim is to give broader educational options which strengthen pathways for students into further education and training or employment.

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

**Recommended Entry:** Gateway student in 2021, satisfactory attendance (85% or better) in Year 12 and the ability to work independently. There is an application process that students need to go through in order to be considered for the Gateway program. This is then followed by an interview with the Gateway coordinator and Dean. As schools are only funded for a certain number of Gateway student enrolments, unfortunately, places are limited for this program.

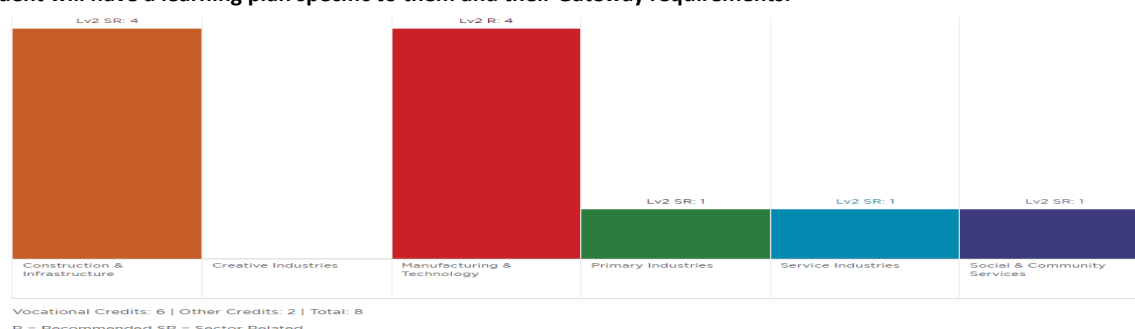
**Course Outline:** Students on this program will be required to work one day per week with a local employer in order to gain experience of what the workplace is like and what it means to work in the particular industry chosen. It is a requirement for each student to gain a minimum of 20 credits on this program. These credits can be achieved in a range of ways and can be a mixture of Level 2 and Level 3 credits. Gateway students will complete unit standards that are connected to careers and transition programs, specific industry related standards that are related to the work experience students are participating in as well as courses run by outside providers. They will also complete a number of compulsory courses such as First Aid and Workplace Safety.

Please note that Gateway is designed based on a two-year program. It is a requirement for all students who are on this program to have completed the below unit standards which are largely made up of Level 2 credits. This means if you did not take Gateway last year you will be required to complete the below standards this year (and possibly other Level 2 unit standards that are associated with your chosen vocational pathway) before you are able to work towards Level 3 unit standards.

**Assessment Information:** Compulsory unit standards:

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Produce a personal targeted CV	2	4252	US	Internal	2	
Explore career options and their implications	2	12383	US	Internal	3	
Demonstrate knowledge of job search skills	2	4253	US	Internal	3	
Be interviewed in a formal interview	2	1294	US	Internal	2	
Explain taxation and other deductions relating to personal income	2	24695	US	Internal	2	
Evaluate options to increase personal income	3	28098	US	Internal	3	
Describe from an employee perspective, ways of dealing with employment relationship problems	3	1980	US	Internal	3	
Plan a career pathway	3	4251	US	Internal	3	

The remainder of the program credits will be made up of individual unit standards specific to the vocational pathway chosen by the student. Every student will have a learning plan specific to them and their Gateway requirements.



# 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.

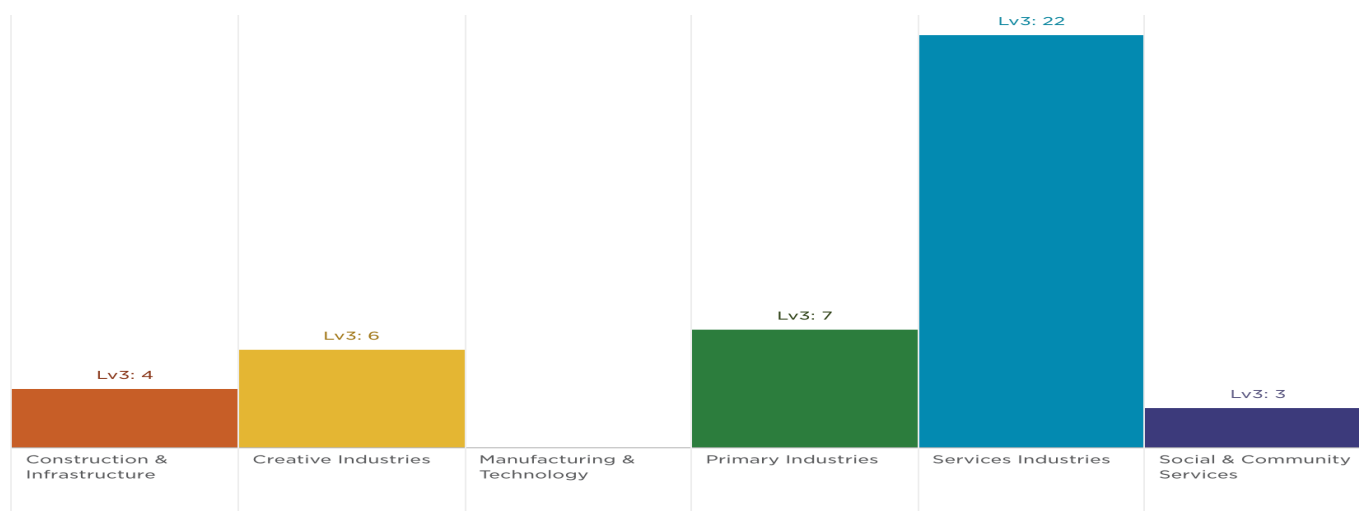
**Recommended Entry:** Satisfactory achievement in Years 12 English and Geography.

**University Entrance Approved:** Yes

**Course Outline:** Geographical skills will be looked at in all units of work and in a small starter unit. A field trip is planned to Rotorua to study the Cultural Process of Tourism Development for an external achievement standard. Other topics include Human Trafficking, Natural Processes, Diamonds and a Contemporary Events.

**Assessment Information:** 22 Credits (8 External)

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



Vocational Credits: 22 | Other Credits: 0 | Total: 22

R = Recommended SR = Sector Related

# 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.

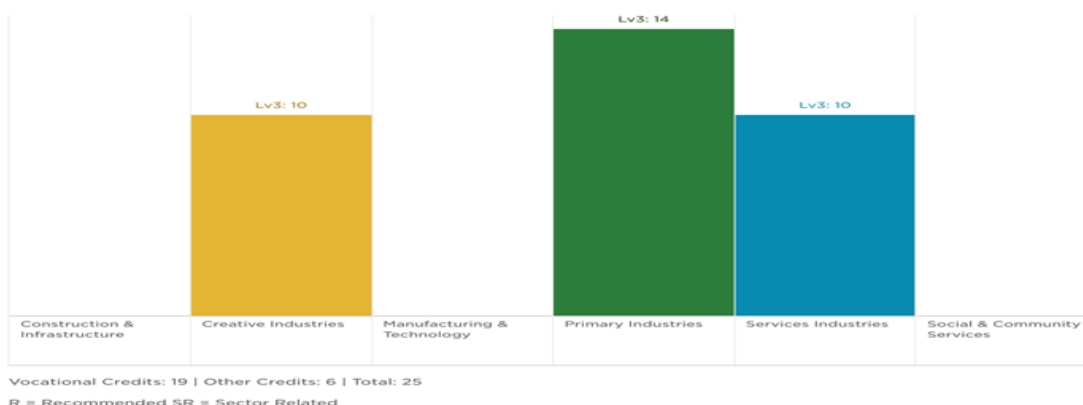
**University Entrance Approved:** Yes

**Course Outline:** Historical skills will be used to understand the relationship between Maori and Pakeha in 19th Century New Zealand. Research will be undertaken on any aspect of New Zealand 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.

**Related Cost:** Nil

**Assessment Information:** 31 Credits (10 External)

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



# Level Three Māori Performing Arts

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

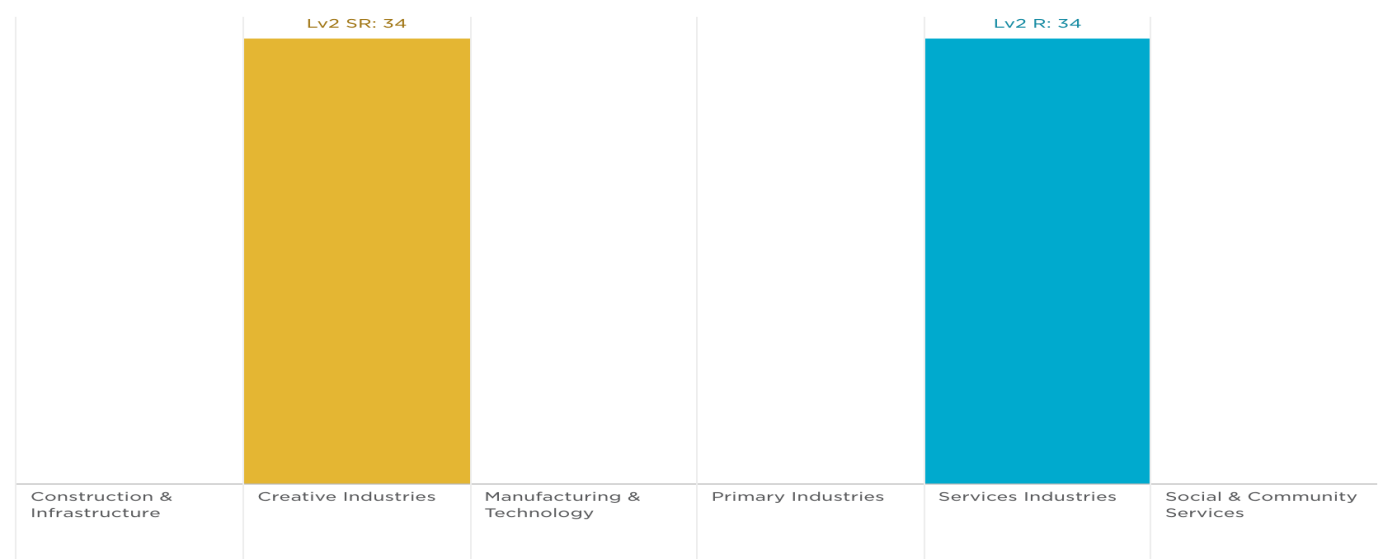
**Vocational Pathway:** Creative Industries, Community and Social Industries.

**Recommended Entry:** Level 2 PA Māori or at the discretion of the HOD Māori.

**Course Outline:** Students will combine their written skills and Māori Performing Arts skill to achieve in this course. Students 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 their practical skill and knowledge.

**Assessment Information:** 22 Credits (0 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Demonstrate knowledge of the influencing factors in the historical development of Māori Performing Arts	3	22757	US	Internal	6	
Perform Whakaraka	3	15020	US	Internal	6	
Perform a Māori Performing Arts Bracket	2	22756	US	Internal	10	



Vocational Credits: 34 | Other Credits: 0 | Total: 34  
R = Recommended SR = Sector Related

# Level Three Mathematics with Calculus

**Purpose:** To prepare students for mathematically rich tertiary study. Careers such as engineering, software development, economics and meteorology require knowledge of calculus and advanced trigonometry.

**Vocational Pathway:** Manufacturing and Technology, Construction and Infrastructure, Creative Industries.

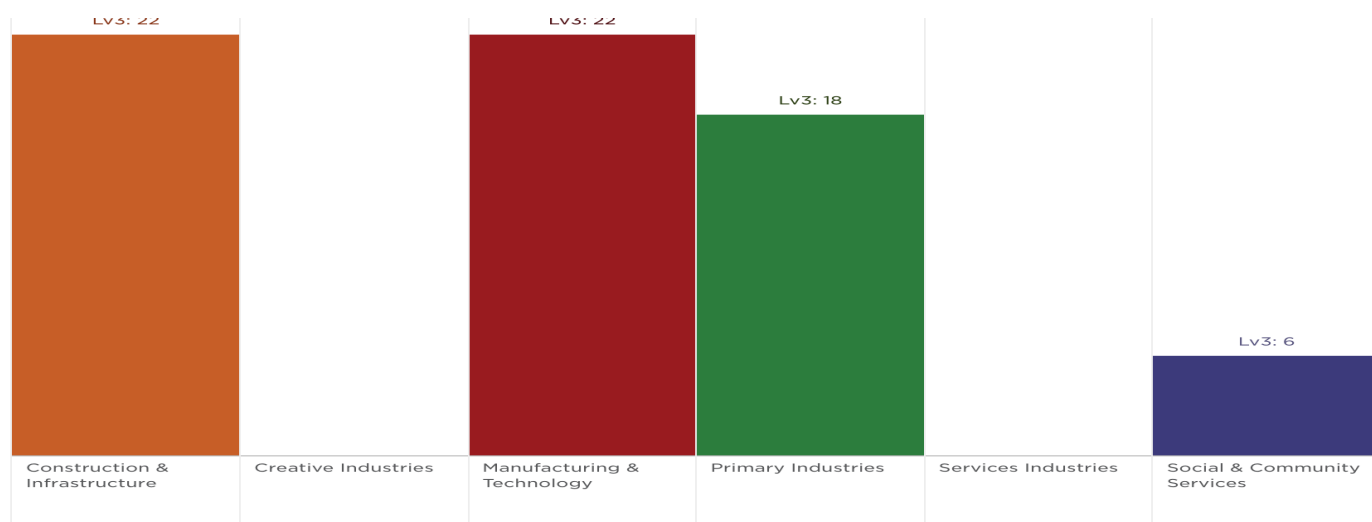
**Recommended Entry:** Students need success in the Algebra standard at Level 2 and at least 14 Mathematics achievement standard credits, preferably at Merit Level.

**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 the Careers Advisor for career details since these courses can be very important at a later stage. Students may choose both Calculus and Statistics. A graphic calculator is recommended for this course.

**Assessment Information:** 27 Credits (12 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
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 trigonometric methods in solving problems	3	91575	AS	Internal	4	
Use critical path analysis in solving problems (if time)	3	91576	AS	Internal	2	
Apply differentiation methods in solving problems	3	91578	AS	External	6	
Apply conic sections in solving problems (if time)	3	91573	AS	Internal	3	
Apply integration methods in solving problems	3	91579	AS	External	6	



Vocational Credits: 22 | Other Credits: 5 | Total: 27

R = Recommended SR = Sector Related



# Level Three Mathematics with 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.

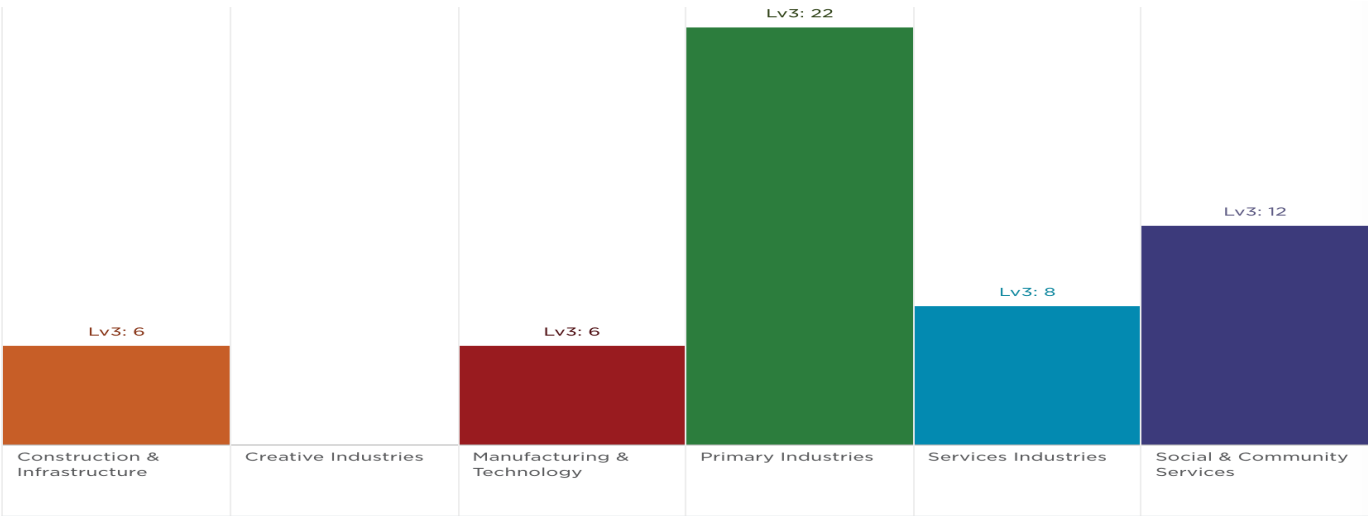
**Recommended Entry:** Students need at least 14 Mathematics Achievement Standard credits, preferably with some experience in Statistics and Probability.

**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. A graphic calculator is recommended.

**Assessment Information:** 22 Credits (8 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
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	
Investigate bivariate measurement data	3	91581	AS	Internal	4	
Investigate time series data	3	91580	AS	Internal	4	
Apply probability concepts in solving problems	3	91585	AS	External	4	



Vocational Credits: 22 | Other Credits: 0 | Total: 22

R = Recommended SR = Sector Related

# Level Three Music

**Purpose:** The Year 13 Music class focuses on Achievement Standards only and also has the built-in freedom of an expression module which although informal, enforces musical progression and focuses on the 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 1 & 2 NCEA achievement Credits.

**University Entrance Approved:** Yes

**Course Outline:** Students will focus on practical music requirements which include group and solo performance as well as composition. 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 classwork. 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. It is not expected for students to do every standard listed below but rather to choose a personal course of study within these possible standards.

**Assessment Information:** 50 Credits (12 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.	3	91418	AS	Internal	4	
Perform contrasting music as a featured soloist	3	91416	AS	Internal	8	
Demonstrate knowledge of music works	3	91425	AS	Internal	6	Reading
Communicate musical intention by composing three original pieces of music	3	91419	AS	Internal	8	
Compose three original songs that express imaginative thinking	3	91849	AS	Internal	8	
Analyse a substantial music work	3	91422	AS	Internal	4	
Examine the influence of context on a substantial music work.	3	91423	AS	External	4	Reading/Writing
Demonstrate understanding of harmonic and tonal conventions in a range of music scores	3	91421	AS	External	4	
Integrate aural skills into written representation	3	91420	AS	External	4	

	Lv3: 22				
Construction & Infrastructure	Creative Industries	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services

Vocational Credits: 22 | Other Credits: 0 | Total: 22

# Level Three Art 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.

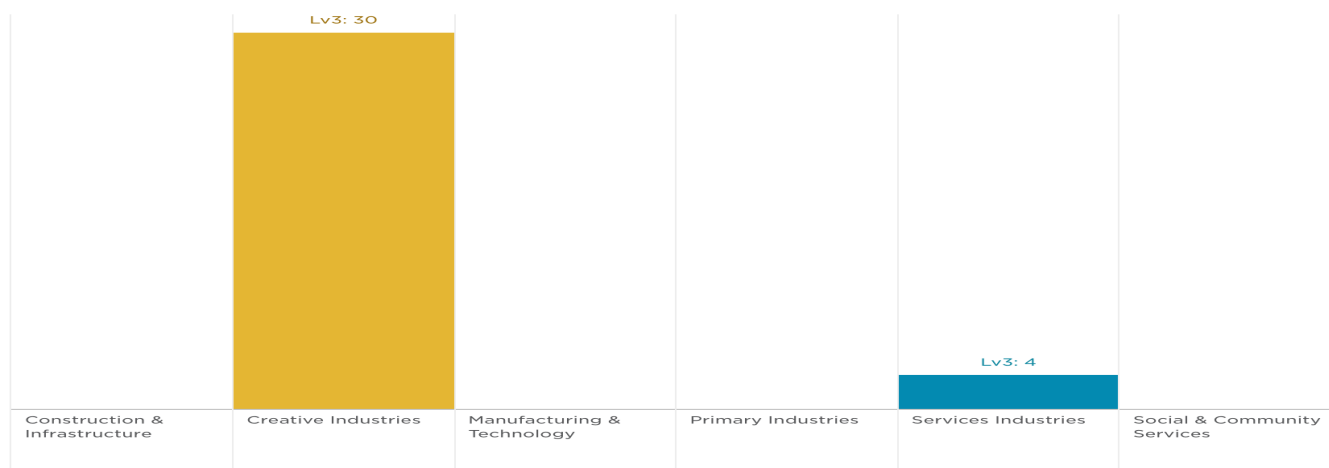
**Recommended Entry:** Satisfactory achievement in Year 12 Visual Arts.

**University Entrance Approved:** Yes

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

**Assessment Information:** 30 Credits (14 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Analyse methods and ideas from established photography.	3	91442	AS	Internal	4	Reading
Use drawing to demonstrate understanding of conventions appropriate to photography.	3	91447	AS	Internal	4	
Systematically clarify ideas using drawing informed by established photography practice.	3	91452	AS	Internal	4	
Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context.	3	91460	AS	Internal	4	
Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice.	3	91457	AS	External	14	



Vocational Credits: 30 | Other Credits: 0 | Total: 30

R = Recommended SR = Sector Related

# Level Three Art 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.

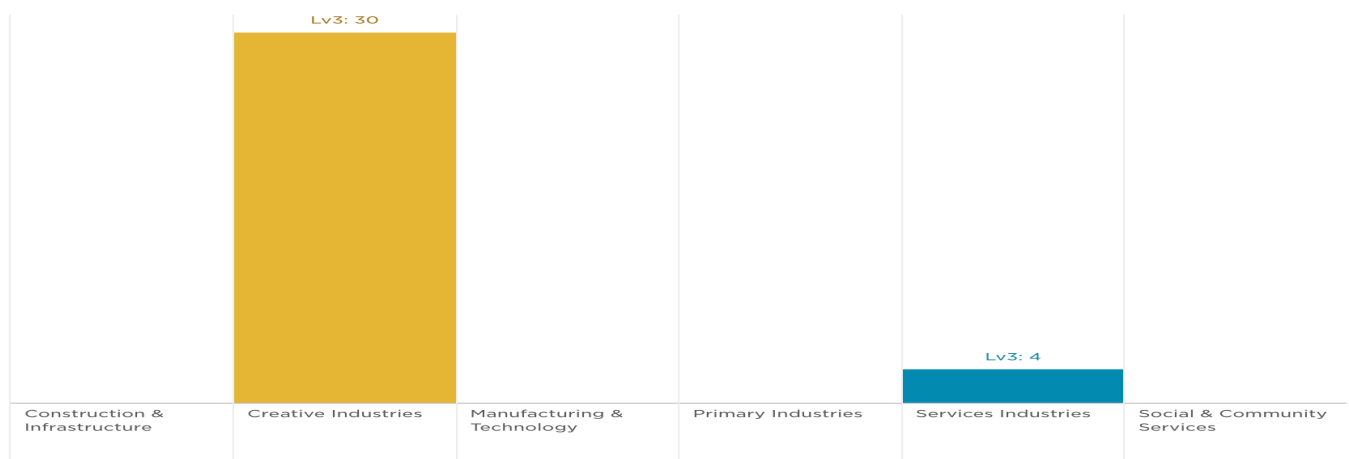
**Recommended Entry:** Satisfactory achievement in Year 12 Visual Arts.

**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.

**Assessment Information:** 30 Credits (14 External)

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



Vocational Credits: 30 | Other Credits: 0 | Total: 30  
 R = Recommended SR = Sector Related

# 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 are 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.

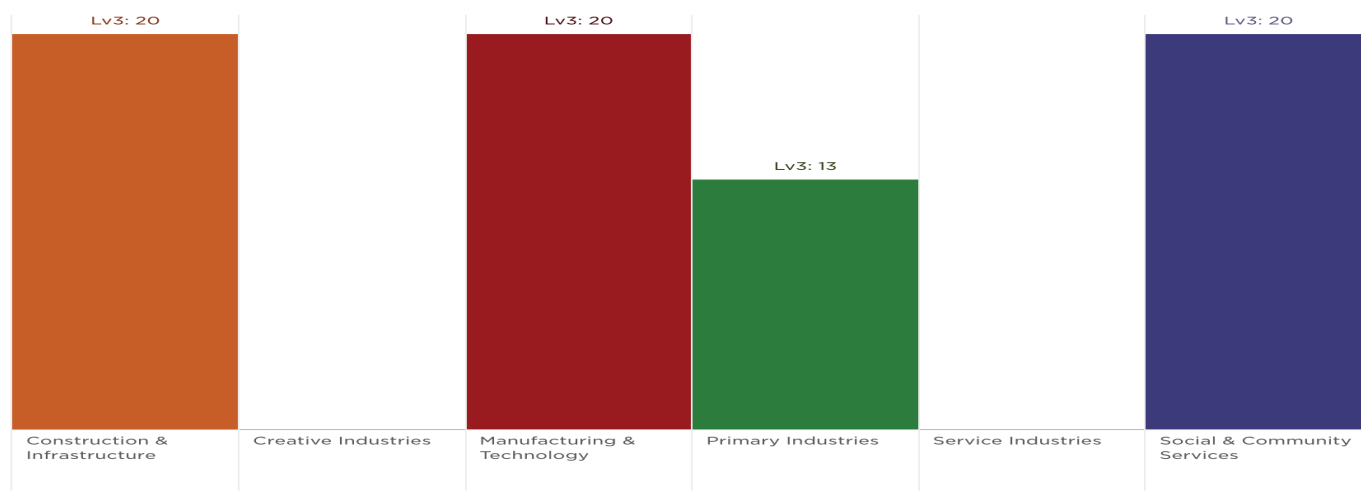
**Recommended Entry:** Satisfactory achievement in Year 12 Physics.

**University Entrance Approved:** Yes

**Course Outline:** Physics has five standards offered at Level 3 with three being internal and two being external. Some negotiation is possible for students to select a smaller number of standards.

**Assessment Information:** 20 Credits (10 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	3	91521	AS	Internal	4	
Demonstrate understanding of the application of physics to a selected context	3	91522	AS	Internal	3	
Demonstrate understanding of modern physics	3	91525	AS	Internal	3	
Demonstrate understanding of wave systems	3	91523	AS	External	4	
Demonstrate understanding of mechanical systems	3	91524	AS	External	6	



Vocational Credits: 20 | Other Credits: 0 | Total: 20  
R = Recommended SR = Sector Related

# Level Three Art 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 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.

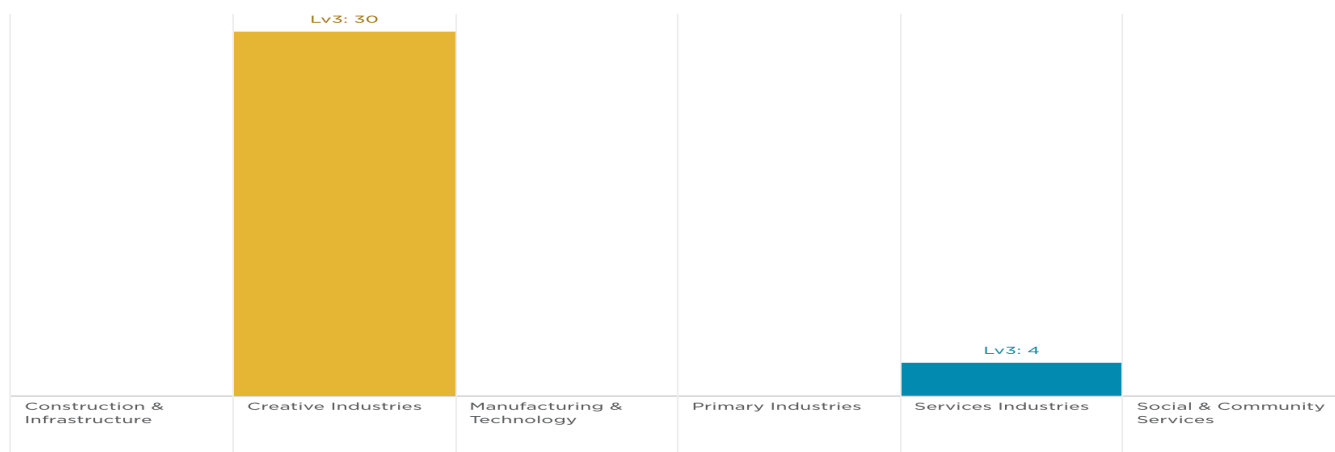
**Recommended Entry:** Satisfactory achievement in Year 12 Visual Arts.

**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.

**Assessment Information:** 30 Credits (14 External)

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



Vocational Credits: 30 | Other Credits: 0 | Total: 30  
R = Recommended SR = Sector Related

# Level Three 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

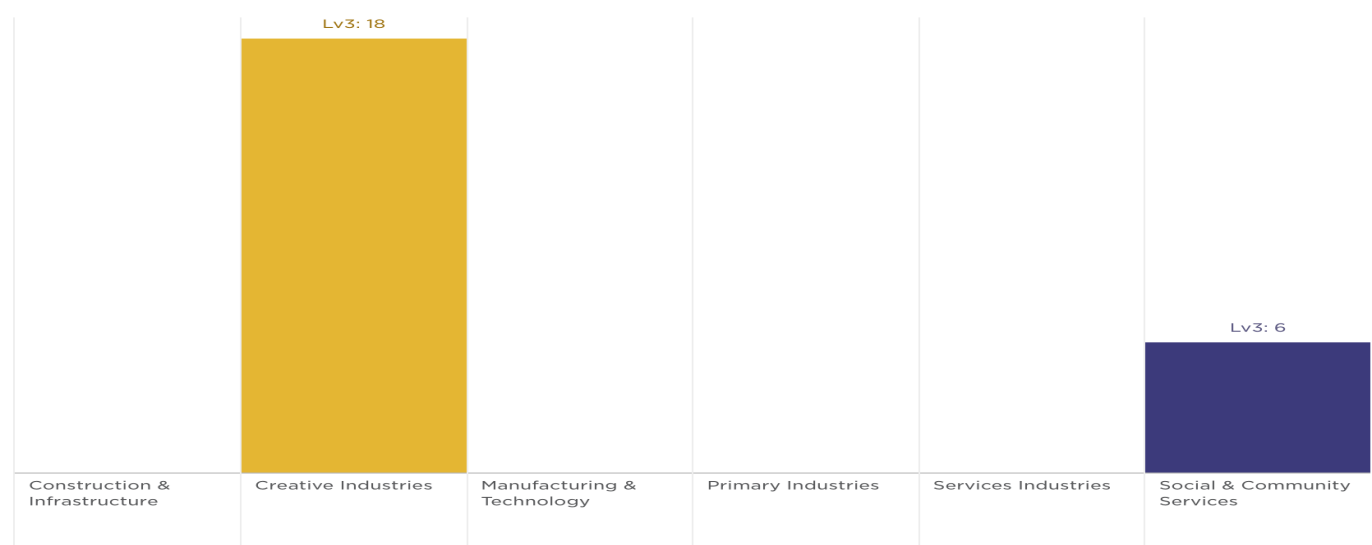
**Recommended Entry:** This is a compulsory subject

**University Entrance Approved:** Yes

**Course Outline:** Students will learn about ethics and examine current ethical issues with a particular focus on IVF and euthanasia. They will look at the characteristics of Church, Sects and Cults. Students will examine how Jesus or Mary is revealed and understood through scripture and tradition. Finally, students will consider the meaning of life from both a Catholic and secular perspective. A high level of critical thinking will be required throughout this course.

**Assessment Information:** 24 Credits (0 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Analyse the response of a religious tradition to a contemporary ethical issue	3	90826	AS	Internal	6	Reading
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	Reading
Analyse the key beliefs of a religious tradition and a secular worldview in relation to ultimate questions	3	90827	AS	Internal	6	Reading



Vocational Credits: 18 | Other Credits: 0 | Total: 18

R = Recommended SR = Sector Related

# Level Three Spanish/Languages

There is the opportunity to learn other languages in this option line eg: French, Japanese etc. Please see Señora Penn-Reina for additional details.

**Purpose:** The goal of this course is to equip students linguistically and culturally to communicate with 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.

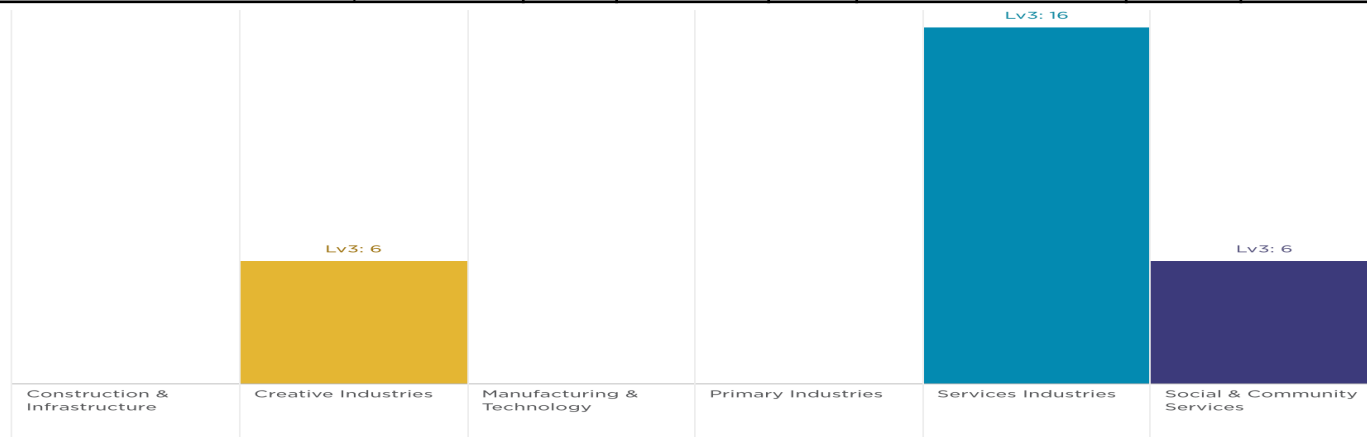
**University Entrance Approved:** Yes

**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 the external examinations.

- **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 the 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 the Spanish Language expresses cultural meanings.

## Assessment Information: 24 Credits (10 External)

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



Vocational Credits: 16 | Other Credits: 8 | Total: 24

R = Recommended SR = Sector Related



# Level Three Sports Studies

**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.

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

**Recommended Entry:** Level 2 Sports Studies, Level 1 English.

**University Entrance Approved:** Yes

**Course Outline:** This is a science course, which is an internally assessed NCEA three year course of which Level 3 is the third year. Good academic and physical performance with an excellent attitude and self-discipline is required. Full participation in practical activities is expected.

**Assessment Information:** 19 Credits (0 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Devise strategies for a physical activity outcome. Touch Rugby.	3	91789	AS	Internal	4	Reading
Evaluate physical activity experiences to devise strategies for lifelong well-being	3	91498	AS	Internal	4	
Demonstrate the quality performance of physical activity in an applied setting	3	91501	AS	Internal	4	
Analyze a skill performed by self or others	3	91499	AS	Internal	3	
Examine a current physical activity event, trend, or issue and its impact on New Zealand society (extension standard)	3	91502	AS	Internal	4	Reading



Vocational Credits: 18 | Other Credits: 0 | Total: 18

R = Recommended SR = Sector Related

# Level Three Sports Training

**Purpose:** Students will extend their biophysical knowledge and will integrate this into training programmes. 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 physical activity is crucial to Society and how to support/encourage others to safely participate in physical conditioning.

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

**Recommended Entry:** Level 2 Sport and Recreation or Sports Science, Level 1 English.

**University Entrance Approved:** No

**Course Outline:** This is a physical conditioning course, with students being assessed Internally. Good attitude and physical performance with excellent attitude and self-discipline are required. Full participation in practical activities is expected.

Students will have 20 NCEA Unit Standard credits available and a good pathway to a career in sports training and conditioning.

**Assessment Information:** 20 Credits (0 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Demonstrate exercise technique and stretching technique.	3	30933	US	Internal	5	Reading
Develop and implement an exercise plan for personal physical fitness.	3	30935	US	Internal	4	
Demonstrate basic knowledge of anatomical structures and physiological responses to exercise.	3	30447	US	Internal	4	
Demonstrate knowledge of the human body and its movement during exercise and stretching.	3	30636	US	Internal	7	



Vocational Credits: 18 | Other Credits: 0 | Total: 18  
R = Recommended SR = Sector Related

# Level Three 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.

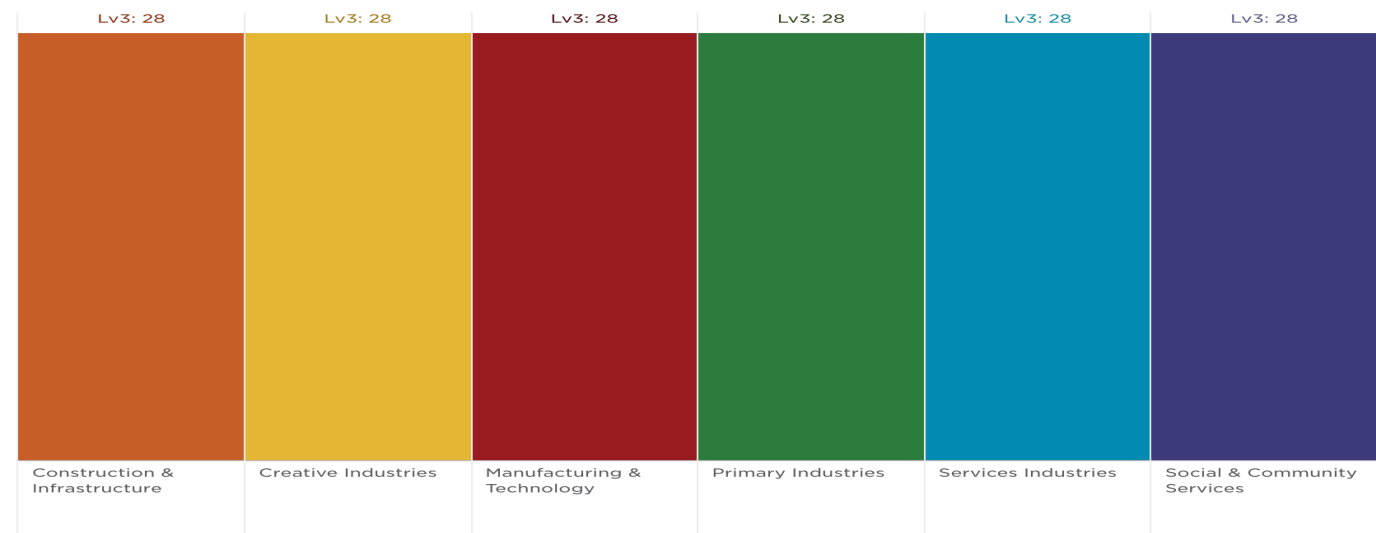
**Recommended Entry:** Level 2 Te Reo Māori or by the discretion of the HOD Māori.

**University Entrance Approved:** Yes

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

**Assessment Information:** 28 Credits (12 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Whakarongo kia mohio ki te reo Māori o te ao whānui.	3	91650	AS	Internal	4	
Kōrero kia whakamahi i te reo Māori o te ao whānui.	3	91651	AS	Internal	6	
Waihanga tuhinga whai take i te reo Māori o te ao whānui.	3	91654	AS	Internal	6	Writing
Panui kia mohio ki te reo Māori o te ao whānui.	3	91652	AS	External	6	Reading
Tuhi i te reo Māori o te ao whānui.	3	91653	AS	External	6	Writing



# 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 four 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.

**Assessment Information:** 26 Credits (0 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Demonstrate knowledge of specific New Zealand regions as tourist destinations	3	18228	US	Internal	8	
Demonstrate knowledge of Pacific Island countries as tourist destinations	3	3727	US	Internal	5	
Describe & promote a New Zealand tourist destination	3	24733	US	Internal	5	
Demonstrate knowledge of New Zealand as a tourist destination	3	18212	US	Internal	8	

				Lv2 SR: 11	
Construction & Infrastructure	Creative Industries	Manufacturing & Technology	Primary Industries	Services Industries	Social & Community Services

Vocational Credits: 11 | Other Credits: 0 | Total: 11

R = Recommended SR = Sector Related

# Level Three Workshop Technology

**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 the '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 the industry.

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

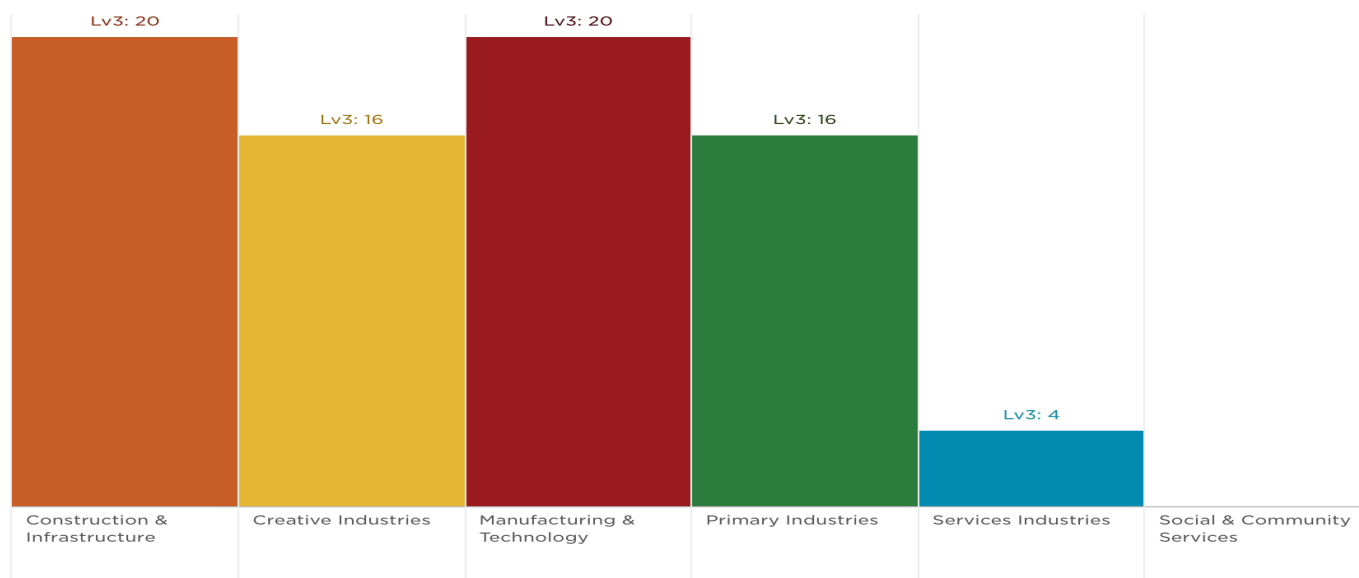
**Recommended Entry:** Demonstrated awareness of Workshop Health and Safety requirements at lower levels. Satisfactory results in Level 2 Achievement standard course and/or other academic subjects.

**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 formative 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.

## Assessment Information: 22 Credits (0 External)

Standard Title	Level	Number	Type	Internal/External	Credits	UE Literacy Reading/Writing
Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project.	3	29678	US	Internal	4	
Undertake a Stage 3 BCATS project.	3	29684	US	Internal	12	
Follow safe workplace practices and contribute to a health and safety culture, in a BCATS environment.	3	29677	US	Internal	2	
Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project.	3	29682	US	Internal	4	



Vocational Credits: 20 | Other Credits: 0 | Total: 20

R = Recommended SR = Sector Related