



# **WAIMATE HIGH SCHOOL**

# **SENIOR COURSE HANDBOOK**

**2020**

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## COURSE COUNSELLING

It is important to choose senior courses carefully as your decisions may affect the type of occupations you choose in the future, your success at school and your feelings about school.

All students in Year 10, 11 and 12 will receive advice from a course counsellor to ensure that a sensible and realistic course of study is planned. Parents will also be involved in this decision, and they must approve the proposed course. Course counselling will take place in Term 3 and 4.

**If you need help** with your choice of subjects please ask:-

- Your present subject teacher
- Your Learning Advisor
- A teacher who knows you well
- The Guidance Counsellor, Miss J Fisher
- The Careers Advisor, Mrs D McKenzie

Research shows that the two main influences on subject choices are:

- What courses your friends are taking
- Who is teaching a particular course

Neither of these should influence your course choice. Your friends may not be in the same class as you next year, even if you take the same courses; and no-one yet knows who will be teaching any course next year. So concentrate on what you need for YOUR FUTURE.

As an overall plan, it is suggested that you choose courses that you:

- enjoy
- have achieved good results in
- reflect your interests and abilities
- help you reach your career and employment goals
- will develop skills, knowledge and attitudes useful throughout your life

Pre-requisites have been set to assist students in making realistic choices as their capability for a course must be considered to ensure success.

**It is important that students keep this booklet.**

- If your NCEA Credits or Unit Standard credits are not good enough to allow you to take the course you had planned, or if you change your mind about which courses you wish to study, you will be able to make changes before the start of next year. Staff work in the following fields:

Miss J Fisher	Guidance Counsellor
Mrs D Dooley	Level 3 Coordinator, University Liaison
Mrs D McKenzie	STAR Coordinator, Gateway Coordinator, Careers Advisor
Miss T Dollan	Distance Learning Coordinator

## LITERACY AND NUMERACY REQUIREMENTS FOR NCEA LEVEL 1

The pathways for gaining Literacy and Numeracy credits in 2020 are as follows:

Literacy

Through achievement standards across a range of subject areas (as listed on the NZQA website): a minimum of 10 credits from the list of achievement standards which meet the literacy requirements for NCEA Level 1

Numeracy – there are two pathways

1. Through achievement standards across a range of subject areas (as listed on the NZQA website): a minimum of 10 credits from the list of achievement standards which meet the numeracy requirements for NCEA Level 1

OR

2. Through doing all three numeracy unit standards 26623, 26626 and 26627

A list of the NCEA Level 1 achievement standards for Literacy and Numeracy is published on the NZQA website. As these credits can be gained through a range of subjects. Check each course outline for further information.

For further information refer to the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz) or contact the Assessment Manager.

## UNIVERSITY ENTRANCE REQUIREMENTS

NZQA is responsible for setting the University Entrance requirements. These are the minimum requirements that domestic students leaving school after Year 13 and who are not yet 20 must meet in order to study at degree level at a New Zealand university.

The requirements are:

- NCEA Level 3
- 3 subjects – at Level 3, made up of 14 credits in each of three approved subjects.
- literacy – 10 credits from specified achievement standards at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- numeracy – 10 credits at Level 1 or above, see above for details.

Universities also require a Guaranteed Entry Score (GES) of at least 150 points, as well as UE. To gain the GES, your best 80 credits from Level 3 (or above) UE approved subjects will be rated. However, you can only use a maximum of 24 credits from each subject. This means that any credits over 24 will not contribute to the GES. Your grades will be rated as follows:

Excellence = 4 points per credit, Merit = 3 points per credit, Achieved = 2 points per credit.

Note: you need to check the GES requirement for your intended university or degree, as it may be more than 150 points. For some courses, the GES can be 180 points, e.g. Medical Sciences

Check out the requirements for entry to first year university courses you are hoping to take next year, to ensure that you are taking all the right courses this year.

You also need UE for degree courses at Polytechnics, so check it out early in the year.

For further information refer to the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz) or contact the Assessment Manager.

## HOW DO I GET NCEA QUALIFICATIONS?

When you have achieved 80 credits at Level 1, you'll qualify for NCEA Level 1, as long as ten of those credits show numeracy skills and ten other credits show literacy skills. These skills can be shown in a range of courses across the curriculum. Your course teachers will be able to tell you which standards qualify for numeracy and literacy skills.

NCEA Level 2 requires a minimum of 60 credits at Level 2 or above **and** 20 credits at any other level. Credits can be used for more than one qualification so some of your NCEA Level 1 credits can count towards NCEA Level 2. For NCEA Level 2 or 3 you will not need to achieve extra credits for literacy or numeracy skills, but you need to have Level 1 literacy and numeracy. You do not have to complete the Level 1 or 2 qualifications before starting on Level 2 or 3, but it is recommended.

NCEA Level 1, 2 and 3 certificates can receive endorsement. Students will require 50 credits at Excellence to gain an NCEA endorsed with Excellence.

Students will require 50 credits at Merit and Excellence to gain an NCEA endorsed with Merit. Students who achieve 14 or more credits at Merit or Excellence in a course (subject) will receive a course endorsement.

We encourage students to set and work towards these goals.

Students could consider entering the New Zealand Scholarship in one or more subjects if they are experiencing success in their Level 3 studies. Scholarship awards range from \$500 to \$10,000.

Scholarship is a monetary award to recognize top students. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship will appear on the Record of Learning. The scholarship examinations are additional to the external exams in November.

Scholarship will enable students to be assessed against challenging standards, and will be demanding for the most able students in each subject. Scholarship students will again be expected to demonstrate high-level critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

**NCEA Waimate High School courses will offer at least 15 credits. Standards will be tailored to meet the needs and ability of the students. Not all students will attempt all the credits offered.**

### **Student Progress / Assessment Reviews**

Waimate High School has procedures which ensure that you and your parents or

caregivers are informed about the assessment of your work during the year. Opportunities are provided for discussions with teachers about progress and parents can also view student achievement information via the KAMAR parent portal. In particular circumstances, you or your parents may wish to contact the teacher in charge of a subject, the Learning Advisor, Level Co-ordinator, Deputy Principal or the Principal.

## FORMULA TO CHOOSE YOUR COURSE

<b>ABILITY</b>	<b>INTEREST</b>
<p>Firstly, take your ability – how good you are at a subject. How easily you understand it.</p> <p>Your assessment marks and your work will help you to estimate your ability</p> <p>Discuss your ability with your teacher as you might have a false idea of how well you are doing.</p> <p>Be careful not to under-rate your ability.</p>	<p>Add to your ability your interest – what you enjoy doing.</p> <p>Reasons for enjoyment might be because of the work, the teacher, or because you seem good at it. You gain more satisfaction and probably reach a higher standard in your work if you are interested in it.</p>
<b>OCCUPATION</b>	<b>COURSE CHOICE</b>
<p>You may not know what work you would like to do – the majority don't.</p> <p>But if you do know or if you have ideas about what you might do, you can find out what courses might be needed.</p> <p>Maths is necessary in so many careers that you should include it if at all possible.</p> <p>Guidance and Careers staff are most willing to help you to think this through.</p>	<p>Go through the possible courses as listed.</p> <p>Put a big tick alongside each possibility and investigate those subjects thoroughly.</p>

## WHAT IS NETNZ?

NetNZ is a community of secondary and area schools in the Canterbury, Otago and Southland regions that engages in eLearning to better meet the needs of students and teachers.

### How does it work?

Each of our schools offers at least one course with a teacher(s) which then allows them to enrol students in courses offered by NetNZ and schools across the Virtual Learning Network (NZ).

Generally a course consists of 8-15 students who are taught by an **eTeacher** (who will be from a participating school) using an approach that blends face to face style conference tutorials with a mix of online and paper based learning. You would typically find a course consists of students from 5-7 different schools throughout the country. Much of the learning will be accessed through an online space where students can receive work, download assignments, and interact with the teacher and other students.

Each participating school also provides an eDean whose role is to support the students on site and provide an important line of communication between teacher and students. This means students are not just left on their own to cope if they are having difficulties

### Our commitment

- All courses will be aligned with the New Zealand curriculum and NZQA requirements
- All schools will provide an on-site support person (eDean) for students
- All courses will be taught by a qualified and registered teacher from a school in NZ
- All courses will provide engaging, flexible learning using digital tools and resources blended with conference tutorials

### Why take an online course?

- If the course / subject you want to take is not available in your own school
- If the subject you want to take clashes with another timetabled class
- If you want to develop your ability to self-manage your learning
- If you want to experience a course that is fully online and enables you to interact with students across the country

### **What students need to consider**

Learning online often requires a change in thinking from students who are used to a structured lesson by lesson day. You will need to be willing to learn how to manage your own time effectively and to direct your learning more than in a traditional classroom. With this comes a lot more flexibility, especially if you are taking more than one online course (some students have up to three), but also more responsibility for your learning. Students need to be able to take the initiative and ask the teacher, the eDean and other students for help when they need it. Learning online does not mean the absence of the teacher. In fact, because of the small number of students in a course, eTeachers can often provide more feedback than in a traditional classroom, but this feedback is usually not instant and students need to go into the programme understanding this

### **POSSIBLE COURSES IN 2020**

Most courses offered this year will be offered next year. There will be some minor changes, but often a course we can't offer can be found through the Virtual Learning Network.

Course details are available at [netnz.org](http://netnz.org) under "Courses"

**For further information see:** Miss T Dollan

### **CORRESPONDENCE COURSES**

A number of courses are available through the Te Kura.

However these may only be studied by students if we, as a school, are

- a) Unable to provide the course a student requires thru face to face or NetNZ
- b) Satisfied that the student is capable of the amount of individual study needed to complete the course and has shown the self-discipline required.
- c) Do not offer the face to face course ourselves

You are advised to take a Te Kura Course **ONLY** if you are unable to choose from the subjects offered by the school. 'Extra' courses may just add stress to those in Levels 1-3.

Remember that any Te Kura Course is treated exactly the same as one taken at school. You have been given time (3 periods per week) to study your chosen subject and are expected to complete and return work **every three weeks**.

**NB** Te Kura monitors student progress very strictly and has no hesitation in removing students from a course if they are not keeping up with the required study.

**For further information see:** Miss T Dollan

## PROGRAMMES OF LEARNING - 2019/20

This **first page is an index** of available courses. For more detailed information, scroll down & click on the particular course title to open their course outline. NetNZ course information is also available from <http://netnz.org/> and at [NetNZ Curriculum 2020](#)

Science	Languages	Technology	Social Science
<b>Biology</b> - L2, L3	<b>Te Reo Maori/Maori Studies</b> - <b>Beginner PreNCEA</b> , L1 ( <i>Beg &amp; full</i> ), <b>L2&amp;3</b>	<b>Computer Science</b> - L3	<b>Philosophy</b> - L1, L2, L3
<b>Chemistry</b> - L2, L3	<b>Chinese/Chinese Studies</b> - Beginner(Y9), Pre NCEA (Y10), L1, L2, L3	<b>Digital Technologies</b> - <b>L1</b> , L2	<b>Classical Studies</b> - L2, L3
<b>Physics</b> - L2, L3	<b>Japanese/Japanese Studies</b> - Beginner(Y9), Pre NCEA (Y10), L1, L2, L3	<b>Design and Visual Communication</b> - L1, <b>L2</b> , L3	<b>Geography</b> - L1, L2, L3 <b>Tourism</b> - L2, L3
<b>Electronics &amp; Electrical Engineering</b> - L1, L2, L3	<b>Korean/Korean Studies</b> - Beginner(Y9), Pre NCEA (Y10), L1, L2 L3	Web Design - L3	<b>History</b> - L1, L2, L3
<b>Agricultural &amp; Horticultural Science / Agribusiness</b> - L2, L3	<b>English Language (ESOL)</b> - <i>for international students</i>	<b>The Arts</b>	<b>Media Studies</b> - L2 & L3
<b>Agriculture (Telford)</b> - L2, L3	<b>French</b> - L1, L2, L3	<b>Art</b> - L1	<b>Psychology</b> L2, L3
<b>Equine Studies (Telford)</b> - L2/3	<b>German</b> - L1, L2, L3	<b>Art History</b> - L2, L3	<b>Social Studies</b> - L1, L2, L3
<b>Maths</b>	<b>Samoan</b> - Beginner(Y9), L1, L2, L3	<b>Photography</b> - L2, L3	<b>Accounting</b> - L1, L2, L3
<b>Calculus</b> - <b>L3</b>	<b>Spanish</b> - Beginners, L1, L2, L3	<b>Drama</b> - L1, L2, <b>L3*</b>	<b>Business Studies</b> - L1, L2, L3

<b>Statistics -L3</b>	<b>Tongan - L1, L2</b>	<b>Music &amp; Music Technology - L1, L2, L3</b>	<b>Economics - L1, L2, L3</b>
		<b>Health and Physical Education</b>	<b>OTHER</b>
		<b>Health - L2, L3</b>	<b>The 'Creative Forest' Project- Y7 - 13</b>
		<b>Physical Education - L2, L3</b>	<b>Credit Top Up Course NCEA L1-3</b>

## **COURSE OF STUDY**

### **Level 1**

#### **Course Selection**

Students at Waimate High School will take a course working towards a qualification called the National Certificate in Educational Achievement (NCEA), Taumata Matauranga a Motu Kua Taea.

Science is highly recommended. In special cases an application can be made to the Principal to amend this requirement.

To complete an NCEA Level 1 certificate students must earn 80 credits including a minimum of 10 literacy and 10 numeracy credits. They gain credits by meeting standards in their chosen course areas. Some standards will be assessed by external exams, others will be assessed by internal assessment.

#### **Course Completion**

To receive a grade in a subject you must first satisfactorily meet all individual subject requirements.

### **Level 2**

Students at Level 2 level usually study six courses. The courses will usually be at Level 2 but they may be at a lower or higher level. A course can be studied at one level only, except in special circumstances.

All full time students are encouraged to study a course in English. All students in Year 12 will discuss their course selections with the careers staff to ensure that they have met the standards for study at this level and their choices are appropriate for their future plans.

### **Course Completion**

In order to progress into Level 2 courses you will need to have satisfactorily completed a course of study. To do this you must:-

- show a satisfactory attitude to work
- fulfill a reasonable homework level
- complete any assignments that are required
- meet necessary Level 3 course pre-requisites

### **Assessment Courses**

Level 2 courses will be assessed by Achievement standards and / or some Unit standards. Most courses taught at Level 2 work towards qualifications registered on the National Qualification Framework. Achievement standards and/or Unit standards that are completed and achieved gain credits towards National Certificates. The most important is the National Certificate in Educational Achievement. To gain this qualification a student must gain 80 credits - at least 60 at Level 2 or above. Merits and Excellences at this level can be beneficial for students going onto Tertiary Education.

## **Level 3**

Students wishing to return to school beyond Level 2 can choose between:

- full-time enrolment in Level 3
- part-time enrolment (not recommended, special cases only)

Students wishing to enrol as full-time students in Level 3 must:

- enrol for 21 hours of structured learning per week (i.e. 5 full subjects, or the equivalent if correspondence study is part of the programme.)
- meet the work requirements in each course for which they are enrolled.

A standard Level 3 course will involve 5 subjects and a study line.

## Information for Students Planning to Move to Full Time University Study

Students intending to move to full-time university study are advised to take **five** Level 3 subjects

### ENTRY TO HALLS OF RESIDENCE

Students apply in Term 3. They are advised of the result of their applications in late October. There is competition for places and decisions are based on:

- academic performance in Level 2 certificate supported by the school's assessment of work in Level 3. (Merits and Excellences will help you get into your choice of Hall).
- indications of students' sense of responsibility and of wise use of their leisure time. Parents should note that hall administrators are quite intolerant of alcohol-related concerns and request specific comments from schools in this area.

### University Entrance requirement

To be able to do a degree course at a University or Polytechnic you need to meet the minimum requirements.

- attain NCEA Level 3
- achieve 14 credits at Level 3 in **each of three subject from the list of approved subjects**. The list of approved subjects will consist of subjects derived from the *New Zealand Curriculum* with achievement standards at Level 3.
- Achieve UE numeracy – 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy unit standards.
- Achieve UE literacy – 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.

**Note:** Many Polytechnic courses require 12 Level 1 or above credits in both literacy and numeracy.

### STAR Funded Courses

STAR funding is available for students to take up courses that will help them to explore a career pathway, to provide a course which will meet student needs or to help facilitate a smooth pathway into the workforce.

**For further information see:** Mrs D McKenzie

## Approved Subjects for University Entrance

Applicants to New Zealand universities require credits in approved subjects. Here is a list of the subjects. To check the field, sub field, domain and standards visit: [nzqa.govt.nz/qualifications-standards/awards/.../approved-subjects-for-university-entrance](http://nzqa.govt.nz/qualifications-standards/awards/.../approved-subjects-for-university-entrance)

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

**WAYS TO TRAIN IN NEW ZEALAND**

INSTITUTION	TYPE OF TRAINING	ENTRY REQUIREMENTS	METHODS OF STUDY
<b>SCHOOLS</b>	All levels of training are offered at school including: <ul style="list-style-type: none"> <li>• NCEA Level 1, Level 2 , Level 3</li> <li>• Work based Training</li> <li>• Gateway Programme</li> </ul>	<ul style="list-style-type: none"> <li>• You need the appropriate grade in the previous level of subject</li> <li>• An assessment of your ability level</li> <li>• Adults over 18 years have their entry level assessed by their ability/motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time or part-time</li> <li>• By attending a secondary school</li> <li>• By correspondence through The Correspondence School</li> <li>• By correspondence through the Open Polytechnic of New Zealand and Massey University</li> </ul>
<b>INDUSTRY</b>	<ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Cadetships</li> <li>• Scholarships</li> <li>• Work-based training</li> <li>• Traineeships</li> </ul>	<ul style="list-style-type: none"> <li>• Entry requirements are set by specific industry training organisations</li> <li>• Some entry levels are also set by specific employers</li> </ul>	<ul style="list-style-type: none"> <li>• On the job training</li> <li>• By attending polytechnic on block course</li> <li>• By correspondence through the Open Polytechnic of New Zealand</li> <li>• By attending university</li> </ul>
<b>POLYTECHNIC</b>	<ul style="list-style-type: none"> <li>• Foundation/Bridging courses</li> <li>• Pre-apprenticeship courses</li> <li>• National/New Zealand Certificate/Diplomas/ Degrees</li> <li>• Institution-owned Certificates/Diplomas/ Degrees</li> </ul>	<ul style="list-style-type: none"> <li>• Industry/NZ Qualifications Authority/or specific Polytechnics set the entry levels for certain courses</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time or part time study</li> <li>• By attending a polytechnic</li> <li>• By correspondence through The Open Polytechnic of New Zealand</li> </ul>

<b>WAYS TO TRAIN IN NEW ZEALAND <i>continued</i></b>			
<b>UNIVERSITY</b>	<ul style="list-style-type: none"> <li>• Bridging/Continuing Education courses</li> <li>• Undergraduate Certificates, Diplomas and Degrees</li> <li>• Postgraduate Certificates and Diplomas</li> <li>• Institution-owned Certificates/Diplomas/ Degrees</li> </ul>	<p>There is a range of ways to enter university:</p> <ul style="list-style-type: none"> <li>• By NCEA Level 3</li> <li>• By special admission (if you are over 20 years old)</li> <li>• By Provisional Entry (for those in Yr 12 or Yr 13)</li> <li>• Ad Eundem at Entrance Level (for those educated wholly or partly outside New Zealand)</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time or part-time study</li> <li>• By attending a university</li> <li>• By correspondence through Massey University Extramural Programme. Also University of Otago, University of Waikato and one course at Victoria University</li> </ul>
<b>COLLEGES/ SCHOOLS OF EDUCATION</b>	<p>Bachelors Degrees and/or Certificates in:</p> <ul style="list-style-type: none"> <li>• Early Childhood Teaching</li> <li>• Secondary Teaching</li> <li>• Tertiary Teaching</li> <li>• Specialist Teaching</li> <li>• Advanced Teaching</li> </ul>	<p>Entry varies for each teaching category:</p> <ul style="list-style-type: none"> <li>• Adult entry possible for people over 18 with relevant experience</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time by attending a College or School of Education</li> <li>• Some correspondence training is available</li> <li>• On-the-job training for Early Childhood Teaching</li> </ul>
<b>PRIVATE TRAINING ESTABLISHMENTS</b>	<ul style="list-style-type: none"> <li>• Provider-owned Certificates and Diplomas</li> <li>• Industry-owned Certificates and Diplomas</li> <li>• National Certificate/National Diploma (Units of Learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Other courses set by training institution/industry, or NZ Qualifications Authority</li> <li>• There is often open entry</li> <li>• Some training providers require portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• By attending the training establishment</li> <li>• By courses that vary in length and hours of study</li> <li>• By correspondence</li> </ul>
<b>DISTANCE EDUCATION</b> Te Kura Video Conferencing The Open Polytechnic of New Zealand Massey University, University of Otago, University of Waikato, Victoria University	<ul style="list-style-type: none"> <li>• NCEA Level 1,2,3 &amp; 4</li> <li>• Pre-requisite courses for tertiary training</li> <li>• Vocational training courses</li> <li>• National/NZ Certificates, Diplomas and Degrees</li> <li>• Certificates, Degrees, Diplomas (under and post graduate qualifications)</li> </ul>	<ul style="list-style-type: none"> <li>• First three requirements under Schools apply</li> <li>• The same as other polytechnics (see above)</li> <li>• The same as other universities (see above)</li> </ul>	<ul style="list-style-type: none"> <li>• By lessons on paper, sent out at regular intervals</li> <li>• By interactive study units, audio/visual tapes, teleconferencing</li> <li>• By interactive study units on paper, live-in courses at Massey, and audio/visual tapes, DVD's, teleconferencing and video conferencing.</li> </ul>

## **ACCOUNTING (by Distance Learning) Level 1, 2 & 3**

### **Objectives**

These courses of study offer an introduction to the Accounting process.

### **Topics Studied**

- These courses studies the subsystems that go to make up an Accounting system in some detail. They are: Cash systems, Accounts receivable, Accounts payable, Inventory, Fixed assets.
- Credit based transactions
- Accounting reports - statements
- Analysis and interpretation of account statements.

### **Method of Assessment**

These courses will prepare students for the NCEA examination at the end of the year. There are both internal and external assessments for Accounting, and there will be regular tests and school examinations to enable students to monitor their progress.

### **Advancement Opportunities**

Accounting at Level 1 will form the introduction to Level 2 and 3 study for those wishing to proceed to University or to Polytech.

As well, Accounting will be very useful for those seeking a career in the Office, Secretarial, Administration or Management fields.

Those intending to own their own farm or business will also find it invaluable.

Accounting can offer several career paths

- Another step on the path toward Accounting at University and becoming a Chartered Accountant.
- Polytech courses could lead to the nationally recognised qualification of Accounting Technician. Accounting is a compulsory subject in most Polytech business orientated courses.
- Those intending to go into the business sector will be well served by a knowledge of Accounting at this level

**For further information see:** Careers Advisors, Course Counsellors or Miss Dollan

## **AGRICULTURE Level 1**

This course focuses on level 6 of the Agriculture curriculum. The course aims to improve student knowledge and understanding of New Zealand's primary agricultural industries over a wide range of contexts. Aspects of livestock feeding, health and breeding are investigated. Pasture and crop production practices are studied as well as how soil properties influence plant growth. Farming management practices and the marketing of primary products are investigated along with the impacts of farming systems on the New Zealand environment. Practical farming skills will be practised and assessed. A practical investigation regarding fertiliser application is conducted and students will develop their practical skills and knowledge of agricultural products, equipment, materials and conditions.

- Carry out a practical agricultural or horticultural investigation
- Demonstrate practical skills used in agricultural or horticultural production.
- Demonstrate knowledge of soil management practices
- Demonstrate knowledge of the impact on the environment of primary management practices.
- Demonstrate knowledge of the geographic distribution of agricultural and horticultural primary production in NZ.
- Demonstrate knowledge of livestock management practices.
- Demonstrate knowledge of pasture/crop management practices.

## **AGRICULTURE Level 2**

This course focuses on level 7 of the Agriculture curriculum. The course aims to improve student knowledge and understanding of New Zealand's primary agricultural industries over a wide range of contexts. Aspects of livestock feeding, health and breeding are investigated. Pasture and crop production practices are studied. A practical investigation is conducted involving propagation and knowledge of plant species is developed for landscaping purposes.

### **Pre-requisites:**

Must pass one external exam and have a total of 14 Level 1 credits in Agriculture

- Carry out an extended practical agricultural or horticultural investigation
- Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand
- Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand
- Demonstrate understanding of how NZ commercial management practices influence livestock growth and development

- Produce a landscape plan
- Report on the environmental impact of the production of a locally produced primary product

### **AGRICULTURE Level 3**

This course focuses on level 8 of the Agriculture curriculum. The course aims to improve student knowledge and understanding of New Zealand's primary agricultural industries over a wide range of contexts. Aspects of production, profitability, market requirements and the environment are investigated.

- Carry out an investigation into an aspect of a New Zealand primary product or its production
- Research and report on the impact of factors on the profitability of a New Zealand primary product
- Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products
- Analyse a New Zealand primary production environmental issue

**For further information see:** Mr S Albrey

## **BIOLOGY Level 2**

In studying biology, students will further develop their scientific investigative skills and attitudes related to living things.

### **Pre-requisites**

Students need at least the Biology part of Level 1 Science or with approval from the HOD and TIC. This pre-requisite will provide each student the best opportunity to succeed in Level 2 Biology.

### **Topics covered**

- Cells
- Animals (involves field trip)
- Genetics
- Plants
- Microscopes

### **How will I be assessed?**

Assessment will be by Achievement Standards that are registered on the National Qualifications Framework.

### **Cost**

There will be associated costs for field trips, course books etc.

### **Advancement opportunities**

Level 3 Biology, Medicine, Veterinary work, Dentistry, Agriculture, Nursing, Science technician, Zoology, Osteopath, Physiotherapy, Podiatry, Horticulture, Forestry, Food handling and processing, Occupational Therapy, Optometry, Informed citizen, parent and survivor!

**For further information see:** Mrs D Dooley

## **BIOLOGY Level 3**

In studying biology, students will further develop their scientific investigative skills and attitudes related to living things.

### **Pre-requisites**

Students need to have gained at least 14 credits from Level 2 Biology. Students can also gain approval from the HOD and TIC. This pre-requisite will provide each student the best opportunity to succeed in Level 3 Biology.

### **Topics Covered**

- Animal Behaviour
- Plant Responses
- Contemporary techniques in molecular biology or biotechnology.
- Practical work carried out on a small animal (Data collection carried out on field trip)
- Evolution

### **Methods of Assessment**

Assessment will be by Achievement Standards. Units will be offered at Level 3.

### **Cost**

There will be associated costs involved in Level 3 Biology for such things as field trips, course books etc.

### **Advancement Opportunities**

Other than producing a better informed citizen, a study of biology can lead to many University and Polytechnic courses including:

Biology, Medicine, Veterinary Science, Physiotherapy, Podiatry, Agriculture, Horticulture, Forestry, Consumer and Applied Science, Optometry, Food Technology, Conservation, Oceanography, Marine Biology, Resource Management, Nursing, Teaching, Pharmacy, Biotechnology PLUS MANY OTHERS.

**For further information see:** Mrs D Dooley

## CHEMISTRY Level 2

### Objectives

Students will be able to: investigate and describe the production, properties, and uses of groups of related substances and the ways they interact with people and the environment;

- Carry out simple qualitative and quantitative investigations to obtain, interpret, and use a range of chemical information;
- Understand and use the central concepts and patterns appropriate to the study of chemistry at this level.

### Pre-requisites

Students need the Chemistry part of Level 1 Science and Level 1 Algebra or approval from the HOD and TIC. These pre-requisites will provide each student with the best opportunity to succeed in Level 2 Chemistry.

### Topics Studied

Quantitative Chemistry

Atomic structure

Bonding and related properties

Chemical reactions - acid and base chemistry

Thermochemistry

Oxidation and reduction

Organic chemistry

### Assessment

Assessment is by Achievement Standards at Level 2 registered on the National Qualifications Framework.

### Advancement Opportunities

15 credits at Level 2 Chemistry are a pre-requisite for studying Level 3 Chemistry.

Careers: Courses involving engineering, science, nursing, health sciences, consumer and applied science, laboratory work require a Chemistry background.

**For further information see:** Mr D Neve

## CHEMISTRY Level 3

### **Subject Objectives**

Chemistry is the study of the composition of matter, and the changes it undergoes. Chemistry is a science that develops through people investigating matter in both living and non-living systems.

### **Pre-requisites**

Students need to have gained at least 15 credits at Level 2 Chemistry or approval from the HOD and TIC. These pre-requisites will provide each student with the best opportunity to succeed in Level 3 Chemistry.

### **Topics Studied**

Transition element Chemistry  
Bonding and related properties  
Inorganic chemistry  
Energetics of chemical and physical processes  
Oxidation - reduction reactions  
Organic Chemistry

### **Type of Work**

There is an emphasis on theoretical and practical work which allows theories and ideas to be demonstrated and tested.

### **Methods of Assessment**

Assessment is by Achievement Standards at Level 3 registered on the National Qualifications Framework.

### **Advancement Opportunities**

Chemistry is essential for Health Science subjects, Engineering and may be required for other subjects such as Agriculture, Consumer sciences, Laboratory Technician for both degree and diploma courses.

**For further information see:** Mr D Neve

## CLASSICAL STUDIES Level 2

**Objectives:** Level 2 Classical Studies will examine the civilisations of Ancient Greece and Ancient Rome without the study of its language. Using historical methodology, ancient literature and modern and ancient historiography, students will study ancient social life and organisation, and learn about the sources and development of much of our own art, science, literature, law, philosophy, politics and religion. Classical Studies is a 'multi-disciplinary' subject, including a number of different types of study, such as history, literature and art, which are normally separated in the curriculum. Students will therefore gain experience at making connections between different intellectual disciplines.

**Pre-requisites:** Students who wish to take Level 2 Classical Studies must have achieved a minimum of 12 credits in Level 1 English, or in History and other Social Science subjects and with approval by the HoD and TiC.

### Topics Studied

**Classical Mythology** - The mythology of the Greeks with particular reference to the gods, heroes, and selected myths and their themes.

**The Odyssey** – Homer's sequel to the Iliad.

**Greek Art and Architecture** – The Architecture and Sculpture of Fifth-century BC Athens.

**Roman Political Life:** The political structure, processes and people involved in running the Roman Republic from the Kings to the Empire.

### Type of Work

Special emphasis in this course is placed on developing skills in research, interpretation, and communication. It is possible for students to take Classical Studies for the first time in Year 12.

### Methods of Assessment

Students will be assessed to Level 2 Achievement Standards. Most Achievement Standards are worth 5 Credits towards a National Certificate in Educational Achievement at Level 2. There is the possibility of earning up to 24 credits in this course.

### Advancement Opportunities

a) **School** Level 3 Classical Studies

b) **Career** Teaching, Advertising, Broadcasting, Journalism, Library work, Local body administration, Publishing and bookselling, Publicity, and Public Relations, Travel, Research assistants, plus a variety of other jobs for which specific subject qualifications are not required.

**For further information see:** Mr N Schumacher

## CLASSICAL STUDIES Level 3

**Objectives:** Level 3 Classical Studies will examine the civilisations of Ancient Greece and Ancient Rome without the study of its language. Using historical methodology, ancient literature and modern and ancient historiography, students will study ancient social life and organisation, and learn about the sources and development of much of our own art, science, literature, law, philosophy, politics and religion. Classical Studies is a 'multi-disciplinary' subject, including a number of different types of study, such as history, literature and art, which are normally separated in the curriculum. Students will therefore gain experience at making connections between different intellectual disciplines.

**Pre-requisites:** Students who wish to take Level 3 Classical Studies must have achieved a minimum of 12 credits in Level 2 Classical Studies, or in approved standards in History, English and other Social Science subjects and with approval by the HoD and TiC.

### Topics Studied

Four topics will be studied:

- Classical Mythology. The mythology of the Greeks, with particular reference to the gods, heroes, and selected myths and their themes.
- Aristophanes' Comedies, *Wasps* and *Frogs*, including a general knowledge of socio-historical background, staging, techniques of humour, structure, characterisation, and theme or Virgil's Aeneid.
- Greek Vase Painting: the development of Attic vase painting of the 6th and 5th centuries BC, covering the black-figure, red-figure and white-ground techniques.
- Augustus. The career of the emperor Augustus including his rise to power, his constitutional settlements, his government of the empire, his religious and moral programmes, the imperial family and the succession.

### Type of Work

Special emphasis in this course is placed on developing skills in research, interpretation, and communication. It is possible for students to take Classical Studies for the first time in Year 13.

### Methods of Assessment

Students will be assessed to Level 3 Achievement Standards.

### Advancement Opportunities

Teaching, Advertising, Broadcasting, Journalism, Library work, Local body administration, Publishing and bookselling, Publicity, and Public relations, Travel, Research assistants, plus a variety of other jobs for which specific subject qualifications are not required.

**For further information see:** Mr N Schumacher

# DIGITAL TECHNOLOGIES

## Level 1 – Achievement Standards

### Objectives:

To develop an awareness of Computer and Information Technology and learn the tools necessary to operate a wide range of software which can be used for either personal or vocational situations.

### Level 1 Digital Technologies

This course will be looking at various digital concepts and tools.

- **Information Management:** integrating information from two pieces of software.
- **Digital Media:** Image manipulation and either web design, print media or animation
- **Programming:** An introduction into basic programming.
- **Digital and Electronic environment and systems:** computer hardware and software

### Assessment

Internal and External Achievement standards.

### General

- This course is Endorsable, provided an External is successfully completed.
- Two of the Achievement Standards also have Literacy credits.
- It is highly recommended that you have completed the Year 10 programme of study for this course. If you are new to the subject, you must be highly self-motivated and have a willingness to build skills in your own time.

**For further information see:** Ms J Simpson

# DIGITAL TECHNOLOGIES

## Level 1 – Unit Standards

### Objectives:

To develop an awareness of Computer and Information Technology and learn the tools necessary to operate a wide range of software which can be used for either personal or vocational situations.

### Level 1 Computing

This course will be looking at various digital concepts and tools.

- **Digital Media:** Creating a desktop presentation and Web Design
- **Digital and Electronic environment and systems:** Computer hardware and software
- **Information Management:** Spreadsheets

### Assessment

All Unit Standards are internally assessed.

### General

- This course is **not** Endorsable.
- This course is suitable for beginners to the subject. However, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time where necessary.

**For further information see:** Ms J Simpson

# DIGITAL TECHNOLOGIES

## Level 2 – Achievement Standards

### Objectives:

To provide students with a choice of tools and skills necessary to operate a wide range of technological equipment and software packages competently, for either personal or vocational use. Emphasis at this level is on computer maintenance and security, advanced information management, advanced graphic design skills, web design/print media and programming.

### Level 2 Digital Technologies

This course will be looking at various digital concepts and tools.

- **Information Management:** Integrating information from two pieces of software.
- **Digital Media:** Image manipulation and either web design, print media or animation
- **Programming:** Intermediate programming using a text based language.
- **Digital and Electronic environment and systems:** Computer hardware and software

### Assessment

Internal and External Achievement standards.

### General

- This course is Endorsable, provided an External is successfully completed.
- Two of the Achievement Standards also have Literacy credits.
- It is highly recommended that you have completed the Year 11 programme of study for this course. If you are new to the subject, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time.

**For further information see:** Ms J Simpson

# DIGITAL TECHNOLOGIES

## Level 2 – Unit Standards

### Objectives:

To provide students with a choice of tools and skills necessary to operate a wide range of technological equipment and software packages competently, for either personal or vocational use. Emphasis at this level is on advanced information management, advanced graphic design skills, web design/print media and programming.

### Level 2 Computing

This course will be looking at various digital concepts and tools.

- **Information Management:** Skills and application in Word Processing, Spreadsheets, Database
- **Digital Media:** Creating a desktop presentation, Web Design, Desktop Publishing
- **Computer Science:** Protecting computers from Malware, Viruses etc

### Assessment

All Unit Standards are internally assessed.

### General

- This course is **not** Endorsable.
- This course is suitable for beginners to the subject. However, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time.

**For further information see:** Ms J Simpson

## **DIGITAL TECHNOLOGIES**

### **Level 3 – Achievement Standards**

#### **Objectives:**

To provide students with a choice of tools and skills necessary to operate a wide range of technological equipment and software packages competently, for either personal or vocational use. Emphasis at this level is on computer maintenance and security, advanced information management, advanced graphic design skills, web design/print media and programming.

#### **Level 3 Digital Technologies**

This course will be looking at various digital concepts and tools.

- **Information Management:** Integrating information from two pieces of software.
- **Digital Media:** Image manipulation and either web design, print media, animation
- **Programming:** Advanced programming using a text based language.
- **Digital and Electronic environment and systems:** Computer hardware and software

#### **Assessment**

Internal and External Achievement standards.

#### **General**

- This course is Endorsable, provided an External is successfully completed.
- It is a UE approved subject.
- Two of the Achievement Standards also have Literacy credits.
- It is highly recommended that you have completed the Year 12 programme of study for this course. If you are new to the subject, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time.

**For further information see:** Ms J Simpson

## DIGITAL TECHNOLOGIES

### Level 3 – Unit Standards

#### **Objectives:**

To provide students with a choice of tools and skills necessary to operate a wide range of technological equipment and software packages competently, for either personal or vocational use. Emphasis at this level is on advanced information management, advanced graphic design skills, web design/print media and programming.

#### **Level 3 Computing**

This course will be looking at various digital concepts and tools.

- **Information Management:** Skills and application in Word Processing, Database, Spreadsheets
- **Digital Media:** Desktop Publishing, Web Development

#### **Assessment**

All Unit Standards are internally assessed.

#### **General**

- This course is **not** Endorsable.
- This course is suitable for beginners to the subject. However, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time.

**For further information see:** Ms J Simpson

## **EARTH AND SPACE SCIENCES Level 2 and Level 3**

These subjects cover a range of geological and astronomy topics, for example geological processes, the star cycle, how organisms survive in harsh environments and atmospheric and oceanic systems.

There are no pre-requisites for this subject except a willingness to work hard and think about the world around you. Depending on the topics selected there may be field trips.

These subjects are a mixture of internal and external Achievement Standards the balance of which will depend on student preference.

Earth and Space Sciences can be taken as a stand-alone subject or in combination with the other three Sciences. It also works well with Geography.

**For further information see:** Miss T Dollan

# **ECONOMICS**

## **(by Distance Learning) Level 1, 2 & 3**

### **Course Outline and Assessment**

These courses focus on how two groups in the economy (households and firms) interact in the marketplace. This interaction results in economic decisions about what will be produced and the process of production. The market is a central component of New Zealand's mixed economy; by studying the mechanism that allocates scarce resources and determines prices, you should understand the forces that impinge on your own economic participation.

### **Key Outcomes**

At the completion of this course you should be able to:

- 1 Describe concepts related to consumer choice and demand.
- 2 Describe producers, production and resources.
- 3 Understand the concept of supply.
- 4 Demonstrate an understanding of the market.
- 5 Describe relationships between sectors of the economy.
- 6 Understand and use the consumer decision-making model.
- 7 Carry out an economic investigation.

Each Level is covered in four Sections of work.

Each section is assessed against one or more Achievement Standards.

<b>Section A</b>	Consumer Decisions
<b>Section B</b>	Producers' Decisions and Supply
<b>Section C</b>	The Market & Sectors of our economy
<b>Section D</b>	Skills - Internally assessed

### **Advancement Opportunities**

- Within School: Directly on to Level 2 and 3 Economics
- Tertiary: Economics is a compulsory part of many Polytechnic courses and Diplomas in the Banking, Business Administration, Insurance and Office-work type areas. University Economics leads to degrees in Commerce, Business Administration, Financial Management and Marketing.
- Careers in the business world benefit by a sound knowledge of Economics, particularly in the fields of Actuary, Law, Economics, Sociology, Accountancy, Statistics, Farming, Banking, Insurance, Stockbroking, Financial Management and many more.

**For further information see:** Miss T Dollan

## ENGLISH NCEA Level 1

### **Objectives – Course Outline**

This course aims to teach and assess students' understanding of literature and language topics across a range of texts. The ability to create and make meaning is both experienced and assessed. In English, Achievement Standards will be the method of assessment for Level 1 students. The course will be taught in blocks with assessment events occurring throughout the year. It is expected that students taking this course will sit external examinations.

**NOTE:** There is the capacity for English courses to be tailored to suit student requirements for those for whom a two year approach to Level 1 is advisable. Students who do not work to a satisfactory level in this Level 1 course would not expect to gain automatic entry to the Level 2 course.

### **Advancement Opportunities**

Achievement Standards generate credits towards a National Certificate in Educational Achievement and all credits are registered on a student's Record of Learning.

English is desirable at Level 1.

To be allowed to enter Level 2 English, students must have gained at least 14 credits at Level 1, preferably at least four of these should have been in externally assessed standards

**For further information see:** Ms A Harvey

## ENGLISH Level 2

### **Objectives**

This course aims to increase students' understanding of themselves as individuals and as part of the world in which they live. Students will study literature and language as a means of improving understanding of themselves and society.

To be allowed to enter a full Level 2 English class, students must have gained at least 14 credits in Level 1 English, History, or another approved subject or a combination of these. Students must have passed an externally assessed standard in order to enter the full Level 2 course. There is flexibility for students to study personally tailored courses in Level 2. These can incorporate Level 1 standards as well as Level 2. It is an expectation that students will not attempt a Level 2 standard until they have passed the Level 1 version.

### **Assessment:**

Assessments during the year allow students to gain Achievement Standards. These credits count towards a National Certificate in Educational Achievement.

### **Advancement Opportunities**

To advance to Level 3 NCEA English, students should gain 12 credits at Level 2. Students must have passed an externally assessed examination at Level 2 to progress to Level 3 English.

Students who do not meet these requirements will only be accepted into a composite Level 3 course.

Many job applications and training programmes require English to be included as part of grade or credit total for their screening processes.

**For further information see:** Ms A Harvey

## ENGLISH Level 3

### **Objectives**

Level 3 English aims to improve essay writing skills, improve close analysis skills, comprehension and awareness of the relationship between writer, language and reader. It also aims to improve awareness of uses of language in context, to develop an appreciation of the importance of literature in its own right and as a reflection and insight into the human condition and society in general.

Students will be challenged to discuss and evaluate their own and others' perspectives on a range of literature, subjects and ideas.

### **Pre-requisites**

Students need 18 credits in English, 9 at Level 2 consisting of at least four credits from externally based examination.

Students not meeting this requirement but wishing to study at Level 3 will be offered a reduced Level 3 course, which also allows for re-assessment of Level 2 standards where appropriate. Acceptance into the full Level 3 course is at the discretion of the HOD.

### **Assessment**

School examinations are held in the third term. Achievement Standards are the main form of assessment. There is opportunity for students to sit Scholarship English.

The main form of assessment in external examinations is essay writing, so students need to be fairly confident of their essay writing ability for the course. It is not recommended that students who have struggled with English at Level 2 take the full Level 3 course.

### **Advancement Opportunities**

Close analysis and reading skills, along with essay writing techniques are useful aspects for further study and employment. This is the last opportunity for most students to improve their English skills and to extend their interests in literature and language.

**For further information see:** Ms A Harvey

## HOME ECONOMICS Level 1

This course involves assessment papers and practical classes in the planning and preparation of healthy and nutritious meals.

**Level 1 Home Economics Course** will be made up of **Achievement Standards**; both internal and external.

1. Demonstrate knowledge of an individual's nutritional needs.
2. Demonstrate knowledge of practices to address food handling issues.
3. How packaging information influences individual choices and well-being.

**Level 1 Technology in Food Processing** is available. Products are experimented with, photographed and recorded using technological devices – **Achievement Standard Credits**

**Introduction to 'Front of House Cookery' Star course** is offered to all students at ARA Institute of Canterbury Timaru during the year. An opportunity to prepare food and beverages in the Polytechnic restaurant with a qualified chef, and serve meals to the public.

A contribution of **\$90 per year** is asked to assist with ingredients used in practical classes.

### **Career Options**

Studies in Home Economics can lead to opportunities in: Food Technology, Kitchen Hand, Restaurant Chef, Childcare, Waiter/Waitress, plus skills for a lifetime of living. Entry into other Tertiary courses.

**For further information see:** Mrs R Bell

## FOOD and HOSPITALITY Level 2

This course provides students with practical skills to adapt to the commercial kitchen and home lifestyle. The programme involves a number of Achievement and Unit standards in this area. Students get the opportunity to choose their own study programme.

### 1. Processing Technology

**Achievement Standards** are available covering units on local food sustainability and baking techniques. These are presented using audio visual and technological devices.

2. **Star courses** provided by the ARA Institute of Canterbury, Timaru and The Learning Place, Dunedin will be available to students throughout the year. These are run in partnership with the Polytechnic where students are tutored and assessed in Timaru or on site at Waimate High School with professional chefs and sometimes combining with other South Canterbury schools.

### 2b Unit Standards include:

- Practice food safety methods in a food business
- Handling and maintenance of knives in a commercial kitchen
- Demonstrate basic knowledge of contamination hazards and control methods used in a food business
- Preparing espresso beverages (barista training)

3. **Home Economics Achievement Standards** are theoretically based involving research, surveys, data collecting and essay writing. Practical experimentation is included to reinforce beliefs, personal ideas and promote issues.

### Home Economics/Technology (processing) Achievement Standards are available

A contribution of **\$100 per year** is asked to assist with food costs.

### Career Options

Hospitality – cooking/catering, Tourism, Food Processing, Food promotion/marketing. Offers qualifications – school unit based, industry unit based. Entry into other Tertiary courses.

**For further information see:** Mrs R Bell

## FOOD and HOSPITALITY Level 3

This course is designed to cater for students interested in the Food Industry through both theory and practical tutoring. Students get the opportunity to choose their own study programme.

**A. Unit Standards** available in conjunction with ARA Institute of Canterbury, Timaru and the Learning Place (Dunedin)

1. Demonstrate knowledge of food contamination hazards, and control methods used in a food business (Food Safety). Certificate to assist with application for holiday/part-time positions in cafes, hotel kitchens, supermarket outlets, dairies.
2. Barista coffee making – preparing espresso beverages

**B.** An opportunity to gain **University Entrance (14 credits) Achievement Standards in Home Economics**. This involves multi organizational planning/nutritional benefits of breakfast processing units and research/providing an action plan for presentation. (submission by essay writing, wall displays, newsletters, pamphlets).

**One Level 3 Achievement Standard** (external)

- Analyse the influences of food advertising on well-being

**C. Processing Technology Achievement Standards**

- Units cover experimentation of products in pastry making, processes required to produce milk powder (baby formula) dried products
- Presentation using video clips, audio visual devices, scrapbook layout

A contribution of **\$100 per year** is asked to assist with experimentation, meal preparation and service throughout the year.

### **Career Options**

Hospitality – apprenticeships, cooking/catering, Tourism, Food Processing, Food Promotion/Marketing. Offers qualification - unit (school/industry based). Other Tertiary courses at ARA, Institute of Technology Timaru/Oamaru/Christchurch, Queenstown Hospitality College etc.

**For further information see:** Mrs R Bell

## GATEWAY PROGRAMME

Waimate High School is part of the National Gateway Programme which involves workplace learning and assessment while still at school.

This programme is for senior students and provides valuable learning and work opportunities. For example, students can gain specific vocational skills leading to future employment and can benefit from making significant progress towards qualifications.

The programme will possibly be:

- i. Four days in school studying up to five subjects. (This can be flexible to meet individual needs, and may involve half days.)
- ii. One day out on work placement and practical training. There is a requirement that the student is working towards Industry based Unit Standard qualifications.

The work placement can be in any suitable area that can be arranged according to the particular interests of the student.

Students need to approach Mrs McKenzie to complete an application form.

**For further information see:** Mrs D McKenzie

# **HARD MATERIALS BCATS Level 1**

## **“Building Construction Allied Trade Skills”**

### **About this course**

This course is based around practical hand skills in the creation of wood based products. Students learn to use a variety of hand tools and machines in a step by step follow the Teacher approach. Elements of Drawing and Design are incorporated and students learn by doing.

### **Methods of Assessment**

Level 1 & 2 BCATS Unit Standards are internally assessed. These will be assessed on practical skills, written assignments and oral questioning to confirm knowledge.

### **Type of Work**

Students will be shown how to make a variety of projects such as cabinets, ladders and tables. All written work will relate to the practical work being done such as Workshop Safety, Use of joints, Use of materials etc.

### **Advancement Opportunities**

A National Certificate can be obtained at the completion of this course. The hand skills and knowledge gained lead onto Level 2 and form a background that will assist students entering the Trades and Apprenticeships once leaving school.

**Course cost:** \$120

**For further information see:** Mr B Carlaw

## **HARD MATERIALS BCATS Level 2**

### **“Building Construction Allied Trade Skills”**

#### **About this course**

This course is based on continued skill and knowledge advancement. Building on Level 1 students will continue this practical wood based subject. Once again **ALL** theory will relate to the practical. Students will be expected to work more independently and incorporate more individual design aspects into their practical.

#### **Methods of Assessment**

All internal assessments. Students will be assessed on practical skills and related study assignments. Oral questioning is also used to inform judgement on student knowledge.

#### **Types of Work**

This will depend on the skill and background knowledge of each individual. If students have completed the full Year 11 course then projects may be negotiated with the teacher. This is a wood based course , however a variety of materials may be used. A design, draw make approach will be used for more capable students. Incorporating Technology Achievement Standards could be an option for some.

#### **Advancement Opportunities**

The completion of the full course will see students obtaining a National Certificate in BCATS at Level 2. This course can lead onto Gateway Building placements at Year 13, Polytech courses in the Construction Trade and or Apprenticeships in Building when leaving school.

**Course cost:** \$120

**For further information see:** Mr B Carlaw

# **GEOGRAPHY Level 1**

## **Objectives**

This course would appeal to students interested in a study of the environment as the home of people, an interpretation of the world and how it changes over time. It explores relationships and connections between people and both the natural and cultural environments. In particular, students will learn Geographic skills and concepts alongside knowledge that will provide them with the ability to think critically. Overall, it encourages students to ask questions about the world around them.

## **Pre-requisites**

Students who wish to take Level 1 Geography must have gained an Achieved in Year 10 Social Studies, or with approval by the TiC and HoD.

## **Topics**

This course covers a wide range of topics and skills with real life application. The focus is on how the environment and humans interact, with studies on extreme natural events, and population, as well as research into geographic issues of national and international significance. Practical work and field work are important parts of the course, with data collection taken in the local area.

## **Methods of Assessment**

There are 10 credits available through the internal assessment component, and 12 credits through external assessment. One of the assessments involves a field trip to Tekapo for which a cost is involved.

## **Advancement Opportunities**

Geography in Level 1 is designed to provide a base of skills and concepts that could be of use to students considering careers in fields such as tourism, farming, forestry, soil-conservation, planning and resource management, as well as for those with a general interest in the environment. It is broad and practical course which can also be taken in Level 2 and Level 3.

**For further information see:** Mrs A Nicolson

## **GEOGRAPHY Level 2**

### **Objectives**

This course is designed to build on the skills and ideas of Level 1 Geography, with a focus on how people use the environment. It explores relationships and connections between people and both the natural and cultural environments. In particular, students will build on Geographic skills and concepts alongside knowledge that will provide them with the ability to think critically. Overall, it encourages students to ask questions about the world around them.

### **Pre-requisites**

Students who wish to take Level 2 Geography must have achieved a minimum of 12 credits in Level 1 Geography, or in approved subjects History, English, or another Social Science subject, and with approval by the TiC and HoD.

### **Topics Studied**

Level 2 Geography builds on the understanding of how humans and the environment interact. Students will explore a large natural environment, how it was formed and how humans interact with it. There are also investigations into geographic issues of national and international significance.

### **Methods of Assessment**

There are 11 credits available through the internal assessment component, and 8 credits available through the external assessment. One of the assessments includes a field trip to Mount Cook for which a cost is involved.

### **Advancement Opportunities**

This course leads on to Level 3 Geography. It develops skills for use in careers such as planning, tourism, architecture, commerce, teaching, soil-conservation, agriculture, resource management and surveying.

**For further information see:** Mrs A Nicolson

## **GEOGRAPHY Level 3**

### **Objectives**

This course is designed to build on the skills and ideas of Level 1 and 2 Geography, with a focus on the environment as the home of people, and how it changes over time. It explores relationships and connections between people and both the natural and cultural environments. In particular, students will apply Geographic skills and concepts to geographic problems and issues. Overall, it encourages students to ask questions about the world around them.

### **Pre-requisites**

Students who wish to take Level 3 Geography must have achieved a minimum of 12 credits in Level 2 Geography, or in approved subjects History, English, or another Social Science subject, and with approval by the TiC and HoD.

### **Topics Studied**

Level 3 Geography explores the processes that operate the cultural environment of New Zealand. The cultural process that is studied is tourism development, with an emphasis on how tourism development has shaped an area. Geographic research is undertaken in the cultural environment, so field work is an important component of this course. Geographic issues at a national and international level are explored, with differing perspectives highlighted.

### **Methods of Assessment**

There are 11 credits available through the internal assessment component and 12 credits available through the external assessment. One of the assessments includes a field trip for which a cost is involved.

### **Advancement Opportunities**

The Level 3 course links to a variety of tertiary studies and has relevance to a broad range of careers. These include economic research, meteorology, forestry, government positions, surveying, farming, town planning, resource management, journalism, tourism, agriculture, water management, teaching, market research, cartography, architecture, landscape architecture, law, climatology, geology, geophysics etc.

**For further information see:** Mrs A Nicolson

# HISTORY Level 1

## Objectives

History enables students to gain a knowledge of the past that will help them make informed decisions about their present and future. This course helps students to see differing perspectives of people of different times and relate them to the modern era. Students will also be able to evaluate the different causes and consequences of events that have shaped New Zealand and the wider world.

An important part of History is the development of formal writing skills and essay writing. Students will also practice research skills and evaluate the effectiveness of this as well as displaying knowledge of appropriate methods to present research.

## Themes studied

- Conflict
- Gender Roles
- Injustice
- Religion
- Racism
- Nationalism
- Protest
- Identity

## Type of Work

Variety of work activities such as task sheets, group work, research, use of diagrams, documents and evidence

## Methods of Assessment

Students will be assessed to Level 1 Achievement standards. Each Achievement standard is worth credits towards a National Certificate of Educational Achievement Level 1. Three Achievement standards are assessed internally and three are assessed by external exam

## Advancement Opportunities

a) School: Levels 2 and 3 History

b) Career: Teaching, advertising, broadcasting, journalism, library work, local body administration, publishing and bookselling, publicity and public relations, travel, research assistants, plus a variety of other jobs for which specific subject qualifications are not required.

**For further information see:** Mr N Schumacher

## HISTORY Level 2

### Objectives

History deals with facts but also opinion and controversy, helping people to develop higher level thinking and problem solving skills. Students will also be able to evaluate the different causes and consequences of events that have shaped New Zealand and the wider world.

An important part of History is the development of formal writing skills and essay writing. Students will also practice research skills and evaluate the effectiveness of this as well as displaying knowledge of appropriate methods to present research.

### Themes studied

- Conflict
- Gender Roles
- Injustice
- Religion
- Racism
- Nationalism
- Protest
- Identity

### Pre-requisites

Students who wish to take Level 2 History must have gained 12 credits in Level 1 History, in approved standards in English or another Social Science subject or at the discretion of the Level 2 teacher.

### Type of Work

Special emphasis is placed on developing skills in research, interpretation, and communication. For the special studies the emphasis will be on research skills and may involve field trips, visits to museums, newspapers, points of historical interest and interviews. It is possible for students to take history for the first time in Level 2.

### Methods of Assessment

Students will be assessed to Level 2 Achievement standards. Three Achievement standards are assessed internally and three are assessed by external exam.

### Advancement Opportunities

a) **School** Level 3

b) **Career** Teaching, advertising, broadcasting, journalism, library work, local body administration, publishing and bookselling, publicity and public relations, travel, research assistants, plus a variety of other jobs for which specific subject qualifications are not required.

**For further information see:** Mr N Schumacher

## HISTORY Level 3

### Objectives

History deals with facts but also opinion and controversy, helping people to develop high level thinking and problem solving skills. History forms a valuable part of a student's education, helping to provide balanced, well-adjusted citizens of the future. Students will also be able to evaluate the different causes and consequences of events that have shaped New Zealand and the wider world.

An important part of History is the development of formal writing skills and essay writing. Students will also practice research skills and evaluate the effectiveness of this as well as displaying knowledge of appropriate methods to present research.

### Themes studied

- Conflict
- Gender Roles
- Injustice
- Religion
- Racism
- Nationalism
- Protest
- Identity

### Pre-requisites

Students who wish to take Level 3 History must have gained 12 credits in Level 2 History, in approved standards in English or another Social Science subject or at the discretion of the Level 3 teacher.

### Type of Work

More research work, wider reading, students are expected to be more independent.

### Methods of Assessment

Students will be assessed to Level 3 Achievement Standards. Each Achievement Standard is worth credits towards a National Certificate in Educational Achievement at Level 3.

### Advancement Opportunities

Teaching, advertising, broadcasting, journalism, library work, local body administration, law, publicity, and public relations, publishing and bookselling, travel, research, and a variety of other jobs for which specific qualifications are not required.

**For further information see:** Mr N Schumacher

## **MATHEMATICS AND STATISTICS Level 1**

Level 1 NCEA. Most learners will be in this group.

Learners will work through 3 to 6 Achievement Standards in Number, Algebra, Measurement, Geometry and Statistics.

**For further information see:** Mrs E Brook

## **MATHEMATICS Level 2**

### **Option 1 External Focus**

2 or 3 of the Externals at Level 2 in Algebra, Calculus and Probability along with internal Achievement Standards in Trigonometry and Graphing

### **Pre-requisites**

14 credits in Level 1 Mathematics and Statistics including the Algebra MCAT  
**Advancement** to Level 3 Mathematics and/or Statistics

### **Option 2 Internal Focus**

Students will sit 4 or 5 Mathematics internals in Geometry, Algebra and Trigonometry. They may also sit one external in either Calculus or Probability

### **Pre-requisites**

10 credits in Level 1 Mathematics and Statistics Achievement Standards

(not the same as the Level 2 Statistics course)

**For further information see:** Mrs E Brook

## **STATISTICS Level 2**

### **Course Structure**

This course covers one External Achievement Standard in Probability. It also includes Internal Achievement Standards in Statistics using the PPDAC cycle, and some new Mathematics topics.

There may also be an opportunity for students who have not achieved a full Level 1 course to do a mixture of Levels 1 and 2.

### **Pre-requisites**

To take Level 2 Statistics students should have achieved a minimum of 14 credits in Level 1 Mathematics and Statistics courses including some credits in Statistics Standards. Learners should also have achieved Level 1 Literacy.

### **Advancement Opportunities**

Students who achieve in this course will be able to progress on to Level 3 Mathematics with Statistics.

**For further information see:** Mrs E Brook

## **MATHEMATICS WITH STATISTICS Level 3**

### **Course Structure**

This course covers one or two External Achievement Standards in Probability and/or Statistics. It also includes Internal Achievement Standards in Statistics using the PPDAC cycle, and some other Mathematics topics, as decided in discussion with the class.

### **Pre-requisites**

To take Level 3 Mathematics with Statistics students should have achieved a minimum of 14 credits in Level 2 Mathematics or Statistics courses including the External 2.12 (Probability)

### **Advancement Opportunities**

Students who achieve in this course will be able to progress on to courses in the tertiary sector which use Statistics.

**For further information see:** Mrs E Brook

## **MATHEMATICS WITH CALCULUS Level 3**

### **Course Structure**

This course covers three External Achievement Standards in Calculus and Algebra. It also includes Internal Achievement Standards in Trigonometry and possibly some other Mathematics topics, as decided in discussion with the class.

### **Pre-Requisites**

To take Level 2 Statistics students must have achieved a minimum of 14 credits in the Level 2 Mathematics course including 2.6 (Algebra) and 2.7 (Calculus).

### **Advancement Opportunities**

Students who achieve in this course will be able to progress on to Mathematics and other Science courses at University.

**For further information see:** Mrs E Brook

# MUSIC Level 1

## Objectives

This course provides students with skills and understanding in a wide range of musical styles through performance, composition and appreciation activities.

## Prerequisite

Year 10 music or with HoD approval.

## Assessment

### Achievement Standards

- |            |  |                  |                 |
|------------|--|------------------|-----------------|
| <b>1.1</b> | Perform two pieces of music as a featured soloist                                      | <b>6 credits</b> | <b>Internal</b> |
| <b>1.2</b> | Demonstrate ensemble skills through performing a piece of music as a member of a group | <b>4 credits</b> | <b>Internal</b> |
| <b>1.3</b> | Compose two pieces of music  | <b>6 credits</b> | <b>Internal</b> |
| <b>1.4</b> | Demonstrate aural and theoretical skills through transcription                         | <b>4 credits</b> | <b>External</b> |
| <b>1.5</b> | Demonstrate knowledge of conventions used in music scores                              | <b>4 credits</b> | <b>External</b> |

### Total of 24 credits

Students need to be either learning an instrument OR be prepared to take lessons.

**For further information see:** Mr D Shea

## MUSIC Level 2

### Objectives

This course provides students with skills and understanding through performance, composition and analysis tasks.

### Prerequisite

Music credits at Level 1 or with the approval of HOD Music

Students will be offered the following Achievement standards and will develop an individual course of study suited to their strengths and career aspirations. Their course will be approved by parent/caregiver and HOD Music.

### Internally assessed standards

- 3.1 Perform two substantial pieces of music as a featured soloist.  
**6 credits**
  
- 3.2 Perform a substantial piece of music as a featured soloist on a second instrument  
**3 credits**
  
- 2.3 Demonstrate ensemble skills by performing a substantial piece of music as a member of a group  
**4 credits**
  
- 2.4 Compose two substantial pieces of music  
**6 credits**
  
- 1.8 Devise an instrumentation for an ensemble  
**4 credits**

### Externally assessed standards

- 2.5 Demonstrate Aural Understanding through written representation  
**4 credits**
  
- 2.6 Demonstrate knowledge of conventions in a range of music scores  
**4 credits**

**For further information see:** Mr D Shea

## MUSIC Level 3

This course gives students the opportunity to develop their strengths in performance, composition and appreciation. This course of study is individually negotiated between the student and the HOD Music.

### **Prerequisite**

Credits at Music Level 2 or in consultation with the HOD Music

There are other Unit and Achievement standards available, but the following are the basic standards for Level 3.

### **Internally Assessed Standards**

- 3.1 Perform two programmes of music as a featured soloist  
**8 credits**
- 3.3 Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group  
**4 credits**
- 3.4 Communicate musical intention by composing three original pieces of music  
**8 credits**
- 3.9 Create two arrangements for an ensemble  
**4 credits**

**For further information see:** Mr D Shea

## OUTDOOR PURSUITS Level 2

This course is experiential. It aims to improve student's self-confidence, responsibility and leadership and introduce them to adventure through practical activities in New Zealand. The outstanding recreational opportunities offered by the local environment will be explored. A risk management approach to the outdoor pursuits will be used.

**Objectives:** The student will be expected to improve their skills in

- Mountain Biking / Maintenance
- Rock climbing
- Tramping, navigation, camping and weather mapping
- First Aid
- Risk management
- Leadership
- Optional PADI Open Water Diver Course
- Skiing/snowboarding

### **Assessment**

Assessment will usually be via Unit Standards and some Achievement Standards where possible, with approximately 26 credits at Level 2.

### **Cost**

The School Board of Trustees have stipulated an upfront financial cost of \$500 per student. Refunds will be given only if funds are left over at the end of the year and not if a student drops the course or leaves school. These costs cover facility and instructor hire, accommodation and travel on cycle and tramping trips and equipment hire for rock climbing/ski or snowboarding.

### **Parental help**

For external trips parental help with transport and supervision will be essential.

### **Prerequisites**

Students require a good level of fitness and will require appropriate outdoor gear for some activities.

### **Class size limit**

Due to the nature of the activities that are involved in Year 12 Outdoor Pursuits the class size is limited to 10 students. If more than 10 students are interested in taking the subject then interviews with students will be conducted involving the Guidance Counsellor, a member of the Senior Management Team and the Teacher in Charge of Outdoor Pursuits. Criteria for successful applicants will include academic progress and career preference and Year 12 students will take priority.

**For further information see:** Mr M Simonsen

## PHYSICAL EDUCATION Level 1

Physical Education is being offered as a full time course of study.

### **Objective**

To give students the opportunity to experience new physical activities, explore how their bodies respond with regards to physical activities.

The course is 50% practical and 50% theoretical and will be 100% internally assessed using Achievement Standards.

The following Achievement Standards will be used:

- 1.1** Participate actively in a variety of physical activities and explain factors that influence own participation – whole year
- 1.2** Demonstrate understanding of the function of the body as it relates to the performance of physical activity
- 1.3** Demonstrate the quality movement in the performance of a physical activity
- 1.5** Demonstrate interpersonal skills in a group and explain how these skills impact on others
- 1.6** Demonstrate strategies to improve the performance of a physical activity and describe the outcomes
- 1.9** Demonstrate self management strategies in a practical setting.

This course will lead directly into the Level 2 Physical Education programme and will provide qualifications for movement into the fitness, leisure and sport industries.

**For further information see:** Mrs S Casbolt

## **PHYSICAL EDUCATION Level 2**

### **Objectives**

To give the students a knowledge, understanding and appreciation of the human body as it relates to movement and performance. To allow students to apply their knowledge and understanding through a range of learning experiences. To gain an appreciation of the contribution that physical activity has to the development of healthy living. To develop students' performance in motor skill activity. To provide opportunities for personal and social development activities.

### **Pre-requisite**

A minimum of 14 credits in Level 1 Physical Education

### **Topics Studied**

- 2.2 Demonstrate understanding of how biophysical principles relate to the learning of physical skills
- 3.3 Demonstrate understanding of the application of biophysical principles to training for physical activity
- 3.4 Perform a physical activity
- 2.8 Demonstrate social responsibility through applying the Hellisons model of social responsibility in physical activity
- 2.9 Demonstrate understanding of the implementation and outcome(s) of a physical activity event or opportunity

### **Methods of Assessment**

The course is 100% internally assessed.  
Level 2 Achievement standards

### **Advancement Opportunities**

Refer to Level 3 Physical Education page

**For further information see:** Mrs S Casbolt

## PHYSICAL EDUCATION Level 3

### Objectives

#### Students will:

- Demonstrate quality performance in a sporting context
- Appraise specialized motor skills and adapt them to extend physical competence.
- Apply the principles of exercise to enhance personal health and evaluate the results.
- Apply different styles of leadership to coaching junior students

### Pre-requisites

A minimum of 14 credits in Level 2 Physical Education.

### Topics Studied

- Training programmes
- Badminton
- Leadership
- Safety Management

### Method of Assessment

Level 3 Achievement Standards. The course is 100% internally assessed.

### Advancement Opportunities

Promotes learning through movement. Through frequent, enjoyable physical activity, total well being is developed. Basic skills acquired provide a foundation for extension into sport, recreation and leisure pursuits. Tertiary study is available at Otago University (Degree in Physical Education), Lincoln College (Degree in Recreation Management) and Auckland College of Education, University of Canterbury (Bachelor of Ed in PE). Part-time study towards the Diploma of Sport and Recreation is available at most Polytechnics, and the University of Otago offers part-time Certificate/Diploma in Fitness Sport Admin. Courses, Armed Forces P.T. instruction, Physiotherapy, Occupational Therapy.

**For further information see:** Mrs S Casbolt

## HEALTH AND FITNESS Level 3

To give all students equal opportunities to achieve, but to also put an emphasis on wellbeing – students get the opportunity to complete credits whilst largely being practical at the same time.

**Target Group** – Year 12 and 13's who want to do Level 2/3 Physical Education but are not likely to achieve Achievement Standards.

This course is aimed at students moving into Level 2 or 3, students moving from Level one wouldn't need to have done 11 Physical Education. Students moving from Level 2 could have done Outdoor Pursuits, but may not do Outdoor Pursuits and Health and Fitness in the same year.

### Level 3

#### Unit Standards:

Demonstrate knowledge of exercise prescription – 7 credits unit based upon learning about different types of exercise, they will set up their own exercise to suit their personal goals.

Demonstrate knowledge of exercise physiology and human anatomy – 10 credits – this unit is based on students identifying how their own body works in response to exercise.

Plan a beginner level coaching session for sport participants – 4 credits – working with a group of younger participants coaching them in a sport or activity.

Achievement Standard 3.4 – practical, students will be assessed entirely on their skills in a practical context.

**For further information see:** Mrs S Casbolt

## PHYSICS Level 2 and Level 3

### Objectives

Students are taught to have a critical awareness of laws, models and theories, an ability to judge whether or not they are valid in different situations, an ability to apply knowledge and understanding to familiar and unfamiliar situations within the bounds of prescription, and understanding of experiments appropriate to the course, an understanding of the use of simple mathematics as a language to describe relationships between physical quantities during the first year of formal Physics.

### Level 2 pre-requisites

Students need at least the Physics Standard of Level 1 Science, or Algebra (Level 1 Maths), or approval from the HOD and TIC.

### Level 3 pre-requisites

Students need to have passed the majority of the Level 2 Physics course or have approval from the HOD and TIC

### Topics Studied

Light, waves and pulses, kinematics, vectors, mechanics, forces, conservation laws, work and power, electrostatics, electricity, magnetic fields, electro magnetic induction, radioactivity and modern physics.

### Type of Work

Theory in class, assignments, experiments and projects. A reasonable standard of mathematics is required, especially Algebra and Trigonometry.

### Methods of Assessment

Assessment towards N.Z.Q.A. Achievement standards tests and experimental reports.

### Advancement Opportunities

Essential for: Engineering - mechanical, electrical, agricultural etc., Flying, Technology careers, Draughting - CAD Draughting, Electronics, Communications -inclusive of optical, Electrical careers - robotics, Physicist, Meteorology, Computer Engineering, Veterinary/Medicine/Radiography, Audio Engineering.

**For further information see:** Miss T Dollan

## SCIENCE NCEA Level 1 (Highly recommended)

### Pre-requisites

The student's ability and performance during Year 10 at or above 'Achieved' level, the needs of the students and course counselling. This prerequisite will provide each student the best opportunity to succeed.

Science enables students to develop attitudes, skills and knowledge so they can have confidence in society in which we live. **Science is a highly recommended subject for all students in Level 1.**

Science has students explore and seek answers by experimentation. Science opens up the minds of students to discovering the truth for themselves instead of always relying on others for judgment.

Learning science is fundamental to understanding the world in which we live and work. Science is a major influence in our daily lives, at work, at play and at home.

Students interested in a **career** in Engineering, Nursing, Medical, Beauty Therapy, Agriculture, Electronics, Conservation, Geology, Astronomy, Biology, Physics, Chemistry and many more are all recommended to complete a Level 1 Science course.

The topics available will be:

**Biology:** Demonstrate biological ideas about Genetics

**Chemistry:** Demonstrate understanding of aspects of Acids and Bases and reaction rates

**Physics:** Demonstrate understanding of Mechanics

**For further information see:** Miss T Dollan

## **SKILLS for LIFE Level 1 and Level 2**

### **Objectives**

The Skills for Life programme aims to:

- Provide students with information and guidance needed for a successful transition from school/home to work/tertiary study and living away from home.
- Enable students to gain experience of skills and knowledge that complement their formal study.
- Encourage students to plan for their future, understand the choices they need to make and develop an understanding of issues that will concern them.

**For further information see:** Mr M Simonsen

## **TOURISM Level 2**

On completion of the programme the students gain a National Certificate in Tourism and Travel (Introduction Level 2). It is provided by an outside Tourism and Travel trainer. Most motivated students complete the course in 1 year.

### **Objectives**

To give students an integrated Level 2 course which covers Tourism and Travel through basic skills in Computing, English, Maths, Social Sciences (Economics, Geography, History) and Cultural studies.

### **Pre-requisites**

Students who wish to take Level 2 Tourism must have achieved a minimum of 12 credits in Level 1 English or other Social Science subjects and with approval by the HOD and TIC.

### **Assessment**

Units can count towards NCEA Level 2 and contribute to National Certificate in Tourism and Travel (Level 2).

### **Cost**

Assessments are provided through Service IQ at a cost of over \$30.

Students who subscribe to this course but do not meet requirements will be expected to repay the course costs.

### **Career and Advancement Opportunities:**

This course can lead to Travel and Tourism tertiary programmes and institutions, or a career in the Travel and Tourism industry, doing things from hotel work, travel agent, service industry, and many more.

**For further information see:** Ms J Simpson

## **TOURISM Level 3**

### **Objectives**

To provide students with skills and knowledge who wish to pursue a career in the Tourism and Travel industries, in any of the ITO schools in New Zealand.

### **Pre-requisites**

Students who wish to take Level 3 Tourism, it would be advantageous to have successfully completed Level 2 Tourism.

### **Course Requirements:**

You must have completed the Level 2 Certificate in Travel and Tourism to do this course. It is three Unit standards with the possibility of 14 Credits. It is a full-on course and requires a lot of effort and work to complete. This is to complement the work done at Level 2, and especially for those who wish to finish off the Level 2 Course and add to their Tourism Knowledge.

### **Cost:**

Assessments are provided through Service IQ.

Students who subscribe to this course but do not meet the requirements may be expected to repay the course costs.

### **Career and Advancement Opportunities**

This course is ideal for students wishing to continue on in the Travel and Tourism Industry. This includes Hospitality!

Students doing this course can also move on to tertiary studies at any one of several Travel and Tourism schools to complete Level 3 and 4 Certificates.

**For further information see:** Ms J Simpson

# VISUAL ARTS

## **Level 1 Visual Arts**

Level 1 Art involves bringing the practical knowledge acquired in year 9 & 10 Art into the context of an individual year-long project. The end result of this is 22 Level 1 credits – 10 credits from two internals, and 12 credits from the external submission of a portfolio. There is also the option of an additional 4 credit internal, depending on the time management and interest of individuals.

You will be using the media of drawing, painting and photography. This sets students up in the best way possible to choose an Art subject at Level 2, where painting and photography are separate options. You will learn about and apply the influence of a variety of contemporary artists to your own production of art works. Level 1 Art is an excellent opportunity to learn to think outside the box, develop practical skills and involve personal interests in the work you produce.

## **Level 2 Painting and Photography**

At Level 2, students choose to further their study of Art within the separate fields of painting and/or photography. The theme at Level 2 is Still Life. Students generate and develop their body of work based on still life objects of their own choosing, with guidance, to work with for the year. The year-long programme involves two internals worth a total of 8 credits, and an external portfolio submission worth 12 credits. Students can therefore gain 20 credits total at Level 2, with the option of extending themselves with another internal worth 4 credits depending on individual interest. Building on the opportunities of Level 1 Art, students should use Level 2 Art to refine their skills and conceptual development, to best prepare for level 3.

## **Level 3 Painting or Photography**

In Level 3 Art, students have the opportunity to truly develop their strengths in Painting and/or Photography. Students will have the freedom to take influence from Art that really inspires them and respond to themes and ideas that they consider most relevant to themselves as individuals. At this level of study, there is a larger workload than previous years in order to earn 8 internal and 14 external credits at Level 3. Again, there is the option of an additional 4 credit internal depending on interest. Students will need to have good time management skills, and commitment to the subject to pursue the Visual Arts at this level. However, the result will be a fantastic skill set in the creation of art, and the ability to apply a deep level of conceptual thought to the production of work.

**For further information see:** Miss N Solomon

## DUAL ENROLMENT

Through the Youth Guarantee, some of our students may have the opportunity to participate in the Dual Enrolment being offered to us through ARA Institute of Canterbury.

The aim of the programme is to strengthen achievement, retention and transition for secondary school students. NCEA Level 2 (or equivalent) is the minimum qualification that you need to show that you are ready to enter and progress to further study, training or work.

Achieving NCEA Level 2 with Dual Enrolment means you have some interest, knowledge and skills related to industry. It shows you have:

- Achieved the required number of credits to achieve NCEA Level 2
- Achieved the required industry related credits that align with a particular industry
- A broad understanding of industry
- Or interest and skills that relate to a particular industry

There are six pathways (Primary Industries, Services Industries, Social and Community Services, Manufacturing and Technology, Construction and Infrastructure, Creative Industries) which represent new ways to structure and achieve NCEA Level 2 and provide a more coherent framework for foundation vocational education and training. The pathways will help students to develop their own individual education plan, so they are better informed and able to make better choices to meet their goals. For more information go to [www.youthguarantee.net.nz](http://www.youthguarantee.net.nz) and <https://www.ara.ac.nz/study-options/Dual-Enrolment-Programmes>

### **Ara Institute of Canterbury are proposing to offer the following Level 2 courses in 2020:**

Introduction to Sustainability and Outdoors  
Introduction to Construction  
Introduction to Agricultural Automotive and Engineering  
Introduction to Automotive  
Introduction to Cookery, Restaurant Service Skills  
Introduction to Digital Technologies  
Introduction to Beauty Therapy  
Introduction to Hairdressing

### **Level 3 proposed offerings:**

Cookery and Restaurant Service Skills  
Sustainability and Outdoor Education  
Hairdressing and Beauty Therapy Career Pathway

The students attend Waimate High School on the days they don't go to Ara Institute of Canterbury to attend their course. Some courses are held in Timaru and the others are in Oamaru. They run for one day per week for the whole year.

**The students enrolling in these courses would need to give a full commitment for the full year.**

There is an enrolment and acceptance process for students to go through to get into these courses.

If you require more information about any of these courses please see Mrs McKenzie.