

Curriculum 2012

St Andrew's College Secondary School



St Andrew's College





St Andrew's College

Curriculum 2012

Contents

Introduction	Page 02
Heads of Department	Page 03
The New Zealand Curriculum	Page 05
The St Andrew's Curriculum	Page 06
The Wider Curriculum	Page 07
Selecting your 2012 options	Page 09
How parents can help	Page 10
Subject choice tips	Page 11
Subject calculator	Page 13
Course planner	Page 14
Subject reference chart	Page 15
Middle School Curriculum	Page 17
YEAR 9 ACADEMIC CURRICULUM CORE AND OPTIONS	Page 18
YEAR 10 ACADEMIC CURRICULUM CORE AND OPTIONS	Page 26
The National Certificate of Educational Achievement	Page 34
NCEA	Page 36
Subjects approved for University Entrance	Page 38
NCEA recognition	Page 40
NZ Scholarship	Page 41
Reporting student achievement	Page 42
Quick reference guide Years 11 - 13	Page 44
Subject entry requirements 2012	Page 44
YEAR 11 ACADEMIC CURRICULUM CORE AND OPTIONS	Page 49
Senior College Curriculum	Page 58
YEAR 12 ACADEMIC CURRICULUM CORE AND OPTIONS	Page 59
YEAR 13 ACADEMIC CURRICULUM CORE AND OPTIONS	Page 73
Best preparation for University 2012	Page 85
Years 9 -13 option selections 2012 forms	Page 87



Introduction

INTRODUCTION

This book is designed to help you plan your courses for next year and beyond. At St Andrew's College we have a flexible curriculum and we try hard to cater for all types of course combinations, so that students can be confident about being able to study the type of course they wish, year by year. Your choice of courses will largely dictate our options structure and you are asked to consider carefully and select from the courses open to you.

CORE AND OPTION SUBJECTS

All the courses are grouped according to year levels. The course structure diagram at the beginning of each level indicates the core and the option courses at that level. In Year 11, English, Science and Mathematics make up the compulsory core and you are also able to choose from a wide range of option subjects, many of which are also taught in Years 9 and/or 10. In Year 12, with the exception of English, you are largely free to choose the courses that you wish to take. The College does, however, recommend that in Years 11, 12 and 13 some students take certain courses that are considered to provide additional support to their learning. It is important that the programmes that you choose are best suited to your academic ability and future plans.

ENTRY REQUIREMENTS

In Years 9 and 10, core subject classes are mostly mixed ability. In Years 11 to 13, class placement depends mainly on the choice of subjects and on students having met specific entry requirements. These entry requirements set a minimum level of performance on which a student is able to base study in a particular year and are designed to guide, not limit, students' choices. However, where a particular requirement is stated it should be understood that a student is expected to meet that if their selection is to be approved.

CLASS SIZES AND SUBJECT SELECTION

It is very important that the level of staffing we have matches the demand for subjects. Option subjects will operate only if they maintain a suitable class size. While we hope that it does not occur, it is possible that some students may not get all of their preferred options, and this is why you need to provide more than the minimum number when making your all important selections.

PLANNING FOR THE FUTURE

We also recommend that you follow a broad course of study in your time at St Andrew's. As you move through the College, you should keep in mind the requirements for future study and careers so that you are making a connection between the 'here and now' and the future. This applies particularly to study in Years 12 and 13 and to those students wishing to gain University Entrance.

DECISION-MAKING

Students and parents should read this book, and keep it for future reference. It is important to discuss option choices before making a final selection. Keep in mind the information and the advice provided here on courses and on making a good career choice. We work hard to provide a course of study that meets the needs of each and every student and consultation and guidance are available.

DEADLINES

You need to follow our key dates. You must decide on your option choices and return the appropriate form at the back of this book to the College no later than **Monday 12 September**. Returns after this date may mean that an alternative course will have to be chosen. The same will apply to any student who wishes to change options later on. Changes are possible only if the courses are not full and if the new choices fit the option lines. If a student changes their mind about options after the completion of the timetable, it may not be possible to accommodate those changes. If you require further help, you must contact the Dean and the Head of Department of the course in which you are interested. A staff list is included on page 3.

Head of Teaching and Learning

Mr David Bevin

Heads of Department

AGRICULTURE

Mr Michael Woodlock

OUTDOOR EDUCATION

Mr Peter Dawkings

COMMERCE

Mr Phillip Temple

DRAMA

Mrs Julie Drummond

COMPUTING

Mr Bill Clarke

PHYSICAL EDUCATION

Mr Geoff Stanton

ENGLISH

Mr Gerry Sullivan

RELIGIOUS EDUCATION

Mr Paul Morrow

ESOL

Mrs Stephanie Brooks

SCIENCE

Mr Brent Cummack

LEARNING SUPPORT

Mrs Lynda Collins

SOCIAL SCIENCES

Mr Andrew Walton

MATHEMATICS

Mr Steve Macintosh

TRANSITION EDUCATION

Mr Mike Smith

MEDIA STUDIES

Mr Simon Williams

TECHNOLOGY

Mrs Allyson Duncan

MODERN LANGUAGES

Mrs Virginia Simock

VISUAL ARTS

Mr Tony Brittenden

MUSIC

Mr Duncan Ferguson

2012 Deans

YEAR 9

TBA

YEAR 10

Ms Clare Register

YEAR 11

Mr Chris Atkinson

YEAR 12

Mr John Quealy

YEAR 13

Mrs Jane Corbett

Heads of School

MIDDLE SCHOOL

Mr John Anderson

SENIOR COLLEGE

Mr Andrew Tweedie





The New Zealand Curriculum

The New Zealand Curriculum, states that “all students, regardless of where they are situated, should experience a rich and balanced education that embraces the intent of the national curriculum.” The St Andrew’s College curriculum, “broad and balanced”, is based on the vision and requirements of the national curriculum. We interpret that vision in our aspiration that “St Andrew’s College students will be active participants in a dynamic community of learners and inspired to become valued citizens and enthusiastic learners for life. St Andrew’s will nurture the development of talent and creative ability through a balanced exposure to academic, cultural, service, social, spiritual and sporting opportunities.”

The New Zealand Curriculum outlines what is considered to be important in education and envisions young people that are lifelong learners, people, young or old, who are confident and creative, connected and actively involved. The St Andrew’s College Learning Values that are embedded in the qualities and dispositions we expect our learners to develop in and beyond their schooling years, envision learners who are:

- focussed on achievement;
- collaborative (cooperative);
- engaged in the learning process;
- innovative, curious, enquiring;
- resilient and independent;
- creative, critical thinkers;
- reflective, self-regulating learners;
- knowledgeable learners;
- committed to life-long learning.

The New Zealand Curriculum provides a clear set of principles on which to base all curriculum decision making. At the heart of St Andrew’s College teaching and learning lie those principles of high expectations, the Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement and involvement, coherence and a future focus. In addition, we cherish and promote our Scottish and Presbyterian heritage that has done so much to make us the College that we are today and will be in the future. In teaching and learning the New Zealand Curriculum emphasises five key competencies – thinking, relating to others, using language, symbols and texts, managing self, and participating and contributing. These competencies are critical to sustained learning and to effective participation in society and underline the emphasis on lifelong

learning. At St Andrew’s College, each student is a member of a ‘wider’ community of learners. This means that the same key competencies are increasingly visible, explicitly taught and shared with students in our classrooms. Teachers plan for their development and are reporting on how students are developing them.

In their planning, teachers create programmes of learning that are based on the ‘bigger picture’ aspects of the Curriculum as well as on the detail from the eight Learning Area Statements, each of which provides a rationale, a broad focus and key emphases for learning. Teachers develop those into coherent and effective programmes that are experienced by students on a day to day basis through a whole range of learning activities.

Lesson by lesson, teachers plan for, reflect and seek to improve, on those ways that are deemed to be effective in promoting students’ learning. Our teachers engage in a process of ongoing review and try to make learning a stimulating and challenging experience so that we work towards the achievement of our vision that we share with the national curriculum of students who have a lifelong capacity to learn.



Mr David Bevin
Head of Teaching and Learning

The St Andrew's Curriculum

YEAR 9

YEAR 10

YEAR 11 – NCEA LEVEL 1

YEAR 12 – NCEA LEVEL 2

YEAR 13 – NCEA LEVEL 3

COMPULSORY SUBJECTS

English	English	English/Alt English/ESOL	English/Alt/English/ESOL	
Maths	Maths	Maths/App'l Maths		
Science	Science	Science		
Social Studies	Social Studies			
Physec/Health	Physec/Health	Physec/Life Skills/Study	Physec/Religious Ed/Study/Options	Physec/Reled/Life Skills/Study/Options
Religious Education	Religious Education			
Music	Music			

OPTION SUBJECTS

Agriculture	Agriculture	Agriculture	Agriculture and Horticulture	Agriculture and Horticulture
Art	Art	Art	Art History	Art History
			Art-Photography	Art-Photography
			Art-Design	Art-Design
			Art-Painting	Art-Painting
Consumer Studies	Economic Studies	Accounting	Accounting	Accounting
		Economics	Economics	Economics
			Business Studies	Business Studies
		Digital Technologies	Digital Technologies	Digital Technologies
Graphics	Graphics	Graphics	Graphics	English/Alt English/ESOLGraphics
Textile Technology	Textile Technology	Textile Technology	Textile Technology	Textile Technology
Food Technology	Food Technology	Food and Nutrition	Food and Nutrition	Food and Nutrition
Materials Technology	Materials Technology	Materials Technology	Materials Technology	Materials Technology
Geography	Geography	Geography	Geography	Geography
History	Classics/History	History	History	History
			Classical Studies	Classical Studies
Performing Arts	Performing Arts	Drama	Drama	Drama
Music	Music	Music	Music	Music
			Media Studies (TV/Film)	Media Studies (TV/Film)
			French	French
French	French	French	French	French
Japanese	Japanese	Japanese	Japanese	Japanese
		Spanish	Spanish	Spanish
		Biology	Biology	Biology
		Physical Science	Chemistry	Chemistry
			Physics	Physics
			Science	Science
			Mathematics	Mathematics with Calculus
			Applied Mathematics	Statistics and Modelling
		Physical Education	Physical Education	Physical Education
		Vocational Studies	Vocational Studies	Careers Education
			Travel and Tourism	

The Wider Curriculum

THE LIBRARY RESOURCE CENTRE

The Library Resource Centre actively supports all learning areas in the College. Recreational reading and research information across the whole curriculum are provided through a collection of books, periodicals, computer resources and the Internet.

Our policy is to offer students access to the most up-to-date and appropriate print resources and electronic technologies for their studies. An excellent range of electronic databases is available on the school computer network and is complemented by Internet access.

Students can use these facilities both in and out of class time. They are encouraged to become independent researchers and receive assistance and training with any relevant technologies from professionally-trained library staff. This gives them skills to use resources and information technologies effectively in their current and future studies.

OUTDOOR EDUCATION

The College has a staff of professional outdoor instructors who operate the outdoor programmes at Castle Hill. There is a wide variety of activities available and these are arranged to suit each group to its best advantage. Weather, individual and group enthusiasm and abilities are all taken into consideration when programmes are planned. All students are encouraged to take part in all activities.

The results of this involvement are the development of self-esteem, teamwork, cooperation and communication. Students have fun while acquiring skills and experience in the outdoors.

Year 9

This programme is held at Castle Hill in the first term. Activities include rafting, bush craft, rock climbing, abseiling and the flying fox, along with an array of individual and team challenges, with an overnight camp under the rock overhangs.

Year 10

Snow caving and skiing are the central activities in this winter programme. Activities build on the base established in Year 9, and involve further climbing and abseiling and team challenges. Many students take advantage of this outdoor education to complete their Duke of Edinburgh bronze expedition training requirement.

Year 12

Students taking Year 12 Physical Education have the opportunity to further develop their skills in rock climbing at the St Andrew's College climbing wall and other venues. Problem-solving, teamwork and leadership skills are developed during a series of group challenges.

Although an integral part of the College curriculum, there is a charge for these outdoor education programmes. Costs will be advised at the time each course is advertised.

The College is accredited under the provisions of the Education Act (1989) to provide education and training. Unit Standards are offered at Levels 1 to 4 of the NQF in canoeing, kayaking, mountain biking, mountain craft, rafting, rock climbing, tramping and wind surfing.

LEARNING SUPPORT DEPARTMENT

The team in the Learning Support Department assists students to reach their academic potential by supporting them with any learning difficulties they face. We work closely with parents, Deans and subject teachers to identify and assess students with learning difficulties and provide the appropriate support. We refer students to outside agencies for specialist educational diagnosis and assessment of dyslexia and other learning difficulties in order to identify the most appropriate learning support, and for applications to NZQA for special assessment conditions if eligibility criteria are met.

Among the support programmes and services we offer are:

Testing and assessment

- a structured literacy programme at Years 9 and 10 in the options timetable;
- small group support for individual needs at Years 9 and 10;
- touch typing and spelling support;
- general study skills and subject specific support for Years 11 to 13;
- in class support for targeted classes;
- coordination of individual tutoring with teacher aides or Seabrook McKenzie tutors on a user pays basis;
- organisation and co-ordination of Reader-Writers and Special Assessment Conditions;
- communication with subject teachers about individual needs via Learner's Profiles.

Some students are invited to join programmes of support based on the results of entrance testing, assessment, teacher or parent referral whilst others self refer.

WRITERS-IN-RESIDENCE

Over the last several years the St Andrew's College English Department has employed a poet in residence. She works in the school with promising writers who are withdrawn from different English classes for one period per week. She guides them and encourages them into a variety of competitions where we have had some amazing success. This area is growing and the department is constantly seeking new avenues to publish student writing.

INSTRUMENTAL AND VOCAL TUITION AT ST ANDREW'S

The Music Department runs an extensive programme of instrumental and vocal tuition. Twenty-two tutors come into the College each week, some of them across two or three different days. For private lessons in the music suite studios, tutors charge around \$30 per half hour lesson. About 30 – 33 lessons are taken over the year during school time, mostly in the morning and early afternoon, although most of the drum lessons and some guitar lessons are taken after school. Lessons are usually rotated to ensure students do not miss out on the same subject area each week.

Reports are issued twice a year, at mid-term and end-of-year. Theory lessons are also available. The College has a supply of instruments for hire at \$45 per term (saxophones, horns, oboes and bassoons are \$50 per term.) For further details on this scheme and for information about the variety of performing groups available contact Mr Ferguson, request a copy of the department information booklet and fill in the application form on the back page.

GIFTED AND TALENTED EDUCATION (GATE)

All students are supported towards an education and a learning environment that provides for their particular learning needs. We recognise that highly able students may require additional support and challenges to maximise their individual potential. We provide a variety of additional learning opportunities and challenges, mentoring and support for those students who have the potential to achieve at exceptionally high levels of performance.

These programmes are provided for students at all year levels. Once students are identified based on a range of information, support is initially provided through a range of relevant teaching and learning strategies in their classrooms. Where required, this support is augmented by dedicated support and programmes from the Gifted and Talented Education Coordinator (GATE), Ms McNulty.



Selecting Your 2012 Options

THE DATES AND THE PROCESS

To assist you to make your selection, there will be a **Course Information afternoon on Friday 2 September**. Students will be able to visit departments and discuss their choices for next year with staff.

All course selections for students going into Years 12 and 13 are checked by the Deans and the Head of Senior College before they are processed.

Guidelines for Option Changes:

All 2012 option selection forms are to be handed in to the College by Monday 12 September.

Further changes to the information provided by students must be based only on either:

1. Advice from Heads of Department regarding a student's eligibility/academic suitability for a particular course. This will be provided early in Term 4 once students' option forms are reviewed or later in January once external examination results are reviewed.
2. A student's request to make a change based on external examination results once they are received in mid January. (Note that for this to occur, prior to the beginning of the new school year, students must make an appointment with Mr Tweedie, Head of Senior College. At this appointment, students will need to present their reason for a course change, a parent/guardian letter supporting this and their Interim Results Notice).
3. A clash of option choices that can only be resolved by a change to a course. In this event, the Dean will work with the student to make an alternative selection.

In early December, a letter will be sent to all students confirming their options selections and requesting that errors only are notified to the College straight away.

LATENESS IN MAKING SELECTIONS

Option changes after the final date for changes (usually late February) will not be allowed unless:

- there is a written request from parents to the Head of School outlining the reason and giving their approval;
- the Head of School approves that it is in the student's best academic interests;
- the Head of Department/Teacher in Charge of both the subject dropped and the proposed subject are in agreement;

- the Head of Department/Teacher in Charge of the new subject believes the change to be educationally viable, and catch-up processes are in place to ensure that the work that has been missed is covered;
- any class limit of students that has been set is not exceeded;
- there is no detrimental impact on other students;
- final approval is given by the Head of School.

Unless there are exceptional circumstances, no changes will be considered after the beginning of March. Students entering the College during the year must have a Head of Department's permission to enter a course.

PROVISIONAL ENTRY TO COURSES

Many Year 12 and 13 courses have stated requirements for entry so that students are not enrolled in courses in which the academic demands may be beyond their capability. Students are expected to be aware of these and their importance, as they are carefully considered before being published.

Our aim is to have students in the right classes when they begin the new academic year. In addition to reviewing a student's external examination performance, decisions are based on a student's performance throughout the year in the previous level in a subject, where this applies, and/or on their overall ability.

Any students who have not fully met the stated entry requirements of a subject but who are considered to be capable of reaching the required standard based on their course work may be granted provisional entry to a course. This is granted in discussion with the teacher, the Head of Department, the Dean, Head of School and the Head of Teaching and Learning.

A written agreement forms the basis of the student's inclusion into the class and the student's performance is reviewed at the end of an agreed timeframe.

If a student is not making satisfactory progress, it will be in their best academic interests to be withdrawn from the subject and entered into another one, should one be available.

How Parents can Help

Here are some ideas to help you give useful advice and guidance:

- ask your teenager questions that will help them look at themselves. Focus on their interests, things they are good at, and their personal values about work;
- if your teenager doesn't know what career they want, ask them to define broad areas of interest, such as helping people or scientific work. Then encourage them to investigate lots of options within each field. Pursuing work or study in an area of interest is vital for sustaining satisfaction and getting through the tough times;
- discuss what your teenager needs or wants most from their career. Attitudes to the need for money, security or self-development vary from person to person;
- try not to impose your ideas, but help by using questions that will clarify the issues - e.g, "This job doesn't have much physical activity in it and you've said that's important to you. How much will that matter?"
- point your teenager towards sources of information about careers and let them follow it up. Encourage them to see their Careers Advisor, use Kiwicareers and Pathfinder at school or visit the Careers Centre;
- ask about the career education programme at school and urge your teenager to take part in Trial a Career, work exploration or any tertiary visits that are available. These give an opportunity to find out what a job or training course is really like;
- encourage your teenager in any activity that develops skills. Many of the important transferable skills that employers look for are developed at school through the general curriculum. Skills are also gathered from part-time or holiday jobs and from leisure or sporting activities. In the workforce, what a person can do is often more important than the knowledge they hold;
- discuss subject choice with your teenager each year. Which subjects will best suit their plans for the future?
- do you agree with their reasoning?
- if you have concerns, sit down with the teacher, Careers Advisor or other staff. Find out what they think;
- does the school know something you don't? Do you know something the school doesn't?



Subject Choice Tips

Making an informed decision about your subject selections:

Check out the career implications. Always keep your options open and ensure that your course selections are balanced - don't specialise too soon!

- what are your current career ideas?
- have you checked out the subject requirements?
- have you weighed up the essential subjects and the useful subjects?
- what are your abilities? Can you do well in these subjects?

Think about your interest levels – will you be motivated to do well?

Weigh up the differences between your interests, abilities and career ideas.

Discuss your selection decisions with people whom you know well – teachers, parents, perhaps the Careers Advisor.

Subject Selection Checklist

Once you have made your provisional selection, follow this simple checklist.

Ability and Attitude

For each subject are you able and will you be interested in...?

Balance

Will you have a range of options open for future career ideas?

Choice

Have you made the decisions or have others swayed you?

Assistance

If you feel that you need assistance with your choice of subjects, then please do not hesitate to ask:

- your Dean;
- your Subject Teacher;
- your Form Teacher or Tutor;
- the Careers Counsellor, Mr Feary;
- the Transition Teacher, Mr Smith;
- the Guidance Counsellor, Mr Quinn;
- the Head of Learning Support, Mrs Collins.



Subject Calculator

Confirming the Decision

Fill out this table carefully so that you can see how to keep all of your career options open:

If I want to be.....	Essential subjects	Useful subjects
Option 1:		
Option 2:		
Option 3:		
Now, add up the essentials and the usefuls.		

Essential subjects ... _____

Useful subjects... _____

Course Planner

Use this sheet to help you plan a course of study over your Year 11, 12 and 13 years.

Possible career direction:

	YEAR 11	YEAR 12	YEAR 13
SELECTION			
English / Practical English / ESOL	English / Practical English		
Mathematics / Applied Mathematics			
Science			
COMPULSORY			
Life Skills / Physical Education (core)	Physical Education (core)	Life Skills / Physical Education (core)	Life Skills / Physical Education (core)
	Religious Education	Religious Education	Religious Education

Subject Reference Chart

✓ = subject available at this level

C = compulsory subject

SUBJECT	YEAR				
	9	10	11	12	13
Accounting			✓	✓	✓
Agriculture and Horticulture	✓	✓	✓	✓	✓
Art	✓	✓	✓		
Art (Design, Painting, Photography)				✓	✓
Art History				✓	✓
Biology			✓	✓	✓
Business Studies				✓	✓
Careers (Transition) Education					✓
Chemistry				✓	✓
Classical Studies				✓	✓
Classics/History		✓			
Consumer Studies	✓				
Digital Technologies			✓	✓	✓
Drama			✓	✓	✓
Economics		✓	✓	✓	✓
English	C	C	C	C	✓
English (Alternative)			✓	✓	✓
ESOL	✓	✓	✓	✓	✓
Food Technology	✓	✓			
Food and Nutrition			✓	✓	✓
French	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓
Graphics	✓	✓	✓	✓	✓
Health	✓	✓			
History	✓		✓	✓	✓
Japanese	✓	✓	✓	✓	✓
Literacy for Living	✓	✓			

✓ = subject available at this level

C = compulsory subject

SUBJECT	YEAR				
	9	10	11	12	13
Mathematics	C	C	C	✓	
Mathematics Applied			✓		
Mathematics 2A				✓	
Mathematics 2B				✓	
Mathematics with Calculus					✓
Mathematics with Statistics					✓
Textile Technology	✓	✓	✓	✓	✓
Materials Technology	✓	✓	✓	✓	✓
Media Studies - Film				✓	✓
Media Studies - Television				✓	✓
Music	C	C	✓	✓	✓
Performing Arts	✓	✓			
Physics				✓	✓
Physical Education	C	C	C	C	C
Physical Education for NCEA			✓	✓	✓
Physical Science			✓		
Religious Education	C	C	C	C	C
Science	C	C	C	✓	✓
Social Studies	C	C			
Spanish			✓	✓	✓
Travel and Tourism				✓	
Vocational Studies			✓	✓	

Middle School Curriculum

The major aims for learning in the Middle School are:

- to give students a sound grounding in the core subjects;
- to give students the opportunity to explore and experience a wide range of other curriculum areas with specialist teachers;
- to give students a sound preparation in the subjects they are studying for external awards and qualifications.

Years 9 and 10

The Curriculum is structured so that students experience a wide range of subjects, core and options, through a wide range of learning situations and experiences over these two years. It is important that students do not specialise in particular subject areas at this level. Gaining a broad experience is one of our key principles.

Year 11

While this year is the first year of study for external qualifications, courses at this level should also be broad-based so that students have a number of different options in the future. Students will start to specialise more in Year 12 and this will be continued with greater depth in final year studies.



Ways to help you learn – be sure to:

1. Set yourself both short-term and long-term goals. A Year 11 student might set NCEA Level 1 as a long-term goal and making the First XI.
2. Each week, plan your time after school so that all aspects such as homework, sports and social life can be fitted in. Make sure you prioritise so that the important things get done.
3. Take good notes in class and try to personalise them.
4. Participate in each lesson.
5. Keep up with your homework. If there are any concerns, seek help from your teacher or other support people like fellow students, your tutor or the Dean. Use your homework time to review what you have been studying – this is a particularly good thing to do in those times when you don't actually have any homework.
6. Have a wall planner at home and enter all assessments, tests and projects for each term. Take internal assessment seriously. Internal assessment is the 'real thing'. It provides results that stay on your Record of Achievement. Make sure you know precisely what is required for an assessment and, if possible, practise using samples from the TKI website.
7. Know what is required to gain an NCEA Level qualification and/or University Entrance.

Year 9 Academic Curriculum Core and Options

28 lessons per week

Please note: once subject selections are made, it is very difficult to make changes thereafter. Please select carefully.

COMPLUSORY CORE SUBJECTS	
All students must study these subjects:	
ENGLISH	Lessons/wk 4
MATHS	4
SCIENCE	4
SOCIAL STUDIES	4
PHYS.ED / HEALTH	3
MUSIC	2
RELIGIOUS EDUCATION	1

OPTION SUBJECTS	LESSONS/WK
Group 1 Graphics Textile Technology Food Technology Materials Technology	Semester Options 6 (3 lessons each) (S1 - 2 options) (S2 - 2 options)
Group 2 Geography History Consumer Studies	
Group 3 Performing Arts Art Music Agriculture	
Group 4 French Japanese	Full year option 2 options
Support Literacy for Living ESOL	Students allocated by staff

SELECTING YOUR OPTIONS
<p>You are required to select 6 options subjects, 2 of them being back-up subjects.</p> <ul style="list-style-type: none"> Choose 4 options subjects from 3 of the 4 groups showing here. You may include a language in this selection (group 4). Then select 2 other options, as back-ups. These cannot be from the same group (e.g. you cannot choose Art and Agriculture). The selection of a language takes up 2 options because they are full-year courses. If you select a language then select 2 other options – these must be from different groups (e.g. History and Music). Then select your back-up subjects, each being from different group <p>Technology Option Note: You must take at least one Technology option (group 1 subjects) in Year 9 or 10. Remember this if you decide not to take one of those subjects in Year 9 - you will be required to take one in Year 10 as part of your selection. Your Dean will check all selections to see that this requirement is met.</p>

WRITE IN YOUR OPTION CHOICES
1. _____
2. _____
3. _____
4. _____
Back-up choices _____

Then, write these choices on the course selection form.

ALL STUDENTS
<p>If you are placed in an upper band class, you will be required to study a language for the whole year. These classes are not confirmed until November/December, however in September, all students must indicate their preferred language course.</p> <p>If you have not chosen a language in your selections, please tick one of the languages below (upper band students must study a language).</p> <p>FRENCH <input type="checkbox"/></p> <p>JAPANESE <input type="checkbox"/></p>

Year 9

ART

9ARTA

This course aims to give students confidence in talking and writing about art works but, in particular, provides the opportunity for them to develop and extend their practical art skills. Through a series of varied and stimulating exercises, students are introduced to different art-making techniques.

The course provides an essential foundation for further study of the visual arts in Year 10 and beyond.

When appropriate, students may visit an Art Gallery during class time.

Cost of materials: \$50.00.

For further information, see Ms Lawrence.

AGRICULTURE

9AGHO

The purpose of this course is to provide students, both urban and rural, (lifestyle blocks and commercial farms), with an introduction to agriculture, the involvement of all sectors of society in food/fibre production and marketing and the economic importance of agriculture to New Zealand.

An interest in outdoor activities and animals is a good indicator that a student may derive benefit from the course leading to an ongoing interest in agriculture.

Topics studied are:

- farm types/animal breeds/crops - their location and uses;
- primary and secondary occupations associated with agriculture;
- importance of agriculture to New Zealand's economy;
- terminology used in primary production;
- current issues pertaining to agriculture.

Assessment consists of formal assessment of assignments and an end-of-semester written summative test.

Course Cost: Field trips \$30.00.

For further information, see Mr Woodlock.

CONSUMER STUDIES

9BUSS

The main objective of this semester course is to foster an interest in, and give a basic understanding of, today's world of commerce and economics particularly as it applies to consumers. The emphasis is on individual students and their immediate groupings such as family and whanau.

A simplified approach is adopted in which the emphasis is not on detail and theory but on life/living skills, such as managing personal limited means, being able to make informed choices and being aware of differing values and the opportunity cost of such decisions.

Some of the units of work studied are the relationship between wants and scarce resources, the development of money, cash and credit buying, income and pay slips, budgeting, reading of invoices/statements, consumer protection, saving and marketing.

Assessment: Is based on individual class testing within each unit of work.

For further information, see Mr Temple.

ENGLISH

9ENGL

The Year 9 programme is designed to develop students' confidence in oral language (speaking and listening), written language (reading and writing), and visual language (viewing and presenting). In the development of their English skills, all units reflect the vision, principles, values and key competencies outlined in the new curriculum. Each term is focused around a class theme that allows the teacher and students to explore and make connections to the ideas in a number of different texts. Students will read a range of novels, short stories, non-fiction, plays and poetry for enjoyment and to enhance their understanding of literature. They will write regularly on a variety of topics in a range of styles; shaping, editing and reworking their writing and using vocabulary and conventions that are appropriate to the style.

Year 9

EMPHASIS ON ESSAY WRITING CLOSE READING SKILLS

Years 9 and 10 students can look forward to succeeding in Senior English when they develop effective reading and writing skills. Seventy percent of the external NCEA Levels 1, 2 and 3 English examinations test students on the ability to write clear and perceptive essays on literature texts. The junior course focuses on essay writing, which equips students with the essential skills they will need to express their thoughts in a logical structure and gain success in Year 11 and beyond. Students must also develop the ability to critically analyse meaning within a text and interpret a text's purpose.

Course Cost: \$20.00 English Workbook.

For further information, see Mr Sullivan.

ESOL

Entry into the Year 9 ESOL course is at the discretion of the HOD of ESOL and is based on an English assessment completed on admission. It is for students who do not have English as their first language and wish to improve their language skills for mainstream classes. Students can enroll in a single option semester. This course is run in addition to mainstream English classes and is designed to assist students to write clear, accurate English, to read with understanding and to speak fluently and clearly.

Each course is carefully structured according to individual needs and there is a strong emphasis on subject support. Ongoing assessment gives students valuable feedback on their progress and helps indicate which English courses would be most appropriate for them in the future.

For further information, see Mrs Brooks.

FOOD TECHNOLOGY

Food technology includes understanding and using safe and reliable processes for preparing, presenting, storage, packaging and marketing of food. Students will study the dairy industry from primary to secondary food products. They will trial and

evaluate a range of recipes incorporating dairy products or alternatives as in the case of those with dairy allergies. As part of this work they will develop and use specialist language and symbols. They will produce, package and label their own product outcome.

Assessment emphasis:

Technological Practice - students demonstrate resource management, planning, preparing and evaluating recipes.

Technological Knowledge - students demonstrate understanding of language and symbols, food safety, nutrition, labelling

Course Cost: Food costs and some photocopy costs will be disbursed.

For further information, see Mrs Buckley.

FRENCH

(Full-year, double semester, counts as two options)

In Year 9 French, students study topics such as introductions/greetings, descriptions, school, likes/dislikes, home and family, time, leisure activities, and aspects of French culture. The four skills areas of listening, reading, writing and speaking are all emphasised and students are encouraged to speak individually, in pairs and in group role play situations. Considerable work is put into the development of good and accurate pronunciation. Students establish a good basic vocabulary and learn the basics of French grammar.

Regular use is made of suitable websites, where students reinforce their learning in class at their own pace and in a fun way. The website 'Linguascope' is also used to enable students to learn French interactively on line. There is regular testing at the end of each module, speaking tests and a project about aspects of French life. Students purchase a workbook that reinforces work completed in class.

For further information, see Mrs Radcliffe.

9ENSL

9FREN

9FOTE

Year 9

GEOGRAPHY

9GEOG

The course is realistic in its expectations of students' abilities and achievements and the material selected is intended to stimulate and excite their interest.

From this course students will develop an understanding of:

- the idea of place with an introduction to a range of mapping skills;
- aspects of the natural world with a selection of landscape studies;
- the relationship between people and the environment through a study of population.

For further information, see Mr Walton.

GRAPHICS

9GRAP

This course introduces students to a range of foundation graphic skills including, correct use of drawing instruments, freehand sketching, orthographic projection and pictorial drawings of familiar objects. They are taught to develop an awareness of design, become familiar with colour rendering techniques and use a 3D computer modeling programme, which is available for installation on their own computer. Working towards achieving high standards of presentation is expected. Assessment is based on course work and an end of semester test.

Course Cost: A minimal charge will be made for basic graphics equipment that can be purchased from the Graphics department at the start of the course.

For further information, see Mr McGowan.

HEALTH EDUCATION

Health is compulsory for one period a week throughout the year, in conjunction with the Physical Education programme.

The course focuses on three strands of the curriculum:

- personal health and physical development;
- relationships with other people;
- healthy communities and environments.

Key areas of learning are:

- mental health well-being, being a healthy person, physically, mentally, socially and spiritually; is St Andrew's College a healthy school? Feelings and emotions, getting on with others, being positive, coping with stress, friendships, bullying and seeking help;
- drug education – smoking: the 'smoke free' message, peer pressure, health hazards, addiction;
- sexuality – changes, physically and emotionally; growing up as a young person; facts and fallacies;
- food and nutrition – healthy eating and fast food.

Assessment is based on student in-class interaction, contribution to activities, subject knowledge.

Course Cost: Booklet \$10.00.

For further information, see Mrs Richards.

HISTORY

9HIST

This course is designed to introduce students to history by having them study some of the places, people, events and changes that have shaped the world we live in today. It encourages pupils to ask questions about the past, make good guesses about people and events and to look carefully at clues from the past so that they can decide for themselves what really happened and why.

Students will gain knowledge, skills and experience to understand how the causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society.

Topics covered will include:

- History is change over time (the Agricultural Revolution and the development of civilization);
- Place is important in History (Ancient civilizations – Sumer, Egypt);
- People and Events Make History (New Zealanders at war).

For further information, see Mr Andrew.

Year 9

JAPANESE

9JAPA

(Full-year, double semester, counts as two options)

During this year long course students are introduced to the Japanese language, culture and the Hiragana writing system. Students gain an understanding of the how the Japanese language and culture are closely intertwined.

They learn how to introduce and talk about themselves and their family and learn the numbers. As the year progresses, students expand their language knowledge through three main topics: The Classroom, Shopping and Locations, learning relevant expressions, vocabulary and grammatical patterns.

Throughout the year students are encouraged to use and apply the language as often as possible through a variety of speaking, listening writing and reading tasks. Students will also learn how to write and recognise the hiragana symbols and the kanji for the numbers.

There is regular testing at the end of units, a speaking assessment and a culturally-based project.

For further information, see Mrs Simcock.

MATERIALS TECHNOLOGY - FABRIC (Textiles) 9CLTX

Fabric technology includes the investigation, use, and development of materials and resources to meet a need or want. The topic of this unit is sleep wear. Students learn to work with both woven and knit fabrics and utilize a wide range of equipment in real and practical ways. Textile technology explores choice and empowers students to make informed choices. Students learn to be creative in generating ideas.

Assessment emphasis:

Technological Practice – Students manage resources including people, time, materials and equipment in developing and evaluating outcomes. Students' reflective practice informs future practice e.g. modelling.

Technological Knowledge – Students can describe understanding of processes and learning undertaken.

Course Cost: A disbursement will be made for materials, pattern drafting and photocopy costs.

For further information, see Mrs Buckley.

MATERIALS TECHNOLOGY

9MTEC

Students gain knowledge of a range of materials and processes through a design and make programme. They will have an opportunity to produce individualised projects.

They:

- gain experience in various forms of graphic communication;
- gain knowledge of materials, metals, timber, synthetic;
- gain specific knowledge of processes by which these materials are worked;
- gain experience using a wide range of equipment.

Given various briefs, students are taught the design process to develop their own project outcomes. They will have an opportunity to produce individualised projects. Students are given the opportunity to experience a wide range of techniques and manufacturing processes to produce their work. The course consists of design briefs that focus on a range of materials and processes. Students are encouraged to extend and advance their knowledge to a higher level.

Course Cost: Materials and consumables used and applied finishes.

For further information, see Mr Hamilton or Mr Murphy.

MATHEMATICS

9MATH

The course covers achievement objectives from Levels 4 and 5 of the Mathematics strands of the New Zealand Curriculum. All classes follow the core curriculum objectives and students also work at their individual level (Levels 3 to 5) based around the tracking programme.

Mixed band classes have an additional teacher two periods a week to support individual and small group needs. The top band classes are streamed into three smaller groups to cater for the lateral extension built into the programme.

Course Cost: A scientific calculator is required from Term 2 onward.

For further information, see Mrs Hayes.

Year 9

MUSIC (CORE)

9MUSC

This course, taken by all Year 9 students, covers the following areas:

- Singing – the development of strong communal singing, both for chapel and assembly hymns and for recreational singing;
- The keyboard laboratory – students at all levels of development can be catered for in this environment, working with headphones on pieces of an appropriate level of difficulty;
- Aural testing – students are taught to recognise and write down simple rhythm patterns, beat the correct time for a given tune, identify basic intervals, differentiate between major and minor chords and correctly identify musical instruments by their sound (timbre);
- General musical knowledge – this includes such topics as the nature of sound and the ways it is generated. Terms such as pitch, dynamics and timbre are explored. Programme music, musical form and the instruments of the orchestra are also covered;
- Composition – students are taught to compose basic melodies for instruments and to create computer music compositions.

For further information, see Mr Ferguson.

MUSIC (OPTION)

9MUSP

This course is primarily practical and gives a grounding in theory and composition. Students are encouraged to learn an instrument for the duration of the semester at least.

Tuition at school by one of the visiting tutors is available. In class, students will make regular use of keyboards and guitars.

The elements of music and listening skills will be explored so that students will be better able to determine the differences in tone-colour, texture, phrasing, harmony and contrasts. The theory component is included for students wishing to continue music in future years.

The course, with its emphasis on performance skills, results in the formation of a 'classroom orchestra', where all students (whether beginners or more

advanced) are given a part to play within their own ability. This experience of playing together assists them when writing their own music later, boosts their listening skills and often results in students continuing their study of an instrument with a private tutor when the semester is completed.

Note: Holders of Music Scholarships must take the Years 10, 11 and 12 option courses.

For further information, see Mr Ferguson.

PERFORMING ARTS

9APER

This semester course is in two parts, divided between Television and Drama.

DRAMA

Drama prepares students for life beyond College by building confident communication skills, skills in reading body language and subtext, in working collaboratively, in thinking analytically, creatively, and independently. NCEA Drama students develop a wide general knowledge as they come to understand the historical, political, and social contexts of plays across time. The Drama course of study aims to provide students a depth and breadth of experience to take forward with future pathways.

This course provides students with a variety of drama experiences and encourages students to explore their creativity by selecting and refining ideas to achieve performance goals. Students experiment with use of the drama techniques of voice, body, movement and space in both scripted and devised drama. Students are introduced to drama elements, conventions and technologies and learn how these aspects combine to convey meaning. Students work individually and collectively in their analysis and creation of drama, supporting each other's learning with peer feedback and feed forward. Students learn the foundation skills to give them a head start if taking NCEA Drama in Year 11.

Students are encouraged to audition for the Year 9/10 Production.

For further information, see Mrs Drummond.

Year 9

TELEVISION

Do you love to perform, present, act, sing dance?
Would you like to direct, to produce, to work in a real studio? Would you like to know about sound, lighting, or floor management?

This course is held in our television studio, beginning with basic learning about performance on camera, about production and technical roles. It teaches you how performance on film or in TV works hand in hand with the technical aspects and shows how the whole production team is vital.

This course shows how, with excellent teamwork, leadership and discipline, a really amazing live TV show can be produced by Year 9 students using professional television equipment.

At the end of the term we invite senior staff members to a 30-45 minute live show produced by you, under real television conditions. The show will include dance, singing, lip synching, interviewing and presenting.

Students who do this course never forget this special time in school life. Ask anyone who's done it.

For further information, or to view a DVD of previous courses, see Mr Williams.

PHYSICAL EDUCATION (CORE)

9PHED

The course is built around the key competencies of the New Zealand Curriculum, in particular thinking, managing self, relating to others and participating and contributing.

The key areas of learning are body care and physical safety, physical activity and sports studies.

These are derived from the four strands of the curriculum, - Personal Health and Physical Development, Movement Concepts and Motor Skills, Relationships with Other People and Healthy Communities and Environments.

Students extend their movement awareness and interpersonal skills through a variety of practical activities. Physical health and fitness are emphasised through endurance, strength and flexibility activities.

The topics studied incorporate the concept of Hauora (well being) and include: Sports Studies – an introduction to the rules and basic skills of a variety of sports; Aquatics – survival skills and awards; Creative Movement and Dance; gymnastics; ball skills; Sports Education- social responsibility; fitness and skills assessment, minor games – socialisation and fun; athletics and pentathlon.

Students are assessed in a number of different areas using physical activities i.e. social skills, co-operative skills, fitness levels, practical movement skills etc.

For further information, see Mrs Richards.

RELIGIOUS EDUCATION

Topics for study are:

- biblical themes from the book of Genesis;
- creation, decreation and recreation;
- Jesus of Nazareth; his life and teaching – his death and resurrection;
- the development of Christianity through the last 20 centuries.

For further information, see Mr Morrow.

SCIENCE

9SCIE

The course begins with an introduction to the equipment and methods of science, including working safely in the laboratory and follows the learning strands, Living World, Material World, Physical World and Planet Earth and Beyond.

The inter-relationship of living things in communities, the biology of life at the level of cells, and the way living things reproduce make up the Living World segment.

The Material World is studied through the theme of interactions including atoms, molecules, the periodic table, mixtures and compounds and the reactions of substances.

Studies of energy especially light, machines and forces make up the Physical World topics. The 'Planet Earth and Beyond' section studies astronomy.

Year 9

An emphasis of this course is on science skills and the skills of experimental planning, collection of data and the interpretation of results through all topics. There will be an emphasis on SOLO taxonomy to deepen students' thinking skills.

Course Cost: Entry to the Australasian Science exam and a write on workbook.

For further information, see Mr Nicoll.

SOCIAL STUDIES

9SOST

The Social Studies course at St Andrew's is about how societies work and how people can participate as critical, active, informed and responsible citizens. Contexts are drawn from the past, present and future from places within and beyond New Zealand. In Year 9 students will investigate a range of topics based on Level 5 of the New Zealand Curriculum.

These will include:

- Our Place in New Zealand – an examination of Christchurch's place within New Zealand;
- The Treaty of Waitangi – an examination of the events leading up to the signing of the treaty and the implication for New Zealand since and in the future;
- The Economic World - an examination of the different levels of global development;
- Government – an examination of different systems of government with particular emphasis on New Zealand;
- Sustainable use of resources – an examination of resource use and how resources can be used in sustainable ways.

Throughout the year emphasis will be placed on developing the skills which students will need when they take social science subjects in the senior school. These include writing, interpretation, inquiry, mapping and graphing skills. An examination of current events and issues forms an integral part of the course.

Students will participate in a Maori Studies programme for one lesson a week for one term. Through this they will gain an understanding of Maori Tikanga (culture and values) and Te Reo (language)

For further information, see Miss Larby.

LITERACY AND LEARNING

The Learning Support Department is offering a literacy support option at Years 9 and 10 called 'Literacy and Learning'. It is a 50 hour half-year course in place of one option. This is offered to students who we feel would benefit from an intensive boost to literacy skills to enable them to succeed and achieve to their potential. Students are selected on the basis of either parent or student request, teacher referral or as a result of assessments done in English and Learning Support. The class size is a maximum of eight students. This is the best opportunity we have to work with students on a regular basis and make a significant improvement in their skill levels, whilst not interfering with the academic programme.

The aim of this course is to identify the specific areas in each student's literacy and learning skills that need further development and work intensively to improve them. The course is tailored to meet the needs of the individual student. Probable areas of focus are: spelling skills, phonemic awareness, punctuation and grammar, reading comprehension and reading mileage, study skills and writing skills, touch typing and basic arithmetic. In Year 9 the emphasis is on mastery of basic literacy and numeracy skills if necessary.

We may do further assessments to determine if there are any underlying causes that affect successful learning.

For further information, see Mrs Collins.

Year 10 Academic Curriculum Core and Options

28 lessons per week

Please note: once subject selections are made, it is very difficult to make changes thereafter. Please select carefully.

COMPULSORY CORE SUBJECTS	
All Students must study these subjects:	
ENGLISH	Lessons/wk 4
MATHS	4
SCIENCE	4
SOCIAL STUDIES (including Maori)	4
PHYS.ED / HEALTH	4
MUSIC	1
RELIGIOUS EDUCATION	1

OPTION SUBJECTS	LESSONS/WK
Group 1 Graphics Textile Technology Food Technology Materials Technology	Semester Options
Group 2 Economic Studies Geography Classical Studies/ History	6 (3 hours each) (S1 - 2 options) (S2 - 2 options)
Group 3 Performing Arts Art Music Agriculture	
Group 4 French Japanese	Full year option = 2 options
Support Literacy for Living ESOL	Students allocated by staff

SELECTING YOUR OPTIONS
<p>You are required to select 6 options subjects, 2 of them being back-up subjects.</p> <ul style="list-style-type: none"> Choose 4 options subjects from 3 of the 4 groups showing here. You may include a language in this selection (group 4); Then select 2 other options subjects as back-ups. These cannot be from the same group (e.g. you cannot choose Art and Agriculture); The selection of a language takes up 2 options because they are full-year courses. If you select a language then select 2 other options - these must be from different groups (e.g. History and Music). Then select you back-up subjects, each being from different groups. <p>Technology Option</p> <p>Note: If you did not take at least one Technology option (Group 1) in Year 9, you must take at least one in Year 10.</p> <p>The Dean will check all selections to see that this requirement is met.</p>

WRITE IN YOUR OPTION CHOICES
1. _____
2. _____
3. _____
4. _____
Back-up choices _____

Then, write these choices on the course selection form.

Year 10

ART

10ARTA

The aim of this course is to build strong skills in drawing, painting and printmaking as a foundation for NCEA Art.

Students become familiar with a range of art-making approaches including drawing, printmaking, painting and other techniques when appropriate. Students may also visit an Art Gallery during class time.

Please note: if you are intending to take Art, Design, Photography or Painting at a senior level it is recommended you take Art in Year 10. Many key learning skills are introduced in Year 10 which provide a foundation for further study.

Cost of materials: \$50.00.

For further information, see Ms Lawrence.

AGRICULTURE

10AGHO

A genuine interest in outdoor activities and matters pertaining to animal and plant production, as well as a willingness to acquire practical skills, are desirable for this course. This course provides valuable background for NCEA Level 1 Agriculture and enhances scientific knowledge and skills.

The emphasis is on acquiring knowledge and understanding of the practices associated with selected primary production enterprises. Technologies used to increase the efficiency of production are stressed.

Topic studies are:

- viticulture;
- sheep/wool production;
- dairying;
- topics of common interest to students. This could involve study of topics highlighted in the media during the course of study.

Assessment takes the form of an on-farm assessment of practical skills during the visit to the College farm at Cave. Written tests are carried out at the completion of different topics.

Course Cost: Farm visit and field trips \$30.00.

For further information, see Mr Woodlock or Mrs Corbett.

CLASSICS/HISTORY

10 CLHI

This course is designed to give students an opportunity to understand what these two subjects involve, and to help them develop the skills that will assist them with such study in the future.

Students will gain knowledge, skills and experience to:

- understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society;
 - understand how people's perspectives on past events differ.
-

HISTORY

This half-semester course is designed to give students a short glimpse of history as an academic discipline. Two topics, each of approximately four weeks in duration, are offered. They include a study of Pacific migrations and the pre-European settlement of New Zealand and the American Civil War 1861-1865.

One research assignment is also included, involving a researched essay on a New Zealand pioneer family. A prize is awarded annually for the best pioneer family essay.

Emphasis is given to stimulating an interest in history and to developing skills and abilities appropriate to the subject.

For further information, see Mr Andrew.

CLASSICS

Three topics (Ancient Greece, Ancient Rome and Greek Mythology) are studied.

For further information, see Mr Faults.

ECONOMIC STUDIES

10ECON

The objectives of the course are to develop an interest in, and an understanding of, the many facets of economics and accounting as they affect consumers in their everyday lives. Together with Year 9 Consumer Studies this course completes an introductory exposure in this subject area. It leads

Year 10

to Economics at higher levels. By completing this course students will also have been exposed to Accounting, which would be of value in any future study in this area.

Some of the units of work studied are the economic problem, the relationships between the concepts of specialisation/production/exchange/interdependence in an economy, Enterprise, Consumer Demand, the NZ Stock Exchange and an introduction to Accounting studies.

Assessment: is based on individual class testing or assignments within each unit of work.

For further information, see Mr Temple.

ENGLISH

10ENGL

This programme continues and extends the work in the three major strands; oral, written and visual language, begun in the Year 9 course. All units reflect the vision, principles, values and key competencies outlined in the new curriculum. Each term is focused around a class theme that allows the teacher and students to explore and make connections to the ideas in number of different texts. A greater range of more demanding novels, short stories, non-fiction works, poetry and plays are studied as well as Shakespeare. Students show progress in writing through a wider vocabulary and through the range and variety of contexts in which they use language and through their ability to use language for different purposes. Students also communicate ideas, information or narratives using oral and visual language and technologies. Specialised studies might include video production and the use of visual and oral media to promote products. Developing close reading skills is a key.

EMPHASIS ON ESSAY WRITING AND CLOSE READING SKILLS

Year 9 and Year 10 students can look forward to succeeding in Senior English when they develop effective reading and writing skills. Seventy percent of the external NCEA Levels 1, 2 and 3 English examinations, test students on the ability to write clear and perceptive essays on literature texts. The junior course focuses on essay writing, which equips students with the essential skills they will need to express their thoughts in a logical structure and to

gain success in Year 11 and beyond. Students must also develop the ability to critically analyse meaning within a text and interpret a text's purpose.

Course Cost: \$20.00 for workbook.

For further information, see Mr Sullivan.

ESOL

10ENSL

Entry into the Year 10 ESOL course is at the discretion of the HOD of ESOL and is based on an English assessment completed at the end of Year 9. It is for students who do not have English as their first language and wish to improve their language skills for mainstream classes. Students can enrol in a single option semester. This course is run in addition to mainstream English classes and is designed to assist students to write clear, accurate English, to read with understanding and to speak fluently and clearly.

Each course is carefully structured according to individual needs and there is a strong emphasis on subject support. Ongoing assessment gives students valuable feedback on their progress and helps indicate which English courses would be most appropriate for them in the future.

For further information, see Mrs Brooks.

FOOD TECHNOLOGY

10FOTE

Food technology includes understanding and using safe and reliable processes for preparing, presenting, storage, packaging and marketing of food.

This unit is designed to enable students to build knowledge and skills about food preparation, food safety and cost of foods as they contribute tested recipes for a recipe book designed to aid school leavers or first time flatters who have limited knowledge and financial resources. Working collaboratively, students understand that technological outcomes can be both product and system.

Assessment emphasis: Technological Practice - planning for practice e.g. research, food orders, time plans; codes of practice e.g. application of food safety; outcome development and sensory evaluation.

Year 10

Technological knowledge - reading and writing recipes, justifying decisions made, knowledge of nutrition, food safety, ingredient function/attributes

Course Cost: Food costs and some photocopy costs will be disbursed.

For further information, see Mrs Buckley.

FRENCH **10FREN**

Year 10 students build on work covered in Year 9, learning through topics such as Food, Shopping, Getting about Town, Daily Life, Sport and Leisure Activities and Holidays and talking about the past. The four skills areas of listening, reading, writing and speaking continue to be emphasised and students continue to be encouraged to speak individually, in pairs, groups and through role-play situations. The development of good and accurate pronunciation continues to be important along with developing a range of language to enable students to cope in a wider range of situations than previously.

The website 'Linguascope' is used to enable students to learn French interactively on-line. During a French Activities Day, students join in a range of off-site activities, including a petanque tournament and French film. There is regular assessment at the end of each module in the different skills. Some assessment is done in the standards-based assessment format for speaking, so that students can experience NCEA-style assessment.

For further information, see Mrs Radcliffe.

GEOGRAPHY **10GEOG**

The course is realistic in its expectations of students' abilities and achievements, and the material selected is intended to stimulate and excite their interest.

From this course students will develop an understanding of:

- the application of a range of geographic skills;
- aspects of the natural world through a study of weather and climate;
- the relationship between people and the environment through a study of tourism;

- of the benefits and impacts of living in a global community.

For further information, see Mr Walton.

GRAPHICS **10GRAP**

Drawing systems, geometrical constructions, presentation techniques and working to a design brief form the basis of this course. Real life problem solving activities are aimed at developing and enhancing the application of drawing skills. CAD knowledge is expanded with the introduction of projects utilising computer drawing programmes and after a period of tuition, a licensed drawing package is available for installation on the student's own computer. Assessment is based on course work, three major assignments and an end of semester test.

Course Cost: A minimal charge will be made for basic graphics equipment that can be purchased from the Graphics department at the start of the course, although many students opt to buy a drawing board, which allows them to work at home.

For further information, see Mr McGowan.

HEALTH EDUCATION

The major focus, 'Keep Ourselves Safe', is based on the same strands of the curriculum as the Year 9 course.

Key areas of learning are:

- Mental Health – well-being, being a healthy person physically, mentally, socially and spiritually; developing an understanding of what mental illness is and how it can affect our society;
- Keeping Ourselves Safe – taking a look at unsafe situations, how to avoid them, how to deal with them and where to get help; is St Andrew's College a safe environment? A look at school policies on harassment and cyber bullying; how can we help each other? Problem-solving; feelings and emotions;
- Sexuality – examines society's attitudes towards teenage sexual activity; impact of the media on students' decisions; male and

Year 10

female stereotyping; possible outcomes and consequences of sexual decisions; contraception; rights and responsibilities associated with having unprotected sex; transmission of STI's; community service which provide contraceptive, STI advice and support;

- Caring For Ourselves And Others – drug education; alcohol and drugs; dangers, peer pressure, addiction; effects physically and emotionally;
- Nutrition, safe practices.

Assessment is based on student in-class interaction, contribution to activities, subject knowledge.

Students also complete a research project and presentation brochure on problem-solving and decision making.

For further information, see Mrs Richards.

JAPANESE

10JAPA

(Full-year, double semester, counts as two options)

This course builds upon the language foundation of the Year 9 course. During the year, students study a variety of texts that introduce them to grammar, vocabulary and cultural information in greater depth. The topics covered are: Going places, Times and Dates, Directions and Commuting and The Family.

Students use the vocabulary and grammar they have learned in relevant, everyday language situations. Throughout the year students hone their hiragana writing skills and are introduced to the katakana writing system and some more basic kanji.

Students are encouraged to actively use the language whenever possible through a variety of listening, speaking, reading and writing tasks during each topic.

For further information, see Mrs Simcock.

MATERIALS TECHNOLOGY - FABRIC (Textiles) 10CLTX

Within the context of the need for street wear students extend their technological understanding. They apply knowledge of how to use modeling to formulate design ideas. As part of this process they increase their technical skills and they learn to utilize

a wide range of equipment in real and practical ways. Textile technology explores choice and empowers students to make informed choices. Students learn to be creative in generating ideas.

Assessment emphasis: Technological practice – Student manage resources including people, time, materials and equipment in developing and evaluating outcomes. Students' reflective practice informs future practice e.g. modelling.

Technological knowledge – Students can describe understandings of processes and learning undertaken.

Course Cost: A disbursement will be made for materials, pattern drafting and photocopy costs.

For further information, see Mrs Buckley.

MATERIALS TECHNOLOGY

10MTEC

The study of technology allows students to:

- gain knowledge of materials through a design and make programme;
- gain experience in various forms of graphic communication and graphic presentation techniques;
- develop an understanding of the design process;
- gain specific knowledge of fundamental materials i.e. metals, timber, synthetic;
- gain specific knowledge of processes by which these materials are worked.

Given various briefs, students are taught the design process to develop their own project outcomes. They will have an opportunity to produce individualised projects. Students are given the opportunity to experience a wide range of techniques and manufacturing processes to produce their work.

The course consists of design briefs that focus on a range of materials and processes. Students are encouraged to extend and advance their knowledge to a higher level.

Course Cost: Materials used.

For further information, see Mr Hamilton or Mr Murphy.

Year 10

MATHEMATICS

10MATH

The course covers achievement objectives from Level 5 of the Mathematics strands of the New Zealand Curriculum. All classes follow the core curriculum objectives and students also work at their individual level (Level 4 to 5) based around the tracking programme.

Mixed band classes have an additional teacher two periods a week to support individual and small group needs. The top band classes are streamed into three smaller groups to cater for the lateral extension built into the programme.

Course Cost: A scientific calculator is required.

For further information, see Mrs Hayes.

MUSIC (CORE)

10MUSC

The main components of the course are:

- singing – work done at Year 9 level is consolidated and extended in both the preparation of hymns for chapel and assembly and the development of a repertoire of songs;
- musical knowledge – students study the development of popular music, tracing its history from the blues through to rock and roll, pop and rock in its many forms;
- practical – students learn how to compose and perform basic percussion pieces;
- two written assignments - one on an artist from the music knowledge unit and one on a chosen musical career;
- music technology – students use computer applications such as mixcraft and garageband to compose, record, mix and arrange music.

For further information, see Mr Ferguson.

MUSIC (OPTION)

10MUSP

The Year 9 semester course is not a prerequisite for this option. Much emphasis is given to the creative aspect of music:

- the techniques of composition – from simple melodic writing to composing for solo instruments and ensembles, students develop the art of composition using the instruments played by members of the class;

- song setting – this is an extension of melody writing skills. A short poem is set to music after examining the character and rhythmic nature of the poem to be set;
- music knowledge – students will study some of the works of the great ‘classical’ composers as well as modern popular songs. Students study these works in class and practise playing the important themes on the keyboards to reinforce their understanding of the compositions;
- rudiments of music – this involves the theory of music: notation, scales, time signatures, intervals, transposition, terms of signs. The basic of chords and harmony will be introduced;
- aural tests – these are a regular part of each lesson. Students practise writing down a melody as it is played to them. They also write down rhythms from dictation, recognise chord progressions, distinguish musical styles and different instrumental groupings;
- classroom orchestra & band – regular classroom performance is a vital part of this course. It is desired that the Year 10 option music class provide the music for the middle school production (but this is dependent on the students in the class and the musical that has been chosen for 2012);
- it is a requirement of all students taking 10 Option Music that they have an instrumental tutor and are receiving weekly lessons.

For further information, see Mr Ferguson.

PERFORMING ARTS

10APER

This semester course is in two parts, divided between Television and Drama.

DRAMA

Drama prepares students for life beyond college by building confident communication skills, skills in reading body language and subtext, in working collaboratively, in thinking analytically, creatively, and independently.

This course aims to increase students’ knowledge of drama techniques, elements and conventions. Students work collaboratively to create devised and scripted drama and learn to perform as part of an ensemble. The course aims to build students’ skills in analysing performance, offering and applying feedback and feed forward, maintaining

Year 10

'role' and stagecraft. Students structure work to convey targeted dramatic intentions and investigate the purpose and function of drama. This course is valuable preparation for NCEA Level 1 Drama.

Students are encouraged to audition for the Year 9/10 Production, staged in the St Andrew's College Theatre.

For further information, see Mrs Drummond.

TELEVISION

The television studio is the venue for this exciting one-term course which enhances what you learned in 9PRA, or introduces you, if you have not been here before, to a marvellous term of fast-paced television and film production.

This time we produce television commercials to add in to our final live studio show, produced at the end of the course. The commercials become a feature of our learning. We learn how to brainstorm ideas, how to write a treatment, before shooting and editing our commercials.

You work with skilled teachers, who help you with all production aspects.

For the live show studio at the end of the course you may perform, present, produce or be a technical operator.

We invite industry professionals to judge the commercials as they play in the show.

For further information, see Mr Williams.

PHYSICAL EDUCATION (CORE)

10PHED

Physical Education is compulsory for all students. The course is built around the key competencies of the New Zealand Curriculum, in particular thinking, managing self, relating to others and participating and contributing.

The key areas of learning are body care and physical safety, physical activity and sports studies. These are derived from the four strands of the curriculum which are - Personal Health and Physical Development, Movement Concepts and Motor Skills, Relationships with other People and Healthy Communities and Environments.

Students extend their movement awareness and interpersonal skills through a variety of practical activities. Physical health and fitness are emphasised through endurance, strength and flexibility activities.

The topics studied incorporate the concept of Hauora (well being) and include:

- sports studies – an introduction to the rules and basic skills of a variety of sports;
- aquatics – survival skills and awards; creative movement and dance;
- kapahaka, gymnastics; ball skills;
- sports education- social responsibility; fitness and skills assessment, minor games – socialisation and fun;
- athletics and pentathlon.

Students are assessed in a number of different areas using physical activities. i.e. social skills, co-operative skills, fitness levels, practical movement skills etc.

For further information, see Ms Register.

RELIGIOUS EDUCATION

Students study the five major world religions: Hinduism, Judaism, Buddhism, Islam and Christianity and focus on key aspects particularly relating to a religion: festivals, response to persecution, initiation, variation within a religion, pilgrimage, impact on society, meditation, choosing leadership.

Additional study: Cults and sects, and traditional Maori Christianity within a marae context.

For further information, see Mr Morrow.

SCIENCE

10SCIE

Solo taxonomy is used to develop students' ability to communicate their knowledge in the following topics:

Chemistry: Students look at the structure of the atom and how it influences chemical and physical properties of substances. The reactions of copper form the focus of this topic.

Biotechnology: Students describe basic processes by which genetic information is inherited. The

Year 10

ethical issues raised by the advances in Genetics and Biotechnology form the focus of this topic.

Collisions: Students identify and describe the patterns associated with physical phenomena found in everyday situations involving motion and forces. The effect of these situations on the body will also be a key element of this topic.

Electro-technology: Students identify and describe the patterns associated with physical phenomena found in everyday situations involving electricity and magnetism. Simple circuit construction will be used as a basis for exploring the application of electricity and magnetism in inventions of the past, present and maybe even the future.

Catastrophes: Students investigate the composition, structure and features of Earth's geosphere, hydrosphere and atmosphere. There is a strong focus on the effect of human activity upon earth and the implications this activity is having and may continue to have.

For further information, see Mr Cummack.

SOCIAL STUDIES

10SOST

The Social Studies course at is about how societies work and how people can participate as critical, active, informed and responsible citizens. Contexts are drawn from the past, present and future from places within and beyond New Zealand.

In Year 10 students will investigate a range of topics based on Level 5 of the New Zealand Curriculum.

These will include:

- Our Place in The World – an examination of New Zealand's place within a global context;
- Human Rights – an examination of what constitutes basic human rights and a look at specific time or places when this has been abused;
- Indigenous Cultures – an examination of the impact of cultural interaction on an indigenous culture e.g. Australian Aborigines or American Indians;
- Enterprise Studies – students participate in the Enterprise Studies programme;
- Migration – an examination of why people have moved in the past and why they move today.

Throughout the year emphasis will be placed on

developing the skills which students will need when they take social science subjects in the senior school. These include writing, interpretation, inquiry, mapping and graphing skills. An examination of current events and issues forms an integral part of the course.

Students will participate in a Maori Studies programme for one lesson a week for one term. Through this they will gain an understanding of Maori Tikanga (culture and values) and Te Reo (language).

For further information, see Miss Larby.

LITERACY AND LEARNING

The Learning Support Department offers a literacy support option called 'Literacy and Learning' as a 50 hour half year course in place of one option. This is offered to students who we feel would benefit from an intensive boost in literacy skills to enable them to succeed and achieve to their potential. Students are selected on the basis of either parent or student request, teacher referral or as a result of assessments done in English and Learning Support.

The maximum class size is eight students. This is the best opportunity we have to work with students on a regular basis and make a significant improvement in their skill levels, whilst not interfering with their academic programme.

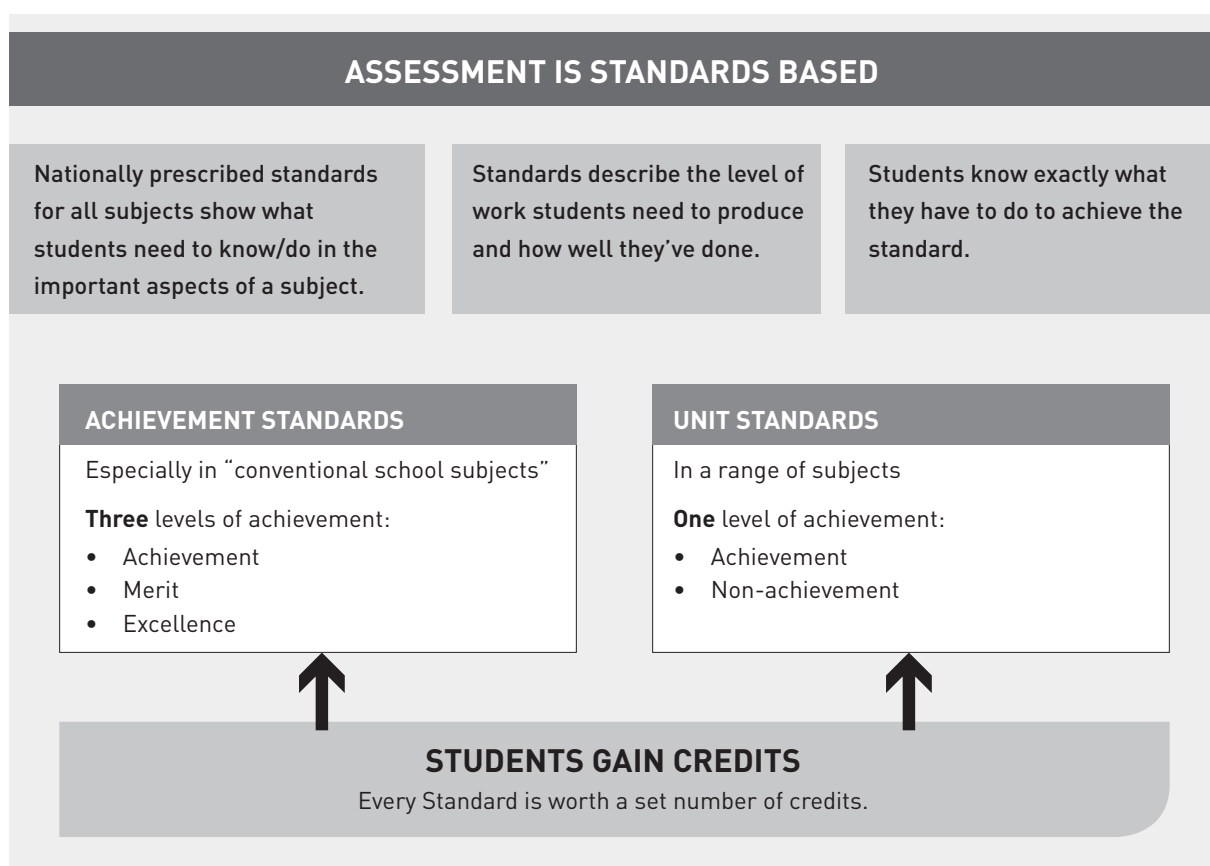
The aim of this course is to identify the specific areas in each student's literacy and learning skills that need further development and work intensively to improve them. The course is tailored to meet the needs of the individual student. Probable areas of focus are: spelling skills, phonemic awareness, punctuation and grammar, reading comprehension and reading mileage, study skills and writing skills, touch typing and basic arithmetic. Emphasis is on supporting a student's in-class learning and learning successful study and work habits to encourage success. Students who may qualify for reader writer assistance in NCEA are identified and given opportunities to learn the strategies to use one.

We may undertake further assessments if necessary to determine if there are any underlying causes that affect successful learning.

For further information, see Mrs Collins.

The National Certificate of Educational Achievement

The National Certificate of Educational Achievement (NCEA) is New Zealand's national qualification for senior secondary students. NCEA is part of the National Qualifications Framework and is the main secondary school qualification. It provides the pathway to tertiary education and to workplace training.



STUDENTS ACCUMULATE CREDITS

- 80 credits = NCEA at each level;
- 20 of those credits can be credited towards another level directly above or any level below;
- Students need 10 credits in literacy skills and 10 credits in numeracy skills for Level 1 NCEA.

CERTIFICATE ENDORSEMENT

To qualify for an endorsement with Excellence, students require 50 credits at Excellence.

An endorsement with Merit requires 50 credits at Merit (or Merit and Excellence).

For example, a student gains a Standard, worth 5 credits, with Merit and so gains 5 Merit credits. These credits can be gained from both internally and externally-assessed Achievement Standards (Unit Standards that do not have at least a Merit achievement level are not included). The Interim Results Notice received in January will show whether candidates have qualified for Certificate Endorsement.

COURSE ENDORSEMENT

Students will be able to have their strengths in individual courses recognised with a course endorsement at Merit or Excellence. Students will gain an endorsement for a course (subject) where they achieve:

1. 14 or more credits at Merit or Merit and Excellence = Course Endorsement with Merit;
2. 14 or more credits at Excellence = Course Endorsement with Excellence;
3. There must be at least 3 (Merit or Excellence) credits from externally assessed standards and 3 (Merit or Excellence) credits from internally assessed standards (this does not apply to NCEA Physical Education as this subject has no external assessment);
4. Sufficient credits in a single school year.

Note:

- subjects in our curriculum that provide assessments that award Merit and Excellence grades are eligible for Course Endorsement;
- subjects in which there is assessment of standards from more than one NCEA 'domain' are eligible for Course Endorsement e.g. Year 11 Physical Science;
- Course Endorsement is limited to a school year so credits must be gained in a single year. There is no retrospective award;
- Students who change schools will be eligible for Course Endorsement;
- Students who are studying multi-level courses can gain endorsement, however, the endorsement is awarded at the lower level. For example, a student studying Year 13ENA who gains 8 Merit credits at Level 3 English and 6 Merit credits at Level 2 gains a Level 2 Merit endorsement in Year 13 English (this assumes that a minimum of 3 of those Merit credits are external and 3 internal).

The Interim Results Notice received in January will show whether candidates have gained a Course Endorsement in a particular subject.

USEFUL RESULTS AND DATA

NCEA gives more detailed results about what students know and can do and shows how well students can do perform in separate skills in a subject, how a student compares with others, and how well a student performs overall.

FAIR AND SENSIBLE ASSESSMENT

Many skills are assessed internally with teachers setting and marking assessments. Marking samples are checked by external moderators to maintain standards nationally.

VARIED AND FLEXIBLE LEARNING

Schools can offer:

A combination of 'domains' e.g. Food and Nutrition; incorporating standards from the Health and Hospitality domains, or multi-levelled courses e.g. Levels 2 and 3 in the same course.

NCEA AT STAC

- comprehensive range of Levels 1 to 3 courses offered;
- courses offer a mix of internal and external Standards;
- most courses are solely Achievement Standard based, a few are solely Unit Standards based, others offer a mix of both e.g. some Technology subjects.

EXTERNAL ASSESSMENT

- usually in the form of a three hour examination where one or more Standards are assessed (November);
- some subjects have no exam (e.g. PED, Visual Arts, Workshop Technology);
- some subjects require students to submit a portfolio that is completed in school but assessed externally (e.g. Graphics and Visual Arts);
- other subjects require students to do practical design projects that are completed in school and assessed externally (e.g. Technology).

EXAMINATIONS

Examination subjects have formative (practice) assessments during the year and a school exam in September to provide students with practice in the external Standards and may be able to be used for derived grades for NCEA externals. These provide evidence of student achievement and progress in these Standards.

NCEA FEES

St Andrew's College collects these fees on behalf of NZQA in September. There is a flat fee of \$76.50.

NCEA

NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3
<p>80 credits at Level 1 or higher</p> <p>Include:</p> <ul style="list-style-type: none"> 10 credits from literacy standards; 10 credits from numeracy standards. 	<p>80 credits</p> <p>Include:</p> <ul style="list-style-type: none"> at least 60 credits at Level 2 or higher and 20 credits at any other level (these may include credits that counted towards the Level 1 certificate); students should also plan to gain literacy credits in Level 2 English for their University Entrance the following year. 	<p>80 credits</p> <p>Include:</p> <ul style="list-style-type: none"> at least 60 credits at Level 3 or higher and 20 credits at Level 2 or higher (these may include credits that counted towards the Level 2 certificate).

ELIGIBILITY FOR UNIVERSITY ENTRANCE – PLANNING AHEAD <input checked="" type="checkbox"/>	
AS A STUDENT, AT THE END OF LEVEL 3, HAVE YOU GAINED...	
<p>A minimum of 42 credits at Level 3 or higher :</p> <p>INCLUDING:</p> <ul style="list-style-type: none"> a minimum of 14 credits at Level 3 or higher in each of two subjects from the approved list; a further 14 credits from Achievement and/or Unit Standards at Level 3 or higher taken from no more than two additional subjects on the NZQF (may or may not be from the approved list); 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A minimum of 14 credits at Level 1 or higher in Mathematics.	<input type="checkbox"/>
<p>8 credits in Level 2 Literacy standards:</p> <p>INCLUDING:</p> <ul style="list-style-type: none"> a minimum of 4 credits at Level 2 or higher in English Reading; a minimum of 4 credits at Level 2 or higher in English Writing; 	<input type="checkbox"/> <input type="checkbox"/>
If you have taken or are taking a Unit Standard and an Achievement Standard that assess the same learning outcome, you can only count one of them for University Entrance purposes.	<input type="checkbox"/>
This means that credit exemptions from transition or credit inclusion (such as NZIM, Young Enterprise certificate) cannot be used.	<input type="checkbox"/>

Remember – University Entrance gives entrance to university, but universities publish details of entry criteria for particular courses.

- Credits can be accumulated in a subject over more than one year.
- Universities and other tertiary providers will use NCEA results for entry selection.
- Good grades in Achievement Standards, such as Excellence or Merit, are rapidly becoming very advantageous, particularly in selection for limited entry courses - courses are increasingly limiting entry.

1 14 credits at Level 3 or higher in a first “approved subject”.

2 14 credits at Level 3 or higher in a second “approved subject”.

3 14 credits at Level 3 or higher in a third “approved subject” or in no more than 2 NQF subjects or “approved subjects” or a combination of both types.

University Entrance

AN EXAMPLE OF WHAT IS CHANGING

For the first time Year 12 secondary school students will have an opportunity to use their NCEA Level 2 results to secure a scholarship and preferential entry to the University of Canterbury, providing they maintain or improve their academic performance in Year 13 and go on to gain University Entrance. The new initiatives are being introduced to encourage and reward sustained achievement at secondary and tertiary level.

Students who have obtained NCEA Level 2 and Level 3 with endorsements of Merit or Excellence are guaranteed to receive a scholarship from the University of Canterbury.

Preferential Entry:

Students in the following categories will receive Preferential Entry to UC (subject to gaining University Entrance):

- students awarded a UC Undergraduate Entrance Scholarship;
- students who have been awarded a UC Emerging Leaders or Dux Scholarship;
- students with NCEA Level 3 who achieve an entry score of at least 120. See below for an example showing how the entry score is calculated;
- students who have been accepted for programme entry into the Bachelor of Fine Arts Intermediate Year or the Bachelor of Music (Performance).

Students not meeting the requirements for Preferential Entry will be offered places subject to priority and availability.

HOW TO CALCULATE YOUR ENTRY SCORE FROM YOUR NCEA LEVEL 3 CREDITS -

Your entry score will be calculated by awarding points as in the following example:

Approved Subject (best 24 credits per subject)	Excellence Credits (worth 4 points)	Merit Credits (worth 3 points)	Achieved Credits (worth 2 points)
Classical Studies	2	4	12
English	3	5	10
French		4	10
Geography	3	3	12
History			14
Subtotals	8	16	58
Best 80 credits	8	16	56
Calculate points	8 x 4 points = 32	16 x 3 points = 48	56 x 2 points = 112
Entry Score: 32 + 48 + 112 = 192			

Note:

Excellence and Merit credits are counted first, then Achieved results as required up to a maximum of 80 credits. In this example only 56 of the Achieved credits are required. Unit Standards can be counted towards your entry score and are worth 2 points.

Programme entry requirements still need to be met.

Subjects Approved for University Entrance

Approved Subject	Field/Domain/Standards
Accounting	Domain Accounting - Generic
Agriculture & Horticulture	Domain Agricultural & Horticultural Science
Biology	Domain Biology
Chemistry	Domain Chemistry
Chinese	Domain Chinese
Classical Studies	Domain Classical Studies
Computing	Domain Generic Computing US18741 and US18749
Cook Islands Maori	Domain Cook Island Maori
Dance	Domains Dance Choreography, Dance Performance, Dance Perspectives
Design (Practical Art)	AS90515, AS90516, AS90517, US9072, US9073
Drama	Subfield Drama
Economics	Domain Economics
English	Subfield English
French	Domain French
Geography	Domain Geography
German	Domain German
Graphics	Subfield Design
Health Education	Domain Health
History	Domain History
History of Art	Domain Art History
Indonesian	Domain Indonesian
Japanese	Domain Japanese

Approved Subject	Field/Domain/Standards
Korean	Domain Korean
Latin	Domain Latin
Mathematics with Calculus	Domains Trigonometry, Geometry, Calculus, AS90638, AS90639, US5267, US11102, US12344
Statistics and Modelling	Subfield Statistics and Probability, AS90644, AS90647, US5256, US5264, US5262. US5272
Media Studies	Domain Media Studies
Music Studies	Domain Music Studies or Making Music
Painting (Practical Art)	AS90659, AS90663, AS90667, US9066, US9067
Photography (Practical Art)	AS90660, AS90664, AS90668, US9064, US9065
Physical Education	Domain Physical Education
Physics	Domain Physics
Printmaking (Practical Art)	AS90661, AS90665, AS90669, US9069, US9068
Samoan	Domain Samoan
Science	Domains Core Science, Earth Science
Sculpture (Practical Art)	AS90662, AS90666, AS90670, US9070, US9071
Spanish	Domain Spanish
Social Studies	Domain Social Studies
Technology	Domain Technology - General Education
Te Reo Rangatira or Te Reo Maori	Subfield Reo Maori

Course Requirements

Year 11:

In addition to the subject entry requirements;

- students may study more than one language;
- students may study more than one Technology - based subject but should be aware that there may be Standards common to both subjects;
- where a same Standard is assessed in different subjects, only one of the grades for that Standard can be counted for credits towards a level certificate and for an endorsement.

Sciences:

- students studying C Band Science may not study another Science-based subject. Note also that entry into a Year 12 Science-based subject is difficult from C Band and is at the HOD's discretion;
- a student may not study three Science-based subjects;
- A Band Science students may study 1 or 2 Science-based subjects - either only Science or Science and Physical Science or Science and Biology;
- only students from the A Band as well as students from the B Band (with written HOD approval) can study Physical Science;
- B Band Science students may study either only Science or Science and Biology. These students may study Physical Science only with the HOD's permission.

In 2012 - NCEA Level 1 Literacy and Numeracy:

As part of this level certificate, students must gain a minimum of 10 credits in literacy and 10 credits in numeracy.

Year 12:

In addition to the subject entry requirements:

- entry into any Year 12 Science subject is possible from Year 11 Science A or B Band but is not possible from the C Band;
- students may study up to three Sciences;
- students who take Year 12 and 13 Science may study only one other Year 12 and 13 Science based subject;
- students may study more than one technology - based subject but should be aware that there may be Standards common to both subjects. Where a same Standard is assessed in different subjects, only one of the grades for that Standard can be counted for credits towards a level certificate and for an endorsement;

- students may not study both Media – Television and Media – Film. Note that there are a number of Standards common to both subjects (the rationale applying to Technology-based subjects applies in the context of these subjects).

University Entrance Literacy Requirement:

Students must gain a minimum of 4 credits in Reading and 4 credits in Writing from Level 2 English.

Year 13:

In addition to the subject entry requirements,

- students may study up to three Sciences;
- students may study both Mathematics with Calculus and Mathematics with Statistics;
- students may study more than one Technology - based subject but should be aware that there may be Standards common to both subjects. Where a same Standard is assessed in different subjects, only one of the grades for that Standard can be counted for credits towards a level certificate and for an endorsement;
- students may not study both Media – Television and Media – Film. Note that there are a number of Standards common to both subjects (the rationale applying to Technology-based subjects applies in the context of these subjects).

University Entrance Requirement:

Please read page 35–37 of this book for the requirements that apply to study at this level.

Scholarship:

There is no course for solely Scholarship study at this level. Scholarship requires study from the same programmes of work as for Level 3 but generally at a higher level of understanding and involving deeper and wider topic coverage.

NCEA Recognition

How does NCEA recognise excellence?

Achievement Standards don't just set out expectations for achieving the standard. They also recognise performance that meets Merit or Excellence criteria. Excellence criteria are demanding and a student who achieves with Excellence for all or most of their standards will be doing very well. Endorsement of Level Certificates with Merit or Excellence provides additional targets for students' achievement and is an acknowledgement of superior performance. Increasingly, and rapidly, to get into many tertiary courses, you will need to do more than just achieve the standard and accumulate credits. You must look closely at any tertiary courses you might be aiming to enrol in and see what mix of Achievements, Merits and Excellence results are required for enrolment. Good grades are an advantage for selection for tertiary courses and for employment.

NCEA and admission to tertiary courses overseas

Internationally, universities require foreign students applying for admission to have achieved the University Entrance standard set by their own countries. The same principle generally applies to other tertiary providers overseas.

INTERNATIONAL COMPARISONS

- NCEA Level 1 is broadly equivalent to the English General Certificate of Education (GCE);
- NCE Level 3 is equivalent to English A Levels and Australia's Higher School Certificate.



Australia

New Zealand has traditionally only had a formal agreement for mutual recognition of University Entrance with Australia. NCEA is accepted by the Australasian Conference of Tertiary Admission Centres (ACTAC), which ensures that all states/territories in Australia use a common approach for tertiary entrance ranking.

Each year, in early January, NCEA Level 3 results for students seeking entry to Australian universities are aggregated and converted to a percentile scale called the Interstate Transfer Index. This information is then provided to the Tertiary Admissions Centres and allows New Zealand students to be treated equitably with Australian students for tertiary entry and selection purposes.

Britain

In Britain, the Universities and Colleges Admissions Service (UCAS) publishes an annual publication called International Qualifications for Entry to Higher Education (in addition to a publication on domestic qualifications).

The UCAS publication is a reference guide used by UK tertiary providers when they are evaluating school leaving qualifications of students applying for admission to UK tertiary institutions. The UCAS publication is also used more widely internationally as an authoritative guide. NCEA is listed in the annual UCAS publication.

In addition, the National Academic Recognition Information Centre (NARIC), also consulted by tertiary providers, recognises that students with University Entrance and the NCEA Level 3 certificate, including some Merits/Excellences in subjects to be studied at higher education institutions, are considered comparable to those with the overall GCE Advanced standard.

Even though these agreements remain in force, just as in New Zealand, individual universities in these countries may set additional requirements. It is important that you find out the exact requirements for each course in a university that you may be looking at.

New Zealand Scholarship

The gaining of Scholarship

The assessment for New Zealand Scholarship is standards-based (but not using achievement or Unit Standards) and all assessments are external. Scholarship enables students to be assessed against challenging standards, and is demanding for the most able students in each subject.

A student who achieves scholarship will have demonstrated, within complex situations, higher level critical thinking, abstraction and generalisation and the ability to integrate, synthesise and apply knowledge, skills, understanding and ideas. Depending on the area of study, a student will display a range of:

- comprehensive content knowledge (breadth and depth);
- effective communication;
- original or sophisticated solutions, performances or approaches;
- critical evaluation;
- flexible thinking in unfamiliar/unexpected contexts.

If you have achieved a lot of standards with Excellence throughout your school studies and are doing Level 3 standards at school, you may want to be assessed for the New Zealand Scholarship.

Scholarship assessments cover the same content as Level 3 Achievement Standards, so a separate course is not needed.

The Scholarship Monetary Awards comprise:

- for the very top five to 10 candidates. The minimum eligibility requirement to be considered for this award is at least three Scholarships at "Outstanding" level. The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award;
- \$10,000 each year for up to three years, as long as candidates maintain at least a 'B' grade average in tertiary study.

Outstanding Scholar Award:

- for the next 40-60 top candidates. The minimum eligibility requirement to be considered for this award is three Scholarships with at least two at "Outstanding" level or more than three Scholarships with at least one "Outstanding";

- the number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award;
- \$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary study.

Scholarship Award

- for candidates who get Scholarship in three or more subjects;
- \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study.

Top Subject Scholar Award

- for the top candidate in each one of the 33 Scholarship subjects;
- \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study.

Single Subject Awards

- for candidates who get Scholarship in one to two subjects;
- A one-off award of \$500 per subject (maximum payment \$1,000).



Reporting Student Achievement



How is student achievement reported?

We begin to submit results for internal assessments to NZQA from May of each year. That's also the first time that we officially begin to enter students for their standards.

Updates on student entries and results in internal assessments are then submitted on a monthly basis to NZQA with the final entry dates being from mid-September to the beginning of October. From late June, students are able to check their personal and entries data on the individual website login pages on the NZQA website using their National Student Number (NSN) and a password. At about the same time, students will be able to check the internally-assessed results that we have sent to NZQA.

When will I get my results?

In January, you will get an Interim Result Notice from NZQA showing provisional results from this year for both internal and external assessment. This will show results for all standards.

Later in January and early February, you will receive back your marked examination papers. Scholarship results and papers are returned in mid-February.

The Record of Achievement

Your Record of Achievement is your official results transcript and lists all standards that you have achieved, with the grades and credits gained. The standards that you achieve each year will be added to it. Even after you leave school, if you are studying for other certificates on the NZQF, you will still be adding to your achievements and all of this will be recorded. You will be able to access your Record of Achievement on the NZQA website and also order a paper copy.

Quick Reference Guide

Years 11-13 Subject Entry Requirements 2012

Please note that these guide students in their subject selections for NCEA levels. Deans and Heads of School use these when reviewing students' selections and will also refer to the relevant Head of Department as necessary.

SUBJECT	YEAR		
	11	12	13
Accounting		Accounting: 14 credits in Level 1 Accounting or at HOD's discretion.	Accounting: 14 credits in Level 2 Accounting or at HOD's discretion.
Agriculture and Horticulture		Min 12 credits (4 from external standards) Level 1, Agriculture.	Min 12 credits (8 from external standards) Level 2, NCEA Agriculture, Science or Economics.
Art	Preferably both Year 9 and/or Year 10 Art.		
Art Design		Achievement or better in Level 1 Visual Arts.	18 Credits or more in Level 1 and/or Level 2 Visual Arts.
Art Painting		Achievement or better in Level 1 Visual Arts.	18 credits or more in Level 2 Visual Art Painting.
Art Photography		Achievement or better in Level 1 Visual Arts.	18 or more credits in Level 2 Visual Art Photography.
Art History		15 credits in Level 1 English and an ability in History highly desirable.	Level 2 Classics and/or English and/or History. Year 12 History of Art highly desirable.
Biology		8 external credits from Level 1 Science including a Merit or better in a Biology standard.	9 External credits in a Level 2 Science subjects including a Merit in one external Biology standard. (External = credits gained in either the end of year school exams or the NCEA examinations or in rare cases end of topic tests).
Business Management		Preferably literacy and numeracy requirements of NCEA Level 1 or at HOD's discretion.	Preferably literacy and numeracy requirements of NCEA Level 1 or at HOD's discretion.

SUBJECT	YEAR		
	11	12	13
Careers Education			Consult with Mr Smith.
Chemistry		12 credits in a Level 1 Science subject of which 8 must be a Merit from externals and a Merit standard. (External = credits gained in either the end of year NCEA examinations or in school exams or the NCEA examinations or in rare cases end of topic tests).	11 external credits in Level 2 Chemistry including in one external Chemistry standard. (External = credits gained in either the end of the year school exams or the rare cases end of topic tests).
Classical Studies		14 credits in Level 1 History/English of which at least 6 must be from external standards or similar results (or at HOD's discretion).	14 credits in Level 2 Classical Studies, English or History of which at least 6 must be from external standards or similar results in a comparable in a subject (or at HOD's discretion).
Digital Technologies		15 credits NCEA Level 1 or at HOD's discretion.	16 credits at Level 2 or at HOD's discretion.
Drama	Year 9 or 10 Performing Arts, or prior experience or learning, enthusiasm and commitment.	Level 1 Drama, or prior experience or learning, enthusiasm and commitment.	Level 1 or 2 Drama or prior experience or learning, enthusiasm and commitment.
Economics		14 credits in Level 1 Economics or at HOD's discretion.	14 credits in Level 2 Economics or at HOD's discretion.
English		14 credits at Level 1 or at the HOD's discretion.	12 credits at Level 2 or at the HOD's discretion.
English (Alternative)	Entry to this course is by way of the Dean's and HOD's discretion.	Students should have gained at least 8 credits at Level 1 NCEA or at the HOD's discretion.	Students should have achieved Level 2 NCEA or at the HOD's discretion. It is advised that students who do not have UE literacy enter a Year 12 English course.

SUBJECT	YEAR		
	11	12	13
ESOL	At HOD's discretion and based on an English assessment completed at the end of Year 10.	At HOD's discretion and based on students' results in Level 1.	At HOD's discretion and partly based on Level 2 results.
Textile Technology	Year 9 and/or Year 10 Materials Technology.	16 credits in Level 1 Fabric or at HOD's discretion.	16 credits in Level 2 Fabric or at HOD's discretion.
Food and Nutrition	Year 10 Food Technology an advantage.	10 credits at Level 1 or at HOD's discretion.	12 credits at Level 2 or at HOD's discretion.
French	Year 10 French	Minimum of 14 credits at Level 1 French or at HOD's discretion.	Minimum of 9 credits at Level 2 French or at HOD's discretion.
Geography		A minimum of 12 credits in Level 1 Geography, of which at least 8 must be from external standards. If Geography was not studied at Level 1, entry will be at the discretion of HOD based on the results in similar subjects.	A minimum of 12 credits in Level 2 Geography of which at least 8 must be from external standards. If Geography was not studied at Level 2, entry will be at the discretion of HOD based on results in similar subjects.
Graphics	Either a Year 9 or 10 Graphics course strongly recommended.	15 credits at Level 1 Graphics or at the discretion of HOD.	15 credits at Level 2 Graphics or at the discretion of HOD.
History		Previous experience in the study of History not essential. However, students who are unsure that they fulfil the requirements should consult the HOD.	Previous study of History at earlier levels is helpful but not essential. However, students who are unsure that they fulfil the requirements should consult the HOD.
Japanese	Year 10 Japanese	Minimum 14 credits at Level 1 Japanese or at the discretion of HOD.	Minimum 9 credits at Level 2 Japanese or at the discretion of HOD.
Materials / Technology	None, but experience in Year 10 Materials Technology and Graphics an advantage.	None, but experience in Year 11 Materials Technology and or Graphics is an advantage.	Experience in Year 12 Design or at the HOD's discretion.

SUBJECT	YEAR		
	11	12	13
Mathematics	Completion of Year 10 with competence in Level 5 of the National Curriculum.		
Mathematics 2A		A minimum of 12 credits from Level 1 External Standards including Merit in Algebra 1.2.	
Mathematics 2B		12 Level 1 Mathematics Achievement Standard credits.	
Applied Mathematics	For students working at Level 4 of the National Curriculum; students are selected.	A minimum of 14 credits obtained from Level 1 Mathematics achievement standards with achievement in Algebra 1.1.	
Mathematics with Calculus			Year 12 Level 2A Mathematics: A minimum of 14 credits at Level 2 including achievement in Algebra 2.1, and achievement in Calculus 2.3.
Mathematics with Statistics			Year 12 Level 2A or 2B Mathematics: A minimum 10 credits at Level 2 and achievement in the school based Level 2 Probability and Statistics units.
Music	A basic knowledge of music rudiments (around Grade 2 theory). If not, students must attend special sessions in the first term to do 'catch up'.	Successful completion of Year 11 Music or at least achievement of 1.1 or 1.2, 1.3 and 1.6 or at HOD's discretion.	Successful completion of Year 12 Music or at least achievement of 2.1 or 2.2, 2.3 or 2.7 or at HOD's discretion.
Media – Television		Level 1 English, a passion for performance, television, film making and media.	
Media - Film			Year 12 Media or Beyond the Camera 10 credits at Level 2 in either English or Media Studies.

SUBJECT	YEAR		
	11	12	13
Physics		12 credits in a Level 1 Science subject of which 8 must be from externals and a Merit in a Physics standard (External = credits gained in either the end of the year school exams or the NCEA examinations or in rare cases end of topic tests.)	9 external credits in Level 2 Physics including a Merit in one external Physics standard. (External = credits gained in either the year school exams or the NCEA examinations or in rare cases end of topic tests.)
Physical Education for NCEA	Nil, but a keen interest in sport, exercise and health is expected.	Nil, but Level 1 useful. Keen interest in sport, exercise and health is expected. Good leadership and people skills.	Nil, but Level 2 useful. Keen interest in sport, exercise and health is expected. Good leadership and people skills. Good assignment writing skills.
Science		12 credits in a Level 1 Science subject.	8 External credits in a Level 2 Science subject. (External = credits gained in either the end of the year school exams or the NCEA examinations or in rare cases end of topic tests).
Spanish	Nil, although exposure to prior study in another language will assist.	Minimum of 9 credits at Level 1 Spanish or discretion of HOD.	Minimum of 9 credits at Level 2 Spanish or at HOD's discretion.
Travel and Tourism		Consult with the Dean and Mr Smith.	
Vocational Studies	Consult with Mr Smith.	Consult with Mr Smith.	

Year 11 Academic Curriculum Core and Options

At Year 11, all students study English, Maths and Science and are required to participate in the Physical Education/Life Skills/Study option. All students are also required to take three other option subjects. They study 6 subjects for NCEA.

Please note: once subject selections are made it is very difficult to make changes thereafter. Please select carefully.

CORE	LESSONS / WK
(one of) ENGLISH / ALTERNATIVE ENGLISH / ESOL (students are allocated)	4
(one of) MATHS / MATHS APPLIED (students are allocated)	4
SCIENCE	4
PHYS.ED / LIFE SKILLS / STUDY (2 lessons PE, 1 Life Skills, 1 Study)	4
OPTIONS	LESSONS / WK
Accounting Agriculture Art Digital Technologies Drama Economics Food and Nutrition French Geography Graphics History Japanese Materials Technology Music Physical Education (PED) NCEA Spanish Textile Technology	12 Choose 3 (full year, 4 lessons each)
Physical Science Biology	Can study only one of these
Transition Education	Students are selected
Note: On the following pages, for all NCEA subjects, details are also given on the number of internal and external Achievement Standards, and credit values. Unit Standards (all internally assessed) are also referred to.	

Year 11

- Unless otherwise stated internals and externals refer to Achievement Standards, which have Achievement, Merit and Excellence grades. Unit Standards are all internally assessed.
- Unless otherwise stated, all subjects provide the opportunity for Course Endorsement.

ACCOUNTING

3 internals (= 12 credits)

3 externals (= 12 credits)

A student looking for a general introductory course in accounting or a one-year study in this subject would benefit from this course. A foundation will have been laid for further study, possibly in conjunction with a career goal.

Accounting builds on work already learned and requires understanding at every stage. Throughout the emphasis is on comprehending and applying double entry accounting. At the completion of the year's study students should have an understanding of personal accounting procedures and of the conceptual framework. They should be able to prepare, analyse and interpret final accounting reports for a sole proprietor and have an understanding of the accounting process by which information flows through an accounting system.

Course Cost: \$25.00 (approx) for workbooks.

For further information, see Mr Temple.

ART (VISUAL ARTS)

3 internals (= 8 credits)

1 external (= 12 credits)

This is an ideal course for those who enjoy working in the visual arts and who are interested in developing their skills and understanding in the subject.

Tuition in the fields of drawing, painting and design is provided, with the students at all times being encouraged to pursue their own particular lines of enquiry within the context of the course. Students will have increased opportunities to explore a range of practical assignments.

It should be noted that this is a demanding yet fulfilling course, but one that should only be entered

11ACCO

into by those with the necessary commitment and self-discipline.

Please note that this course is a prerequisite for those wishing to enter Year 12 Design, Painting and Photography courses.

Course Cost: \$150.00.

For further information, see Mr Brittenden.

AGRICULTURE

5 internals (= 18 credits)

2 externals (= 9 credits)

There are no specific entry requirements but new students with a genuine interest will succeed; in general a study of Agriculture in Year 10 is highly desirable.

The emphasis is on the interaction of soils, plants and animals in producing quality products and the environmental impact of associated production practices.

Topics studied are:

- soils – type, properties, management;
- pasture – establishment, management,
- conservation;
- crops – seed quality, production, use;
- animals – nutrition, breeding, health/disease;
- agriculture industry – farm types, product grading, basic marketing;
- environmental issues arising from agricultural production.

Course Cost: Field trips (approx) \$40.00.

For further information, see Mr Woodlock.

Year 11

BIOLOGY

3 internals (= 11 credits)

2 externals (= 7 credits)

This course is a good foundation for students planning to continue on in Biology as it covers many of the skills essential to success at higher levels.

Students will investigate mammals, including humans, body systems and the interactions between humans and their environment. They will learn useful techniques for planning experiments and processing and analysing data.

Course Cost: The purchase of course notes.

For further information, see Miss Martin.

11BIOL

- an awareness of the stages involved in the creation of websites from the initial plan to the finished product;
- a knowledge of introductory programming using HTML and CSS;
- skills in planning and creating a game.

Laptops and Software: We encourage all students to have their own laptop and you can either use free open source software or purchase Adobe Photoshop and Adobe Dreamweaver or use a combination of both.

Course Cost: Students will be required to have their own USB flash drive.

For further information, see Mr Clarke or Mr Adams.

DIGITAL TECHNOLOGIES

Web Design and Game Making

3 Internals (= 16 credits)

1 external (= 3 credits)

This course assists young students to be more confident, connected, actively involved and lifelong learners. The students will study the technological process and learn to plan a project by managing their time, their resources and their skills while gaining experience in decision making and appraising the quality of their solutions. Students learn how to create a website and a game, from planning through to the creation and testing stages. Students will learn how to integrate a wide range of software in a project.

More specifically, the course should enable our students to develop:

- a knowledge of, and the ability to effectively follow, the technological process;
- competence in using a range of industry standard software (or free open source software) including spreadsheets, word processing, presentation, digital imaging and web authoring to creative software such thinking tools;
- an understanding of design theory and competence in setting out effective, well-designed websites;
- an appreciation of the benefits of a website and a competence in using a computer in general from word processing, file structure to how the Internet works;

11INTE

DRAMA

4 internals (= 18 credits)

1 external (= 4 credits)

Drama prepares students for life beyond college by building confident communication skills, skills in reading body language and subtext, in working collaboratively, in thinking analytically, creatively, and independently. Students develop a wide general knowledge as they come to understand the historical, political, and social contexts of plays across time. The course aims to provide students a depth, and breadth, of experience to take forward in future pathways.

This course challenges students to extend their performance ability and knowledge. Assessment work onstage is filmed and supported by written evidence statements that cover specific criteria. The evidence statements reflect clear and insightful understanding of work covered and therefore require quality rather than quantity of content. Throughout the year students will use drama techniques, elements and conventions to devise, structure, and perform drama. Students will work collaboratively and become adept at learning from peer formative assessment. Students will study Greek and New Zealand theatre and will learn about the major theatre form 'realism'. In the external assessment students write about the use of drama aspects within live performance.

11DRAM

Year 11

Students are encouraged to audition for Senior College Production.

Course Cost: Theatre visits.

For further information, see Mrs Drummond.

ECONOMICS **11ECON**

3 internals (= 12 credits)

3 externals (= 12 credits)

This course aims to develop students' understanding of why and how people as consumers and as producers make economic choices and decisions to satisfy their wants by allocating and managing scarce resources in the context of the New Zealand economy.

The year's work is divided into three major sections:

- Producers - types of producers, their interdependence and the decisions they make about the use of resources to supply goods and services;
- Consumers – how consumers resolve the conflict of limited means relative to wants along with factors which influence the demand for goods and services;
- Market - the market where producers and consumers interact resulting in the allocation of resources and market equilibrium.

Course Cost: \$25.00 (approx) for a workbook.

For further information, see Mr Temple.

ENGLISH **11ENGL**

3 internals (= 10 credits)

3 externals (= 12 credits)

This course emphasises the need for students to continue to observe, learn and practice oral, written and visual forms of language; to learn about the structures and use of language, and to access and use information.

This course leads on to the Year 12 Full English Programme.

For further information, see Mr Sullivan.

ALTERNATIVE ENGLISH

11ENGA

3 internals (= 9 credits)

2 externals (= 8 credits)

It is the goal of the English department to cater for each student's needs and in doing so we endeavour to make sure each student has a course that will benefit them and prepare them for future studies beyond school. The course is designed so students will have a number of chances to develop their literacy skills and will also contribute to the literacy requirement for NCEA Level 1.

This course, available to Year 11 students, is Level 1 NCEA with a slightly reduced external assessment load. The rationale behind this is it allows more opportunity for students to achieve; increases the opportunity for students to develop their skills; and provides students more time in the external examination.

This course leads on to the Year 12 Alternative English Course or the Year 12 English course.

The course is assessed through a combination of internal assessment (assignments and activities carried out through the year) and external assessment (exam).

For further information, see Mr Sullivan.

ESOL

11ENSL

Entry into this Year 11 ESOL course is at the discretion of the HOD ESOL and is based on an English assessment completed at the end of Year 10. It is for students who do not have English as their first language and wish to improve their language skills for mainstream classes. Students new to the College would be expected to have reached a minimum of Intermediate level. This course is designed to support the student's mainstream English course. It also assists in providing a pathway to NCEA literacy at Level 1 and is run in close collaboration with teachers in the English Department.

The course is designed to assist students to write clear, accurate English, to read with understanding and to speak fluently and clearly. Support in other curriculum areas is also offered and this is done in close co-operation with subject teachers, tutors

Year 11

and Deans. Each course is carefully structured according to individual needs and there is a strong emphasis on subject support. Assistance is provided for understanding the NCEA English Achievement Standards. Ongoing assessment gives students valuable feedback on their progress and helps indicate which English courses would be most appropriate for them in the future. Students are provided with resources that are relevant to their cultural background. They generally achieve very pleasing results in this course and improve their formal reading and writing skills in preparation for University Entrance literacy assessment at Level 2.

For further information, see Mrs Brooks.

FOOD AND NUTRITION **11FOTE** **3 internal (= 15 credits)** **1 external (= 4 credits)**

During this course the students will focus on developing their practical skills including working hygienically to prevent bacterial contamination. Food preparation work will be included in all units of work. In the second unit of work the focus is on making informed choices about food and being able to apply this knowledge to feeding an adolescent. This includes reading nutrition information and packaging. Students will also consider the influences on food choice. The last unit explores food from other cultures and considers how this influences food habits in New Zealand.

Course Cost: Food costs and some photocopy costs will be disbursed each term.

For further information, see Mrs Duncan.

FRENCH **11FREN** **3 internal (= 14 credits)** **2 external (= 10 credits)**

This course continues to build on the language learned in the previous two years. The text *Tapis Volant 2* is used as a basis for study and grammar and vocabulary continue to be taught and extended to Level 6 of the National Curriculum.

Students are encouraged to speak in the language and to improve their accent and fluency. Considerable work goes into the development of good and accurate pronunciation and in developing a range of language that enables students to cope in a wider range of situations. Students learn to write French with more developed ideas and with language that is more grammatically accurate and varied. Listening and reading skills are further developed through a variety of texts and listening to native speakers on CD.

Course Cost: Students purchase a workbook, vocabulary and grammar booklets during the year.

For further information, see Mrs Radcliffe.

GEOGRAPHY **11GEOG** **3 internal (= 10 credits)** **3 external (= 12 credits)**

During this course students will develop and apply the skills and techniques used in geographic inquiry and interpretation. They will also take an interest in, and gain an appreciation of, the qualities and needs of the environment. They will be encouraged to contribute to society through being able to participate in making sound decisions about the relationships between people and the natural environment and associated issues. It is hoped that they will develop an empathy with people in our own and other societies.

From this course students will develop an understanding of:

- the causes and effects of extreme natural events, focusing on a case study of Hurricane Katrina and/or the Canterbury earthquakes;
- the factors affecting human populations and the issues involved;
- the sustainability of the use of a range of environments;
- how to apply a range of geographic skills and ideas;
- a New Zealand Geographic Issue;
- a geographic topic at a global scale (global pattern of light).

Course Cost: Students are required to participate in a three-day field trip to the West Coast. The field trip will cost approximately \$190.

For further information, see Mr Walton.

Year 11

GRAPHICS

3 internals (= 9 credits)

3 externals (= 10 credits)

This course is divided into areas of study based on the new Technology curriculum Design and Visual Communication standards; Architecture, landscaping and engineering assignments, along with packaging, promotional and marketing graphics, form the basis of the assignments. Freehand and technical sketching, shading, texture and realistic colour rendering skills are also covered. The design component of the course forms part of the solutions students create to design briefs, with graphics being the medium through which the ideas are expressed and communicated.

Course Cost: A full set of graphics equipment including a drawing board, mechanical pencils, compass set, coloured pencils and pigment liners costs around \$140.00. This will be considerably reduced if students have purchased some or all of this equipment in Years 9 or 10.

For further information, see Mr McGowan.

HEALTH EDUCATION/LIFE SKILLS

Health is compulsory for one period a week. Topics are taught in six sections by different teachers.

These topics relate to the Health curriculum and the aims of the course are to:

- develop the knowledge, understanding, skills and attitudes needed to maintain and enhance personal health and physical development;
- develop understanding, skills and attitudes that enhance interactions and relationships with other people;
- participate in creating healthy communities and environments by taking responsible and critical action.

Topics include:

- sexual decision-making;
- drugs and alcohol;
- issues of violence and anger management;
- stress, grief and loss, sexual harassment;

11GRAP

- communication decision - making, cultural awareness, youth and the law, party situations, depression and leadership.

For further information, see Mrs Richards.

HISTORY

3 Internals (= 12 credits)

3 Externals (= 12 credits)

11HIST

This course is designed for students taking History for the first time. It aims to encourage a genuine appreciation of History i.e. to develop knowledge of crucial events in our past (e.g. World War II) and interest in important people (e.g. Martin Luther King Jnr) whose actions and beliefs have shaped our lives today.

The course also develops particular skills in:

- communication;
- the ability to enter imaginatively into the past;
- critical thinking;
- defining a problem;
- gathering and processing information.

The topics covered will include:

- World War II – its origins and significance for New Zealanders 1918 – 1945;
- Black Civil Rights in the USA 1954 – 70 and its significance for New Zealanders;
- Pandemic and its consequences. The Great Plague in England and the influenza epidemic in New Zealand in 1918.

Students will gain knowledge, skills and experience to:

- understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society;
- understand how people's perspectives on past events that are of significance to New Zealanders differ.

Course Cost: No significant additional costs although students may incur some limited expense for photocopying for internal assessments.

For further information, see Mr Andrew.

Year 11

JAPANESE

3 internals (= 14 credits)

2 externals (= 10 credits)

This course builds on the building blocks of the language learned in the previous two years. The grammar and vocabulary covered are up to Level 6 of the National Curriculum. Students learn to read and write all work in kana script and learn the 50 kanji required for this level.

Students are encouraged to speak in the language, develop good pronunciation and fluency and to develop a range of language that will enable them to cope in a wider range of situations. Through the topics that are learned this year, students increase their vocabulary and grammar knowledge markedly, relating them to real life situations.

For further information, see Mrs Simcock.

MATERIALS TECHNOLOGY - FABRIC (Textiles) 11CLTX

2 internals (= 12 credits)

2 externals (= 8 credits)

Within a given context students apply modeling to inform design ideas to address a brief. As part of this process they increase their technical skills as they learn to utilize a wide range of equipment in real and practical ways. Textile technology explores choice and empowers students to make informed choices relating to stakeholder feedback. Students select and use planning tools to guide the use of resources.

Assessment Emphasis: Developing a conceptual design, selecting resources, decision making, understanding of textiles construction.

Course Cost: A disbursement will be made for materials, pattern drafting and photocopy costs.

For further information, see Mrs Buckley.

11JAPA

MATERIALS TECHNOLOGY

3 internal (= 16 credits)

1 external (= 4 credits)

Experience in Year 10 Materials Technology as a semester course and Graphics is an advantage for entry to this course.

This is a problem solving based course consisting of three learning activities: technological practice, technological knowledge and nature of technology.

Technology enables students to:

- gain experience in technical graphics and develop skills in graphic communication;
- develop a comprehensive knowledge of, and experience in, a wide range of materials and processes;
- develop design skills that allow the translation of knowledge and ideas into practical realities.

Through challenging design briefs students are encouraged to experiment and be innovative through the design process. Design activities include transposition of ideas, conceptualization, prototyping, development and evaluation. Students are exposed to a range of practical skills and processes with a variety of materials. Other topics include manufacturing processes, the effect of technology on the environment and safety issues.

Course Cost: Materials used.

For further information, see Mr Hamilton or Mr Murphy.

MATHEMATICS

2 internals (= 8 credits)

4 externals (= 16 credits)

11MATH

Two Mathematics courses are provided at Year 11.

Mathematics

This course provides the general skills and knowledge required to apply mathematics in everyday life and develops skills in the specific areas necessary to proceed to mathematics at Level 2. Students have the opportunity to gain all grades in Achieved, Merit or Excellence in Achievement Standards.

Year 11

Proficiency in Year 10 Mathematics (working at Level 5) is required. Two extension classes are offered to selected students based on high achievement in Year 10. These classes will have a strong emphasis on gaining Excellence in Level 1 Standards.

Course Cost: A scientific calculator is required.

For further information, see Mr White.

APPLIED MATHEMATICS **11MATA** **24 internal credits (Unit Standards)**

This course provides students with the fundamental numeracy skills required in everyday life. The course also ensures that students gain the 10 numeracy credits necessary to meet the NCEA numeracy requirement. The course also offers up to three Level 1 Achievement Standards (12 Credits) for students who make sufficient progress.

Students who are working predominantly at Level 4 of the Curriculum in Year 10 will be selected for this course after the final assessment at the end of Year 10. Students and parents are advised of this placement in November.

Future Pathway: For most students this course can be followed by Year 12 Applied Mathematics or Year 11 Mathematics. Achievement in three Level 1 Achievement Standards will allow entry to the Level 2B course.

For further information, see Mr Macintosh.

MUSIC **11MUSC** **4 internals (= 22 credits)** **2 externals (= 8 credits)**

Prerequisites: The NCEA course for Level 1 really requires some basic theory/rudiments knowledge to around Grade 3 level. However, if students are prepared to do some extra theory work in the first two terms, they could still take the course. A time could be arranged each week for this catch-up session.

The emphasis is on practical music making in many aspects of this course: 22 credits are internally assessed for solo performance, group performance, composition and musical knowledge. Eight credits are externally assessed in the subjects of transcription (aural) and score reading. Students will enter for all standards.

Internally assessed Achievement Standards cover performance and composition. Externally assessed Standards cover aural skills, identifying and explaining fundamental materials of music and musical knowledge. In the music knowledge area, composers studied include Jazz (focusing on Take Five by Paul Desmond) and Spring from The Four Seasons by Vivaldi.

For students to enter the Group Performance Achievement Standard they must be involved in a school co-curricular group such as Concert Band, String Orchestra, Jazz Band, Middle School Choir, a rock band entered in "Rockquest" or other group.

For further information, see Mr Ferguson.

PHYSICAL EDUCATION (core) **11PHEC** **Physical Education is compulsory for all students.**

The emphasis is placed on refining motor skills and applying these in a range of environments. Of equal importance are the demonstration of responsible attitudes, and the understanding of the diverse social and cultural needs and practices of others when participating in physical activity.

The topics studied include:

- aquatics - life saving, fitness, water safety;
- athletics five star incentive awards; gymnastics;
- weight training and conditioning; team games;
- foreign games and individual pursuits and sports education.

Students are assessed in areas measuring both physical and social skills, including the following specific testing: Aquapass swimming award, 5 Star athletics award, police fitness test and sports education evaluation.

For further information, see Mr Leota.

Year 11

PHYSICAL EDUCATION – (for NCEA) 11PHED **5 internals (= 20 credits)**

There is no prerequisite for this practical based course. A genuine interest in sport and physical activity is important, as is the desire to improve your knowledge and ability in sport, personal development and leadership.

Students have the opportunity to experience and participate in a wide range of physical activities, in a variety of contexts.

The main areas of study will be chosen from:

- demonstration of interpersonal skills;
- participation and well being;
- outdoor education safety and self responsibility;
- sports science as applied to sporting situations;
- performance in physical activities;
- exploration of how society views a range of sports;
- leadership and self management in practical activities.

There will be on-going practical and theoretical assessment throughout the year in each of the Achievement Standards.

Course Cost: Field trips including outdoor education, approx \$30.00 per term.

For further information, see Mr George.

PHYSICAL SCIENCE 11PHYS **1 internal (= 4 credits)** **4 externals (= 12 credits)**

This course is designed for more able students who possibly see themselves following a career in science.

It is designed to give science students more depth and breadth to their science education. Students have found this course very good preparation for either Year 12 Physics or Year 12 Chemistry. This course will target Merit and Excellence endorsement.

Topics included in this course may include:

- electricity and magnetism;

- wave behaviour;
- aspects of chemical reactions;
- carbon chemistry.

These standards have been selected from either the Physics or the Chemistry Level 1 Achievement Standards.

Course Cost: The purchase of course notes.

For further information, see Mr French.

SCIENCE 11SCIE

A Band: 2 internals (= 8 credits)
3 externals (= 12 credits)

B Band: 1 internal (= 4 credits)
3 externals (= 12 credits)

C Band: all internal assessment (Unit Standards)
(Does not count for Course Endorsement.)

Students are selected into one of three 'bands'.

Teachers select material from the following strands:

- The Physical World – the study of motion;
- The Material World - the study of some basic chemistry;
- The Living World - a study of genetics.

The internal standards test a student's experimental technique and ability to write up an experiment.

A Band - Students will be invited into this band that will follow an 'extension' science programme. They will have the option of studying either only Science or Science and Physical Science or Science and Biology (= 2 science-based subjects). There are a limited number of places in this band that will be offered depending on the student's results from Year 10 class work and in the end of year exam.

This course will target Merit and Excellence Endorsement.

B Band - Students in this band will have the option of studying either only Science or Science and Biology (= 2 science-based subjects). Physical Science will be available as an option subject to these students only with the permission of the HOD Science. The majority of students will be in this band.

Year 11

Merit and Excellence Subject endorsement are possible from this course.

C Band - Students will be selected into this band that will follow an entirely internally-assessed programme.

There are limited places available for this course and it will generally follow student interest.

Entry into any Year 12 Science subject is possible from the A or B Band but is not possible from the C Band.

Course Cost: Students are expected to buy a number of work books and an end of year revision book that will help with revision before the external exams.

For further information, see Mr Cummack.

SPANISH

11SPAN

2 internals (= 9 credits)

2 externals (= 10 credits)

This is a course for beginners who are prepared to commit themselves to an intensive year of language acquisition. No prior knowledge of Spanish is necessary, however previous learning of another language would be an advantage.

The course follows the National Curriculum Statement up to and including Level 6 with equal emphasis on listening, reading, writing and speaking. Some of the topics covered in this course are: giving out personal information, the Spanish alphabet, focusing on letter sound and spelling rules. All the topics in this course aim to develop students' vocabulary and grammar knowledge, as well as relating to real life situations. By the end of the course, the students will be confident enough to seek out opportunities to use Spanish and initiate and sustain a conversation with a sympathetic native speaker. The cultural element of the course involves finding out about the history, customs and culture of Spanish speaking countries.

For further information, see Mr Evlampieff.

TRANSITION EDUCATION

11TRAN

All internal assessment (Unit Standards = 25 credits)

Does not count for Course Endorsement.

The emphasis in this programme is on learning the skills required to successfully enter the working world. As with other subject areas, a four-hour weekly commitment by students is required.

Unit Standard assessment is undertaken in:

- career planning;
- work experience;
- outdoor education;
- driving;
- First Aid;
- computer applications;
- food preparation.

An Outdoor Education trip is undertaken as part of developing the student's personal skills.

Course Cost: \$200.00 for the Outdoor Education trip and \$60.00 for the First Aid course.

For further information, see Mr Smith.

Senior College Curriculum

The Senior College curriculum is designed to stimulate students and motivate them to achieve their potential. The expectation is that all students will strive for academic excellence. Excellence is recognised as 'doing one's best'. A high level of academic achievement should give students greater access to the tertiary institution of their choice or to a position in the workforce.

In the Senior College a wide choice of academic subjects is offered as well as a large number of complementary courses. Most subjects, and many tertiary courses, have entry requirements. For this reason students are advised to plan ahead to ensure that possible avenues of study are not closed. Year 12 English is the only compulsory subject in the Senior College curriculum.

When choosing subjects, students need to be mindful of their own abilities and be realistic in their choices. If it suits a student's particular needs they are able to take subjects at more than one level in the same year. This is called multi-level study and is a regular feature of senior secondary schooling. Students should also be encouraged to keep their course as broad as possible within the framework of subjects offered in the Senior College.

In summary, students should:

- choose wisely and broadly from the many courses offered;
- have a sense of direction for their academic studies;
- seek course counselling from relevant staff as and when required;
- have a meaningful and personalised academic pathway for themselves;
- seek to develop analytical thinking skills and to become independent learners.

Ways to help you learn – be sure to:

- set yourself some goals – both short term and long term. A Year 12 student might set NCEA Level 2 as a long-term goal and making the First XI hockey team as a shorter-term goal;
- each week plan your time after school so that 'your time' i.e. homework, sports and social life can all be fitted in. Make sure you prioritise so that the important things get done;
- take good notes in class and try to personalise them;
- participate in each lesson;
- keep up with your homework. If there are any concerns seek help from your teacher or other support people like fellow students or your Dean. Use your homework time to review what you have been studying – this is a particularly good thing to do in those times when you don't have any homework;
- have a wall planner at home and enter all assessments (tests and projects) for a term;
- take internal assessment seriously, as it provides results that stay on your Record of Achievement. Make sure you know precisely what is required for an assessment and, if possible, practise using sample papers from the NCEA and TKI websites. Make sure you give time to your assessment preparation;
- know what is required to gain an NCEA Level qualification and/or University Entrance.



Year 12 Academic Curriculum

Core and Options

At Year 12, all students study English and are required to participate in the Physical Education/ Religious Ed/Study/Options programme. All students are also required to take five other subjects. They study six subjects for NCEA.

Please note: once subject selections are made it is very difficult to make changes thereafter. Please select carefully.

CORE	LESSONS / WK
(One of) ENGLISH / ALTERNATIVE ENGLISH / ESOL (students selected in each)	4
PHYS.ED / RELIGIOUS EDUCATION/ STUDY / OPTIONS (1 lesson for each, 1/3 year Kiwisport instead of study)	4
OPTIONS	LESSONS / WK
Accounting Agricultural Science Biology Business Studies Chemistry Classical Studies Digital Technologies - Web Design and Game Making Drama Economics Food and Nutrition French Geography Graphics History History of Art Japanese Materials Technology Media Studies - Film Media Studies - Television Music Physical Education (NCEA) Physics Science Spanish Textile Technology Visual Art - Design Visual Art - Painting Visual Art - Photography	20 Choose 5 (full semester, 4 lessons each)
Vocational Studies Travel and Tourism	Students selected
Mathematics Applied Mathematics	Students allocated to the appropriate level
<ul style="list-style-type: none"> On the following pages, for all NCEA subjects, details are also given on the number of internal and external Achievement Standards, and credit values. Unit Standards are also referred to. 	

Year 12

- In 2012, new Level 2 Achievement Standards will be used in some courses. These Standards are in draft form currently so assessment information is subject to confirmation late in 2011.
- Unless otherwise stated internals and externals refer to Achievement Standards, which have Achievement, Merit and Excellence grades. Unit Standards are all internally assessed.
- Unless otherwise stated, all subjects provide the opportunity for Course Endorsement.

ACCOUNTING

12ACCO

3 internal (= 11 credits)

3 externals (= 13 credits)

A student can begin their study of Accounting in Year 12 although prior contact is a considerable advantage. Accounting builds on work already learned. At the completion of the year's study students should be able to record and process financial data from the source documents and present and report the results of operations and the financial position of an entity to interested end users. Topics studied in more depth are depreciation and fixed asset schedules, perpetual inventory control, subsidiary ledgers and accounting sub-systems. Students will use an accounting software package to produce financial reports from source documents.

Course Cost: \$25 (approx) for a workbook.

For further information, see Mr Temple.

AGRICULTURAL SCIENCE

12AGHO

4 internals (= 16 credits)

2 externals (= 8 credits)

Students can enter this subject without previous study of Agriculture, however, an interest and ability in Science are important. Field trips will be undertaken throughout the year in order to demonstrate how the science is applied in practice.

Topics covered are practical investigations, controlled growing environments, developments in land use, livestock behaviour, animal growth and development and modification of livestock reproductive performance.

Course Cost: approximately \$50.00 for field trips. Travel costs will be met by a fund - Reid Estate.

For further information, see Mr Woodlock.

BIOLOGY

12BIOL

3 internals (= 10 credits)

3 externals (= 12 credits)

This course covers all the main areas of Biology - ecology, genetics, evolution and the way cells work. Students will enhance scientific enquiry skills in field work, experimentation and research. While not an absolute prerequisite for Year 13 Biology, students who feel they may need to do Biology for career reasons would be well advised to take the subject for both years. This course covers much of the fundamental theory on which the first year of Health Science biology is based.

An overnight field trip for the completion of an internal Achievement Standard is a highlight of this course.

Biology can lead to tertiary studies and employment in such areas as the health sciences, biotechnology, food technology and agriculture as well as extending a student's appreciation of the environment and the rapidly expanding applied biological technologies.

Course Cost: Write on text and a field trip (cost approximately \$130).

For further information, see Miss Lefever.

BUSINESS STUDIES

12BUSS

2 internals (= 12 credits)

2 external (= 8 credits)

This course will introduce students to entrepreneurship and will develop their knowledge and skill in running a business and in financial management. This course is run in conjunction with the Young Enterprise Trust of New Zealand and has a very hands-on, experiential focus.

Year 12

The Young Enterprise Research Project provides students with knowledge of the principles, processes and systems involved in running a small business. The YES Research Project (10 credit equivalents) is internally assessed and runs concurrently with AS 2.6 (90848).

Course Cost: \$70.00 (approx) for YES registration.

For further information, see Mr Temple.

CHEMISTRY

12CHEM

3 internals (= 8 credits)

4 externals (= 16 credits)

The course provides an insight into the chemical basis for modern technology and may lead to employment opportunities, for example in the food industry, health sciences and engineering. It is essential for most technical and tertiary study in the sciences including health related.

The course is based on experimental work and competence in this area is essential.

Regular end of topic tests will be held for the external standards as practice for the end of year external exam.

Course Cost: Students are expected to purchase a laboratory manual.

For further information, see Mr French.

CLASSICAL STUDIES

12CLST

2 internals (= 10 credits)

3 externals (= 15 credits)

This course seeks to introduce and develop the interest in and understanding of, ancient civilisations and how they have impacted on modern societies. Students will develop the skills and techniques of research, structured writing and the understanding and analysis of ideas and sources.

From this course students will develop an understanding and knowledge of the concepts of:

- Citizenship and Society;
- Culture and Identity;

- Empire and Power;
- Conflict;
- Art and Aesthetics;
- Heritage.

These concepts and ideas will be covered in the topics of Athenian Art and Architecture, Athenian Social Life in the 5th Century BC and Homer's Odyssey.

For further information, see Mr Faulstich.

DESIGN TECHNOLOGY - MATERIALS

12MTEC

It is anticipated that this course will offer at least 18 credits, including both internally and externally assessed Achievement Standards. This course will enable students to gain Course Endorsement.

This is a problem solving based course consisting of three learning strands: technological practice, technological knowledge and nature of technology.

The briefs may vary from year to year and take a traditional approach to both material use and the manufactured outcome. Materials used may be glass, sheet plastics, ferrous and non-ferrous metals, pewter, concrete, plywood and polyester resin. Developing knowledge of a wide range of processes and technological practice is an essential learning area in the practical workshop.

An emphasis on learning through experimentation with materials, trialling processes, and design through modeling is an important part of the course. The activities when recorded and evaluated form part of the related studies aspect of the course along with studies of various technological aspects of life, both current and historical. The design activities focus on both aesthetic and functional design principles; graphic communication and presentation are an integral part of this activity. Promoting aesthetic awareness and seeking to establish existing solutions through observation and enquiry further develop a student's design ability.

Course Cost: Materials used.

For further information, see Mr Hamilton or Mr Murphy.

Year 12

DIGITAL TECHNOLOGIES

12INTE

Web Design and Game Making

(Internal and External credits = minimum of 16 credits – still under development).

The course continues to assist young students to be more confident, connected, actively involved and lifelong learners. In their course students will study the technological process in more detail and reinforce this most important process and learn to plan a project by managing their time, their resources and their skills while gaining experience in decision making and appraising the quality of their solutions. We will learn how to create a website for use on the web from the planning stage to the creating and testing stages. Students actually upload their website to a web server like the professionals using FTP software. We will also learn how to create games, examining game theory and playability. Students will also be able to use material and/or notes for the course that will be available on an e-learning platform, which will allow for more independent learning to take place.

More specifically the course should enable our students to develop:

- competence in using either industry standard software or free open source software in digital imaging, web authoring, animation and games (GameMaker 8) and programming in PHP to enable interactive and dynamic websites;
- competence in setting out effective well designed websites and attractive game designs;
- an appreciation of the benefits of a website as a useful and versatile tool for communication;
- an awareness of the creative skills involved in the creation of the various components of a website or game from the initial plan to the finished product;
- competence in how to use a computer in general from word processing, file structure to how the internet works;
- using online resources such as web 2.0 technologies e.g. shared documents, discussion forums.

Laptops and Software: We encourage all students to have their own laptop and you can either use free open source software or purchase Adobe Photoshop and Adobe Dreamweaver or use a combination of both.

Course Cost: Students will be required to have their own USB flash drive.

For further information, contact Mr Adams or Mr Clarke.

DRAMA

12DRAM

4 internals (= 18 credits)

1 external (= 4 credits)

Drama prepares students for life beyond college by building confident communication skills, skills in reading body language and subtext, in working collaboratively, in thinking analytically, creatively, and independently. Students develop a wide general knowledge as they come to understand the historical, political, and social contexts of plays across time. The course aims to provide students a depth and breadth of experience to take forward with future pathways.

This course advances and extends students' performance ability and knowledge. Student learning is both self and peer driven through formative assessment as students work both collaboratively and independently. Assessment work onstage is filmed and supported by written evidence statements that cover specific criteria. The evidence statements reflect clear and insightful understanding of work covered and, therefore, require quality rather than quantity of content. Over the year students will apply drama techniques in a scripted context and devise and perform a drama to realise an intention. Students will learn about Elizabethan Theatre and Theatre of the Absurd. Students will perform a substantial acting role in a class performance for an audience. In the external exam students will write about drama elements, techniques, conventions and technologies within live performance. Students are encouraged to audition for the Senior College Production.

Course Cost: Theatre visits.

For further information, see Mrs Drummond.

Year 12

ECONOMICS

2 internals (= 10 credits)

3 externals (= 12 credits)

This course leads to Year 13 Economics and a large number of tertiary qualifications as well as catering for those wanting a one-year course of study. A requirement for students to successfully complete this course is to relate what is learnt in the classroom to the activities currently taking place in the New Zealand economy.

The course allows students to explore the economic issues of:

- economic growth;
- unemployment;
- inflation and price stability;
- international trade.

They will be able to define, measure and understand causes and identify effects and possible policies that a government may implement to address these issues. Students will also recognise the interdependent nature of the economy by examining the impact government policies have on various groups and to appreciate that these may have unequal consequences. The use of economic models is an integral part of this course.

Course Cost: \$25 (approx) for workbooks.

For further information, see Mr Temple.

ENGLISH

3 internals (= 9 credits)

3 externals (= 12 credits)

This is a more demanding and specialised programme than Year 11 English but builds on the skills developed in the previous year. There is a greater emphasis on analysis of texts, developing crafted ideas and sustaining them in written submissions.

The course is assessed through a combination of internal (assignments and activities carried out through the year) and external assessment (exam).

Students have the opportunity to gain their University Entrance Literacy through this course.

12ECON

This course leads on to the Year 13 English Programme.

For further information, see Mr Sullivan.

ALTERNATIVE ENGLISH

2 internals (= 6 credits)

2 externals (= 8 credits)

Unit Standards are also assessed.

12ENGA

It is the goal of the English department to cater for each student's needs and in doing so we endeavour to make sure each student has a course that will benefit them and prepare them for future studies beyond school. This course is Level 2 NCEA with a slightly reduced external assessment load. The rationale behind this is to allow more class time to be spent on topics, to increase the opportunity for students to develop their skills and to provide students with more time in the end of year examination to gain credits.

Students will be working towards gaining Level 2 credits for NCEA. Students have the opportunity to gain some of the required University Entrance Literacy credits in this course.

This course leads on to the Year 13 Alternative Programme or Year 13 English.

The course is assessed through a combination of internal (assignments and activities carried out through the year) and external assessment (exam).

For further information, see Mr Sullivan.

ESOL

12ENSL

Entry into this Year 12 ESOL course is at the discretion of the HOD ESOL and is based on an English assessment completed at the end of Year 11. It is for students who do not have English as their first language and wish to improve their language skills for mainstream classes.

Students new to the College would be expected to have reached a minimum of Intermediate level. This course is designed to support the student's mainstream English course. It also assists in

Year 12

providing a pathway to NCEA Literacy at Level 2 and is run in close collaboration with teachers in the English Department.

The course is designed to assist students to write clear, accurate English, to read with understanding and to speak fluently and clearly. Support in other curriculum areas is also offered and this is done in close co-operation with subject teachers, tutors and Deans. Each course is carefully structured according to individual needs and there is a strong emphasis on subject support. Assistance is provided with understanding the NCEA English Achievement Standards. Ongoing assessment gives students valuable feedback on their progress and helps indicate which English courses would be most appropriate for them in the future. Students are provided with resources which are relevant to their cultural background. They generally achieve very pleasing results in this course and improve their formal reading and writing skills in preparation for University Entrance literacy assessment at Level 2.

For further information, see Mrs Brooks.

FOOD AND NUTRITION

12FOTE

All internal assessment (= 20 credits)

Does not count for Course Endorsement.

This course focuses on developing knowledge and skills related to food to enable students to positively contribute to their own, and others' wellbeing. Topics studied include expanding knowledge of nutrition to provide appropriate food for a sports person as well as considering foods and drinks especially designed for young people. The issues surrounding food security will be explored along with the impact that limited money has on this topic. Students will investigate and evaluate sustainable food related practices and the factors that impact on wellbeing. Food preparation is a key aspect of every unit of work.

Course Cost: A charge is disbursed for the student's uniform and for foods used in practical work.

For further information, see Mrs Duncan.

FRENCH

12FREN

3 internals (= 14 credits)

3 externals (= 10 credits)

Students learn to understand, respond to, and talk about, others' experiences and needs. Students also study, talk and write about 'issues' at a level deeper than those studied previously. Topics covered are based on the course text, Tapis Senior.

In this course, students work towards the following objectives through the topics of l'amitié, le travail, la cuisine, la Nouvelle Zélande, le temps et le sport, l'écologie et le future, la mode, les vacances.

Objectives:

- give and respond to advice, warnings, and suggestions;
- express and respond to approval and disapproval, agreement and disagreement;
- provide and respond to information and opinions, giving reasons;
- read about and recount actual or imagined events in the past.

Regular consolidation of vocabulary and grammar learnt at previous levels is part of this course.

Students continue to develop their skills in speaking French, including more opportunity to speak in small groups, in writing in different formats and in the listening and reading of texts and articles. Students further develop their vocabulary and grammar continues to be taught in greater depth. Expanding vocabulary and grammar knowledge of French and incorporating this into the productive skills of writing and speaking becomes a significant aspect.

For further information, see Mrs Radcliffe.

GEOGRAPHY

12GEOG

3 internals (=11 credits)

3 externals (= 12 credits)

While the course is designed to bridge the gap between the level of skills, techniques and understanding required for Level 1 and the more advanced appreciation of inquiry and research skills needed for Level 3 study, it remains flexible enough for students to take up Geography for the first time at this level.

Year 12

From this course students will develop an understanding of:

- the characteristic and human use of a natural landscape – The South Island Alpine High Country or the Amazon Basin;
- how countries develop differently over time and the causes of these differences;
- the application of geographic skills and ideas;
- a contemporary Geographic Issue (how wealth affects society);
- a geographic topic on a global scale (Worldwide Malaria).

Students are required to participate in a day field trip to Castle Hill Basin.

For further information, see Mr Walton.

GRAPHICS

12GRAP

3 internals (= 15 credits)

3 externals (= 9 credits)

Environmental Studies, Technological Design and Media Design work based on the new Technology curriculum Design and Visual Communication standards, form the basis of study for this course, which aims to develop a more mature and independent approach to design and drawing. The focus of the course is primarily on applying skills and knowledge mainly through drawing activities and use of CAD as appropriate, however, it also enables students to be able to better recognise and predict the influences and impacts of design and its influence in society. The course aligns with the principles of the New Zealand curriculum by exploring the student's ability to interpret and predict future influences, critically evaluate concepts and final designs and reinforces the Key Competencies by use of language, symbols and texts.

The course is assignment and portfolio based with no external exam.

Course Cost: No additional equipment is necessary for students continuing on from Year 11, provided that their basic equipment has been cared for. Some ongoing material costs and other consumables may need to be disbursed throughout the year.

For further information, see Mr McGowan.

HISTORY

12HIST

3 Internals (= 12 credits)

3 Externals (= 12 credits)

This course is designed to enhance students' curiosity about and understanding of the past. It aims to develop the knowledge, skills and experience for students to understand how important forces and movements in the past (e.g. Nazism, anti-Vietnam War protest movement) have influenced the causes and consequences of events that are of significance to us as New Zealanders. It also aims to help students understand that people's interpretation of past events differ and must not be accepted without scrutiny of the causes and validity of the differing perspectives.

The course also develops particular skills in:

- communication;
- the ability to enter imaginatively into the past;
- critical thinking;
- defining a problem and gathering and processing information relevant to it.

It is helpful but not essential for students to have experience of History as a subject. Many students take History for the first time in Year 12, however, a reasonable standard of literacy skills is required for any student taking this course.

Topics covered will include:

- conflicts in Indo-China and Vietnam 1945 – 1975 and their significance for New Zealanders;
- Hitler's rise to power and the Nazi state and its significance to New Zealanders;
- a research assignment on protest movements in the 20th Century that have influenced New Zealand society.

Course Cost: No significant costs although students may incur some limited expense for photocopying for internal assessments.

For further information, see Mr Andrew.

Year 12

HISTORY OF ART

12ARTH

3 internals (= 12 credits)

3 externals (= 12 credits)

In this course we study the great art movements in 19th century France. France at this time was the centre of the art world and it saw the rise and fall of five major artistic movements, the five '-isms-' Neoclassicism, Romanticism, Realism, Impressionism and Post – Impressionism.

You will get to study works by such great artists as Ingres, Delaunoy, Carrbet, Monet and Van Gogh. The second part of the course looks at the development of New Zealand art from 1840 – 1960. We have a great number of superb artists and once you have seen the works of Goldie, Rita Angus and Colin McCahon you will begin to appreciate this.

Course Cost: \$50.00

For further information, see Mr Clark.

JAPANESE

12JAPA

3 internals (= 14 credits)

3 externals (= 10 credits)

Knowledge and skills acquired in Year 11 (grammar, kanji and vocabulary) are extended so that students are able to respond to a wider range of language situations and course materials.

Four major topics are covered in depth with an emphasis on cultural similarities and/or differences between Japan and New Zealand. They are: Travel & Tourism, School Life, Land & People and Eating & Drinking. Grammar and vocabulary learnt are up to Level 7 of the National Curriculum and will enable students to communicate in extended oral, aural, reading or written exercises. Students will also learn to read and write a further 75 kanji throughout the year.

For further information, see Mrs Simcock.

MATERIALS TECHNOLOGY - FABRIC (Textiles) 12CLTX

It is anticipated that this course will have both internal and external Achievement Standards totalling approximately 20 credits.

Within the context of Eco-Fashion students research the issue and identify a need for which they undertake modeling to inform their design concept. A creative design is developed, informed by research that includes real world case studies and stakeholder feedback to produce a prototype. One significant benefit of study in technology is the development of strong self management skills as students access and utilise a wide range of resources.

Assessment emphasis: Undertaking brief development, resource management, creative fashion illustration, modelling to inform outcome development.

Course Cost: A disbursement will be made for materials, pattern drafting and photocopy costs.

For further information, see Mrs Buckley.

MATHEMATICS

12MATH

Three courses are offered at Year 12. Students who choose Mathematics will be entered in the course according to which entry criteria they meet. Students who choose not to enter a Year 12 Mathematics course should ensure that they have already attained the numeracy requirements for University Entrance.

2A MATHEMATICS

12MATC

2 internals (= 7 credits)

3 externals (= 13 credits)

The aim of this course is to provide a foundation both for further mathematical study and for the mathematics required in other subjects. All classes are given the opportunity to gain all grades in Achievement Standards.

There will be a strong emphasis on gaining Excellence in Level 2 standards.

Year 12

Future Pathway: Success in this course leads to the two Year 13 Level 3 courses: Mathematics with Calculus, Statistics and Modelling.

For further information, see Mr McKenzie.

2B MATHEMATICS

4 internals (=12 credits)

1 external (= 4 credits)

This course has less emphasis on algebraic reasoning and a major focus on statistical thinking. The aim of this course is to provide a foundation for the Level 3 Statistics and Modelling course and for the statistics required in other subject areas.

Future Pathways: Success in this course may provide entry to Level 3 Statistics and Modelling.

For further information, see Mr McKenzie.

12MATS

show, providing training for actors, interviewers, presenters, producers, and technical operators. After that we produce a TV crime show, while studying that genre.

We learn how to use our advanced professional-standard field cameras, lights and microphones to produce a professional result.

If you're considering taking drama this year, you should seriously think about this course to complement your drama learning. The two courses go hand in hand.

Course entry criteria: Level 1 English, a passion for performance, television, film making and the media.

Course Cost: \$100.00.

For more information, see Mr Williams.

APPLIED MATHEMATICS

12MATA

The course is primarily to further develop the mathematical skills and understanding that are necessary and beneficial in everyday life.

An appropriate selection of Level 1 and Level 2 standards will be offered appropriate to the individual needs of each student. Students will have the opportunity to earn up to 12 NCEA credits at Level 1 and 6 NCEA credits at Level 2.

Future Pathways: This course is intended to be a final course in mathematics at this College.

For further information, see Mr Macintosh.

MEDIA STUDIES - FILM

12MESF

4 internals (= 17 Credits)

2 externals (= 6 Credits)

To prepare us for the media world we all live in, we study the media's role in society, how the media works and how it relates to its audiences focusing on the medium of film.

We learn how to plan, script and produce films, study a genre of film and learn to close view film sequences.

We learn how to use our advanced professional-standard field cameras, lights and microphones, to produce a professional result.

MEDIA STUDIES - TELEVISION

12MEST

4 internals (= 17 credits)

2 external (= 6 credits)

To prepare us for the media world we all live in, we study the media's role in society, how the media works, how it relates to its audiences.

We learn how to write stories and scripts for television, blogs, YouTube and other new media.

Using our unique TV studio, we design and produce a major studio and field based children's television

To be successful in this course, students need to be well motivated to produce films in their own time. It would suit those who have an interest in film and television, making film, working creatively in groups and thinking critically about messages conveyed in the media.

Course Cost: Please provide a 300Gb or larger external hard drive.

For more information, see Mr Williams or Mr McIntosh.

Year 12

MUSIC

5 internals (= 19 credits)

2 externals (= 5 credits)

Prerequisites: Students should have successfully completed the Year 11 course and been credited with 1.1 or 1.2, 1.3 and 1.6 or admission to the course by the Head of Music. Students wishing to focus on the “Modern Music” stream may be able to enter the course having not completed any Year 11 standards. Please consult Mr Ferguson if you have any questions.

Should there be two separate classes, one at Year 12 and one at Year 13, we will be able to offer two streams of music:

“Traditional Music” is suited to students that play ‘classical’ instruments and may wish to complete Scholarship Music when they are in Year 13.

“Modern Music” involves music technology standards and has an emphasis on composing and recording with computers.

Both streams will share the Achievement Standards of:

- Solo Performance (2.1 – 6 credits internal);
- Group Performance (2.3 – 4 credits internal);
- Composition (2.4 – 6 credits internal);
- Aural Transcription (2.5 – 4 credits external).

Students that play a second instrument also have the option to complete solo performance on the second instrument (2.2 – 3 credits internal).

The “Traditional Music” stream will also do the Achievements Standards of:

- Score Reading/theory (2.6 – 4 credits external);
- Music Works (2.7 – 6 credits external). Note, the works studied are yet to be determined;
- Instrumentation (2.8 – 4 credits).

The total for this stream is 34 credits (20 internal and 14 external) so students will need to consult with Mr Ferguson about their priorities and what they will not complete to make the workload manageable.

The “Modern Music” stream will do the Standards of:

- SOND2 – this credit Unit Standard qualifies for Course Endorsement. It will most likely focus on operating Live PA and Recording systems;

12MUSC

- AUVI2 – this 4 credit Unit Standard qualifies for Course Endorsement. The focus of this standard is “Manipulating audio and/or video component(s) for performance”;
- US23739 – Demonstrate knowledge of, and operate digital music communication systems for a music performance. This 4 credit internal Unit Standard does not qualify for Course Endorsement. The focus of this Unit Standard is using a Digital Audio Workstation (DAW) such as Logic or Pro Tools to create, edit and mix music using MIDI keyboards or guitars.

The total for this stream is 32 credits (28 internal and 4 external) so students will need to consult with Mr Ferguson about their priorities and what they will not complete to make the workload manageable.

For further information, see Mr Ferguson.

PHYSICS

1 internals (= 4 credits)

3 externals (= 16 credits)

12PHYS

This course provides continuing development of knowledge and skills in physics. A foundation in the ideas and methods of physics is established and the course aims to enable students to apply their understanding to every day events involving matter and energy. In each area of study the student is required to investigate practical situations and to develop physical thinking and skills of observation, analysis and measurement. Problem solving is an integral part of the course.

The areas of study are mechanics, light and waves and electromagnetism. The connections and relevance of these topics to society and the lives of people is an important part of the course.

Course Cost: Students are expected to purchase a course manual with notes, practical activities and exercises.

For further information, see Mr Cummack.

Year 12

PHYSICAL EDUCATION (CORE)

12PHEC

There are three parts to the Year 12 Core PE programme.

The course emphasis is on developing a positive attitude towards physical activity by accepting challenges and extending personal capabilities and experiences. Through experiencing new activities students learn to adapt skills, develop self confidence and an awareness of the needs of others and develop their knowledge of the community, thus enabling them to participate fully as community members in various situations such as school trips and outside visitors.

- **Core PE** - (one period per week for whole year). The following activities are undertaken: recreational and leisure activities, team and individual sports, foreign games and sports education units, regular sessions of recreational choice where students can pursue their own interests or try something new. They are given the opportunity to develop self-discipline, independence and personal organization.
- **Options Programme** - (one period per week for one term). Students are given the opportunity to choose their topics and gain a variety of experiences and qualifications. They are encouraged to select topics of personal interest that will be useful in the future. Activities offered include personal fitness training, sports management and organisation, sports refereeing/umpiring, certificated courses such as First Aid and scuba diving, along with self-defence and dance.
- **Leadership** - (one period per week for one term). Students are given the opportunity to complete a leadership certificate; The students learn the skills required through teaching Preparatory School students the basic skills of a selected sport. They are required to take up to four lessons with a group of students and are assessed by the PE staff on their communication, management, skill teaching and planning skills. The certificate gained is a valuable CV document.

For further information, see Mr Leota (Core PE), Mr Smith (Options), Mr Feary (Leadership).

PHYSICAL EDUCATION (for NCEA)

12PHED

6 internals (= 22 credits)

A genuine interest in sport and physical activity is an advantage for this course, although advanced physical ability is not a requirement. Good organisational skills are important as the course is a combination of theoretical and practical learning.

The course includes aspects of physical education, leadership and skills in both outdoor and classroom education, recreation and sport, and a variety of scientific principles applied to sport. It provides an ideal background for courses at tertiary level in many of the above areas, as well as being a course of genuine interest for students who want variety in their subjects.

The main areas of study are: anatomy, exercise physiology, fitness training, social aspects of sport, leadership and teaching of junior students. These are applied in a variety of settings. The course is fully internally assessed, with ongoing practical and theory assessments throughout the year. Some Unit Standards in outdoor education may be available.

Course Cost: \$70.00 per term for three terms to cover Outdoor Education, sports coaching, out of school trips.

For further information, see Mr Whiteside.

SCIENCE

12SCIE

(Internal and external credits to be finalised)

This is a stand-alone course for those students who wish to retain a science subject in their course structure. Students may take Year 12 Science with one other specialist Year 12 science subject.

Students study an aspect of current relevance to the biology, chemistry, astronomy and geology taken from Biology, Physics, Chemistry and Earth. Space Science Level 2 Standards.

Course Cost: Possible costs will be associated with field trips around Christchurch.

For further information, see Mr Thompson.

Year 12

SPANISH

3 internals (= 14 credits)

2 externals (= 10 credits)

This course will build on knowledge gained in Year 11 and will introduce more complex vocabulary and grammar, focusing on expanding these areas and making it a significant part of the student's ability to utilize the language. Some of the main themes covered in this course relate to students' life at school, social life, and comparing cultures different to their own. Students will develop their grammar and vocabulary up to Level 7 of the curriculum.

As in the Level 1 course, the focus will be on listening, reading, writing and speaking.

During the year students will perfect the skills necessary for the various assessments through a range of in-class activities and formative tests. By the end of this course the students will be comfortable interacting with native speakers of Spanish, especially those of their own age, in social situations.

They will be able to take part in general conversation with native speakers, understanding most of authentic materials on non-specialized topics and write expressively for a variety of purposes.

For further information, see Mr Evlampieff.

12SPAN

Unit Standards are assessed throughout the year.

Course Cost: Booklets \$90.00.

For further information, see Mr Smith.

TRANSITION EDUCATION

12TRAN

Internal assessment only (= 25 credits)

Does not count for Course Endorsement.

This programme is designed for students in their final year at the College. Learning the skills to successfully enter the working world are developed through this programme. Interested students are required to consult with their Dean and Mr Smith for entry approval. As with other subject areas, a four-hour weekly commitment by the students is required.

Unit Standards are offered in:

- career planning;
- work experience;
- driving;
- financial literacy;
- outdoor education;
- aviation.

Individual assistance is given to each student in order to achieve a smooth transition into the world of work. Two Outdoor Education trips are undertaken as part of developing the student's personal skills.

Course Cost: Outdoor Education trips - \$300.00.

For further information, see Mr Smith.

TRAVEL AND TOURISM

12THTR

Internal assessment only (= 25 credits)

Does not count for Course Endorsement.

This programme is a course offering the Level 2 National Certificate in Tourism. Interested students are required to consult with their Dean and Mr Smith for entry approval.

It consists of the following modules:

- tourist characteristics;
- work roles in tourism;
- destination New Zealand;
- world tourist destinations;
- the business of tourism;
- history of tourism;
- industry numeracy and literacy skills.

VISUAL ART: DESIGN

12ARTD

2 internals (= 12 credits)

1 external (= 12 credits)

This course develops and extends skills and ideas encountered in Level 1 Visual Arts but with a focus on graphic design. Students are introduced to the principles of typography, logotype design, gridded layout structure and issues of type and image, all topics that enable them to solve creatively the various problems set. The choice of major (end-of-year) submission themes consists of publication design (magazine) and promotional design (brand). This is a

Year 12

Macintosh computer-based course that does require some research and drawing skills.

Please note that Year 12 Visual Art Design is a prerequisite for those wishing to enter the Year 13 Design course.

Course Cost: Materials \$250.00.

For further information, see Mr Brittenden.

VISUAL ART: PAINTING

12ARPA

2 internals (= 12 credits)

1 external (= 12 credits)

Students learn to make choices and decisions about subject matter for painting, then generate and develop ideas that interest them. The final folio is established through a personalised learning programme.

In this course students research and apply information, methods and ideas relating to art-making. They learn to develop ideas through painting to produce a body of work that shows an understanding of art-making methods and ideas. When appropriate, students may visit an Art Gallery during class time.

Course Cost: Materials \$250.00.

For further information, see Ms Lawrence.

VISUAL ART: PHOTOGRAPHY

12ARTP

2 internals (= 12 credits)

1 external (= 12 credits)

This course introduces students to the art of photography. Students learn darkroom technique as a foundation to the print process, by controlling exposure and developing their own prints. Students study a wide range of styles within the photographic medium, before they select their own theme for the end of the year folio.

Consideration will be given to those who do not have Level 1 Visual Art if they provide suitable examples of work.

Eight to 10 photographs generated by the student are required for a final submission either in digital or film format. The images should demonstrate an ability to choose a subject and record it from a range of viewpoints while clearly displaying an aspect of interest to the student.

Course Cost: \$700.00.

Students will need to have their own single lens reflex camera.

For further information, particularly regarding the submission detailed above, see Ms Lawrence.

Year 13 Academic Curriculum

Core and Options

At Year 13, there is no compulsory subject. Students are required to participate in the Physical Education/Religious Education/Study/Options programme. All students study 5 subjects for NCEA. Students may choose to sit the Scholarship examination (additional to the NCEA Level 3 examination) in one or more of their five subjects.

Please note: once subject selections are made it is very difficult to make changes thereafter. Please select carefully.

CORE	LESSONS / WK
PHYS.ED / RELIGIOUS EDUCATION/, LIFE SKILLS / STUDY / OPTIONS Semester 1 - 1 Focus period, 1 Options + 1 PHE, 1 LSK or 1 RED, 1 SDY Semester 2 - 1 Focus period, 1 Options + 1 RED, 1 SDY or 1 PHE, 1 LSK	4
OPTIONS	LESSONS / WK
Accounting Agriculture and Horticulture Art History Biology Business Studies Chemistry Classical Studies Digital Technologies Drama Economics English ESOL Food and Nutrition French Geography Graphics History Japanese Materials Technology Mathematics with Calculus Media - Television Media - Film Music Physical Education (NCEA) Physics Science Spanish Statistics and Modelling Textile Technology Visual Art - Design Visual Art - Painting Visual Art - Photography	20 Choose 5 (full semester, 4 lessons each)
Careers Education English (Alternative)	Students selected
<ul style="list-style-type: none"> On the following pages, for all NCEA subjects, details are also given on the number of internal and external Achievement Standards, and credit values. Unit Standards are also referred to. 	

Year 13

- Unless otherwise stated internals and externals refer to Achievement Standards, which have Achievement, Merit and Excellence grades. Unit Standards are all internally assessed.
- Also showing in each subject is the University Entrance status. The “UE Circles” refers to the information on page 35 of this book.
- Unless otherwise stated, all subjects provide the opportunity for Course Endorsement.

ACCOUNTING

13ACCO

1 internal (= 5 credits)

5 externals (= 19 credits)

UE: Circles 1-3

The aim of this course is to provide a stimulus and foundation to the study of accounting at university and other tertiary institutions. The Year 13 course draws heavily on the understanding accumulated in Years 11 and 12.

The course involves the processing and reporting of financial and non-financial information for partnerships and companies. The conceptual framework, accounting information for management including job cost systems, cash budgeting and decision making are other topics.

The internal assessment involves an analysis of the Financial Reports of a registered company. Students will be expected to use today’s information and processing technologies in the presentation of their internally assessed work.

Course Cost: \$25.00 (approx) for workbooks.

For further information, see Mr Temple.

Topics:

- market forces influencing the supply and demand for a range of primary products;
- attributes of products required to meet the demands of different markets;
- manipulation of the production process to ensure that products meet market requirements;
- analysis of production practices on the environment and courses of action.

Two internally assessed Achievement Standards cover research of production and marketing of a locally-produced primary product and an investigation of the production and marketing of a nationally-significant primary product.

Three externally assessed Achievement Standards cover market forces and the relationships between market opportunities and primary products, the production process for the nationally significant primary product and an analysis of a primary production environmental issue.

Course Cost: Field trips \$20.00.

For further information, see Mr Woodlock.

AGRICULTURE AND HORTICULTURE

13AGHO

2 internals (= 10 credits)

3 externals (= 14 credits)

UE: Circles 1-3

The course covers topics pertaining to the production of primary products so that they satisfy market and environmental requirements at a profit to the producer.

ART HISTORY

13ARTH

3 internals (= 11 credits)

3 externals (= 13 credits)

UE: Circles 1-3

In Art History we look at one of the great turning points of human history, the Renaissance. In particular we look at Italian artists from the 15th century and then we either focus on the great Italian artists, Leonardo, Michelangelo and Raphael, from the period known as the High Renaissance (1495-1520) or we venture out of Italy and explore the works

Year 13

of some of the wondrous artists from the North of Europe, artists such as Jan van Eyc and Albrecht Dürer. For each painting we study we seek to find answers to these three questions: What was the historical context for each painting? What messages does each painting convey? and, what are the stylistic features evident in each work?

Course Cost: Materials \$30.00.

For further information, see Mr Clark.

BIOLOGY

13BIOL

2 internals (= 7 credits)

4 externals (= 14 credits)

UE: Circles 1-3

The course examines areas of biology that are of particular importance to society today and in the future.

Students study plant and animal behaviour, genetics and human evolution.

The two internally assessed Achievement Standards cover:

- an investigation of an aspect of the ecological niche of an organism with guidance;
- research of a contemporary biological issue.

The four externally assessed Achievement Standards cover:

- gene expression;
- plant responses and animal behaviour in relation to biotic and abiotic environmental factors;
- speciation and patterns of evolution;
- the trends in human evolution using current scientific evidence for the origins of humans.

The study of biology can lead to tertiary studies and employment in areas such as health sciences, biotechnology, food technology, agriculture and environmental studies.

Course Cost: Students are expected to purchase a course manual for this course. Also a Portobello field trip (cost approx. \$250).

For further information, see Miss Lefever.

BUSINESS STUDIES

13BUSS

UE: Circle 3 only

Does not count for Course Endorsement.

New Zealand is a nation of small business. A large percentage of students are likely to either be employed by small businesses or self employed. The history of failure of small business is high. Students with knowledge of self-management techniques and record keeping skills are at an advantage. This course will introduce students to small business management and will improve their knowledge and skills in setting up and operating a small business.

The assessment in this course comprises six Business Studies Unit Standards totaling 24 Level 3 credits. Each paper is internally assessed being based on the idea of 'production of evidence' as opposed to 'testing of learners' knowledge and understanding. The Unit Standards are assessed up to Merit level.

Due to the large written component of the course's assessment it is desirable that students have met NCEA Level 2 Literacy requirements or at the HOD's discretion.

For further information, see Mr Temple.

CHEMISTRY

13CHEM

2 internals (= 5 credits)

4 externals (= 18 credits)

UE: Circles 1-3

The work studied in Year 12 is extended and introduces a new range of more difficult and interesting concepts. This course is recommended for students contemplating a science based university course and is essential for Health Science.

The topics studied will cover the full range of Achievement Standards. Selected students will be encouraged to enter Scholarship.

One internally assessed standard will assess the determining of an oxidant or reductant by titration.

The external standards cover:

- oxidation-reduction processes;
- atomic properties and thermochemistry;

Year 13

- the structure and reactions of organic compounds containing selected organic groups;
- aqueous systems using equilibrium principles.

Regular end of topic tests will be held for external standards as practice for the end of year external assessment.

Course Cost: Students are expected to purchase a course work book and laboratory manual for this course.

For further information, see Mr French.

CLASSICAL STUDIES

13CLST

1 internal (= 6 credits)

3 externals (= 18 credits)

UE: Circles 1-3

This course is a continuation of the skills and techniques developed in Classical Studies using completely different contexts from Level 2. This allows students to pick up Level 3 Classics relatively easily. This is an academic subject and any decision about entry should be discussed with the HOD.

From this course students will develop an understanding and knowledge of concepts of:

- Roman Art and Architecture;
- Alexander the Great;
- Virgil's Aeneid.

These topics cover the general themes of Art, History and Literature.

For further information, see Mr Faulls.

DIGITAL TECHNOLOGIES

13INTE

3 internals (= 16 credits)

1 external (= 4 credits)

UE: Circles 1-3

This course continues to assist young students to be more confident, connected, actively involved and lifelong learners. Students will learn the technological process and how to plan a project for a real client by managing their time, resources and skills. They will learn to gather feedback from

stakeholders and how to appraise the quality of solutions based on measurable criteria. The course has a major focus on independent learning and also allows students the opportunity to suggest any digital technologies they may wish to learn in an independent environment. Students are encouraged to work at their own pace using a variety of resources. The skills covered are more advanced and will assist in developing professional models that can include dynamic websites from the planning stage through to the creating and evaluating stages.

More specifically, our students should be able to demonstrate:

- an understanding of, and the ability to effectively follow, the technological process to solve a real life issue;
- competence in using a wide range of industry standard software (or free open source software) ranging from products that focus on spreadsheets, presentation, word processing, digital imaging and web authoring to creative software involving thinking tools;
- competence in combining programming languages such as HTML, PHP and SQL to develop aspects of database-driven websites using a MySQL database;
- an awareness of the stages involved in the creation of professional websites from the initial plan to the finished product;
- an understanding of design theory and competence in setting out effective, well-designed websites.

The integrated projects are based around developing and implementing an advanced solution to a real technological issue. Students will be required to initiate contact and consult with a real client in this project.

Laptops and Software: We encourage all students to have their own laptop and you can either use free open source software or purchase Adobe Photoshop and Adobe Dreamweaver or use a combination of both.

Course Cost: Students will be required to have their own USB flash drive.

For further information, contact Mr Clarke or Mr Adams.

Year 13

DRAMA

3 internals (= 16 credits)

1 external (= 4 credits)

UE: Circles 1-3

Drama prepares students for life beyond college by building confident communication skills, skills in reading body language and subtext, in working collaboratively, in thinking analytically, creatively, and independently. Drama students develop a wide general knowledge as they come to understand the historical, political, and social contexts of plays across time. The course aims to provide students a depth and breadth of experience to take forward with future pathways.

This course demands a high level of performance ability and a well-developed knowledge of drama processes. Students are required to think perceptively about their work. Good analytical and writing skills are an asset. Assessment work onstage is filmed and supported by written portfolios. Over the year students will interpret a script, editing an extract to convey a perspective. Students will communicate this text by transitioning between multiple roles within a sophisticated performance. Students will devise and script original drama using techniques, elements and conventions while also showing the influence of a drama theorist or theatre form. Students will learn about major theorists Stanislavski, Brecht, and Artaud. Students will research and sustain a performance or technical production role in a significant production for an audience. In the external exam students will analyse drama processes in a new context and reflect critically on drama performances.

Students are encouraged to audition for Senior College Production, and to perform in or direct an entry for the Sheilah Winn Shakespeare Festival.

Scholarship: Students have the opportunity to enter Scholarship Drama. Scholarship preparation builds on NCEA Level 3 work. Students create an individual performance programme that is assessed externally.

Course Cost: Theatre visits.

For further information, see Mrs Drummond.

13DRAM

ECONOMICS

1 internal (= 5 credits)

4 external (= 19 credits)

UE: Circles 1-3

The objectives of this course are for students to understand economic concepts, principles and simple analytical techniques and apply them to current economic issues. Students are expected to be able to inquire into, and reason clearly and objectively about, economic issues and to interpret and present economic data and arguments in a clear and concise manner. An awareness of the inter-relationships between economic, social and political issues is also required.

The year's work is divided into three broad sections:

- resource allocation via the market system - an analytical study of the market analysing how decisions are made, their outcomes and New Zealand examples;
- resource allocation via the public sector - understanding the role of government in the provision of goods and services especially where the market does not do this efficiently or equitably with New Zealand examples;
- aggregate economic activity and policy - a macro economic approach to the economy and the impact of government action.

Students will be expected to use today's information and processing technologies in the presentation of their internally assessed work.

Course Cost: \$40.00 (approx) for workbooks.

For further information, see Mr Temple.

ENGLISH

3 internals (= 12 credits)

3 externals (= 9 credits)

UE: Circles 1-3

English gives students the skills to succeed in the future and challenges them to communicate competently in both written and oral forms. For students intending on completing tertiary education, this course will provide them with an excellent foundation, particularly for their ability to express and articulate their ideas.

13ECON

13ENGL

Year 13

Year 13 English builds upon the skills developed in the previous year. There is a greater emphasis on critical analysis of texts, developing critical and perceptive responses and sustaining them in written submissions. This is an enjoyable course that allows students to refine their writing skills and offers a forum in which they can express their opinions. A range of texts are studied including Shakespearean texts, novels, non-fiction, plays, short texts and poetry. At this level students are encouraged to apply their own knowledge, integrate ideas, synthesise responses and develop deeper thinking skills.

For further information, see Mr Sullivan.

ALTERNATIVE ENGLISH

13ENGA

4 internals (= 3 credits)

1 external (= 3 credits)

Plus 2 Unit Standards (3 + 3 = 6)

UE: Circle 3 only

This course is designed for students who enjoy English but find the rigors of external examinations challenging. This course is Level 3 and so students require a high level of analytical and written skill to succeed.

The goal of this course is twofold. Firstly, students will focus on achieving their Level 3 UE credits through Achievement Standards and Unit Standards. Secondly, they will work on a course that will challenge their written, oral and visual skills and also provide an enjoyable and interactive experience that encourages students to think about the world in which they live. This course will prepare them for future studies beyond school at University or other learning establishments.

Entry to this course is restricted to students who have gained UE literacy and/or have demonstrated a willingness to engage with the ideas in English and develop their skills.

For further information, see Mr Sullivan.

ESOL

13ENSL

Entry into this course is at the discretion of the HOD ESOL and is partly based on Level 2 NCEA results. Students new to the College need to have a minimum of Upper Intermediate level English.

It is for students who do not have English as their first language and wish to improve their language skills for mainstream classes. The course is designed to assist students to write clear, accurate English, to read with understanding and to speak fluently and clearly. Support in other curriculum areas is also offered and this is done in close co-operation with subject teachers, tutors and Deans. Each course is carefully structured according to individual needs and there is a strong emphasis on subject support across the curriculum. This course is designed to support the student's mainstream English course. It also assists in providing a pathway to NCEA Literacy at Level 2 and is run in close collaboration with teachers in the English Department .

Students have a number of options in this course. They can have support either in achieving Level 2 NCEA English literacy for University Entrance or NCEA English at Level 3. In addition students are offered tuition for external ESOL qualifications such as the TOEFL and IELTS exams.

This course can be undertaken as a Year 13 subject. Alternatively, tuition is available during the student's study periods if timetabled at the same time as Year 13 ESOL. Guidance and references are also provided for international students choosing to study at a New Zealand or overseas tertiary institution.

For further information, see Mrs Brooks.

FOOD AND NUTRITION

13FOTE

1 internal (= 6 credits)

2 externals (= 9 credits)

Also 9 Unit Standard based credits

UE: Circle 3 only

This course is designed to follow and build on the knowledge gained in the Year 12 course. Students will consider the food choices people make and the issues, particularly focused on obesity, that

Year 13

arise out of this for health in New Zealand. They will develop an understanding of how globalisation and multinational food production impacts on our food choice in New Zealand.. Students will critically analyse media messages related to food. They will have a chance to develop their creative skills in meal preparation and presentation. The focus here will be to manage the tasks for a successful outcome. Throughout the work, food preparation tasks will be completed to complement the issues being studied.

Course Cost: A charge is disbursed each term for foods used in practical work and uniform costs (most students will have this from Year 12).

For further information, see Mrs Duncan.

FRENCH

13FREN

3 internals (= 9 credits)

3 externals (= 15 credits)

UE: Circles 1-3

Topics covered are based on the course text, Tapis Volant Senior.

By the end of this level, students can:

- take part in general conversation with French speakers;
- understand much of what is said;
- contribute relevant comments, explain and discuss many of their own ideas and opinions;
- read a variety of authentic materials;
- write expressively for a range of purposes;
- use language creatively;
- use a range of language-learning strategies effectively.

Students are encouraged to read from a wide variety of sources to gain a more up-to-date knowledge and appreciation of things happening in French life.

Students continue to develop their skills in speaking French, including more opportunity to speak in small groups on current topics, in writing essays and in the listening and reading of texts and articles. Students develop still further their vocabulary and grammar continues to be taught in greater depth. Expanding vocabulary and grammar knowledge of French and

incorporating this into the productive skills of writing and speaking continues to be a significant aspect.

For further information, see Mr Bevin.

GEOGRAPHY

13GEOG

3 internals (= 9 credits)

3 externals (= 12 credits)

UE: Circles 1-3

This course is designed to enable students to build upon their studies of the earlier two years. However, it is flexible enough to enable students to take up the subject for the first time at this level. This decision should be discussed with the HOD.

From this course students will develop an understanding of:

- the natural processes operating in New Zealand, with particular reference to the Castle Hill Basin;
- how tourism has developed and the impact it has made on places, with particular reference to Queenstown and Bali;
- the role of geography in planning and decision-making, with particular reference to a current geographic issue on a local or global scale;
- the selection and application of geographic skills and ideas;
- a contemporary geographic Issue (improving access to Milford Sound);
- a geographic topic on a global scale (global tourism).

There are two field trips that are an integral and compulsory part of the course. The first is a one-day trip to Castle Hill Basin early in the year. The second is a two-day excursion to Queenstown.

Course Cost: Field trips approximately \$420.00.

For further information, see Mr Walton.

Year 13

GRAPHICS

3 internals (= 15 credits)

2 externals (= 9 credits)

UE: Circles 1-3

This is a design and problem solving orientated course where students have the opportunity to become fully involved in challenging, creative and useful graphic and design work that covers such topics as architectural/environmental, technical/media, and engineering/technological design. The course covers a mixture of freehand and instrumental graphics skills with the emphasis on communication of design ideas in a way that encourages reflective thought and critical analysis. The opportunity for the greater application of computer aided design and graphic image processing skills forms a significant part of this course. The opportunity exists within this course for students to engage with a client and to work with them on the design of an actual project.

Course Cost: Apart from normal consumables (leads, paper etc) no further items are necessary, providing the equipment purchased in previous years has been cared for. However, it is recommended that students start to build up their collection of marker pens if they intend pursuing tertiary study in this field. Some ongoing material costs for model making etc. may need to be disbursed throughout the year.

For further information, see Mr McGowan.

HEALTH EDUCATION/LIFE SKILLS

Health is a compulsory course that runs in a block of 12 periods in conjunction with the Physical Education and Religious Education programmes. The course runs for one semester for one period per week and is designed to prepare the students for life after school. It explores such issues as values, drugs and alcohol, sexual decision-making, youth and law, peer pressure and relationships, flattening and general issues facing our school leavers i.e. police, gambling etc.

These topics relate to the new Health curriculum (see the Year 11 course for the particular aims).

13GRAP

Assessment takes the form of student interaction in class, contribution to activities, subject knowledge and evaluation.

For further information, see Mrs Richards.

HISTORY

2 Internals (=9 credits)

3 Externals (=15 credits)

UE: Circles 1-3

13HIST

As with previous years' courses, this course is designed to enhance students' curiosity about and understanding of the past.

While it is helpful for students to have previous experience of History as a subject it is not essential. Many students successfully take History for the first time in Year 13, however, a good standard of literacy skills is required for any student taking this course.

Students in Year 13 History will gain knowledge, skills and experience to:

- understand and explain factors that contribute to a significant decision and the consequences of the decision;
- examine a significant historical situation by describing the situation, change in the situation over time and the influence of the situation on people.

The course also develops particular skills in:

- communication (essay writing, source evaluation);
- the ability to enter imaginatively into the past (empathy);
- critical thinking;
- defining a problem and gathering and processing information relevant to it.

Topics covered will include:

- the reign of Elizabeth I 1558 – 1603;
- the reigns of the early Stuarts (James I, Charles I) and the origins, outbreak and consequences of the British Civil War;
- Oliver Cromwell and Republican experiments 1649 – 1660;
- the Restoration of Monarchy 1660 – 1667.

Year 13

Course Cost: No significant costs although students may incur some limited expense for photocopying for internal assessments.

For further information, see Mr Andrew.

JAPANESE

13JAPA

3 internals (= 9 credits)

3 externals (= 15 credits)

UE: Circles 1-3

Students further build on their acquired language skills by covering the vocabulary and grammatical requirements of Level 8 of the Curriculum. Four topics are studied throughout the year, which cover in greater depth the economic, social and cultural aspects of the country. They are: Sports and Leisure, Family Life, Japan at Work and Communications and the Media.

Students further improve their ability to use their language skills to contrast, either in a verbal or written form, the differences and similarities between our two countries. This year students learn to read and write a further 75 kanji.

Students continue to develop in the four language skill areas through increased exposure to a range of texts and resources.

The ability to apply the expanded vocabulary and grammar structures into a variety of situations is an important aspect of this course.

For further information, see Mrs Simcock.

MATERIALS TECHNOLOGY - FABRIC (Textiles) 13CLTX

2 internals (= 12 credits)

2 externals (= 8 credits)

UE: Circles 1-3

Students working at this level are required to produce an outcome for an authentic client. Students gain advanced skills in fashion drawing and pattern drafting and construction. They can work towards producing material suitable for a design portfolio to submit for entry into tertiary study courses. Students demonstrate a deeper level of evaluating and analysing skills.

Assessment emphasis: Undertaking brief development, resource management, creative fashion illustration, modeling to inform outcome development.

Course Cost: A disbursement will be made for materials, pattern drafting and photocopy costs.

For further information, see Mrs Buckley.

MATHEMATICS WITH CALCULUS

13MATC

1 internal (= 4 credits)

3 externals (= 17 credits)

UE: Circles 1-3

The course is designed to extend student skills and knowledge in algebra, trigonometry and calculus methods. All classes have the opportunity to gain Achieved all grades in the Achievement Standards.

This course leads on to pure mathematics courses at university and higher level study in fields such as engineering, economics and physics. The extension class will have a strong emphasis on gaining Excellence in Level 3 and will prepare selected students for Scholarship.

Course Cost: A graphics calculator is required for this course.

For further information, see Mr McKenzie.

STATISTICS AND MODELLING

13MATS

2 internals (= 6 credits)

4 externals (= 15 credits)

UE: Circles 1-3

This course is designed to extend students' skill and knowledge in both the areas of statistics and mathematical modelling. It provides the statistical background for health, social sciences and many other tertiary courses.

Course Cost: A graphics calculator is required for this course.

For further information, see Mr MacIntosh.

Year 13

MEDIA STUDIES – FILM

13MESF

3 internals (= 12 credits)

1 external (= 4 credits)

UE: Circles 1-3

This course is designed for students who are interested in the film making process and in the study of film. We will closely study several films from a selected genre, looking at the codes and conventions of the genre and how the genre changes over time. We will also study the film making process.

A major component of the course will be the production of short films. Students will have the opportunity to work as part of a small team planning, shooting and editing two film projects.

Students who have enjoyed English, Art, Television, Art Design and who enjoy working with production technology will enjoy this course. It provides a mixture of academic challenge and creative opportunity.

Course Cost: Students are encouraged to purchase their own portable hard drive with at least 20gb storage.

For further information, see Mr McIntosh.

MEDIA STUDIES – TELEVISION

13MEST

4 internals (= 16 credits)

1 external (= 4 credits)

UE: Circles 1-3

We are in the most exciting moment in the history of media. Facebook, YouTube, convergence, connectivity, server-based TV, High Definition, 3D, MySky, online news, iPad and other hand held devices, have changed the media forever.

Through a 12 credit research project, leading to the production of documentaries and a studio based live show, we'll learn how the media is changing New Zealand lives, how in the new media world, every person individualises their participation. We learn about the dangers of that in this new media world.

For the live show that will feature our documentaries, we are joined by industry professionals who add further reality to our learning.

We learn about on-camera performance, and about production.

We study an important media genre, how we create meaning and how to treat audiences, while we get an overview of the structure of the media.

Course Cost: \$100.00.

For further information, see Mr Williams.

MUSIC

13 MUSC

4 internals (24 credits)

2 externals (11 credits)

UE: Circles 1-3

There is plenty of flexibility in the course offered. In consultation with the Head of Music students can choose from the "Making Music" and the "Music Studies" strands, or a combination of the two.

Making music consists of Group Performance, Composition, Solo Performance (20 internal credits). Music Studies consists of Music Works (highly recommended for scholarship) harmonic and tonal procedures (8+3, 3 external credits), music arrangement (4 internal credits). This course provides 35 credits so it will be necessary for students to consult with Mr Ferguson to decide on a course of around 20-28 credits.

Scholarship Music involves extra work in Performance or Composition as well as an external exam.

For further information, see Mr Ferguson.

PHYSICAL EDUCATION (Core)

13PHEC

The course introduces students to community recreational, leisure, sporting and club activities and allows them to experience what is available when they leave school.

The main areas of study are:

- lifestyle awareness – visits to fitness centres, leisure facilities, sports clubs and venues;
- individual and team sports – triathlons, tournaments, new sports and activities;

Year 13

- leisure experiences – recreational activities of your own choice, aquatics, gymnastics, racquet sports, indoor bowls, table tennis.

Activities are selected so as to enhance senior students' inter-personal skills, allow for personal choice and to help them make informed decisions about physical activity in their lives ahead.

One period per week for half a year.

Course Cost: Field trips.

For further information, see Mrs Richards.

PHYSICAL EDUCATION (for NCEA) 13PHED **5 internals (= 19 credits)** **UE: Circles 1-3**

Although this course is open to any Year 13 student and some credits are achievable in practical activities (golf, badminton and duathlon), the ability to present good assignment work is essential in order to gain maximum credits.

An interest in exercise and sport is important, as is the ability to relate the theory of the course to practical situations. There is a strong emphasis on learning through self-management, critical evaluation and the applied use of resources.

Modules of work include: participation in physical activities enabling students to develop an understanding of how motor skills are learned and performed, how planned exercise programmes benefit the well-being of the individual is studied, and the study of current issues that reflect the place of physical activity through outdoor pursuits in our society.

There are three modules studied throughout the year:

- Exercise and Well-being;
- Outdoor Leisure;
- Activity Patterns and Sports Education.

The main areas of study are:

- lifestyle awareness of exercise, personal exercise programmes;

- factors affecting physical performance;
- skill and technique learning in sport;
- leisure and recreation in our lives;
- outdoor pursuits and risk management.

Counts for Course Endorsement.

Course Cost: Outdoor recreation, sports coaching and assessment (\$130.00 approx).

For further information, see Mr Stanton.

PHYSICS 13PHYS **1 internal (= 5 credits)** **3 externals (= 15 credits)** **UE: Circles 1-3**

This course builds on the foundation of the ideas, methods and skills of physics established in previous years. The aim is to extend understanding and competencies in the subject and to give students the background needed for further tertiary study in a variety of areas.

Students wishing to compete for Scholarship awards are catered for in the course provided.

The areas of study are mechanical systems, wave systems and electrical systems.

Course Cost: Students are expected to purchase a manual for this course.

For further information, see Mr Cummack.

PRACTICAL WORKSHOP 13MTEC **All internal assessment (= 24 credits)** **UE: Circle 3 only** **Does not count for Course Endorsement.**

This course involves working on a series of negotiated projects of the student's choice as a vehicle for furthering a range of practical skills and understanding in a variety of materials.

Assessment focuses on:

- safe use of portable power tools;
- computer aided machining;

Year 13

- safe use of fixed machinery;
- identification and sourcing of materials and sequencing for manufacture;
- fabrication assembly of finishing methods.

Course Cost: Materials used. Previous experience in this subject is strongly recommended.

For further information, see Mr Hamilton.

RELIGIOUS EDUCATION

In Year 13 students discuss morality, ethics and character formation using the Ten Commandments as a basis for discussion.

At the end of the semester students are encouraged to develop their own rules to live by, taking into consideration the ancient text and the world they live in now.

For further information, see Mr Morrow.

SCIENCE

13SCIE

3 internals (= 10 credits)

3 externals (= 10 credits)

UE: Circles 1-3

This is a stand-alone course for those students who want to retain some science in their course or who require it for further tertiary study.

Students may take Year 13 Science with one other specialist Year 13 science subject. The course studies selected aspects of current relevance in biology, chemistry, physics, astronomy and geology.

Course Cost: Possible costs will be associated with field trips around Christchurch.

For further information, see Mr Thompson.

SPANISH

13SPAN

3 internals (= 9 credits)

3 externals (= 15 credits)

UE: Circles 1-3

The course will focus on developing those skills acquired by students in previous years. Communication functions, language structures, vocabulary and socio-cultural aspects will be consistent with levels up to and including Level 8 of the Spanish curriculum.

Topics covered in greater depth include economic situations, social and cultural aspects of a Spanish speaking country compared to New Zealand. Students further develop the skills to utilise the language to contrast, either in a verbal or written form.

They will be able to review, revise and understand material, which may include authentic texts, as well as undertake discussions and debates on current events.

Students will continue to develop in the four skill areas through increased exposure to a variety of texts and resources.

For further information, see Mr Evlampieff.

TRANSITION (CAREERS) EDUCATION

13TRAN

All internal assessment (= 25 credits)

UE: Circle 3 only

Does not count for Course Endorsement.

Learning the skills required to successfully enter the working world are developed through this programme.

As with other subject areas a four hour weekly commitment by the students is required.

Unit Standards assessment is done in:

- career planning;
- work experience;
- travel and tourism;
- financial literacy;
- outdoor education.

Individual assistance is given to students in order to achieve a smooth transition into the world of work. Two outdoor education trips are undertaken as part of developing the student's personal skills.

Students are required to consult with Mr Smith when considering this subject.

Course Cost: Outdoor Education trip \$300.00.

For further information, see Mr Smith.

VISUAL ART: DESIGN **13ARTD**
2 internals (= 10 credits)
1 external (= 14 credits)
UE: Circles 1-3

This course develops and extends skills and ideas encountered in Level 2 Visual Arts Design. In-depth studies of logotypes, typographic layout and design concepts are undertaken, culminating in a three-panel final year submission worth 14 credits.

The subject is structured to give maximum exposure to contemporary design thinking and practice, thus preparing the student for any future tertiary design course they may wish to undertake.

This is a Macintosh computer-based course that does require some research and drawing skills.

Course Cost: Materials \$300.00.

For further information, see Mr Brittenden.

VISUAL ART: PAINTING **13ARPA**
2 internals (= 10 credits)
1 external (= 14 credits)
UE: Circles 1-3

Prerequisite: Level 2 Painting.

Students work through art-making procedures and processes including drawing and wet media. They develop an understanding of painting and apply this to the production of a body of work.

Students are required to look at a range of works, including contemporary, that can challenge and influence their own art-making. A folio showing the

sequential development of their work is submitted for assessment.

When appropriate, students may visit an Art Gallery.

Course Cost: Materials: \$250.00.

For further information, see Ms Lawrence.

VISUAL ART: PHOTOGRAPHY **13ARTP**
2 internals (= 10 credits)
1 external (= 14 credits)
UE: Circles 1-3

In order to complete this course, students will need to have access to an SLR camera.

The course develops an understanding of the procedures and practices which underlie the making of photographic images and of the evaluation of photographs, both historical and contemporary. A folio of original images showing the exploration of a photographic subject and the development of ideas through photographic methods is submitted for assessment.

When appropriate, students may visit an Art Gallery.

Course Cost: Depending on format: digital \$250.00 analogue \$700.00.

For further information, see Ms Lawrence.

Best Preparation for University

Searching for study scholarships and awards - 'BREAKOUT' - SEARCH www.fis.org.nz

Searching for scholarships and awards - the place of study will have a scholarship data base for scholarships specific to that institution. To search for all other scholarships 'Breakout' is an excellent website to meet this need. This can be found on Stacnet and entering the Careers site.

WHAT SUBJECTS SHOULD I TAKE AT SCHOOL?

All students considering study at an Australian University must check on their subject requirements as they can differ from those in New Zealand. This is a guide to the school subjects that are useful preparation if you want to study certain subjects at University.

Most subjects do not require any specific background from school, though it may take you longer to complete the degree without the suggested background. Courses in some preparation subjects are available each summer prior to university enrolment. For more information visit the university websites.

Discuss best preparation with your school Careers Advisor or a member of the university liaison team if you have any questions.

BACHELOR OF AGRICULTURE / AGRICULTURAL SCIENCE (BAG/BAG SCI)

- it is useful to have studied Agriculture, Biology, Chemistry and Geography.

BACHELOR OF ARCHITECTURE (BARCH)

- it is useful to have studied Mathematics, Physics, English, Technology and one creative subject such as Art, Design or Graphics.

BACHELOR OF ARTS (BA)

- you do not have to have studied any BA subjects at school to do it at University;
- any Arts subject at Year 13 is useful: English, Classical Studies, History, Geography, Economics etc.;
- Mathematics with Statistics to Year 13 is useful for advanced study in many Social Science subjects: Psychology, Political Science, Sociology, etc.;
- a Year 13 background is essential for advanced Language and Mathematic courses. Beginner courses are available but it will take longer if you want to major in these subjects.

BACHELOR OF COMMERCE (BCOM)

- Mathematics with Statistics and/or Mathematics with Calculus at Year 13 are particularly useful for any commerce subject;
- Accounting and Economics backgrounds are useful, but not essential;
- however, generally no prior knowledge is assumed for most Commerce subjects.

BACHELOR OF DESIGN (BDES)

- most art and design programmes require the submission of a portfolio of work to the University.

BACHELOR OF EDUCATION (BED) PHYSICAL EDUCATION OR PERFORMING ARTS

- PE and Biology to Year 13 are extremely useful for Physical Education;
- Art, History and Drama to Year 13 are extremely useful, but not essential, for Performing Arts;
- for Performing Arts you must have practical experience - eg, theatre or kapa haka;
- English or a subject with a good communication background - especially public speaking - are very useful for teacher training;
- students doing a BEd must also specialise in a second teaching subject in their degree.

BACHELOR OF ENGINEERING WITH HONOURS (BE (Hons))

- NCEA students should be aiming to gain a minimum of 14 credits at Level 3 in Mathematics and Calculus, Physics and Chemistry;
- if you haven't got the required background, it may take you longer to complete your Engineering degree;
- English to Year 13 is very useful;
- direct entry to Stage 2 (first professional year) is possible with excellent Year 13 results.

BACHELOR OF FINE ARTS (BFA)

- good results in at least two Year 13 Practical Art subjects;
- good results in at least two other Year 13 subjects;
- an excellent practical art ability;
- any arts subject at Year 13 is useful: English, Classical Studies, History, Geography, Economics etc.;
- a background, either through study or self study, in Art Theory and Art History is useful but not essential;
- English at Year 13 is useful for Fine Arts - Art Theory and/or Art History are compulsory and both have a substantial written component.

BACHELOR OF FORESTRY SCIENCE (BFORSC)

- Year 13 Biology, Chemistry, Mathematics with Statistics are extremely useful;
- Year 13 Economics and English are recommended;
- students without the subjects listed above can still enter forestry. Motivation to succeed is the deciding factor!

BACHELOR OF LAWS (LLB)

- no prior knowledge of laws is assumed for the LLB;
- any arts or Social Science subject at Year 13 that requires you to write, analyse and construct arguments is extremely useful e.g. English, Classical Studies, History, Geography, Economics etc. Law requires excellent writing skills.

BACHELOR OF MUSIC (MUSB)

- Year 12 and Year 13 Music or equivalent are strongly recommended for most courses;
- for composition, experience in composing, performing and notation of original music is extremely useful;
- for performance music, a strong theory and practical musical background will greatly increase your ability to succeed at audition. Students must have good academic skills as well as performance skill for success at university.

BACHELOR OF NURSING

- English, Classics or History and Biology or Physical Education or Chemistry and Mathematics (minimum of 18 credits at Level 1).

BACHELOR OF SCIENCE (BSC)

- for Mathematics and Physics, a background at Year 13 is essential;
- for most subjects, a background in that subject at Year 13 is very useful;
- Year 13 Mathematics and Statistics is very useful for most subjects and is highly recommended for Biological Sciences;
- Year 13 Mathematics and Calculus are very useful for most subjects;
- Year 13 Chemistry is strongly recommended if you wish to study Chemistry at university.

BACHELOR OF SOCIAL WORK (BSW)

- any Arts or Social Science subject at Year 13 is useful – English, Classical Studies, Geography, Economics etc.;
- English at Year 13 is particularly useful;
- Mathematics with Statistics to Year 12 and 13 is useful for advanced study.

BACHELOR OF SPEECH AND LANGUAGE THERAPY (BSLT)

- a Science background to at least Year 12 level is strongly recommended;
- Biology at Year 12 or 13 is extremely useful;
- English or Maori at Year 13 is useful.

BACHELOR OF VETERINARY SCIENCE (BVSC)

- Physics, Chemistry, Biology and at least one Mathematics (Statistics preferred);
- English is highly recommended.

HEALTH SCIENCES FIRST YEAR (FOR ENTRY TO MEDICINE, DENTISTRY, MEDICAL LABORATORY, SCIENCE, PHARMACY AND PHYSIOTHERAPY)

- strongly recommend that students take a Level 3 course including Chemistry, Physics, Biology and if possible Mathematics with Statistics or Calculus and English or some other language – rich subject.

OTHER TRAINING

AUTOMATIVE TRADES

- it is important that your numeracy and literacy skills are sufficient to be able to read, comprehend and use the printed workbooks. Practical skills are very important.

BUILDING AND CONSTRUCTION TRADES

- sufficient numeracy and literacy skills. Practical skills are very important.

DIPLOMA OF AGRICULTURE

- NCEA Level 2 or equivalent.

For further information, students should visit

www.kiwicareers.govt.nz





St Andrew's College

Year 9 Option Selections 2012

LAST NAME: _____ FIRST NAMES: _____

Instructions:

Select your options by WRITING IN THE CORRECT BOX BELOW **IN ORDER OF PREFERENCE** ONLY THE SUBJECT CODES. All subject codes are shown on the other side of this page.

SELECTING YOUR OPTIONS

You are required to select 6 options overall.

- Choose 4 options from 3 groups.
- Then, select 2 other options, both from different groups, as back-up.
- If you take a language, this takes up 2 options. So, select 2 other options, both from different groups. Then select your 2 back-up subjects.

ALL STUDENTS

If you have not chosen a language in your selections, please tick one of the languages below (upper band students must study a language).

FRENCH

JAPANESE

Technology Option:
You are required to take at least one Technology option subject (Group 1) in Year 9 or 10.

YOUR YEAR 9 2012 PREFERRED OPTIONS					
PREF 1	PREF 2	PREF 3	PREF 4	PREF 5	PREF 6

NOTE: In case you do not get all of the subjects that you have selected, **you must select additional options**. The College tries to give students the choices requested. All subjects operate **subject to** student demand, teacher availability and College resourcing.

I approve of this chosen course: _____
(parent / guardian)

PLEASE MAIL OR DELIVER THIS SHEET TO THE MIDDLE SCHOOL OFFICE BY MONDAY 12 SEPTEMBER 2011.

Year 9 Option Selections 2012

Select ONLY THE TIMETABLE CODE for each subject that you wish to study next year and write in the appropriate boxes on the other side of this page. Only those SUBJECTS THAT ARE OPTIONS AT EACH LEVEL are shown here

RECORD YOUR SUBJECTS IN ORDER OF PREFERENCE.

YEAR 9 - SELECT 4 OPTIONS + 2 BACK-UPS	
GROUP 1	
CODE	SUBJECT
9GRAP	Graphics
9MTEC	Materials Technology
9FOTE	Food Technology
9CLTX	Textile Technology
GROUP 2	
CODE	SUBJECT
9GEOG	Geography
9HIST	History
9BUSS	Consumer Studies
GROUP 3	
CODE	SUBJECT
9APER	Performing Arts
9ARTA	Art
9MUSC	Music
9AGHO	Agriculture
GROUP 4	
CODE	SUBJECT
9FREN	French*
9JAPA	Japanese*
	*Languages are full year
SUPPORT	
CODE	SUBJECT
9LITE	Literacy for Living #
9ESOL	ESOL #
	# Students invited into these subjects (replace one option).



St Andrew's College

Year 10 Option Selections 2012

LAST NAME: _____

2011 YEAR LEVEL: _____

FIRST NAMES: _____

2012: RETURNING / LEAVING
(please circle one)

Instructions:

Select your options by WRITING IN THE CORRECT BOX BELOW **IN ORDER OF PREFERENCE** ONLY THE SUBJECT CODES. All subject codes are shown on the other side of this page.

SELECTING YOUR OPTIONS

You are required to select 6 options overall. Two of your options are back-up choices.

- Select 4 options from 3 groups.
- Then, select 2 other options, from different groups, as back-up.
- If you take a language, this takes up 2 options. So, select 2 other options, from different groups. Then select your 2 back-up subjects.

Tick the box if you studied at least one Technology option in Year 9

Language students only - if you did not take at least one Technology option (group 1) in Year 9, you are required to take at least one in Year 10.

YOUR YEAR 10 2012 PREFERRED OPTIONS

PREF 1	PREF 2	PREF 3	PREF 4	PREF 5	PREF 6

NOTE: In case you do not get all of the subjects that you have selected, **you must select additional options**. The College tries to give students the choices requested. All subjects operate **subject to** student demand, teacher availability and College resourcing.

I approve of this chosen course: _____
(parent / guardian)

PLEASE MAIL OR DELIVER THIS SHEET TO THE MIDDLE SCHOOL OFFICE BY MONDAY 12 SEPTEMBER 2011.

Year 10 Option Selections 2012

Select ONLY THE TIMETABLE CODE for each subject that you wish to study next year and write in the appropriate boxes on the other side of this page. Only those SUBJECTS THAT ARE OPTIONS are shown here.

RECORD YOUR SUBJECTS IN ORDER OF PREFERENCE.

YEAR 10 - SELECT 4 OPTIONS + 2 BACK-UPS	
GROUP 1	
CODE	SUBJECT
10GRAP	Graphics
10CLTX	Textile Technology
10FOTE	Food Technology
10MTEC	Materials Technology
GROUP 2	
CODE	SUBJECT
10ECON	Economic Studies
10GEOG	Geography
10CLST	Classical Studies/History
GROUP 3	
CODE	SUBJECT
10APER	Performing Arts
10ARTA	Art
10MUSC	Music
10AGHO	Agriculture
GROUP 4	
CODE	SUBJECT
10FREN	French*
10JAPA	Japanese*
	*Languages are full year
SUPPORT	
CODE	SUBJECT
10LITE	Literacy for Living#
10ENSL	ESOL#
	# Students invited into these subjects (replace one option).



St Andrew's College

Year 11 Option Selections 2012

LAST NAME: _____

2011 YEAR LEVEL: _____

FIRST NAMES: _____

2012 RETURNING / LEAVING
(please circle one)

STUDY OF ENGLISH, MATHS AND SCIENCE IS COMPULSORY FOR YEAR 11 STUDENTS.

Instructions:

Select your options by WRITING IN THE CORRECT BOX BELOW **IN ORDER OF PREFERENCE** ONLY THE SUBJECT CODES. All subject codes are shown on the other side of this page.

In addition to the compulsory subjects, you are required to study 3 options. Select 5 options in order of preference. The fourth and fifth choices are back-ups, required in case you are unable to get into one of your preferred options.

For example, a Year 11 student may write their selection in this way:

PREF 1	PREF 2	PREF 3	PREF 4	PREF 5
11ECON	11GEOG	11FOTE	11PYHS (Back-up)	11PHED (Back-up)

YOUR YEAR 11 2012 PREFERRED OPTIONS

PREF 1	PREF 2	PREF 3	PREF 4 (Back-up)	PREF 5 (Back-up)

NOTE: In case you do not get all of the subjects that you have selected, **you must select additional options**. The College tries to give students the choices requested. All subjects operate **subject to** student demand, teacher availability and College resourcing.

I approve of this chosen course: _____
(parent / guardian)

PLEASE MAIL OR DELIVER THIS SHEET TO THE MIDDLE SCHOOL OFFICE BY MONDAY 12 SEPTEMBER 2011.

Year 11 Option Selections 2012

Select ONLY THE TIMETABLE CODE for each subject that you wish to study next year and write in the appropriate boxes on the other side of this page. Only those SUBJECTS THAT ARE OPTIONS are shown here.

RECORD YOUR SUBJECTS IN ORDER OF PREFERENCE.

YEAR 11 - SELECT 3 OPTIONS + 2 BACK-UPS	
CODE	SUBJECT
11ACCO	Accounting
11AGHO	Agriculture
11ARTA	Art
11BIOL	Biology*
11DRAM	Drama
11INTE	Digital Technologies
11ECON	Economics
11ESOL	ESOL
11FNT	Food and Nutrition
11FOTE	Food Technology
11FREN	French
11GEOG	Geography
11GRAP	Graphics
11HIST	History
11JAPA	Japanese
11MUSC	Music
11PHED	Physical Education (NCEA)
11PHYS*	Physical Science*
11SPAN	Spanish
11CLTX	Textile Technology
11TRAN#	Vocational Studies#
	# Students are invited into this subject.
	* Can study only one of these.



St Andrew's College

Year 12 Subject Selections 2012

LAST NAME: _____

2011 YEAR LEVEL: _____

FIRST NAMES: _____

2012: RETURNING / LEAVING
(please circle one)

STUDY OF ENGLISH IS COMPULSORY FOR YEAR 12 STUDENTS.

Instructions:

Select your options by WRITING IN THE CORRECT BOX BELOW **IN ORDER OF PREFERENCE** ONLY THE SUBJECT CODES. All subject codes are shown on the other side of this page.

In addition to English, you are required to study 5 other subjects. Select 7 subjects in order of preference. The sixth and seventh choices are back-ups, required in case you are unable to get into one of your preferred options.

For example, a Year 12 student may write their selection in this way:

PREF 1	PREF 2	PREF 3	PREF 4	PREF 5	PREF 6	PREF 7
12MATH	12GE0G	12FREN	12SCIEI	12BIOL	12CLST (Back-up)	12ECON (Back-up)

YOUR YEAR 12 2012 PREFERRED OPTIONS

PREF 1	PREF 2	PREF 3	PREF 4	PREF 5	PREF 6 (Back-up)	PREF 7 (Back-up)

NOTE: In case you do not get all of the subjects that you have selected, **you must select additional options**. The College tries to give students the choices requested. All subjects operate **subject to** student demand, teacher availability and College resourcing.

I approve of this chosen course: _____
(parent / guardian)

PLEASE MAIL OR DELIVER THIS SHEET TO THE SENIOR COLLEGE OFFICE BY MONDAY 12 SEPTEMBER 2011.

Year 12 Subject Selections 2012

Select ONLY THE TIMETABLE CODE for each subject that you wish to study next year and write in the appropriate boxes on the other side of this page.

RECORD YOUR SUBJECTS IN ORDER OF PREFERENCE. AN ENGLISH SUBJECT IS COMPULSORY.

YEAR 12 - SELECT 5 OPTIONS + 2 BACK-UPS

CODE	SUBJECT
12ACCO	Accounting
12AGHO	Agriculture Science
12ARTC	Art Design
12ARTH	Art History
12ARPA	Art Painting
12BIOL	Biology
12BUSS	Business Studies
12CHEM	Chemistry
12CLST	Classical Studies
12INTE	Digital Technologies
12DRAM	Drama
12ECON	Economics
12ESOL	ESOL
12FOTE	Food and Nutrition
12FREN	French
12GEOG	Geography
12GRAP	Graphics
12HIST	History
12JAPA	Japanese
12MTEC	Materials Technology
12MATH*	Mathematics*
12MESF	Media Studies - Film
12MEST	Media Studies - Television
12MUSC	Music
12ARTP	Photography
12PHED	Physical Education (NCEA)
12PHYS	Physics
12SCIE	Science
12SPAN	Spanish
12CLTX	Textile Technology
12THTR#	Travel & Tourism#
12TRAN#	Vocational Studies#

Students invited into these classes.

* Students choose and are then selected into one of the Mathematics, Mathematics B, Applied Mathematics.



St Andrew's College

Year 13 Subject Selections 2012

LAST NAME: _____

2011 YEAR LEVEL: _____

FIRST NAMES: _____

2012 RETURNING / LEAVING
(please circle one)

Instructions:

Select your options by WRITING IN THE CORRECT BOX BELOW **IN ORDER OF PREFERENCE** ONLY THE SUBJECT CODES. All subject codes are shown on the other side of this page.

You are required to study 5 subjects. Select 7 subjects in order of preference. The sixth and seventh choices are back-ups, required in case you are unable to get into one of your preferred options.

For example, a Year 13 student may write their selection in this way:

PREF 1	PREF 2	PREF 3	PREF 4	PREF 5	PREF 6	PREF 7
13ECON	13GEOG	13FREN	13HIST	13ENGL	13CLST (Back-up)	13MATS (Back-up)

YOUR YEAR 13 2012 PREFERRED OPTIONS

PREF 1	PREF 2	PREF 3	PREF 4	PREF 5	PREF 6 (Back-up)	PREF 7 (Back-up)

NOTE: In case you do not get all of the subjects that you have selected, **you must select additional options**. The College tries to give students the choices requested. All subjects operate **subject to** student demand, teacher availability and College resourcing.

I approve of this chosen course: _____
(parent / guardian)

PLEASE MAIL OR DELIVER THIS SHEET TO THE SENIOR COLLEGE OFFICE BY MONDAY 12 SEPTEMBER 2011.

Year 13 Subject Selections 2012

Select ONLY THE TIMETABLE CODE for each subject that you wish to study next year and write in the appropriate boxes on the other side of this page.

RECORD YOUR SUBJECTS IN ORDER OF PREFERENCE.

YEAR 13 - SELECT 5 OPTIONS + 2 BACK-UPS	
CODE	SUBJECT
13ACCO	Accounting
13AGHO	Agriculture and Horticulture
13ARTC	Art Design
13ARTP	Art Photography
13BIOL	Biology
13BUSS	Business Studies
13TRAN	Careers Education*
13CHEM	Chemistry
13CLST	Classical Studies
13INTE	Digital Technologies
13DRAM	Drama
13ECON	Economics
13ENGL	English**
13ESOL	ESOL
13FREN	French
13FOTE	Food and Nutrition
13GEOG	Geography
13GRAP	Graphics
13HIST	History
13ARTH	History of Art
13JAPA	Japanese
13MTEC	Materials Technology
13MATC	Mathematics with Calculus
13MESF	Media Studies – Film
13MEST	Media Studies – Television
13MUSC	Music
13ARPA	Painting
13PHED	Physical Education (NCEA)
13PHYS	Physics
13SCIE	Science
13SPAN	Spanish
13MATS	Statistics and Modelling
13CLTX	Textile Technology

* Students invited into this subject.
 ** Students choose or are selected into one of English, Alternative English.



St Andrew's College

347 Papanui Road
Strowan
Christchurch 8052
Tel: 03 940 2000
Fax: 03 940 2060

www.stac.school.nz