# Cullinane

# Level 1

# Subject

# Outlines

# For 2018

# Visual Arts

## Subject Path: Visual Arts

|  |  |  |
| --- | --- | --- |
| Level 1  Visual Arts | Level 2  Visual Arts | Level 3  Visual Arts |

Subject: Level 1 Visual Arts

# Purpose:

The students who take art at this level will be learning new skills, but they will also concentrate on refining the skills already learnt in previous years. They will be studying portraiture and proportions of the face; they will perfect their ability to use a variety of mediums while learning new processes such as ceramics and painting**.**

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

Recommended Entry: Satisfactory achievement in Year 10 Visual Arts.

**Course Outline**: The focus in the arts curriculum in year 11 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would likely to use in their portfolio through studying towards achievement standard 1.2

# Related Costs: $100

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate understanding of art works from a Māori and another cultural context using art terminology | 1 | 90913 | A/S | Internal | 4 |  |
| Use drawing methods and skills for recording information using wet and dry media. | 1 | 90914 | A/S | Internal | 4 |  |
| Use drawing conventions to develop work in more than one field of practice. | 1 | 90915 | A/S | Internal | 4 |  |
| Produce a finished work that demonstrates skills appropriate to cultural conventions. | 1 | 90917 | A/S | Internal | 4 |  |
| Produce a body of work informed by established practice, which develops ideas, using a range of media. | 1 | 90916 | A/S | External | 12 |  |

# Music

# Subject Path: Music

|  |  |  |
| --- | --- | --- |
| Level 1  Music | Level 2  Music | Level 3  Music |

Music

Purpose:

The year 11 Music class focuses on Achievement standards and Sound Technology Unit standards, also having a built in freedom of expression module which although informal, enforces musical progression and creates interest within a first year of serious music study.

# Vocational Pathway:

Composer, DJ, Music journalist, Music teacher, Musician, Performer, Radio producer, Recording engineer, Sound designer/engineer, Recording engineer , Singer/songwriter, Sound or multimedia designer, Television, Film.

# Qualifications gained from this course:

NCEA Level 1 Music

Solo Performance

Group Performance

# Music Works

Recommended Entry: Must have own instrument and will have achieved with year 10 option music assessment.

**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 and composition.School assessment policy will apply to this course.Filming will take place during the last week of each Term except for Term 4 when filming will be during weeks 2 & 3.

# Related Costs:

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Perform music as a member of a group | 1 | 91091 | A/S | Internal | 4 |  |
| Perform contrasting music as a featured soloist | 1 | 91090 | A/S | Internal | 6 |  |
| Demonstrate knowledge of music works | 1 | 91095 | A/S | Internal | 4 | L 1 -Literacy |

# Music

# Subject Path: Music / Sound Technology

|  |  |  |
| --- | --- | --- |
| Level 1  Music & Sound Technology | Level 2  Music & Sound Technology | Level 3  Music & Sound Technology |

Music / Sound Technology

Purpose: The Year 11 Sound Technology course aims to provide students with the technical skills required to confidently set-up and operate sound equipment for both live and studio settings. Students will be given the freedom to develop their own sense of style and unique approach to sound technology.

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.

## **Recommended Entry:** Some Musical ability and an interest in technology concepts, achieving in an aspect of related subjects during year 10.

Course Outline: Students will first be introduced to Sound Technology in the form of Live Sound. The first term will be spent familiarizing the students with the basic technical elements of Sound Technology; learning how to operate tools such as mixing desks, microphones, recording software, cables, outboard gear and more. This knowledge will be applied in the assessment of US 26687, which requires the students to set up and operate a PA system. Students will also be required to complete Achievement standard AS91095. Music Works which involves academic music research School wide assessment policy will apply to this course. Filming for US 26687 will take place during the last two weeks of Term 1, and students will be required to be sufficiently prepared for their video assessment.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Sound Technology for a Performance Context | 1 | 26687 | A/S | Internal | 4 |  |
| Demonstrate knowledge of music works | 1 | 91095 | A/S | Internal | 4 | L1- Literacy |

# Performing Arts: Drama

## Subject Path: Drama

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

Subject: Level 1 Drama

# Purpose:

Students in Year 11 Drama will be developing new skills and refining the skills learnt in years 9 and 10. 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 10 Performing Arts.

**Course Outline**: The year 11 Drama curriculum focusses on the creation and performance of Drama through different mediums. The students use different techniques to develop their own work. They also have to opportunity to see theatre in both amateur and professional settings.

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

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Apply drama techniques in a dramatic context. | 1 | 900006 | A/S | Internal | 4 |  |
| Devise and perform a drama. | 1 | 90997 | A/S | Internal | 5 | Y |
| Use features of a drama/theatre form in a performance. | 1 | 90999 | A/S | Internal | 4 | Y |
| Perform an acting role in a scripted production. | 1 | 90009 | A/S | Internal | 4 |  |
| Demonstrate understanding of the use of drama aspects within live performance. | 1 | 900011 | A/S | External | 4 |  |

# Performing Arts: Dance

## Subject Path: Dance

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

Subject: Level 1 Dance

# Purpose:

Students who take Dance at level 1 will learn the fundamentals of 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 10 Performing Arts.

**Course Outline**: The focus in year 11 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 |
| Compose dance sequences for given briefs. | 1 | 90858 | A/S | Internal | 6 |  |
| Perform dance sequences. | 1 | 90002 | A/S | Internal | 6 |  |
| Demonstrate ensemble skills in a dance. | 1 | 90859 | A/S | Internal | 4 |  |
| Demonstrate understanding of a dance performance. | 1 | 90005 | A/S | External | 4 |  |

**Commerce**

**Subject Path: Accounting**

|  |  |  |
| --- | --- | --- |
| Level 1  Accounting | Level 2  Accounting | Level 3  Accounting |

Subject: Level One Accounting

**Purpose:** Manage the financial affairs of individuals, whānau, and local small entities, while acting with integrity. Make use of appropriate communication tools and skills to process, report, and interpret financial information for individuals, whānau, and local small entities.

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

**Recommended Entry**:Satisfactory achievement in Years 9 and 10 English. Year 9 and 10 Business Studies is an advantage.

**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. Prepare and maintain financial records. These could include the management of Investment options, maintaining a household or small business budget and a basic understanding of the New Zealand tax system. Manage financial affairs example preparing financial statements. Act with integrity involves being honest, responsible and accountable. It requires individuals to act ethically at all times. Students will learn to justify and take responsibility for actions and decisions, obey the law and keep accurate and confidential records. Contribute to the wider community

Related Costs:nil

**Assessment Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Process financial transactions for a small entity | 1 | 90977 | A/S | Internal | 5 |  |
| Make a financial decision for an individual or group | 1 | 90981 | A/S | Internal | 3 | Lit |
| Demonstrate understanding of cash management for | 1 | 90982 | A/S | Internal | 4 | Lit |
| Prepare financial Statement for sole proprietors | 1 | 90978 | A/S | External | 5 |  |
| Interpret accounting information for sole proprietors | 1 | 90980 | A/S | External | 4 | Lit |

**Commerce**

**Subject Path: Economics**

|  |  |  |
| --- | --- | --- |
| Level 1  Economics | Level 2  Economics | Level 3  Economics |

Subject: Level One Economics

**Purpose:** Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society**.** Understand how the different sectors of the New Zealand economy are interdependent.

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

**Recommended Entry**:Satisfactory achievement in Years 9 and 10 Social Studies /and English. Year 9 and 10 Business Studies is an advantage.

**Course Outline:** Economics offers three internal and 3 external standards over the course of the year. Key economic conceptual understandings related to scarcity are introduced. Students gain an understanding of everyday microeconomic choices consumers, producers, and government need to make, because of scarcity, and the implications of these choices for society. Students are introduced to the supply and demand model, using it to support predictions they make about the effect of choices on society.

**Related Costs:** nil

**Assessment Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Int/Ext | Credits | Numeracy  Literacy |
| Demonstrate understanding of consumer choices, using scarcity and/or demand | 1 | 90983 | A/S | External | 4 | Lit L1 |
| Demonstrate understanding of decisions a producer makes about production | 1 | 90984 | A/S | Internal | 5 | Lit L1 |
| Demonstrate understanding of the interdependence of sectors of the NZ Economy | 1 | 90988 | A/S | Internal | 3 | Lit L1 |
| Demonstrate understanding of producer choices using supply | 1 | 90985 | A/S | External | 3 | Lit L1 |
| Demonstrate understanding of a government choice where affected groups have different viewpoints | 1 | 90987 | A/S | External | 4 | Lit L1 |
| Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium | 1 | 90986 | A/S | External | 5 | Lit L1 |

# English

# Subject Path: English (External Course)

|  |  |  |
| --- | --- | --- |
| Level 1  External course | Level 2  External course  OR  Internal course | Level 3  External course  OR  Internal course |

English (External Course)

# Purpose:

|  |
| --- |
| To develop students English skills in reading, writing, viewing and speaking and extend their understanding and skills into curriculum Level Six. This course will also prepare students for the requirements of Level Two NCEA English. |

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

# Recommended Entry: 75% or more in the Year 10 English Examination.

# 

# Course Outline:

The Level One English external course offers a variety of internal achievement standards and at least 2 external achievement standards over the course of the year. By the end of the Year, students will be equipped with the skills, understanding and confidence to continue with English into Year 12 & 13. Students will be offered credits towards their Level One NCEA certificate and these credits can also be used to meet the Literacy requirements of NCEA Level One.

# Related Costs: NA

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard Title | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Show understanding of specified aspect(s) of studied written text(s), using supporting evidence (1.1) | 90849 | A/S | External | 4 | L1 Lit |
| Show understanding of specified aspect(s) of studied visual text(s), using supporting evidence (1.2) | 90850 | A/S | External | 4 | L1 Lit |
| Show understanding of significant aspect(s) of unfamiliar written text(s) through close reading, using supporting evidence (1.3) | 90851 | A/S | External | 4 | L1 Lit |
| Produce creative writing (1.4) | 90052 | A/S | Internal | 3 | L1 Lit |
| Produce formal writing (1.5) | 90053 | A/S | Internal | 3 | L1 Lit |
| Construct and deliver an oral text (1.6) | 90857 | A/S | Internal | 3 | L1 Lit |
| Create a visual and verbal text (1.7) | 90855 | A/S | Internal | 3 | L1 Lit |
| Explain significant connection(s) across texts, with evidence from each text (1.8) | 90852 | A/S | Internal | 4 | L1 Lit |
| Use information literacy skills to form conclusions (1.9) | 90853 | A/S | Internal | 4 | L1 Lit |
| Form personal responses to independently read texts, supported by evidence (1.10) | 90854 | A/S | Internal | 4 | L1 Lit |
| Show understanding of visual and/or oral text(s) through close viewing and or listening, using supporting evidence (1.11) | 90856 | A/S | Internal | 3 | L1 Lit |

# English

# Subject Path: English (Internal Course)

|  |  |  |
| --- | --- | --- |
| Level 1  Internal course | Level 2  External course  OR  Internal course | Level 3  External course  OR  Internal course |

English (Internal Course)

# Purpose:

|  |
| --- |
| To develop students English skills in reading, writing, viewing and speaking and extend their understanding and skills into curriculum Level Six. This course will also prepare students for the requirements of Level Two NCEA English. |

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

# Recommended Entry: 45% or more in the Year 10 English Examination.

# Course Outline:

The Level One English internal course offers a variety of internal achievement and unit standards and may offer at least one of the external standards over the course of the year. By the end of the Year, students will be equipped with the skills, understanding and confidence to continue with English into Year 12 & 13. Students will be offered credits towards their Level One NCEA certificate and some of these credits can also be used to meet the Literacy requirements of NCEA Level One.

# Related Costs: nil

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard Title | Number | Type | Internal/External | Credits | Literacy |
| Show understanding of specified aspect(s) of studied written text(s), using supporting evidence (1.1) | 90849 | A/S | External | 4 | L1 Lit |
| Show understanding of specified aspect(s) of studied visual text(s), using supporting evidence (1.2) | 90850 | A/S | External | 4 | L1 Lit |
| Show understanding of significant aspect(s) of unfamiliar written text(s) through close reading, using supporting evidence (1.3) | 90851 | A/S | External | 4 | L1 Lit |
| Produce creative writing (1.4) | 90052 | A/S | Internal | 3 | L1 Lit |
| Produce formal writing (1.5) | 90053 | A/S | Internal | 3 | L1 Lit |
| Construct and deliver an oral text (1.6) | 90857 | A/S | Internal | 3 | L1 Lit |
| Create a visual and verbal text (1.7) | 90855 | A/S | Internal | 3 | L1 Lit |
| Explain significant connection(s) across texts, with evidence from each text (1.8) | 90852 | A/S | Internal | 4 | L1 Lit |
| Use information literacy skills to form conclusions (1.9) | 90853 | A/S | Internal | 4 | L1 Lit |
| Form personal responses to independently read texts, supported by evidence (1.10) | 90854 | A/S | Internal | 4 | L1 Lit |
| Show understanding of visual and/or oral text(s) through close viewing and or listening, using supporting evidence (1.11) | 90856 | A/S | Internal | 3 | L1 Lit |
| Fill in a form | 3483 | U/S | Internal | 2 |  |
| Write formal personal correspondence | 10792 | U/S | Internal | 3 |  |

# Physical Education

# Subject Path: Sports Science

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

Subject: Level One Sports Science

# Purpose:

Have a strong emphasis on learning through participation and self-management in a variety of physical activities.

Emphasize the acquisition and development of physical skills. Develop knowledge and understanding of the principles that influence acquisition and performance of physical skills. Examine factors that influence own participation in a variety of physical activities. Provide opportunities for students to develop personal and social skills and attitudes that contribute to a healthy lifestyle.

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

**Course Outline**:

This course focuses on Level 6 of the Health and Education curriculum. The course is a distinctive option at NCEA Level One and is a reasonably demanding but rewarding course for those who choose to be rewarded. The course involves a mixture of theoretical and physical components which will challenge students in a variety of settings.

# Related Costs: AS: 90962 (Exercise classes i.e. Zuu, Ankorr, BoxFit) $10.00

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Participate actively in a variety of physical activities and explain factors that influence own participation (Multi-Activities) | 1 | 90962 | A/S | Internal | 5 | N/A |
| Demonstrate understanding of the function of the bodyas it relates to the performance of physical activity (Basketball) | 1 | 90963 | A/S | Internal | 5 | Literacy |
| Demonstrate quality movement in the performance of a physical activity (Turbo Touch) | 1 | 90964 | A/S | Internal | 3 |  |
| Demonstrate interpersonal skills in a group and explain how these skills impact on others (Volleyball) | 1 | 90966 | A/S | Internal | 4 | Literacy |
| Demonstrate self-management strategies and describe the effects on participation in physical activity  (Turbo Touch) | 1 | 90970 | A/S | Internal | 3 | Literacy |

# Māori Performing Arts

|  |  |  |
| --- | --- | --- |
| Level 1  MPA | Level 2  MPA | Level 3  MPA |

## Subject Path: MPA

Subject: Level 1MPA

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

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

## Recommended Entry: A passion and interest for Māori Performing Arts.

**Course Outline**: Students will be required to learn the theory aspects of Māori Performing Arts. This involves research and presenting assignments based on your research findings. It is a requirement for students to join the school kapahaka team if selecting this option to develop practical skill and knowledge.

# Related Costs: nil

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Knowledge and skill of performance | 1 | 22752 | U/S | Internal | 3 |  |
| People associated with Māori Performing Arts | 1 | 22753 | U/S | Internal | 3 |  |
| Origins of Māori Performing Arts disciplines and events | 1 | 22754 | U/S | internal | 4 |  |
| Knowledge of a Māori Performing Arts costume ensemble | 1 | 22755 | U/S | Internal | 3 |  |
| Perform a Māori Performing Arts Bracket | 3 | 22756 | U/S | Internal | 10 |  |

# Assessment Information

# Te Reo Māori

|  |  |  |
| --- | --- | --- |
| Level 1  Māori | Level 2  Māori | Level 3  Māori |

## Subject Path: Te Reo Māori

Subject: Level 1 Te Reo Māori

# Purpose:

* To develop students knowledge and understanding of Te Reo Māori me ōna Tikanga through Panui, Tuhituhi, Whakarongo and Mātakitaki and develop their understanding and skills into Level five to six of the curriculum.
* To increase students confidence and ability to use Te Reo Māori orally and in written contexts.

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

## Recommended Entry: Satisfactory achievement at Junior Māori or nomination by Te Reo Māori teacher with strong evidence from assessments at year 10. At year 11 a minimum of 12 Te Reo Māori credits gained in year 10 Māori.

**Course Outline**: The course offers 3 internal achievement standards and 2 external achievement standards over the course of the year. By the end of the year students will be equipped with skills, understanding and confidence to continue in Te Reo Māori in year 12. Students will be offered credits towards their Level One NCEA certificate and some of these credits can be used to meet the literacy requirements of Level One Literacy.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Whakarongo kia mohio ki te reo o tōna ao. | 1 | 91086 | A/S | Internal | 6 | Lvl 1 Lit |
| Kōrero kia whakamahi I te reo o tōna ao. | 1 | 91086 | A/s | Internal | 6 | Lvl 1 Lit |
| Panui kia mohio ki te reo o tōna ao. | 1 | 91087 | A/S | External | 6 | Lvl 1 Lit |
| Tuhi I te reo o tōna ao. | 1 | 91088 | A/S | External | 6 | Lvl 1 Lit |
| Waihanga tuhinga I te reo o tōna ao. | 1 | 91089 | A/S | Internal | 6 | Lvl 1 Lit |

# Mathematics Achievement Standards

## Subject Path: Mathematics

|  |  |  |
| --- | --- | --- |
| Level 1  Mathematics Achievement Standards | Level 2  Level 2 Mathematics Achievement Standards  Level 2 Statistics and Probability | Level 3  Level 3 Mathematics Achievement Standards  Level 3 Statistics and Probability |

Subject: Mathematics (Achievement Standards)

# Purpose: To provide a sound basis for further study in mathematics at Levels 2 and 3.

## Vocational Pathways: Primary industries, Service industries, Social and community services, Manufacturing and technology, Construction and Infrastructure, Creative Industries.

## Recommended Entry: Students need satisfactory achievement in Years 9 and 10 Mathematics. Students will be allocated to either this course or the L1 Num Standards course depending on year 9 and 10 achievement.

Course Outline: This course follows on from Year 10 Mathematics. Students are offered a full range of achievement standards at Level 1, including both internal and external assessments. A good grasp of Year 10 material is important. Students intending to go on to Level 2 Mathematics and beyond in their career pathway will be entered for this course.

# Related Costs: Homework book $20

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | L1 Num  Literacy |
| Apply numeric reasoning in solving problems | 1 | 91026 | AS | Internal | 4 | L1 Num |
| Apply linear algebra to solve problems | 1 | 91029 | AS | Internal | 3 | L1 Num |
| Solve measurement problems using right-angled triangles | 1 | 91032 | AS | Internal | 3 | L1 Num |
| Investigate a given multivariate data set using the Statistical Inquiry Cycle | 1 | 91035 | AS | Internal | 3 | L1 Num  Literacy |
| Investigate a situation involving elements of chance | 1 | 91038 | AS | Internal | 3 | L1 Num  Literacy |
| Apply algebraic methods in solving problems | 1 | 91027 | AS | External | 4 | L1 Num |
| Investigate relationships between tables, equations and graphs | 1 | 91028 | AS | External | 4 | L1 Num |
| Demonstrate understanding of chance and data | 1 | 91037 | AS | External | 4 | L1 Num |

# Mathematics Numeracy Standards

## Subject Path: Mathematics

|  |  |  |
| --- | --- | --- |
| Level 1  Mathematics Numeracy Standards | Level 2 | Level 3 |

Subject: Mathematics Numeracy Standards

# Purpose: To provide basic mathematical skills for life and learning.

## Vocational Pathways: Primary industries, Service industries, Social and community services, Manufacturing and technology, Construction and Infrastructure, Creative Industries.

## Recommended Entry: Students will be allocated to either this course or the Numeracy Standards course depending on year 9 and 10 achievement.

**Course Outline**: This course follows on from Year 10 Mathematics. Students are offered internal Numeracy unit standards in Number, Measurement and Statistics. This course does not offer a pathway into senior mathematics courses. Some achievement standards may be offered, time permitting.

# Course Fees and Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Use number to solve problems | 1 | 26623 | US | Internal | 4 | Numeracy |
| Use measurement to solve problems | 1 | 26627 | US | Internal | 3 | Numeracy |
| Interpret statistical information for a purpose | 1 | 26626 | US | Internal | 3 | Numeracy |
| Apply transformation geometry in solving problems | 1 | 91034 | AS | Internal | 2 | Numeracy |
| Apply numeric reasoning in solving problems | 1 | 91026 | AS | Internal | 4 | Numeracy |

# Religious Education

|  |  |  |
| --- | --- | --- |
| Level 1  Religious Education | Level 2  Religious Education | Level 3  Religious Education |

Subject: Level One 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

**Course Outline**: This Religious Education course explores Decision-making, Values Morality and current moral issues, in particular abortion and war; Key Christian Beliefs, focused on the Trinity; and Scripture, focusing on the Gospels. Three internal standards, each worth 6 credits, will be offered in class related to these topics. A further topic, the Reformation era, is available for students to research individually in their own time if they wish. Students can complete a further internal standard related to this.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Describe key beliefs of a religious tradition | 1 | 90819 | AS | Internal | 6 | L1 Lit |
| Describe the application of the key ethical principle(s) of a religious tradition to an issue | 1 | 90818 | AS | Internal | 6 | L1 Lit |
| Describe the purpose of a sacred text within a religious tradition. | 1 | 90816 | AS | Internal | 6 | L1 Lit |
| Describe a significant aspect(s) within the development of a religious tradition | 1 | 90817 | AS | Internal | 6 | L1 Lit |

# Science

## Subject Path: Science

|  |  |  |
| --- | --- | --- |
| Level 1  Science | Level 2  Biology  Chemistry  Physics | Level 3  Biology  Chemistry  Physics |

Subject: Level One Science (internal and external)

# Purpose:

Science is a way of understanding the world. It involves particular processes and ways of developing and organising knowledge, and these are continually evolving. Students will use their current scientific knowledge and skills for problem solving and developing further knowledge. They will use their knowledge to make decisions about how science relates to their own lives and cultures and to the sustainability of the environment.

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

## Recommended Entry: Satisfactory achievement in Years 9 and 10 Science.

**Course Outline**: This Science course offers three external exams and three internal assessments. There is a mix of practical assessments and research. The three external exams cover Chemistry, Biology and Physics.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction. | 1 | 90935 | A/S | Internal | 4 | Num |
| Investigate life processes and environmental factors that affect them | 1 | 90949 | A/S | Internal | 4 |  |
| Carry out a practical chemistry investigation, with direction | 1 | 90930 | A/S | Internal | 4 | Num |
| Demonstrate understanding of aspects of mechanics | 1 | 90940 | A/S | External | 4 | Num |
| Demonstrate understanding of biological ideas relating to genetic variations | 1 | 90948 | A/S | External | 4 | L1 Lit |

**Science**

**Subject Path: Science**

|  |  |  |
| --- | --- | --- |
| Level 1  Science | Level 2  Physics  Chemistry  Biology | Level 3  Physics  Chemistry  Biology |

Subject: Level One Science (Internal)

**Purpose:**

Science is a way of understanding the world. It involves particular processes and ways of developing and organising knowledge, and these are continually evolving. Students will use their current scientific knowledge and skills for problem solving and developing further knowledge. They will use their knowledge to make decisions about how science relates to their own lives and cultures and to the sustainability of the environment.

**Vocational Pathway**:Construction and infrastructure, Manufacture and technology, Primary industries, Service industries, Social and community services, Creative industries.

**Recommended Entry**:Satisfactory achievement in Year 9 and 10.

**Course Outline:** There are two streams in Year 11 Science. One is completely internally assessed and this is taken by the majority of students. Five achievement standards are offered, and this covers Biology, Chemistry and Physics standards. Successful completion of this course allows you to enter Level 2 Science subjects. The standards covered include two experiment standards, and three standards that may be covered through research or taught in class depending on the teacher.

**Related Costs:**nil

**Assessment Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction | 1 | 90935 | A/S | Internal | 4 | Num |
| Investigate life processes and environmental factors that affect them | 1 | 90949 | A/S | Internal | 4 |  |
| Demonstrate understanding of the effects of astronomical cycles on planet Earth | 1 | 90954 | A/S | Internal | 4 | L1 Lit |
| Carry out a practical chemistry investigation, with direction | 1 | 90930 | A/S | Internal | 4 | Num |
| Investigate biological ideas relating to interactions between humans and micro organisms | 1 | 90950 | A/S | Internal | 4 |  |

# Social Sciences

## Subject Path: Geography

|  |  |  |
| --- | --- | --- |
| Level 1  Geography | Level 2  Geography | Level 3  Geography |

Subject: Level One Geography

# Purpose:

Geography introduces the skills of historical writing, research and thinking. The course also looks to build understanding around Geographical skills and concepts, whilst looking to apply such to global issues.

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

## Recommended Entry: Satisfactory achievement in Years 9 and 10 Social Studies /and English.

**Course Outline**: Geography offers two external and four internal standards over the course of the year. Geographical skills will be looked at in a mini unit and across all units of work Cup and the U20 FIFA World Cup. The concept of Sustainability practices in relation to tourism will be looked at from our case study “The Maldives” Coffee production and consumption patterns are carefully analysed in our Global Issues standard. A current issue based on the privacy and use of Social Media in NZ. Volcanic Eruptions will be the topic or extreme Natural events and will explore the natural and cultural impacts of this event

# Related Costs: Fieldtrip to Rotorua $200 approx. Local fieldtrip no cost

1.4 Write On book $20.

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate a geographic understanding of environments that have been shaped by an extreme natural event(s). | 1 | AS 91007 | A/S | External | 3 | L1 Lit |
| Apply concepts and basic geographic concepts to demonstrate understanding of a given environment | 1 | AS 91010 | A/S | External | 4 | L1 Lit  L1 Num |
| Demonstrate geographic understanding of the sustainable use of an environment | 1 | AS 91009 | A/S | Internal | 3 | L1 Lit |
| Conduct research, with direction | 1 | AS 91011 | A/S | Internal | 4 | L1 Lit  L1 Num |
| Describe aspects of a contemporary New Zealand Geographic Issue | 1 | AS 91012 | A/S | Internal | 3 | L1 Lit |
| Describe aspects of a geographic topic at a global scale. |  | AS 91013 | A/S | Internal | 3 | L1 Lit |

# Social Sciences

## Subject Path: History

|  |  |  |
| --- | --- | --- |
| Level 1  History | Level 2  History | Level 3  History |

Subject: Level One History

# Purpose:

History introduces the skills of historical writing, research and thinking. History introduces the relationship between the causes and consequences of past events that have significantly shaped the lives of people and society. At this level the focus is on local events.

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

## Recommended Entry: Satisfactory achievement in Years 9 and 10 Social Studies /and English.

**Course Outline**: History offers up to three internal and two external standards over the course of the year. Historical skills will be used to understand either the origins of World War Two or the relationship between blacks and whites in 20th century USA. Research will be undertaken to delve into a local event or place. The third optional project will be a consideration of the different views of the atomic bombing of Hiroshima and Nagasaki in 1945 or a relevant Black Civil Rights topic such as the right to bear arms in USA today and the consequences thereof.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Carry out an historical investigation of an historical event. | 1 | 91001 | A/S | Internal | 4 | L1 Lit |
| Demonstrate understanding of an historical event or place of significance to NZers. | 1 | 91002 | A/S | Internal | 4 | L1 Lit |
| Interpret sources of an historical event of significance to NZers. | 1 | 91003 | A/S | External | 4 | L1 Lit |
| Demonstrate understanding of different perspectives of people in an historical event of significance to NZers. | 1 | 91004 | A/S | Internal | 4 | L1 Lit |
| Describe the causes and consequences of an historical event. | 1 | 91005 | A/S | External | 4 | L1 Lit |
| Describe how a significant historical event affected NZers. | 1 | 91006 | A/S | External | 4 | L1 Lit |

# Spanish

# Subject Path: Spanish

|  |  |  |
| --- | --- | --- |
| Level 1  Spanish | Level 2  Spanish | Level 3  Spanish |

Subject: Level One Spanish

# Purpose:

# Communicate ideas and opinions in different texts types, also build on your knowledge of Spanish vocabulary, grammar and structures, and understand more of Hispanic life and culture. The Year 11 course covers Level 5 and 6 of the NZ Spanish Curriculum. You will have covered Levels 1 and 2 in Year 9 and Levels 3 and 4 in Year 10. 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 Years 9 and 10 Spanish

**Course Outline**: 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 exam.

* Communication 🡪Communicate information, ideas and opinions through different text types. Express and respond to personal ideas and opinions. Communicate appropriately in different situations.
* Language Knowledge 🡪Understand ways which the Spanish language is organised for different purposes.
* Cultural Knowledge 🡪 Understand ways in which the Spanish and Latin-American culture are organised for different purposes.

# Related Costs: nil

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Given a spoken presentation in Spanish that communicates a personal response | 1 | AS90909 | A/S | Internal | 4 |  |
| Interact using Spanish to communicate personal information, ideas and opinions in different situations | 1 | AS90910 | a/s | internal | 5 |  |
| Write a variety of text types in Spanish to convey info ideas and opinions in genuine contexts. | 1 | AS90912 | a/s | internal | 5 |  |
| Demonstrate understanding of a variety of spoken Spanish relating to areas of most immediate relevance | 1 | AS90908 | a/s | external | 5 |  |
| Demonstrate understanding of a variety of written/visual Spanish texts relating to areas of most immediate relevance | 1 | AS90911 | a/s | external | 5 |  |

# Technology- Resistant Materials

## Subject Path: Technology – Workshop Design

|  |  |  |
| --- | --- | --- |
| Level 1  Workshop Design | Level 2  Workshop Design | Level 3  Workshop Design |

Subject: Level One Technology – Workshop Design (Achievement Standards Option)

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

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

## Recommended Entry: Demonstrated awareness of Workshop Health and Safety requirements at junior level. Evidence of Design Process applied to junior projects.

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

The project must be of sufficient difficulty to satisfy the requirements of the New Zealand curriculum at Level 5.

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

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Undertake brief development to address a need or opportunity. | 1 | AS91044 | A/S | Internal | 4 | L1 Lit |
| Use design ideas to produce a conceptual design for an outcome to address a brief. | 1 | AS91046 | A/S | Internal | 6 | L1 Lit  L1 Num |
| Undertake development to make a prototype to address a brief. | 1 | AS91047 | A/S | Internal | 6 | L1 Lit |
| Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project. | 1 | US24352 | U/S | Internal | 2 |  |
| Demonstrate knowledge of construction and manufacturing materials used in BCATS projects. | 1 | US24355 | U/S | Internal | 4 |  |

# Technology – Resistant Materials

## Subject Path: Workshop Design

|  |  |  |
| --- | --- | --- |
| Level 1  Workshop Design | Level 2  Workshop Design | Level 3  Workshop Design |

Subject: Level One Technology (Unit Standard Option)

# Purpose:

To continue developing skills acquired during years 9 & 10.

To complete practical woodworking projects that satisfy the requirements of selected Level One Unit Standards.

To work through the written requirements of selected Level One Unit Standards.

To prepare students for the work required in this subject at Level Two.

## Vocational Pathway: Building/Construction, Timber manufacturing industries.

## Recommended Entry: Demonstrated awareness of workshop Health and Safety requirements at junior level.

**Course Outline**:

* The Year 11 Furniture making / Woodworking programme will reinforce the skills students have acquired during years 9 & 10, They will use a range of hand tools, portable power tools and fixed workshop machinery under staff supervision.
* Elements of the programme will include – Workshop Safety, - Materials and Tools, - Measuring, - Cutting, - Shaping, - Joinery, - Laminating, - Hardware/Fastenings, - Finishing.
* The class will carry out a range of woodworking procedures while working on prescribed projects under staff direction.
* Students will need to complete all aspects of the practical projects to gain the NCEA credits available from the accompanying written Unit Standards.

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project. | 1 | US24352 | U/S | Internal | 2 |  |
| Demonstrate knowledge of construction and manufacturing materials used in BCATS projects. | 1 | US24355 | U/S | Internal | 4 |  |
| Apply elementary workshop procedures and processes for BCATS projects. | 1 | US24356 | U/S | Internal | 8 |  |
| Use joints for a BCATS project. | 1 | US25920 | U/S | Internal | 3 |  |
| Use hardware and fastenings for a BCATS project. | 1 | US25919 | U/S | Internal | 2 |  |
| Implement basic procedures using resistant materials to make a specified product. | 1 | AS91057 | A/S | Internal | 6 |  |

# Technology - Food

## Subject Path: Food Technology

|  |  |  |
| --- | --- | --- |
| Level 1  Food Technology | Level 2  Food Technology | Level 3  Food Technology |

Subject: Level One Food Technology

Purpose: The aim is for students 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 learn practical skills as they develop and test food products and processes. They also learn historical and contemporary frameworks relating to food and food production in a variety of contexts.

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

## Recommended Entry: Students will have demonstrated an awareness of Food Health and Safety requirements at junior level.

**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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Demonstrate understanding of basic concepts used in processing | 1 | 91083 | A/S | Internal | 4 | Lit |
| Undertake brief development to address a need or opportunity | 1 | 91044 | A/S | Internal | 4 | Lit |
| Demonstrate understanding of how technological modelling supports decision-making | 1 | 91048 | A/S | External | 4 | Lit |
| Demonstrate understanding of basic concepts used in preservation and packaging techniques for product storage | 1 | 91084 | A/S | Internal | 4 | Lit |
| Undertake development to make a prototype to address a brief | 1 | 91047 | A/S | Internal | 4 |  |

# Computer Studies

## Subject Path: ICT Computing

|  |  |  |
| --- | --- | --- |
| Level 1  Computer Studies | Level 2  Computer Studies | Level 3  Computer Studies |

Subject: Level One Computer Studies (Unit Standard Option)

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**:

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

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

Learn to use the internet and web tools efficiently and appropriately.

Learn to effectively apply data transformation techniques.

# Related Costs:

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Use computer technology to create and deliver a presentation from given content | 2 | US5846 |  | Internal | 3 |  |
| Learning the basics of Microsoft Excel | 2 | US18743 |  | Internal | 2 |  |
| Create a web page | 2 | US18734 |  | Internal | 2 |  |
| Produce still images for a range of digital media. | 2 | US26745 |  | Internal | 3 |  |

# Transition

## Subject Path: Transition Work Ready

|  |  |  |
| --- | --- | --- |
| Level 1  TWR | Level 2  TWR | Level 3  WRT |

Subject: Level One

Preparation for Employment and Citizenship

# Purpose:

This foundation course prepares students for the world of work. At introductory level, they will learn to become more independent and confident in their own abilities.

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

## Recommended Entry: Open entry

**Course Outline**: Students will produce a CV and participate in a team activity. They will learn to communicate and apply listening skills. They will make enquiries and participate in a conversation confidently.

# Related Costs: $30.00

# Assessment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard Title | Level | Number | Type | Internal/External | Credits | Numeracy  Literacy |
| Be interviewed in an informal interview | 1 | 1293 | U/S | Internal | 2 |  |
| Produce a CV | 1 | 504 | U/S | Internal | 2 |  |
| Demonstrate knowledge of an apply listening techniques | 1 | 3501 | U/S | Internal | 2 |  |
| Participate and communicate in a team or group to complete a routine task | 1 | 3503 | U/S | Internal | 3 |  |
| Make enquiries and complete practical transactions | 1 | 1285 | U/S | Internal | 4 |  |