



Senior Course Handbook 2017



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COURSE STRUCTURE 2017

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Level	English & Languages	Mathematics	Sciences	Social Sciences	Physical Education	Arts	Technology
HOD	Mr A Luke English	Mrs A Wynn (maternity leave) Ms V Bradshaw	Mrs R Whatley	Mr D Stewart	Mr D Webb PE		Mr R Pipe
Subject Teachers	Mr R Preece Mrs B Scorringe	Mr R Nair	Mr M Blackstock Chemistry Mrs A Wynn Physics (maternity leave) Ms V Bradshaw Ms A Webb Marine Studies	Mrs C Burns History	Mr A McKenzie Mr R Wynn T.I.C. Outdoor Education	Ms J Kay Art Mr P Stretch Music Ms M Curd Photography Ms C Burns Drama	Mr D MacKay Trade skills Mrs J Myers T.I.C. Food Mrs J Hope Fabric Technology
Level 3	English	Maths	Biology	Geography	Sports Science	Visual Art	Gateway
	Pathways		Chemistry	History		Music	Food Technology
	Te Reo		Physics			Photography	
			Marine Studies				Trade Skills
Level 2	English	Maths	Biology	Geography	Sports Science	Visual Art	Trade Skills
			Chemistry	History	Outdoor Ed	Music	Gateway
						Drama	
	Pathways		Physics			Tikanga	Food Technology
						Photography	
Level 1	English	Maths	Science	Geography	Sports Science	Visual Art	Trade Skills
		Maths		History	Outdoor Education	Music	Food Technology
						Tikanga	Digital Technologies
						Drama	Fabric Technology

PLANNING YOUR PROGRAMME

When selecting your options for your year ahead, you need to consider some of the following questions.

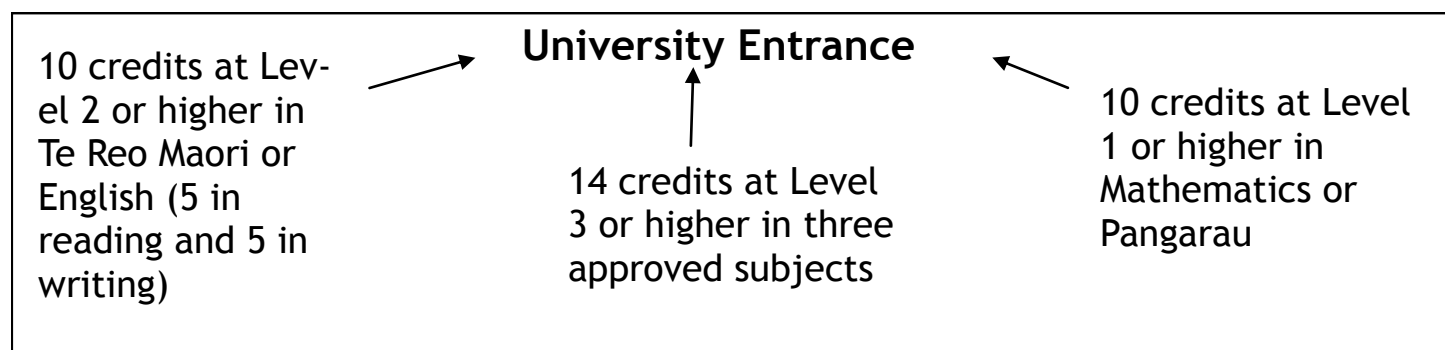
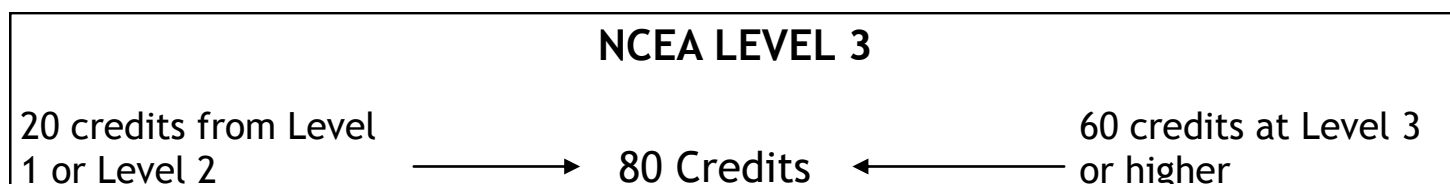
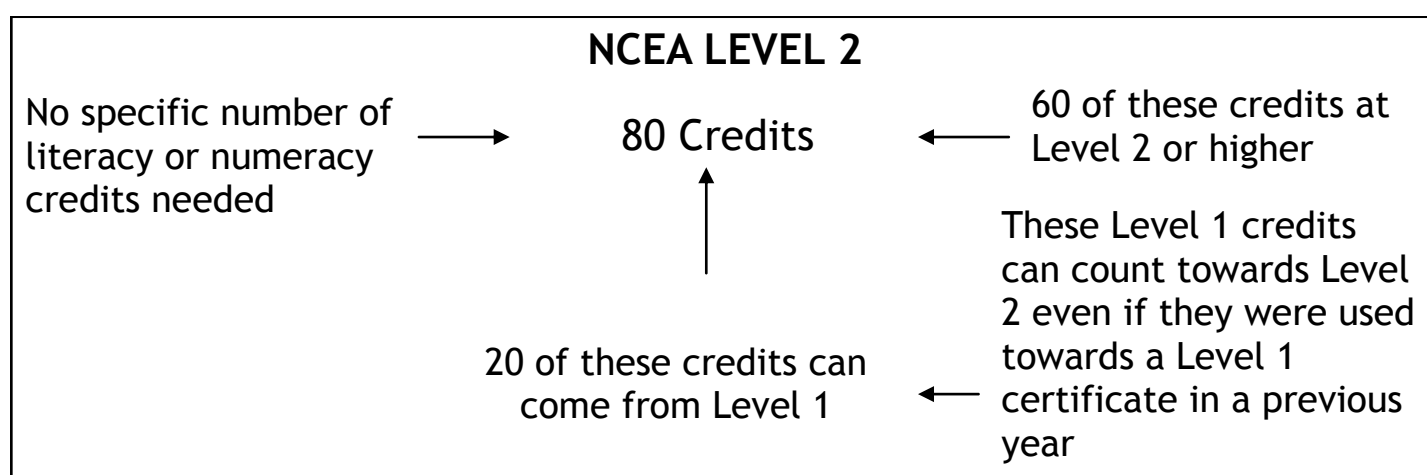
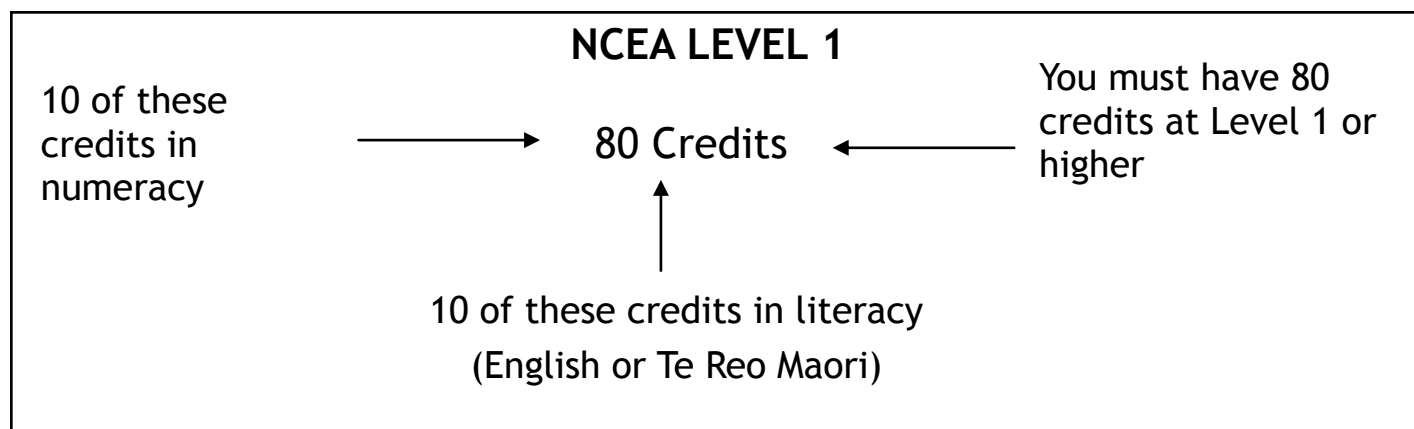
- What qualifications do I want to gain while at school?
- What qualifications and courses do I need for tertiary study or for the work I hope to do when I leave school?
- Does my subject selection provide enough flexibility to change courses or direction in the future?
- Can I be appropriately challenged and have a good chance of success in this course?
- Do I have pre-requisites for this course?
- Have I met the requirements for my year level?
- Have I discussed my preferences with my whanau and teachers?
- Course costs as indicated. These are accurate at time of printing.

When you are considering your subjects for the year ahead, be careful ***not*** to select on the following

- You like or dislike the teacher
- You have a friend in the class
- You have no knowledge or experience of a course
- You think it is a boys/girls subject
- You are unsure about working with the equipment the course will require.

NCEA REQUIREMENTS

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The above information is a minimum requirement and in addition to gaining UE students also may need to meet one or more of the following:

* Ranked Score / Guaranteed Entry Score

* Individual Degree programme subject requirements

* Individual degree programme subject credit requirements * Individual requirements—eg; portfolios, interviews

COURSE REQUIREMENTS

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Year 11

All students must take:
English, Mathematics
AND 4 other subjects
Students then choose two other subjects

Year 12

All students must take an English course
and five other subjects.
A well balanced programme that includes mathematics and a science
is recommended.
If you want to attend University, ensure that your subject selection
enables you to do Level 3 courses in Year 13

Year 13

Students choose five subjects.
Students who are considering going to University must ensure that
they choose subjects that will give them the best opportunity
for acceptance.

OTHER THINGS TO CONSIDER.....

1. Correspondence School Courses—for those subjects not offered at Whangamata Area School

When a student wishes to enroll in a subject not offered at Whangamata Area School, it may be possible to take the course by correspondence.

Your Level Director will need to receive your request before the end of Term 3

Examples of Subjects:

- | | | |
|---------------------|---------------|------------------------------------|
| - Classical Studies | - French | - Media Studies |
| - Economics | - History | - Legal Studies |
| - Accounting | - Electronics | - Digital Technology / Multi Media |

UNIVERSITY REQUIREMENTS

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The minimum standard for entrance into University (for students under 20 years of age) is as follows:

-42 credits at Level 3 or higher on the National Qualifications Framework derived from at least 14 credits or more from each of three approved subjects.

Literacy Requirements:

- At least 10 credits in English or Te Reo Maori
- Five credits at Level 2 or above in reading
- Five credits at Level 2 or above in writing

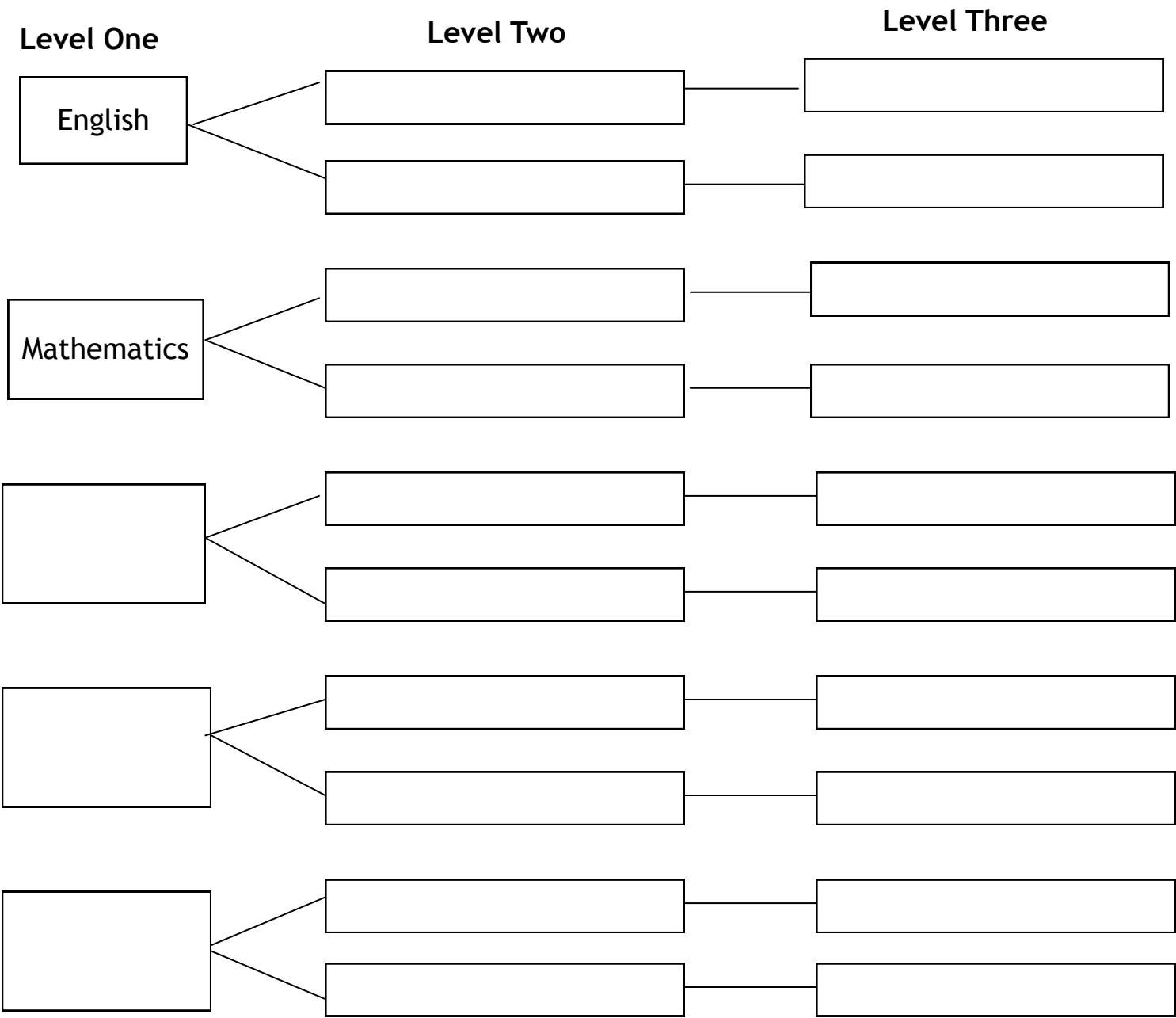
Numeracy Requirements:

- 10 credits at Level 1 or higher

Approved Subjects for University Entrance

Accounting	Economics	Painting (Practical Art)
Agriculture & Horticulture	Education for Sustainability	Photography (Practical Art)
Biology	English	Physical Education
Business Studies	French	Physics
Calculus	Geography	Printmaking (Practical Art)
Chemistry	German	Processing Technologies
Chinese	Health Education	Religious Studies
Classical Studies	History	Samoan
Construction and Mechanical Technologies	History of Art	Science
Cook Islands Maori	Home Economics	Sculpture (Practical Art)
Dance	Indonesian	Spanish
Design (Practical Art)	Japanese	Social Studies
Design and Visual Communication	Korean	Statistics
Digital Technologies	Latin	Technology
Drama	Media Studies	Te Reo Māori
Earth and Space Science	Music Studies	Te Reo Rangatira

MY PLAN FOR 2016 AND BEYOND.....



English

English involves a combination of language and communication skills, literary and media studies to enhance the developing competency of our students as users of the English language across a wide range of genres and authentic contexts

Skills:

English aims at having students

- Engage with and enjoy language in all its varieties
- Understand, respond to, and use oral, written and visual language effectively in a range of contexts

Our courses identify the following specific objectives for our students

- To develop control over the processes associated with using and responding to English language purposefully and effectively through reading, writing, speaking, listening, viewing and presenting
- To develop an understanding of the grammar and conventions of English
- To develop an understanding of how language varies according to the user, audience, and purposes
- To respond personally to and think critically about a range of texts, including literary texts
- To use language skills to identify information needs, and find, use and communicate information
- To understand and appreciate the heritages of New Zealand through experiencing a broad range of texts written in English

Level 1 (Eng 101)

- This course aims to provide a balanced approach to the written, visual and oral strands of English, with major emphases placed in literacy, self-selected reading and independent learning through the development of research and presentation skills
- Students may study towards the award of up to 25 credits

Recommended Entry Requirements:

- Satisfactory completion of the Year ten English programme

Standards:

Eng 1.1	Show understanding of specified aspects of studied written text/s with supporting evidence.	
External		4
Eng 1.2	Show understanding of specified aspects of studied visual/oral text/s with supporting evidence.	
External		4
Eng1.3	Show understanding of significant aspects of unfamiliar written texts through close reading, with supporting evidence	
External		4
Eng 1.4 OR 1.5 (student choice)	Produce creative/formal writing	
Internal		3
Eng 1.8	Explain significant connections between texts using supporting evidence from each text	
Internal		4
Eng 1.11	Show understanding of significant aspects of visual text/s using supporting evidence	
Internal		3
Eng 1.10	Form responses to independently read texts Using evidence.	
Internal		4

Level 2 (Eng 201)

- Students will follow an Achievement Standards based NCEA course.
- Students may study towards the award of up to 25 credits in this course.

Recommended Entry Requirements:

- Satisfactory completion of at least 14 Achievements Standard
- credits from English Level One.

Standards

- | | | | |
|------|--|----------|---|
| 2.1 | Analyse specified aspects of studied written text using supporting evidence. | External | 4 |
| 2.2 | Analyse specified aspects of studied visual/oral text supported by evidence | External | 4 |
| 2.3 | Analyse significant aspects of unfamiliar written texts through close reading and supported by evidence. | External | 4 |
| 2.4 | Produce a selection of crafted and controlled writing | Internal | 6 |
| 2.7 | Analyse significant connections across texts using supporting evidence | Internal | 4 |
| 2.10 | Analyse aspects of visual and/or oral texts through close reading and supported by evidence | Internal | 3 |

Two OPTIONAL standards that will be offered according to individual needs:

- | | | | |
|-----|--|----------|---|
| 2.5 | Construct and deliver a crafted and controlled oral text | Internal | 3 |
| 2.9 | Form developed personal responses to independently read texts supported by evidence. | Internal | 4 |

Level 3 (Eng 301)

- English at this level assumes a student has the passion and / or purpose required to appreciate the development, uses and conventions of the language to effectively present to an audience.
- Students must have a developed reading habit, sophistication of literary critique as well as an accurate, lucid and mature writing style
- Students follow an Achievement Standards based NCEA course
- Students may study towards the award of up to 24 credits in this course.
- Scholarship tuition will be offered to outstanding students.

Recommended Entry Requirement:

- Satisfactory completion of at least 12 Achievement standard credits from NCEA Level Two

Standards

- | | | | |
|-----|--|----------|---|
| 3.1 | Respond critically to specified aspect(s) of studied written text(s), supported by evidence | External | 4 |
| 3.2 | Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence | External | 4 |
| 3.3 | Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence | External | 4 |
| 3.4 | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas | Internal | 6 |
| 3.9 | Respond critically to aspects of visual/oral text/s through close reading supported by evidence. | Internal | 3 |
| 3.7 | Respond critically to significant connections across texts, supported by evidence | Internal | 4 |
| 3.8 | Develop an informed understanding of literature and/or language using critical texts | Internal | 4 |



TIKANGA MĀORI

Tikanga Māori is a new subject to Whangamatā Area School

Tikanaga Māori is focussed on learning aspects of Māori culture in a practical context

This course will cover the following topics:

Kapa Haka
Waka Ama
Whakapapa
Ki-o-Rahi
Local Māori history



This course will be assessed using a mix of unit standards and achievement standards. **Standards to be advised.** We can tailor a course for level 2 or level 3 students who wish to study this subject and require level 2/3 credits.

Costs : \$70 approx for Noho Marae



Mathematics is the means of looking at the patterns that make up our world and the intricate and beautiful ways in which they are constructed and realised. Numeracy is the means of making that knowledge useful.

Mathematics contributes to the school curriculum by developing pupils' abilities to calculate, to reason logically, algebraically, and geometrically, to solve problems and to handle data. Mathematics is important for pupils in many other areas of study, particularly Science and Technology. It is also important in everyday living, in many forms of employment and in public decision-making. As a subject in its own right, Mathematics presents frequent opportunities for creativity, and can stimulate moments of pleasure and wonder when a problem is solved for the first time, or a more elegant solution to a problem is discovered, or when hidden connections suddenly manifest.

AIMS OF NCEA

- To set challenging targets with high expectations for all pupils.
- To offer a variety of approaches to teaching and learning to engage and motivate pupils and demand their active participation.
- To smooth the transition for pupils between levels 1, 2 and 3 and to ensure progression in teaching and learning throughout their time at school.
- To explore enrichment opportunities outside the curriculum to enhance pupils' enjoyment of mathematics.

OBJECTIVES OF NCEA

At the end of his/her mathematical education in this school, each pupil will be able:

- To perform basic numeracy skills
- To perform the basic mathematical skills needed in his/her chosen career or for entry to higher or further mathematical education
- To understand the mathematics likely to be encountered in daily adult life
- To reason clearly and logically, and to set out a rational argument
- To identify patterns encountered in diverse situations and to extrapolate from these.
- To approach problems systematically, choosing appropriate techniques for their solution.
- To follow logical instructions clearly expressed
- To experience satisfaction in and enjoyment of his/her mathematical achievements.
- To obtain any formal mathematical qualifications needed for his/her chosen career
- To obtain his/her best possible results at NCEA levels 1, 2 and 3.



Level 1

Course Prerequisites:

A minimum of 14 credits at level 1 must be achieved by all students in order to be considered by most tertiary education institutions, 10 credits must be achieved in Mathematics to pass level 1 numeracy.

Courses Available

In year 11 students will be selected to follow an Achievement Standard Course.

A scientific calculator is required prior to entry.

Mathematics 101

Is designed for those students who plan to continue with mathematics the following year, as it is a prerequisite for Level 2. Students will be required to sit at least 2 external examinations.

AS91027	Algebra 1.2	4
External		
AS91028	Tables, equations & Graphs	4
External		
AS91029	Linear Algebra 1.4	3
Internal		
AS91032	Trigonometry 1.7	3
Internal		
AS91036	Bivariate Statistics 1.11	3
Internal		
AS 91037	Chance and Data 1.2	4
External		

Course Fee: \$25.00

* A Casio Fx 95706 graphical calculator is not a requirement but would enhance student achievement

Mathematics 100

Is designed for students who do not wish to continue in Mathematics at Level 2. It is a lighter course load, with no external examinations.

AS91026	Numeric Reasoning	4
Internal		
AS91030	Measurement	3
Internal		
AS91035	Multivariate Statistics	4
Internal		
AS91036	Bivariate Statistics	3
Internal		

Course fee: \$25.00



MATHEMATICS

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Level 2

Primarily Achievement Standard Course

- Year 12 Mathematics is not compulsory.
- A minimum of 14 Achievement Standard credits at Level 1, including Algebra, is usually a pre-requisite for entry to Level 2.
- A Casio fx-9570G PLUS graphical calculator is required for this course and is to be purchased prior to entry.

Standards

AS 91257	Graphical Methods 2.2	Internal	4
As 91259	Trigonometry 2.4	Internal	3
AS 91241	Algebra 2.6	External	4
As 91262	Calculus 2.7	External	5
AS 90292	Solve straightforward trigonometric equations	External	2
AS 91263	Design a Questionnaire 2.9	Internal	3
AS 91265	Conduct an Experiment 2.10	Internal	3
AS 91267	Probability	External	4

Course fees: \$25.00

Level 3

Primarily Achievement Standard Course

- Year 13 Mathematics is not compulsory, and not recommended unless you have attained significant levels of achievement at Level 2.
- This is a combined calculus and statistics course and is eligible for endorsement.
- A Casio fx-9570G PLUS graphical calculator is a requirement and is to be purchased prior to entry.

Mathematics with Calculus

This is recommended for students who at Level 2 demonstrated a strength in Algebra and Calculus and for those who have a strong interest in physical sciences or engineering.

Mathematics with Statistics

This is recommended for students who are intending to follow careers in biological sciences and humanities and/or research and development. Although there is an algebraic component, the greater focus is the ability to be able to make inferences.

MATHEMATICS

Standards

3.2 Linear Programming	Internal	2
3.3 Trigonometry	Internal	4
3.15 Simultaneous Equations	Internal	2
3.9 Bivariate Statistics	Internal	4
3.6 Differentiation	External	6
3.14 Probability Distributions	External	4
3.1 Conics (Internal)		3

Course fees: \$25.00

Science and technology are major influences in many aspects of our daily lives at work, at play and at home. Our dependence on science and technology demands a high level of scientific literacy for all New Zealanders and requires a comprehensive science education for all students, not just those who will have careers in science and technology.

The aim of the Science Curriculum includes:

- Developing knowledge and understanding of the living, material and technological components of the environment
- Developing skills for investigating
- Developing attitudes on which scientific investigation depends
- Promoting science as an activity carried out by all people as part of their everyday lives
- Assisting students to use scientific knowledge and skills to make decisions about the usefulness and worth of ideas
- Nurturing scientific talent to ensure a future scientific community
- Developing students' interest and understanding of the knowledge and processes of science which form the basis of many intended careers

Skills:

Focusing and planning

Carrying out an investigation

Problem solving

Information gathering

Processing and interpreting

Common study skills

Level 1

Recommended entry requirements:

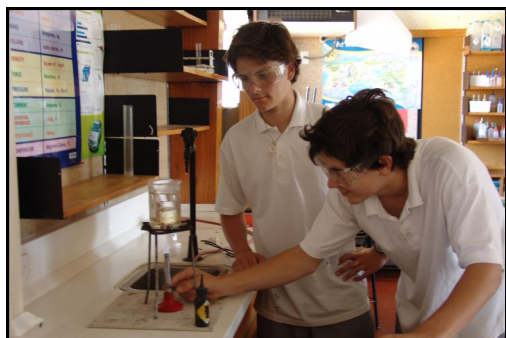
Achieved in the Year 10 end of unit tests and end of year examination.

Content:

- Force, motion and energy
- Genetics
- Acids, bases and metals
- Variation

Costs:

\$30.00 for a workbook.



Standards

90925	Carry out a practical investigation in a biological context, with direction	
Internal		4
90940	Demonstrate an understanding of Mechanics	
External		4
90944	Demonstrate an understanding of acids and bases	
External		4
1.9 90948	Demonstrate an understanding of genetic variation	
External		4
90930	Carry out a practical chemical investigation With direction	
Internal		4
90535	Carry out a practical physics investigation that leads to a linear mathematical relationship.	
Internal		4

PHYSICS

Physics is a fundamental science because its principles have provided the foundation for many other areas of science and it also underpins most of the technology we use in our daily lives.

Physics can be defined as the study of matter, energy and the relationship between the two. Put more simply, it is about how and why things (other than living and chemical) work as they do.

The topics studied in physics are vast and can range from sub-atomic particles and mechanics to light, electronics and astronomy.

Whatever is being studied there are some common characteristics and skills that any student of physics needs:

- Curiosity and imagination
- An appreciation of the impact and importance of physics in our lives
- Analytical and problem solving skills
- An enjoyment and ability in practical investigations
- An enjoyment and ability in solving graphical and mathematical problems

Level 2

Recommended entry requirements:

- Completion of the Year 11 Science Achievement Standard 90191 is beneficial, but not essential
- Some year 11 topics are reintroduced and extended while many new topics are explored as well

Content:

Vectors	Linear Motion
Force	Torque
Momentum	Energy
Circular Motion	Projectiles
Optics	Waves
Electricity	Magnetism
Nuclear Physics	Photoelectric Effect

Standards

2.1 Carry out a practical Physics investigation	
Internal	4
2.2 Relevant applied physics demonstration	
Internal	3
2.3 Waves	
External	4
2.4 Mechanics	
External	6
2.5 Nuclear Physics	
Internal	3
2.6 Electricity and Electromagnetism	
External	6

Course fee: \$30.00

Level 3

Recommended entry requirements:

- Completion of the Year 12 Physics programme is essential
- Some Year 12 topics are reintroduced and extended while many new topics are explored as well

Content:

Centre of Mass	Momentum
Linear & rotational kinematics	Rational dynamics
Simple harmonic motion	Waves
Directional current electricity	Nuclear Physics
Photoelectric effect	Alternating Current
Harmonics	Interference of light
Doppler Effect	

Standards

3.1 Physics investigation	
Internal	4
3.2 Application of Physics	
Internal	3
3.5 Modern Physics	
Internal	3
3.6 Electricity	
External	6
3.3 Waves	
External	4
3.7 Socio-Scientific Issues	
Internal	3

Course fee: \$30.00

SCIENCES

Welcome to Year 12 Chemistry

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Chemistry has developed from people investigating the materials that make up our world, their composition, and the changes they undergo. These investigations have led to an ever-increasing and evolving understanding of the properties and behaviour of materials.

Learning in chemistry involves students investigating chemical phenomena and reactions and developing concepts, principles, strategies and models in explaining those phenomena and reactions. As students develop scientific knowledge and skills, they are given an opportunity to become aware of their own intellectual and vocational potential and to develop further their *Key Competencies* of

***Thinking,
Using Language, Symbols and Text,
Managing Self,
Relating to Others and
Participating and Contributing***

This course will contain both **internally** and **externally** assessed Achievement Standards and formative assessments during the year. See next page.

Homework:

As part of the Key Competency ***Managing Self***, each Year 12 student is expected to spend **at least 20 minutes** on Chemistry related work each night (and near exams, 30 minutes). This could include:

- completing set tasks,
- reviewing the work done that day,
- reviewing the current topics
- answering problems
- ongoing revision (net and other resources).
- Preparing mind maps/ flowcharts/ cheat sheets.

Knowledge and understanding is improved most effectively with consistent persistency. Research has shown that there is a very strong link between success in assessments and time spent on self-directed learning.

2.1	91161	Carry out quantitative analysis	Internal	4cr
2.2	91162	Identify ions in solution	Internal	3cr
2.4	91164	Demonstrate an understanding of bonding and energy changes.	External	5cr
2.5	91165	Demonstrate understanding of properties of selected organic compounds.	External	4cr
2.6	91166 --	Optional- Demonstrate an understanding of a chemical reactivity.	External	4cr
2.7	91167	Demonstrate an understanding of oxidation-reduction.	Internal	3cr

A.S. Credits:	10cr
Internal	9/(13) 13
External	19/(23)

Welcome to Year 13 Chemistry

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Learning in chemistry involves students investigating chemical phenomena and reactions and developing concepts, principles, strategies and models in explaining those phenomena and reactions. As students develop scientific knowledge and skills, they are given an opportunity to become aware of their own intellectual and vocational potential and to develop further their *Key Competencies* of

***Thinking,
Using Language, Symbols and Text,
Managing Self,
Relating to Others and
Participating and Contributing***

This course builds on Level 2 ideas about redox, aqueous and organic chemistry and explores new areas such as spectroscopy, thermochemistry and equilibrium principles.

This course will contain both **internally** and **externally** assessed Achievement Standards and formative assessments during the year. See next page.

Homework:

As part of the Key Competency ***Managing Self***, each Year 13 student is expected to spend **at least 20 minutes** on Chemistry related work each night (and near exams, 30 minutes). This could include:

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- reviewing the current topics
- answering problems
- ongoing revision (net and other resources).
- Preparing mind maps/ flowcharts/ cheat sheets.

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3.1	91387	OPTIONAL Carry out investigation involving Quantitative analysis	Internal	4cr
3.2	91388	Demonstrate understanding of spectroscopy	Internal	3cr
3.3	91389	OPTIONAL Demonstrate understanding of chemical process in the world around us	Internal	3cr
3.4	91390	Demonstrate understanding of properties of particles and thermochemical principals	External	5cr
3.5	91391	Demonstrate understanding of structure and reactivity of organic compounds	External	5cr
3.6	91392	OPTIONAL Demonstrate an understanding of equilibrium principals in aqueous systems.	External	5cr
3.7	91393	Demonstrate understanding of oxidation-reduction	Internal	3cr
AS Credits		Internal 6/(13) External 10/(15) Total 16/(28)		

SCIENCES

BIOLOGY

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Welcome to the world of the LIVING!!

A knowledge of Biology—the study of living organisms and their interactions—provides a base for every person's understanding of the natural environment. Students who have an interest in the natural world will find Biology challenging and enjoyable

Skills:

The following generic skills are developed throughout all year levels

- * Focusing and planning
- * Gathering information
- * Processing and interpreting data
- * Reporting

Level 2

Recommended Entry Requirements:

Students have completed Level One Science and/or biology

Content:

- Genetic variation and evolution
- Mutation
- Meiosis
- Inheritance
- Allele frequencies and gene pools
- Significance of proteins
- Information validity
- Mammal adaptations

Standards

- 2.1 (91153) Carry out a practical investigation in a biology context with supervision
Internal 4
- 2.3 (91155) Demonstrate understanding of adaptation of plants or animals to their way of life
Internal 3
- 2.5 (91157) Demonstrate understanding of genetic variation and change
External 4
- 2.6 (91158) Investigate a pattern in an ecological community with supervision
Internal 4
- 2.7 (91159) Demonstrate understanding of gene expression
External 4

Costs:

\$30.00 for Workbook

Level 3

Recommended Entry Requirements:

It is strongly recommended that students complete Level Two biology to an achieved level before attempting this course

Content:

- Human Evolution
- Specification and evolution
- Applications of biotechnology
- Gene expression
- Contemporary biological issues

Objectives:

- Carry out a practical investigation
- Investigate a contentious socio-scientific issue in NZ
- Understand how humans use a homeostatic control system to maintain a stable internal environment
- Understanding the evolutionary processes that lead to a new species developing
- Understand how humans have evolved over millions of years
- Understand techniques being used by humans to manipulate genetics and implications of this (e.g. cloning)

Standards

- 3.1 Carry out a practical investigation in a biological context with guidance
Internal 4
- 3.2 Integrate biological knowledge to develop an informed response to a socio-scientific issue
Internal 3
- 3.4 Demonstrate understanding of how an animal maintains a stable internal environment
Internal 3
- 3.5 Demonstrate understanding of evolutionary processes leading to speciation
External 4
- 3.6 Demonstrate understanding of trends in human evolution
External 4

Costs: \$30.00 for Workbook

\$140.00 approx for 2 day Auckland Trip

MARINE STUDIES

Level 3

Take the plunge and gain knowledge of the marine environment.

Advance your understanding of marine biology, marine invertebrates and taxonomy, marine ecology, marine reserves and issues in resource management, marine surveying, and aquaculture. Students have the choice to develop snorkelling and/or scuba skills, and the ability to identify, survey and monitor marine life.

The aims of this programme are to

- Engage students in practical and applied science
- Foster student interest and passion in science and the marine world
- Enhance the environmental awareness of students
- Develop team building capability and personal confidence of students
- Prepare students for entry into tertiary education.

Costs and pre-requisites:

Requires proficiency in snorkelling and / or SCUBA. There is a field trip out to Mayor (Tuhua) Island

Snorkel, goggles, mask and preferably a wet suit.

Open Water Diving Certificate
\$400.00

Tuhua trip to complete course, this cost is additional approx \$100.00

Standards

BOPP Marine Watch rocky reef and reef fish survey

4400* Identify marine species common to dive site
Internal 4

A91602 Integrate biological knowledge to develop an informed response to a socio-scientific issue.
3

A91413 Demonstrate understanding of processes in the ocean system
4

A90829 Investigate the interrelationship between humans and a biophysical environment in relation to a sustainable future (Reserves)
4

A90831 Describe policies and practices, their development and contribution to a sustainable future.
5

19851 Describe the biology of a Fin Fish
5

26510 Demonstrate knowledge of ecosystems
4

4400 Identify marine species common to dive site
4

On successful completion of this programme SmartPaths students will gain preferential entry to the Diploma in Marine Studies Level 6 in 2016.

The pass criteria for this programme is a total of 14 credits from the standards shown above.



SOCIAL SCIENCES HISTORY

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History students don't just become historians. They are valued across the employment spectrum for their knowledge, critical analysis skills, clarity of expression and the fact that they sound intelligent whenever matters of historical importance are discussed. Whether you see yourself as a doctor, a scientist, a lawyer, TV or magazine journalist, a museum curator, or a teacher, history will help you to understand events that have shaped our world, as well as developing your ability to think critically about information.

This is a full achievement standards course with a pathway right through to NCEA Level 3.

This course offers the chance to achieve up to 24 credits from the following standards:

Costs: Level 1 Te Papa National Museum, Wellington approx \$400.00

Level 2/3 Marae trip approx \$300.00

Workbooks level 1,2 and 3 \$20.00

Year 11 Level 1

Standards

91001 Carry out an investigation of an historical event, or place, of significance to New Zealanders
Internal 4

91002 Demonstrate understanding of an historical event, or place, of significance to New Zealanders
Internal 4

91003 Interpret sources of an historical event of significance to New Zealanders
External 4

91004 Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders
Internal 4

91005 Describe the causes and consequences of an historical event
External 4

91006 Describe how a significant historical event affected New Zealand society
External 4

Year 12 Level 2

Standards

91229 Carry out an inquiry of an historical event or place that is of significance to New Zealanders
Internal 4

91230 Examine an historical event or place that is of significance to New Zealanders
Internal 5

91231 Examine sources of an historical event that is of significance to New Zealanders
External 4

91232 Interpret different perspectives of people in an historical event that is of significance to New Zealanders
Internal 5

91233 Examine causes and consequences of a significant historical event
External 5

91234 Examine how a significant historical event affected New Zealand society
External 5

Year 13 Level 3

Standards

91424 Research an historical event or place of significance to New Zealanders, using primary and secondary sources
Internal 5

91435 Analyse an historical event, or place of significance to New Zealanders
Internal 5

91436 Analyse evidence relating to an historical event of significance to New Zealanders
Internal 4

91437 Analyse different perspectives of a contest event of significance to New Zealanders
Internal 5

91438 Analyse the causes and consequences of a significant historical event
External 6

91439 Analyse a significant historical trend and the force(s) that influenced it
External 6

SOCIAL SCIENCES

GEOGRAPHY—It makes you think!

22

Geography deepens student's knowledge and understanding of the people and places that make up the world in which we live. The subject concentrates on the many interactions that occur between the natural and cultural environments. A diverse range of topics are offered, including investigating local and global geographical issues. Geography aims, through its integrative approach, to foster a balanced view of, and respect for the environment.

Students will be introduced to a range of practical, research, social and computer skills

Year 11	NCEA Level 1	Year 12	NCEA Level 2	Year 13	NCEA Level 3
Contents:		Contents:		Contents:	
The topics that we study at Level 1 include:		The topics that we study at Level 2 include:		The topics that we study at Level 3 include:	
<ul style="list-style-type: none"> • The global trade in coffee • Conflicting views on the use of public land • Mining at Waihi • How location affects farming • Using Google Earth to determine where to put a new shop • Earthquakes, floods tsunamis 		<ul style="list-style-type: none"> • Gold mining on the Coromandel Peninsula • The global problem of HIV/AIDS • Tauranga shopping malls • Where Whangamata residents go to shop • Differences in development between Australia and Bangladesh. 		<ul style="list-style-type: none"> • Beach Hop • Tourism growth at a global scale • Monorails and tunnels in Milford Sound • Coastal environments Whangamata beach • Using geographic information systems (GIS) to work out traffic patterns • Tourism development in Bali 	
Standards:		Standards:		Standards:	
Geo 1.1 Extreme natural events	4	Geo 2.1 Large natural environment	4	Geo 3.1 Analyse a geographic environment	4
Geo 1.3 Sustainable environment	3	Geo 2.2 Urban Pattern	3	Geo3.2 Analyse a cultural process	4
Geo 1.4 Apply concepts and skills	4	Geo 2.3 Differences in development	4	Geo 3.3 Significant contemporary event	3
Geo 1.5 Conduct geographic research	4	Geo 2.4 Apply Concepts and Skills	4	Geo 3.4 Apply skills and ideas	4
Geo 1.6 Contemporary NZ geographic issue	3	Geo 2.5 Conduct geographic research	5	Geo 3.5 Geographic research	5
Geo 1.7 Geographic topic at a global scale	3	Geo 2.6 Explain a contemporary NZ geographic issue	3	Geo 3.6 Analyse a contemporary geographic issue	3
Geo 1.8 Apply spatial analysis	3	Geo 2.7 Explain a global study	3	Geo 3.7 Analyse a global study	3
Costs:		Costs:		Costs:	
Two field trips. Martha Mine and local dairy farm approx \$10.00 Workbook \$25.00		Workbook \$25.00		Workbook \$25.00	
Pre-requisites: None		Pre-requisites: Students are advised to complete Year 11 Geography. The course has been designed to allow first time geographers to cope with the expected standards.		Pre-requisites: The Year 13 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 enter for the first time.	
Leads to: NCEA Level 2 Geography		Leads to: NCEA Level 3 Geography		Leads to: Tertiary study	

TECHNOLOGY

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FOOD AND NUTRITION

Level 1

Content

This course is a combination of Level 1 Technology and Home Economics Achievement Standards and service IQ hospitality unit standards

This course leads on to Year 12 Food and Hospitality and provides students with a variety of practical experiences and theory work.

Total credits 21

Costs:

Fees \$60.00 (for basic food items)

Main Ingredients for practical lessons need to be supplied.

Unit Standards

S.I.Q. Unit 15921

Baking Cakes and sponges 3

Achievement Standards

1.60 (V1) Implement basic procedures to process a specified product
Internal 4

1.4 (V1) Demonstrate knowledge of practices and strategies to address food handling issues
Internal 5

1.1 (V1) Demonstrate knowledge of an individual's nutritional needs
Internal 5

1.6 (V1) Demonstrate understanding of how packaging information influences an individual's food choices and wellbeing
External 4

Total Credits 21



FOOD AND HOSPITALITY

Level 2

Course prerequisite:

Successfully completed Level 1 Food and Nutrition or by application to HOD Technology.

Content:

A total of 22 credits are available in this course.

Note: To get hospitality credits U/S 167 must be achieved.

This course follows the requirements of Level 2 NCEA Technology Achievement Standards and Service IQ—Unit Standards. More unit standards will be available in 2016. T.B.D.

Costs:

\$60.00 (for basic food items).

Main Ingredients for practical lessons need to be supplied.

Students will be offered a selection of the following:

Hospitality Unit Standards

US 167 Practice food safety methods in a food business

Internal 4

S.I.Q. Hospitality Unit standards—

13283 Salads 2

13285 Knives 2

13276 Grilling 2

13271 Frying 2

13278 Roasting 2

13280 Fruit & Vegetable cuts 2

13281 Prepare and present sandwiches for service 2

Achievement Standards

AS 2.60 Implement advanced procedures to process a specified product
Internal 4

AS 91299 Analyse issues related to the provision of food for people with specific food needs. 5

Approximately 27 credits will be offered in this course

FOOD AND HOSPITALITY

Level 3

Course prerequisite:

Successfully completed Level 2 Food and Hospitality) or by application to HOD Technology.

Content:

This course follows the requirements of Level 3 NCEA, using Food technology and Nutrition Achievement Standards.

A possibility of Service IQ hospitality Unit Standards could be added to augment the programme in 2016.

Students are expected to work individually on a number of projects to develop food handling skills and nutrition knowledge.

Costs:

\$60.00 (for basic food items).

Main Ingredients for practical lessons need to be supplied.

Students will be offered a selection of the following:

Achievement Standards

AS3.4 Investigate the influence Of multi national food

Companies 5

AS91469

AS91643—Implement complex procedures to process a specified product 6

AS91611—Develop a prototype considering fitness for purpose in the broadest sense 6

AS91609—Undertake project management to support technology practice. 4

Approximately 21 credits will be offered

There may be a slight change in achievement or unit standards

FABRIC

Level 1

Course prerequisite:

Students who have achieved L5 or above in yr 10 Fabric Technology or by admission by the HOD Technology.

Content:

- This course follows the requirements for Level 1 NCEA Technology.
- Basic sewing skills will be developed to construct a number of garments from both woven and knit fabrics.
- This course will lead onto Year 12 Fabric, Level 2 NCEA.

Costs:

Course fee \$40.00

Plus fabric costs for each take home item.

Technology Achievement

AS91044 Undertake brief development to address a need or opportunity	Internal	4
AS91052 Demonstrate understanding of the ways a technological outcome, people, and social and physical environments interact.	Internal	4
AS91058 Implement basic procedures using textile material to make a specified product.	Internal	6
AS91059 Demonstrate understanding of basic concepts used to make products from resistant materials	Internal	4
AS91060 Demonstrate understanding of basic concepts used to make products from textile materials	Internal	4
AS91049 Demonstrate understanding of how materials enable technological products to function	External	4

Level 2

Course prerequisite:

Level 1 Fabric Technology or by admission by the HOD Technology.

Content:

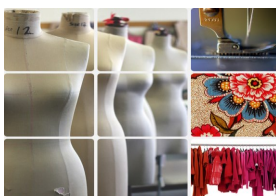
- This course follows the requirements for Level 2 NCEA Technology.
- Students complete a variety of projects focusing on skill development and knowledge.

Costs:

Course fee \$50.00 Plus fabric costs for each take home item.

Technology Achievement Standards

2.21 Implement advanced procedures using textile materials to make a specified product with special features	Internal	6
2.4 Undertake effective development to make and trial a prototype	Internal	6
2.2 Select and use planning tools to manage the development of an outcome	Internal	4
2.23 Demonstrate understanding of advanced concepts used to make a product with textile materials.	Internal	4
Total credits		20



Level 3

Course prerequisite:

Level 2 Fabric Technology or by admission of HOD Technology

Content:

- This course follows the requirements for Level 3 NCEA Technology

3.21 Implement complex procedures using textile materials to make a specified product.

Internal 6

3.4 Develop a prototype considering fitness for purpose in the broadest sense

Internal 6

3.2 Undertake project management to support technological practice

Internal 4

3.23 Implement complex procedures to create an applied design for a specified product.

Internal 4

Total Credits: 20

Course fee: \$50 .00 plus fabric costs for each take home item.



Digital technology is a growing industry because most businesses and organisations rely heavily on computer systems and networks to operate effectively. Programmers and computer engineers are currently in short supply and are needed to write, test, develop and maintain computer systems and software. Year 11 Digital Technology (NCEA Level 1) extends the knowledge and skills learned in Year 10 Digital Technology. This course would be of interest to students wishing to pursue a career in the computer software industry, web development or those who have an interest in computer hardware.

The course is structured around the following topics:

Digital Information - Students will strengthen core knowledge related to the management of digital information, including ethical issues relating to use of digital information and the key features of operating systems, components of digital infrastructures and application software.

Digital Programming & Computer Science - Students learn a programming language and then apply this to a range of situations. Students will apply their knowledge and skill as they engage in technological practices to develop their own computer game.

Digital Media - Develop an understanding of digital imaging and web design. Students will use a range of media conventions - digital photographs, video/movie clips, web pages, animations and desktop-published documents to plan and create their own digital media product to promote their game.

Level 1

Achievement Standards

AS91070	Demonstrate understanding of basic concepts of information management.	3 credits External
AS91071	Implement basic procedures to produce a specified digital information outcome	4 credits Internal
AS91073	Implement basic procedures to produce a specified digital media outcome	4 credits Internal
AS91075	Construct a plan for a basic computer programme for a specified task	3 credits Internal
AS91076	Construct a basic computer programme for a specified task	3 credits Internal

Material costs (to be confirmed) \$15.00



Careers in this industry may include:

- ⇒ computer programming
- ⇒ business administration
- ⇒ website development
- ⇒ digital telecommunications and multimedia
- ⇒ Systems administration
- ⇒ software testing
- ⇒ Designing computer systems and network working with Geographic Information Systems (GIS)
- ⇒ Developing computer games and digital effects for films
- ⇒ Fixing software and hardware problems for people and organisations.



HARD MATERIALS WORKSHOP COURSES Year 11 and 12 Trade Skills

This course is a multi material course to introduce students to a range of workshop skills and processes using both achievement and unit standards who have a practical aptitude and are considering a career in the trades.

2015 will see students doing a range of projects in all areas so as to give a broad range of choices. The class will be a level 1 and 2 combined with Mr Pipe and Mr Mackay as the teaching team. All students will be doing a mix of materials.

We will be introducing students to the new technology curriculum and offering some standards from there as well as the industry unit standards. It will be a mix of both.

Projects are to be decided but will include mainly wood projects.

Automotive. Some basic units are offered through Wintec as part of a project or through Star

Building and timber trades. A multi level course offering a variety of skills for those students interested in a range of trades associated with the building industry., Credits are obtained by studying related theory units supplied by B.C.I.T.O. Two to three practical projects will be offered.

No engineering units until the new workshop is built

There will possibly be a metal unit offered half way through the year as the workshop should be built then and we will have the facility to do metal again. This will be decided at a later date

Skills

*Recognising and confirming job specifications

*Selection and use of safety equipment

*Measuring equipment

*Practical skills—Use of hand and power tools

*Sketching and drawing skills

In addition to, and as a prerequisite to the above standards the following units must be completed to ensure safe workshop industry practices are undertaken.

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TECHNOLOGY

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WOOD

Level 1

Course prerequisite:

Building and construction course.
Completion of Year 10 Option.

Content:

- BCITO unit standard
- Hand & Power tool use.

Costs:

\$60.00

Projects are:

Saw Stool / Cape Cod Chair / side table / various construction projects at school

US 24354

Demonstrate knowledge of and apply safe working practices in a BCATS workspace

Internal 4

US 12932

Construct timber garden furniture and items of basic construction equipment as a BCATS project

Internal 8

US 12927

Identify, select, maintain, and use hand tools for BCATS projects

Internal 6

Level 2

Course prerequisite:

Building and construction course
Completion of Year 11 Course

Content:

- B.C.I.T.O. Unit standards
- Technology Achievement Standards

Costs:

\$60.00

Projects are:

1 major external project around the school (to be determined) / 1 cupboard unit with 2 doors. Extra project to be decided

US 24350

Identify, select, maintain, and use portable power tools for BCATS projects

Internal 6

US 24360

Demonstrate knowledge of timber and other construction materials used in BCATS projects

Internal 5

US 25291

Make a cupboard as a BCATS project

Internal 6



THE ARTS

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VISUAL ARTS

The visual arts offer students Achievement Standard credits at Level 1, 2 and 3

22 Credits are available Level 1

20 Credits available Level 2 and 22 credits level 3

Level 1:

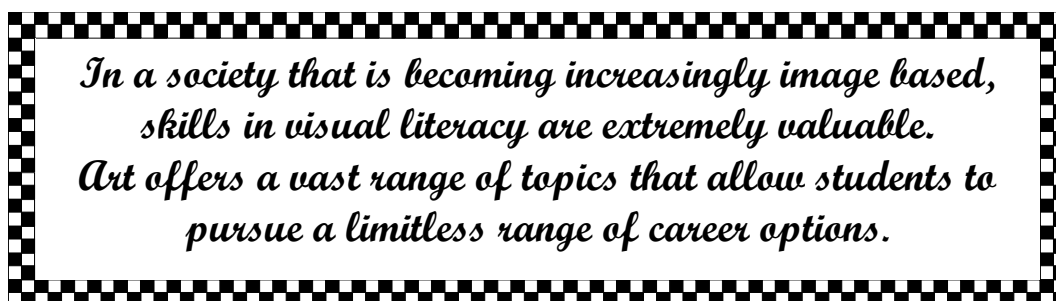
consists of a variety of fields, including; painting, sculpture, drawing, printmaking and photography

Level 2:

A course can be designed to suit the individual student's strengths and interests, allowing them to either specialize in one field, or work in a combination of fields

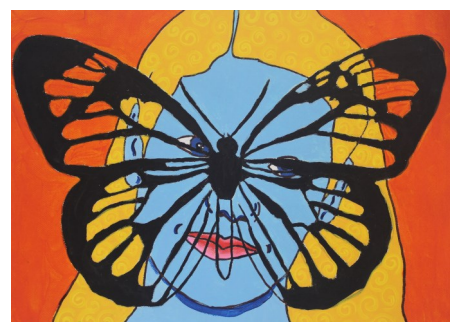
Level 3:

Each field (photography, painting) becomes a separate subject and is for a year. A student may choose to study one or more field (e.g. photography and painting)



Objectives of Art as a subject:

- Use research and analysis to investigate contexts, meanings, intentions and technological influences related to the making and valuing of art works
- Research and analyse contexts relevant to their intentions and the expression of meanings in their own work
- Apply understanding from broad and deep research into the characteristics and constraints of established conventions in selected fields
- Extend and refine skills in a selected field, using appropriate processes and procedures. Select, apply, extend and combine technologies with innovation
- Generate, analyse, clarify and regenerate options in response to selected questions or a proposal in a chosen field
- Selectively incorporate ideas from recent and established practice in the development of their own work
- Research and analyse selected approaches and theories related to visual arts practice
- Critically reflect on, respond to, and evaluate art works



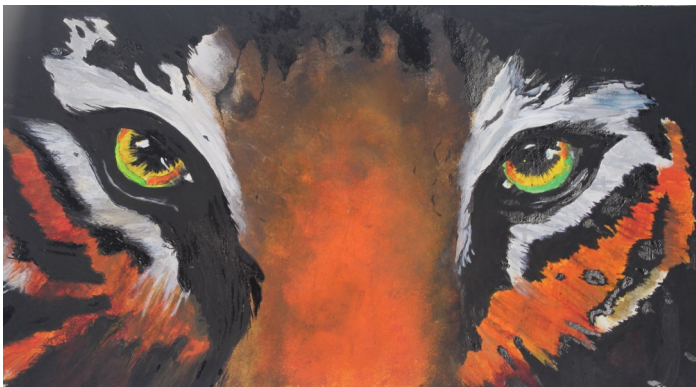
THE ARTS

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VISUAL ARTS

Just look at some of the career opportunities that lead from studying Visual Arts!:

Graphic design	Web design	Photography	Journalist	Art Director
Cartoonist	Animation	Architecture		Art Historian
Landscape design	Advertising design	Fashion/costume design		Apparel design
Industrial design	Textile design	Transport design		Tattooist
Printer/typesetter	Furniture design	Freelance design		Art therapist
Teacher/lecturer	Art critic/advisor	Exhibition/events design		Drafting technician
Beauty therapy	Beauty artistry	Curator for a museum		Makeup artist
Illustrator	Stage/set design	Visual design		Floral design
Interior design	Practicing artist	Curator for art gallery		Window dresser
Games developer	Freelance photography	Commercial artist		Sign writer
Comic book artist	Multimedia developer	Sketch artist		Film director
Computer software design	Desktop publisher	Jeweler		T.V. director



THE ARTS

VISUAL ARTS

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Level 1

Standards

AS90914

1.2 Use drawing methods and skills for recording information using wet and dry media

Internal 4

AS90915

1.3 Use drawing conventions to develop work in more than one field of practice.

Internal 6

AS90916

1.4 Produce a body of work informed by established practice, which develops ideas, using a range of media.

External 12

Costs:

Visual Art L1, L2, L3 Stationery \$35.00

Photography L2, L3 Paper & printing \$45.00



Level 2

Standards

2.2 AS 91311 Use drawing methods to apply knowledge of conventions appropriate painting

Internal 4

2.3 AS 91316 Develop ideas in related series of drawings appropriate to established painting practice

Internal 4

2.4 AS 91321 Produce a systematic body of work that shows understanding of art making conventions and ideas within painting Practice

Internal 12

Photography Level 2

Standards

2.2 AS91312 Use drawing methods to apply knowledge of conventions appropriate photography

Internal 4

2.3 AS91316 Develop ideas in related series of drawings appropriate to established photography practice.

Internal 4

2.4 AS 91322 Produce a systematic body of work that shows understanding of art making conventions and ideas within photography practice

Internal 12

Level 3

Standards

3.2 AS91446 Use drawing to demonstrate understanding of conventions appropriate to painting

Internal 4

3.3 AS91451 Systematically clarify ideas using drawing informed by established painting/practice

Internal 4

3.4 AS91456 Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice.

External 14

Photography Level 3

Standards

3.2 AS 91447 Use drawing to demonstrate understanding of conventions appropriate to photography

Internal 4

3.3 AS91452 Systematically clarify ideas using drawing informed by established photography practice

Internal 4

3.4 AS 91457 Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice.

External 14

THE ARTS

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MUSIC

There are four strands in Music that have the following aims:

Developing practical knowledge in music

- Students will use focused listening, practical activities, instrument and technologies to analyse and describe musical structure and devices and to transcribe, transpose and notate music from a range of styles and genres.

Developing ideas in music

- Students will improvise music
- Students will combine musical elements, structural devices, and the use of technologies to compose and arrange music for specific purposes and in particular styles
- Students will notate, edit, and record original compositions and arrangements.

Communicating and interpreting music

- Students will prepare, rehearse, refine, present, record and evaluate individual and group performances of a range of pieces in contrasting styles, in keeping with the composers' intentions and in style.
- Students will analyse and investigate

Level 1

- Music at NCEA 1 can be difficult and requires basic theory skills at Grade 3 level
- Those students who come into NCEA 1 Music with the required knowledge can sit the external exam (1.4 & 1.5). Those who do not work towards these standards have the option of completing this over a two period.
- Performance and musical knowledge projects are spread evenly throughout the year
- Projects are presented in written or audio/visual format
- Performances are assessed in a 'concert' setting—before an audience
- The 1.6 standard meets Literacy requirements towards NCEA Level 1

Requirements

- There is no set entry performance level (although the expected level for the course is the equivalent of 3 years tuition through the Itinerant Music Scheme). Students **MUST** be learning an instrument—this can be done through a private teacher or through the Itinerant Music Scheme. Students are required to practice in their own time as well as time allocated within class

Achievement Standards

AS 91090 1.1 Perform two pieces as a featured soloist

Internal 6

AS 91091 1.2 Demonstrate ensemble skills through performing a piece of music as a member of a group

Internal 4

AS 91092 1.3 Compose two original pieces of music

Internal 6

AS 91093 1.4 Demonstrate aural and theoretical skills through transcription

External 4

AS 91094 1.5 Demonstrate knowledge of conventions used in music scores

External 4

AS 91095 1.6 Demonstrate knowledge of two music works

Costs: NCEA Workbooks \$25.00 plus Trips / Concerts:

These will be throughout the year as they become available. These allow studies to be enhanced by live music opportunities. We travel to Pasifika in March every year. Other Music trips include performances such as:

- Pink Floyd Experience
- Hip Hop Summit
- Cultural Festival
- Smokefree Rockquest
- NZ music concerts e.g. KiwiCreme with artists like Tiki Tane, Scribe, Dane Rumble, Katchafire, Super groove etc. The costs range from around \$20 to \$70 plus travel. There are also opportunities to do short courses in audio engineering at MAINZ.

THE ARTS

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MUSIC



Level 2 & 3

Programme Structure:

- There is flexibility to meet the needs of Individual students and each course can be based on strengths and interests. Music at NCEA Level 2 and 3 has a different focus from that of NCEA Level 1
- Students have more opportunity to work with sound equipment and sound production and also to re-search genres and music that interests them
- There is less focus on theory and aural skills those these are still an integral part of Music
- Performance is similar to Level 1/2, with the exception of students being able to perform on a second instrument

Requirements:

- Students must have either passed NCEA Level 1/2 Music or must be at an equivalent level
- Students **MUST** be learning an instrument -this can be done through a private teacher or through the Itinerant Music Scheme (Students are required to practice in their own time as well as time allocated within class)
- It is expected that students be working towards 16 - 24 credits out of those listed in the table below. You cannot do a US that is the same as an AS e.g. the Solo Perform US and AS

Level 2 Standards

AS 90264 2.1 Presenting contrasting performances as a featured soloist

Internal 5

AS 90265 2.2 Present a music performance as a member of a group

Internal 2

US 10655 Demonstrate developing music compositional skills through three music compositions

Internal 6

US 16550 Demonstrate music performance skills Before an audience by three pieces on a second instrument

Internal 8

US 12823 Set up and disassemble small public address and recording systems for a performing situations

Internal 2

US 12832 Demonstrate knowledge of the NZ music industry

Internal 3

US 20747 Perform music based on research of recorded compositions

Internal 10

Level 3 Standards

AS 90526 3.1 Present a performance of a programme of music as a member of a group

Internal 4

AS 90776 3.7 Prepare and present performances of music as a featured soloist

Internal 8

US 10653 Demonstrate music performance skills before an audience through a selection of extended pieces

Internal 8

US 10656 Demonstrate developed music compositional skills through two or three compositions of substance

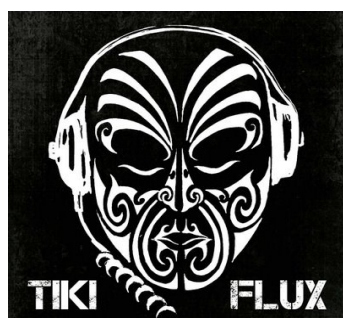
Internal 8

US 16551 Demonstrate music performance skills before an audience by extended pieces on a second instrument

Internal 8

US 16553 Make a significant contribution to a music performance ensemble

Internal 10



Costs: Music Workbook \$10.00 plus Trips / Concerts

These will be throughout the year as they become available. These allow studies to be enhanced by live music opportunities. We travel to Pasifika in March every year. Other Music trips might include performances such as:

- Pink Floyd Experience
- Hip Hop Summit
- Cultural Festival
- Smokefree Rockquest
- NZ music concerts e.g. KiwiCreme with artists like Tiki Taane, Scribe,

Dane Rumble, Katchafire, Supergroove etc. These are just suggestions. The costs ranges from around \$20 to \$70 plus travel. There are also opportunities to do short courses in audio engineering at MAINZ.

Drama is for everyone. Drama helps us to make sense of the world and find our place in our community. Through drama, students develop a deeper understanding of themselves and others. Drama students demonstrate high engagement in their learning because it allows them to have fun while taking creative risks within a safe environment. They quickly learn that they are responsible for themselves and for others. Through drama, students develop confidence in expressing their ideas as they seek to communicate with a variety of audiences and thereby influence society.

Drama builds students' confidence to physically express thoughts, feelings, and desires. Students develop their ability and confidence to communicate in many different ways through using visual, verbal, physical, and written forms of expression. Drama students tell stories, express their identity, explore and manipulate ideas and take creative risks. Drama equips students with an important range of skills that are important for a range of future careers including:

- Creative thinking • Organising • Critical evaluation • Teamwork
- Literacy • Research • Negotiating • Presentation • Planning

Drama students will enjoy a trip to watch live theatre - cost tbc. depending on the location.

LEVEL 1

90009 Perform an acting role in a scripted production 5 credits	
Internal	5
90999 Use features of a drama/theatre form in a performance	
Internal	4
90011 Demonstrate understanding of the use of drama aspects within live performance 4	
External	4
90997 Devise and perform a drama	
Internal	5
90998 Demonstrate understanding of features of a drama/theatre form	
External	4
91000 Demonstrate understanding of a significant play	
Internal	4
90006 Apply drama techniques in a dramatic context	
Internal	4

LEVEL 2

91213 Apply drama techniques in a scripted context	
Internal	4
91214 Devise and perform a drama to realise an intention	
Internal	5
91215 Discuss a drama or theatre form or period with reference to a text	
External	4
91217 Examine the work of a playwright	
Internal	4
91218 Perform a substantial acting role in a scripted production	
Internal	5
91219 Discuss drama elements, techniques, conventions and technologies within live performance	
External	4
91220 Script a scene suitable for drama performance	
Internal	4
91221 Direct a scene for drama performance	
Internal	4

PHYSICAL EDUCATION

SPORTS SCIENCE

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The physical education course offers students the opportunity to study the ways in which the human body can function more efficiently, design personal programmes to suit their own lifestyles, learn to coach others, examine current issues in sport and recreation and perform physical skills to the best of their ability.

Note: all senior PE students are expected to participate in school sports events

Level 1

The course is designed for students who have a genuine interest in sport and personal fitness performance. This is a full year course.

We will be doing a mixture of Achievement Standards (21 credits available) plus 1 unit standard. Sports covered during the year will be:

*Athletics *Swimming *Badminton
*Touch *Basketball
*Squash *Volleyball

Content

- Health related fitness
- Anatomy, physiology and bio-mechanics
- Principles of training
- Methods of training
- Participation in individual and team sports
- Fitness unit
- Leadership
- Coaching Junior Students

Standards Offered:

90962 Participate actively in a variety of physical activities and explain factors that influence our participation
Internal 5

90963 Demonstrate understanding of The function of the body as it relates to performance of physical activity
Internal 5

90964 Demonstrate quality movement in the performance of physical activity
Internal 3

90967 Demonstrate strategies to improve the performance of physical activity and describe the outcomes
Internal 3

90969 Take purposeful action to assist others to participate in physical activity
Internal 2

Unit Standard 505: Manage Personal Fitness
Internal 3

Costs: NCEA workbook \$25.00

Level 2

The course is 100% internally assessed and offers Achievement Standards worth 24 credits.

Level 1 is a pre-requisite, but in some circumstances (with HOD approval) students may do Level 2 without doing Level 1.

This is a challenging course and is 50% theory and 50% practical.

Content:

- Performance in physical activity (Volleyball, Duathlon)
- Functional anatomy, exercise physiology and bio-mechanics
- Principles of training
- Sports psychology
- Safety in the outdoors
- Leadership

Outdoor education experience to Mount Ruapehu (approx \$500.00)

Standards Offered:

91328 Demonstrate understanding of how biophysical principles relate to the learning of physical skills-
Internal 5

91329 Demonstrate understanding of the application of biophysical principles to training for physical activity
Internal 4

91330 Perform a physical activity to achievement level of the physical education performance standards for level 2 in an applied setting
Internal 4

91332 Demonstrate understanding of leadership strategies that contribute to the effective functioning of a group
Internal 4

91333 Demonstrate understanding of the application of risk management strategies to a challenging outdoor activity
Internal 3

91335 Examine the implications and outcomes of a physical activity event or opportunity
Internal 3

Level 3

Students need to complete the Level Two course prior to entering the Level Three course.

Content:

- Students organize a four-schools swimming event
- Appraise their own Performance Improvement Programme
- Implement the Performance Improvement Programme and evaluate its effectiveness.
- Train on local tracks on mountain bikes
- Test their own skills on the 42 Traverse Expedition.
- Look at their past personal involvement in sport and devise strategies for the future

There are considerable costs with this course:

Bodyworks Gym \$115.00

42 Traverse Expedition \$350.00 approx.

Bike hire \$50.00 if required

Standards Offered:

All students will do 20 credits. Students who wish to do more have the opportunity of doing an extra standard worth 4 credits giving a possible total of 24 credits.

AS91500 Evaluate the effectiveness of a performance improvement programme. 4

AS91501 Demonstrate quality performance of a physical activity in an applied setting. 4

AS91503 Evaluate the use of health promotion to influence participation in physical activity

AS91504 Analyse issues in safety management for outdoor activity to devise safety management strategies 3

AS91498 Evaluate physical activity experiences to devise strategies for lifelong well-being 4

Extras

AS91502 Examine a current physical activity event, trend, or issue and its impact on New Zealand society. 4

OUTDOOR EDUCATION

SURF

CAMPCRAFT

SURVIVAL

KAYAKING

TRAMPING

35

What you need interest in the outdoor and moderate fitness. Discuss your entry to this course with Mr Wynn.

Costs indicated below this covers most equipment, rental, instruction, food on most away activities, travel to most outdoor venues. And helicopter flight from remote environment.

Qualifications Unit Standards leading to Skills Active National Certificate in Outdoor Experiences Level 1 and Level 2 (see Mr Wynn for more detailed information)

These qualifications are designed to recognize the skills of people who want to experience the fun, challenge and adventure of Outdoor Education.

- ⇒ Outdoor activities and assessments develop peer bonding
- ⇒ Safe and consistent outdoor practice
- ⇒ Expedition style tramps and kayak trips
- ⇒ While safety standards are taught and expected from all students and staff, students will undertake all outdoor activities at their own risk.
- ⇒ Students will require outdoor clothing and gear, for a list of requirements please see Mr Wynn. No students will be taken into the outdoors without suitable gear. Note: most assessments are in the outdoors. Failure to have suitable gear could jeopardies your ability to complete assessments.

Year 11

- Surf Camp—Opoutere
 - Bush Survival—Wentworth Valley
 - Kayak—Aniwhenua
- Cost \$400.00

This course contains 3 Achievement Standards
23 credits

The Unit Standards lead towards: Skills Active National Award in Outdoor Experiences (Level 2)

Term 1

90970 1.9 Demonstrate self management strategies and describe the effects on participation in physical activity.

Unit Standard 426 Experience camping

Level 1 3 credits

Level 2 3 credits

Term 2

90966 1.5 Demonstrate interpersonal skills in a group and explain how these skills impact on others.

Units Standard 425 Experience day tramps

Level 1 4 credits

Level 2 3 credits

Term 3

90968 1.7 Demonstrate and show understanding of responsible behaviour for safety during outdoor education activities

Unit Standard 476 Roll a kayak

Level 1 3 credits

Level 2 2 credits

Units Standard: 20818 Demonstrate kayaking skills on sheltered or slow-moving water

Level 1 2 credits

Term 4

Unit Standard 467 Demonstrate personal and social development through participation in ABL.

Level 2 3 credits

Year 12

Tramp 3 day Pureora Forest Park (Includes helicopter flight)

Tramp 3 day Wentworth Valley

Kayak 3 day Mohaka River

Cost \$460.00

This course contains 3 Achievement Standards and 5 unit Standards
21 credits

The Unit Standards lead towards: Skills Active National Certificate in Outdoor Experiences (Level 2)

Term 1

91334 2.8 Consistently demonstrate social responsibility through applying a social responsibility model in physical activity

Level 2 3 credits

Unit standard 6401 Provide first aid

Level 2 3 credits

Term 2

91333 2.7 Analyse the application of risk management strategies to a challenging outdoor activity.

Level 2 3 credits

Unit Standard 4573 Communicate in the outdoors using two-way radio

Level 2 1 credit

Unit standard 431 Navigate in good visibility on land

Level 2 3 credits

Term 3

91336 2.10 Analyse group processes in physical activity.

Level 2 3 credits

Unit Standard: 20121 Demonstrate kayaking skills on Grade 2 whitewater

Level 2 4 credits

Unit Standard 20159 Access and compare weather information for outdoor recreation

Level 2 1 credit

Term 4

Complete all unfinished Achievement Standards and Unit Standards.

PLEASE NOTE:

IF YOU WISH TO TAKE OUTDOOR EDUCATION YOU AND YOUR PARENT/CAREGIVER MUST MEET WITH MR WYNN TO CONFIRM ACCEPTANCE IN THIS COURSE

Primary Industries

Any industry that provides or uses raw materials or plant and animal products for conversion into commodities and products for consumers.

It includes agriculture, horticulture, dairy manufacture, forestry, mining, the seafood industry, landscaping, equine industries and animal care.

Service Industries Sector

Hair and beauty, entertainment, fashion, funeral services, hospitality, finance, media and news, museums and galleries, retail, sport and fitness, theatre and film, travel and tourism.

Construction and Infrastructure

- **Construction:**
labouring, building, demolition, electrical, excavation, concreting, kitchen and bathroom design, carpentry, plastering, painting, decorating, joinery, flooring, scaffolding, roofing, tiling, glazing, glass processing, brick-laying, plumbing, gas fitting, drain laying, drafting plans, quantity surveying, engineering, installing heating, ventilation and air conditioning, providing products or services to the industry.
- **Infrastructure:**
Laying pipes, laying drains, road building and repair, building dams, wharves, airport runways, building and maintaining telecommunication and electricity networks.

Manufacturing and Technology

- **Manufacturing**
From jewellery design to steel making, meat processing to managing people and production lines, manufacturing uses tools, machines, processes and people to transform materials and substances into new, finished products for sale in New Zealand and overseas.
- **Technology**
Technology applies scientific, mathematical and creative knowledge to our use of tools, machines, crafts and systems, to help find better ways of doing things and solve problems. Technology can be as simple as using hand-held tools, or as virtual simulation.

Social and Community Services

Public sector, education, healthcare and medicine, community and social services, defence, emergency services, protection and security, Whānau Ora.

Creative Industries

The Creative Industries Pathway is for those people who work or study in visual and performing arts as artists or technicians, or in design and development of products including communications. The pathway also includes those who work in film and digital technologies, and in events development and management, including heritage and cul-



Sector	Provider	Unit Standards
Primary Industries	Telford, SIT	Agriculture/Equine/Horticulture/Dairy/Apiiculture/veterinarian/vet nurse
Service Industries	Wintec, Bay of Plenty Polytechnic, Sir George Seymour	Hairdressing/Hospitality/Retail/Travel and Tourism
Construction & Infrastructure	Wintec, Bay of Plenty, Skills Organisation	Building/Plumbing
Manufacturing & Technology	Wintec, Fairview Motors, Bay of Plenty Polytechnic	Automotive/Collision Repair/Mechanical/Electrical
Social and Community	Service IQ, Wintec, SIT, Porse	Aviation/Early Childhood Education/Retail/Vet Nurse
Creative Industries	Wintec, Bay of Plenty Polytechnic, SIT	Computer Technology/Radio/Journalism

PATHWAYS PROGRAMME

US Level 1-4

ASSESSMENT

Unit Standards 1-4. Various credit amounts.

ENTRY REQUIREMENT

Acceptance on interview with student, parent, Principal and programme co-ordinator. This course is for year 12 students in 2015.

COURSE DESCRIPTION

This programme is designed to assist students obtain the necessary skills and qualifications required to strengthen transition between school and tertiary education, skills training or the workplace. It offers individual programmes tailored to students' various learning situations and a more intense pastoral care approach. By choosing this option the student shall be taking 2 lines of "Pathways" and 1 line of "Gateway". Each line undertakes 4 contact periods. This will leave the student to select 3 further options. Course design is flexible based on individual needs. All students have the opportunity to gain credits towards NCEA Level 1,2, and 3.

Options available:

- STAR Courses
- Open Polytechnic correspondence work (unit standard courses level 1–5)
- Unit standards in L1 Numeracy and Literacy
- Gateway programme—Credits earned while in **short term** work placements (see note)
- Unit standards towards various National Certificates
- One day Taster courses
- Drivers licence, CV compilation, First aid, Site safety certificates
- Work experience placements.

DAYS OUT OF SCHOOL Various i.e.

- University of Waikato Open Day
- Bay of Plenty Polytech Open Day
- Approx cost of travel \$15.00–\$20.00

Unit Standards

US6400	Manage first aid in emergency situation	2 credits
US6401	Provide first aid	2 credits
US6402	Provide resuscitation Level 2	1 credits

GATEWAY

The Gateway Programme provides the opportunity for students to experience a workplace situation while still at school. Gateway is open to all Yr 12 and 13 students and in some cases Yr 11 students. Gateway offers structured workplace learning for a sustained period of time.

Gateway helps build skills for employment through working in real places on real tasks; it offers a clear view of the options available as well as links to modern apprenticeships and workplaces. These practical learning opportunities lead to nationally recognised qualifications, a work record and possible references for the students' CVs.

During the year students will complete work-related Unit Standards with credits gained contributing to industry based NZQA qualifications and to their NCEA. All Gateway students complete First Aid in the Workplace, Unit Standards 6400, 6401 and 6402.

Students must gain 10 credits before starting their work placement.

Gateway can offer opportunities in many of the Vocational Pathways Sectors.

DISTANCE LEARNING

A wide range of courses are available through distance learning. The following is a small selection of those available:

Te Aho o Te Kura Pounamu (Correspondence School). To view courses that are available please visit www.tekura.school.nz. Please note that students are not able to select subjects already offered at Whangamata Area School.

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