



*Learn, serve and grow in God*

**OUR VISION**  
**TO BE CONFIDENT**  
**FOLLOWERS OF**  
**JESUS CHRIST,**  
**EQUIPPED**  
**AND INSPIRED**  
**TO CREATIVELY**  
**IMPACT OUR WORLD**

**Senior Secondary Course Booklet 2019**

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## Introduction

Welcome to our course information booklet for 2019. Choosing the subjects that make up a course of study is a very significant decision for students. With the Qualifications Framework in place, students need to ensure their individual courses best suit their particular abilities, interest, and learning needs. The ideal course of study will:

- Contain a broad range of subjects that extend and challenge students.
- Allow every opportunity to gain qualifications.
- Allow for a smooth progression through each school level and then into areas of tertiary study if appropriate.
- Allow for a variety of career paths.

When you do consider option choices, please keep in mind that a broad curriculum is a wise option for all students. Universities have relaxed their entrance requirements considerably for most courses, and now prefer to see students achieve well in a range of curriculum areas. Students unsure of the most appropriate pathway should be discussing their possible choices with their teachers, the Assistant Principal, or the school's Careers Adviser before making their final selection.

This Course Information Booklet aims to assist students and parents in the process of subject selection by providing:

- Relevant information for each course in 2019
- Information of qualifications available to students
- A curriculum chart which shows how each subject area develops through to year 13
- The timetable structure for 2019

## **STAR/Gateway courses and Trade Academies**

These will be available to Year 12 and 13 students for 2019. These will be coordinated by Mr McIntyre who will also continue in the role of Careers Advisor.

Gateway is a programme that provides broader educational options and strengthens pathways for secondary school students to further their education and training or employment.

Each student has their own individualised learning plan, which states the learning and assessment to be undertaken, and is integrated into their school-based learning to ensure coherence with their total programme.

The Gateway programme:

- Will provide opportunities to develop a clear understanding of the knowledge and skills required for future employment through achieving unit standards
- Will support students to undertake learning and assessment in the workplace.
- Help students gain specific vocational skills and benefit from making significant progress towards industry recognised qualifications.
- Gateway can help students looking to go into the following field of employment  
Agriculture, Electrician/Electrical Supply, Animal Care/ Vet Nursing, Engineering, Automotive trades, Equine, Aviation, Fashion, Baking, Floristry, Banking, Forestry, Beauty Therapy, Hairdressing, Boat Building, Healthcare, Butchery, Horticulture, Construction, Carpentry/Building, Hospitality, Construction Cement and Concrete, Plumbing, Construction Glass and Glazing, Printing and Sign making, Construction Joinery: Aluminium, Retail and Small Business, Construction Joinery: Wood Sports Turf, Early Childcare Education, Travel and Tourism

This is not an exhaustive list but indicative of the possibilities for our students.

## **Te Kura/The Correspondence School**

Parents of students wishing to continue or begin a course by Correspondence are asked to make an appointment to see Mr Alderdice. A full list of courses offered by correspondence can be viewed at [www.tekura.school.nz](http://www.tekura.school.nz).

## **Five or Six Subjects?**

Students in Year 11 are able to choose between 5 or 6 subjects. Students will take their sixth subject in place of learning café.

Students in Year 12 wishing to take 6 subjects are to talk to Mr Black first.

# National Certificate of Educational Achievement (NCEA)

## Level 1

To gain a Level 1 certificate a student must achieve 80 credits from achievement standards and/or unit standards. **10 credits** must show numeracy skills and **10 credits** must show literacy skills. It is expected the majority of numeracy credits will be gained through the appropriate mathematics course. Literacy credits can be achieved across a range of subjects and standards.

For university entrance 10 numeracy credits at Level 1 or above are required from specified achievement standards or through special numeracy unit standards.

## Level 2

Requires 80 credits, 60 of which must be from Level 2 standards or higher. The other 20 credits may be credits the student used to gain NCEA Level 1. The Level One literacy and numeracy requirements must also be met.

## University Entrance

University Entrance (UE) is the **minimum** requirement to go to a New Zealand university. To qualify you will need:

- NCEA Level 3
- Three subjects - at Level 3, made up of:
  - 14 credits each, in three approved subjects
- Literacy - 10 credits at Level 2 or above, made up of:
  - 5 credits in reading
  - 5 credits in writing
- Numeracy - 10 credits at Level 1 or above, made up of:
  - achievement standards – specified achievement standards available through a range of subjects, or
  - unit standards - package of three numeracy unit standards (26623, 26626, 26627- all three required). Please note: Some universities and some courses have additional entry criteria over and above the University Entrance qualification. You will need to consult the websites for the individual universities, or see Mr McIntyre the Careers Advisor, for this information.

## **Certificate Endorsed with Merit or Excellence**

These can be obtained at any level by achieving credits with Merit or Excellence.

**Merit** – requires a student to gain a total of 50 credits with Merit or better at that level

**Excellence** – requires a student to gain a total of 50 credits with Excellence at that level.

## **Course Endorsement**

Course endorsements provide recognition for students who perform exceptionally well in individual courses. Students can now have their strengths in individual courses recognised with a course endorsement at Merit or Excellence. The key objective of course endorsement is to motivate students to achieve their potential in one or more courses.

Students will gain an endorsement for a course where they achieve:

- 1 14 or more credits at Merit or Excellence at the lower level that supports the endorsement
- 2 at least 3 credits from externally assessed standards and 3 credits from internally assessed standards
- 3 sufficient credits in a single school year.

You can read more about certificates and endorsements on the nzqa site:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/ncea-levels-and-certificates>

**Fill in this page to help select your senior courses**

**When I leave school I hope to:**

Do a university or polytech degree or do teacher training.	Do a diploma or certificate at polytech or some other training.	Get a job immediately.	Don't know
The degree will possibly be in: ..... ..... .....	The training will possibly be in: ..... ..... .....	As a: .....	I must keep my course as general as possible: .....
For this I will need these Y13 subjects ..... ..... ..... .....	For Y13 I will need: ..... ..... ..... .....		For Y13 I will need: ..... ..... ..... .....
In Y12 I need or am taking now: ..... ..... ..... .....	If you are in Y11 or 12 now, enter the actual subjects you are taking this year in the appropriate box.		In Y12 I need or am taking now: ..... ..... ..... .....
In Y11 I need or am taking now: ..... ..... ..... .....			In Y11 I need or am taking now: ..... ..... ..... .....



## Required/Preferred Year 13 Subjects (Useful subjects in brackets)

### Information on Specific Professions

Careers	Required/preferred Year 13 subject (useful subjects in brackets)
Accountancy	Accounting, Stats (Calc, Eco, English/History)
Agriculture/Agricultural Science	Physics, Chem, Bio, one of Calc or Stats (Geo)
Architecture	Physics (Wellington only) (Calc/Stats, Art/Art Design, Eng/History/Art History)
Art Museum Conservator	Chem (Art History, English, History, Classics, Stats)
Aviation/Commercial Pilot	Calc, Physics (Accounting, Economics)
Biochemistry	Stats, Bio, Chem
Biological Sciences	Bio, Stats required, Chem preferred (Science, Geo, English/History/Art History)
Broadcasting	English and at least one of: Classics/History/Art History/Eco/Geo
Building Science/ Construction Management	Calc, Stats, Physics, Graphics (Science, English/History)
Career/Trade Diplomat	Double degree preferable (Career) English and Classics, Art History/ History (2 <sup>nd</sup> Language), (Trade) Eco, Acco, Stats (Calc, 2 <sup>nd</sup> Language)
Commerce/Business Studies	See Accountancy, Eco, Management, Tourism, Valuation etc
Computer Science/ Technology	Calc, Stats, Physics (Science)
Criminology	English, Stats, plus at least one of History/Art History/Classics/Geo
Defence Studies	(History, English)
Design	Two of Art/Photo/Art-Design/Graphics (Portfolio required)
Dietetics/Nutrition	Bio, Chem, Stats and English/History/Classics
Ecology/Conservation	Stats, Bio, (Geo, Chem, Science, English/History)
Education	(All subjects)
Engineering (Professional)	Calc, Physics for all courses; (Chem also for Auckland and Canterbury)
Environmental Science	Stats, Bio, Chem (Geo, English, Science)
Fashion	Two of Art/Photo/Art-Design/Graphics (Portfolio required)
Finance	Eco, Stats (Calc, Acco, English/History/Art History/Classics)
Fine Arts	Art-Painting and one of Art-Design, Photo, Graphics, other Art options
Forensic Science	Bio, Chem, Stats, (Training only available at graduate level after BSc)
Forestry	Bio, Stats (Chem/Science, Geo/Hist/English/Calc)
Horticulture	Bio, Stats (Chem/Science, Geo/History/English, Calc)

Hotel/Hospitality Management	Eco or Acco (a foreign language)
Information Services	Calc, Stats, Physics
Journalism	English and at least one of Classics/History, Art History/Eco/Geo
Landscape Architecture	A least one of Graphics/Art/Art-Design
Law	English and at least one of History/Classics/Art History/Geo
Librarianship	English and at least one of History/Classics/Art History/Geo
Management	Stats and at least one of Eco/Acco (Calc)
Marine	Mix of Stats, Bio, Chem, Geo, Physics, Science needed (training only available at graduate level after a BSc)
Mathematics	Calc, Stats
Media	English and at least one of Classics/History/Art History/Eco/Geo
Med. Lab Sciences	Stats, Bio, Chem (Physics, English/History/Art History/Classic/Geo)
Medicine	Bio, Chem, Physics and Stats or Calc and one of English/History/Art History/Geo/Classics/Te Reo Maori
Midwifery	Bio, Chem/Science, Stats (APE, English/History)
Music	Music (Languages, English)
Nursing	Bio, Chem/Science, Stats (APE, English/History)
Occupational Therapy	(Stats, Chem, Bio, PE, Science)
Optometry	Bio, Stats, Physics (English/ Hist/Art Hist/Classics, Art/Photo/Art-Design)
Performing Arts	English and one of Classics, Art History/History (APE, 2nd Languages)
Pharmacy	Bio, Chem, Stats, or Calc (Physics needed if applying to Otago)
Physical/Outdoor Ed	APE (Stats, Bio, Geo, English/History/Classics)
Physiotherapy	Stats, APE/Chem/Science: ( Bio, Chem, Physics for Otago)
Planning	Eco, Geo and Stats/Calc (Bio, English/History)
Plant Sciences	Stats, Chem, Bio (Science)
Property	Eco, Stats (Calc, Acco, English/History)
Psychology	English, Stats and at least one of History, Geo, Classics, Art History
Quantity Surveying	Stats/Calc (Acco, English/History/Geo, Physics)
Radiology	Stats/Calc, Physics/Science (course requirements vary)
Social Work	English, Stats and at least one of History, Geo, Classics, Art History
Soil Science	Chem, Stats and/or Calc (Physics, Geo, Bio)
Speech - Language Therapy	(All Subjects)
Sports Coaching/Management	PE (Eco/Acco, Stats)
Sports Science	Stats, PE (Bio, Chem, Science)
Statistics	Calc, Stats

Surveying (land)	Calc, Physics, Geo (Stats, English)
Teaching	Need to take subject relevant to the type of teaching intended
Technology	Physics, Chem and Calc/Stats/Bio (Bio needed for Bio/Food Env. Tech options)
Theology	(English, History, Classics, Art History, Geo)
Tourism	(Stats, Eco/Acc, Geo, English/History/Art History/Classics)
Valuation	Eco, Stats (Calc, Acco, English/Geo/History/Classics)
Vet Science	Stats, Bio, Chem, Physics and English/History/Art History/Classics
Visual Arts	Two of Art/photo/Art-Design/Graphics
Wine Science	Stats, Chem (Bio, Geo, Science)
Weather Science	Physics, Stats, and/or Calc, English/History/Geography

## Cornerstone Christian School – Curriculum Planner

	Year 9	Year 10	Year 11	Year 12	Year 13
	<b>Life Lab:</b>	<b>Life Lab:</b>	<b>Life Lab:</b>	<b>Life Lab:</b>	<b>Life Lab:</b>
	Discipleship and Christian Worldview	Discipleship and Christian Worldview	Discipleship and Christian Worldview	Discipleship and Christian Worldview	Discipleship and Christian Worldview
	Academic Mentoring	Academic Mentoring	Academic Mentoring	Academic Mentoring	Academic Mentoring
	Life Direction	Life Direction	Life Direction	Life Direction	Life Direction
			<b>Learning Café (Sky Lab):</b>	<b>Learning Café (Sky Lab):</b>	<b>Learning Café (Sky Lab):</b>
			Flipped / Project based learning	Flipped / Project based learning	Flipped / Project based learning
	<b>Course Lab:</b>	<b>Course Lab:</b>	<b>Course Lab:</b>	<b>Course Lab:</b>	<b>Course Lab:</b>
<b>Languages</b>	English	English	English	English	English
	Spanish(C)	Spanish(C)	Spanish(C)	Spanish(C)	Spanish(C)
	Japanese(C)	Japanese (C)	Japanese (C)	Japanese (C)	Japanese (C)
	Lea Faka-Tonga (C)	Lea Faka-Tonga (C)	Lea Faka-Tonga (C)	Lea Faka-Tonga (C)	Lea Faka-Tonga (C)
	Chinese(C)	Chinese (C)	Chinese(C)	Chinese (C)	Chinese (C)
	French (C)	French (C)	French (C)	French (C)	French (C)
	German (C)	German (C)	German (C)	German (C)	German (C)
	Te Reo Māori (C)	Te Reo Māori (C)	Te Reo Māori (C)	Te Reo Māori (C)	Te Reo Māori (C)
<b>Social Studies</b>	Social Studies	Social Studies	Geography	Geography	Geography
			History	History	History
				Classical Studies(C)	Classical Studies(C)
	Business Studies	Business Studies	Legal Studies (C)	Legal Studies (C)	Legal Studies (C)
			Accounting	Accounting	Accounting
			Economics	Economics	Economics
		Business Studies	Business Studies	Business Studies	
<b>Math</b>	Mathematics	Mathematics	Mathematics	Maths (Stats)	Stats & Modelling
				Maths (Calc)	Calculus
<b>Science</b>	Science	Science	Science	Biology	Biology
				Chemistry	Chemistry
				Physics	Physics
			Applied Science		
			Agriculture (C)	Agriculture (C)	Ag/Hort (C)
Horticulture (C)	Horticulture(C)				
<b>P.E.</b>	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
<b>Arts</b>	Dance/Drama	Dance/Drama	Drama	Drama	Drama
			Dance	Dance	Dance
	Music	Music	Music	Music	Music
	Art	Art	Art	Art	Art
				Art History (C)	Art History (C)
			Media Studies	Media Studies	
<b>Technology</b>	Digital Technology	Digital Technology	Digital Technology	Digital Technology	Digital Technology
				Fabrics Technology (DS)	Fabrics Technology (DS)
	Food Technology (WO)	Food Technology (WO)	Food Technology (WO)	Food Technology (WO)	Food Technology (WO)
	Workshop Technology (WG)	Workshop Technology (WG)	Workshop Technology (WG or UCOL)	Workshop Technology (UCOL)	Workshop Technology (UCOL)
		Graphics (C)	Graphics (C)	Graphics (C)	Graphics (C)

## Key

- (C) Correspondence
- (DS) Design School
- (WO) Wholegrain Organics
- (WG) Woodworkers Guild

## Senior Progressions

Year 11 Level 1 NCEA – Life Lab, Mathematics, English and 3 or 4 options						
Life Lab	Mathematics	English	Option 1	Option 2	Option 3	Learning café or Option 4
Year 12 Level 2 NCEA – Life Lab, Learning Café, and 5 options						
Life Lab	Learning Cafe	Option 1	Option 2	Option 3	Option 4	Option 5
Year 13 Level 3 NCEA – Life Lab, Learning Café, and 5 options						
Life Lab	Learning Cafe	Option 1	Option 2	Option 3	Option 4	Option 5

## Timetable and Course Selection for 2019

### Year 11 Course Selection

Choose one course from each line (5 courses in total and 1 line for learning café OR 6 courses):

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
L1 Art L1 Dance L1 Drama L1 Food Technology	L1 History L1 Music L1 Physical Education L1 Sport Studies L1 Wood Technology	L1 Applied Maths L1 Science	L1 Maths L1 Applied Science	L1 English	L1 Accounting L1 Business Studies L1 Economics L1 Digital Technology

The following subjects may be chosen and entered in any line:

- Learning Café
- Offsite course eg UCOL or Design School
- Onsite course eg Correspondence school
- STAR or Gateway programme (with approval from Mr McIntyre)

### Year 12 Course Selection

Choose one course from each line (5 courses in total and 1 line for learning café):

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
L2 Food Technology L2 Maths with Calculus L2 Maths with Statistics	L2 Digital Technology L2 History L2 Music L2 Wood Technology	L2 Drama L2 Physics	L2 Art L2 Biology L2 Photography L2 History	L2 Accounting L2 Business Studies L2 Economics L2 Physical Education L2 Sport Studies L2 Chemistry	L2 English

The following subjects may be chosen and entered in any line:

- Learning Café
- Offsite course eg UCOL or Design School
- Onsite course eg Correspondence school
- STAR or Gateway programme (with approval from Mr McIntyre)
- (Dancing will be happening through a troupe separate to timetable)

## Year 13 Course Selection

Choose one course from each line (5 courses in total and 1 line for learning café):

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
L3 Biology L3 Drama L3 Food Technology L3 Calculus	L3 Chemistry L3 Digital Technology L3 Music L3 Wood Technology	L3 Drama L3 English	L3 Art L3 History L3 Photography	L3 Accounting L3 Business Studies L3 Economics L3 Physical Education L3 Sport Studies L3 Physics	L3 Statistics

The following subjects may be chosen and entered in any line:

- Learning Café
- Offsite course eg UCOL or Design School
- Onsite course eg Correspondence school
- STAR or Gateway programme (with approval from Mr McIntyre)
- Emmaus internship
- (Dancing will be happening through a troupe separate to timetable)

# COURSES OFFERED AT CORNERSTONE CHRISTIAN SCHOOL

## ARTS COURSES

### Level 1 Art

Teacher: Mrs Snedden

<b>Course Content:</b> Students will investigate artworks from traditional and contemporary art-making traditions. They will look at the context (environment, culture and beliefs) within which artworks are created while responding to and learning skills for interpreting meaning. A range of media and techniques will be explored in drawing, painting and printmaking disciplines. Students will become more confident in expressing their ideas visually, with the conceptual understanding and practical skills gained in the internal Achievement Standards forming the basis of their own work for the externally-assessed folio boards.									
<b>Level One Recommended Prior Achievement Level:</b> Completion of Year 10 Visual Art otherwise, specific consultation and agreement with the TIC.									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>10</b>	<b>No</b>	<b>No</b>	<b>Manufacturing &amp; Technology</b>	<b>Construction &amp; Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social &amp; Community Services</b>
<b>Total number of externally assessed credits in this course:</b>	<b>12</b>	<b>No</b>	<b>No</b>						
<b>Total number of credits in this course:</b>	<b>22</b>	<b>No</b>	<b>No</b>						
<b>Internal Assessments</b>									
AS 90914 (1.2) Use drawing method for recording information using wet and dry media.	4	No	No			X			
AS 90915 (1.3) Use drawing conventions to develop work in more than one field of practice.	6	No	No			X			
<b>External Assessments</b>									
AS 90916 (1.4) Produce a body of work informed by established practice which develop ideas using a range of media.	12	No	No			X			



## Level 2 Art - Painting

Teacher: Mrs Snedden

<b>Course Content:</b> This course builds on skills developed in Level 1 Art, with students exploring painting mediums. Through research and practical Achievement Standards, students will study a variety of techniques used by established artists, using this knowledge to inform and extend their own work. This will result in resolved work that demonstrates control of skills appropriate to art making conventions and ideas within painting to form the basis of their own work for the externally-assessed folio boards.									
<b>Entry Requirements:</b> Completion of Level 1 Visual Art otherwise, specific consultation and agreement with the TIC.									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	8	No	No	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of externally assessed credits in this course:</b>	12	No	No						
<b>Total number of credits in this course:</b>	20	No	No						
<b>Internal Assessments</b>									
91311 (2.2) Use drawing methods to apply knowledge of conventions appropriate to painting.	4	No	No			X			
91316 (2.3) Develop ideas in a related series of drawings appropriate to established painting practice.	4	No	No			X			
<b>External Assessments</b>									
91321 (2.4) Produce a systematic body of work to that shows understanding of art making conventions and ideas within painting.	12	No	No			X			

## Level 2 Art - Photography

Teacher: Mrs Snedden

**Course Content:** Through research and practical Achievement Standards, students will study a variety of techniques used by established artists, using this knowledge to inform and extend their own work. This will result in resolved work that demonstrates control of skills appropriate to art making conventions and ideas within photography to form the basis of their own work for the externally-assessed folio boards.

Students will preferably have access to their own SLR or DSLR camera - a **digital single-lens reflex camera** with manual controls.

**Entry Requirements:** Completion of Level 1 Visual Art otherwise, specific consultation and agreement with the TIC.

**Assessment:** Please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>8</b>	<b>No</b>	<b>No</b>						
<b>Total number of externally assessed credits in this course:</b>	<b>12</b>	<b>No</b>	<b>No</b>						
<b>Total number of credits in this course:</b>	<b>20</b>	<b>No</b>	<b>No</b>						
<b>Internal Assessments</b>									
91312 (2.2) Use drawing methods to apply knowledge of conventions appropriate to photography.	4	No	No			X			
91317 (2.3) Develop ideas in a related series of drawings appropriate to established photography practice.	4	No	No			X			
<b>External Assessments</b>									
91322 (2.4) Produce a systematic body of work to that shows understanding of art making conventions and ideas within photography.	12	No	No			X			

## Level 3 Art - Painting

Teacher: Mrs Snedden

**Course Content:** This course builds on skills developed in Level 2 Painting. Through research and practical Achievement Standards, students will study a variety of techniques used by established artists, using this knowledge to inform and extend their own work. This will result in resolved work that demonstrates control of skills appropriate to art making conventions and ideas within painting to form the basis of their own work for the externally-assessed folio boards.

**Entry Requirements:** Completion of Level 2 Painting otherwise, specific consultation and agreement with the TIC.

**Assessment:** Please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>8</b>	<b>No</b>	<b>No</b>						
<b>Total number of externally assessed credits in this course:</b>	<b>14</b>	<b>No</b>	<b>No</b>						
<b>Total number of credits in this course:</b>	<b>22</b>	<b>No</b>	<b>No</b>						
<b>Internal Assessments</b>									
91446 (3.2) Use drawing to demonstrate understanding of conventions appropriate to painting.	4	No	No			X			
91451 (3.3) Systematically clarify ideas using drawing informed by established painting practice.	4	No	No			X			
<b>External Assessments</b>									
91456 (3.4) Produce a systematic body of work to that integrates conventions and regenerates ideas within painting practice.	14	No	No			X			

## Level 3 Art - Photography

Teacher: Mrs Snedden

**Course Content:** Through research and practical Achievement Standards, students will study a variety of techniques used by established artists, using this knowledge to inform and extend their own work. This will result in resolved work that demonstrates control of skills appropriate to art making conventions and ideas within photography to form the basis of their own work for the externally-assessed folio boards.

Students will preferably have access to their own SLR or DSLR camera - a **digital single-lens reflex camera** with manual controls.

**Entry Requirements:** Completion of Level 2 Photography otherwise, specific consultation and agreement with the TIC.

**Assessment:** Please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>8</b>	<b>No</b>	<b>No</b>						
<b>Total number of externally assessed credits in this course:</b>	<b>14</b>	<b>No</b>	<b>No</b>						
<b>Total number of credits in this course:</b>	<b>22</b>	<b>No</b>	<b>No</b>						
<b>Internal Assessments</b>									
91447 (3.2) Use drawing to demonstrate understanding of conventions appropriate to photography.	4	No	No			X			
91452 (3.3) Systematically clarify ideas using drawing informed by established photography practice.	4	No	No			X			
<b>External Assessments</b>									
91457 (3.4) Produce a systematic body of work to that integrates conventions and regenerates ideas within photography practice.	14	No	No			X			

## Level 1 Dance

Teacher: Mr Doody

<b>Course Content:</b> The course content focuses on the given areas in accordance with the NZ Arts Curriculum. As a study of human behaviour and social experience. Dance is particularly useful to those considering careers involving a high amount of interaction with other people.									
<b>Level One Recommended Prior Achievement Level:</b>									
<b>Assessment:</b> please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>20</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b>	<b>24</b>								
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS90858 1.1 Compose dance sequences for given briefs	6	N	N			X			
AS90002 1.2 Perform dance sequences	6	N	N			X			
AS90859 1.3 Demonstrate ensemble skills in a dance	4	N	N			X			
AS90860 1.4 Demonstrate understanding of the elements of dance	4	N	N			X			
<b>External Assessments</b>									
AS90861 1.5 Demonstrate understanding of a dance performance	4	N	N			X			

## Level 2 and 3 Dance Troupe (outside of normal timetable)

Teacher: Mr Doody

<b>Course Content:</b> The course content focuses on the given areas in accordance with the NZ Arts Curriculum. As a study of human behaviour and social experience. Dance is particularly useful to those considering careers involving a high amount of interaction with other people.									
<b>Level One Recommended Prior Achievement Level:</b>									
<b>Assessment:</b> please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>20</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b>	<b>24</b>								
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
<b>LEVEL 2'S</b>									
AS91205 2.1 Choreograph a group dance to communicate an intention	4	N	N			X			
AS91206 2.2 Choreograph a solo dance to communicate an intention	4	N	N			X			
AS91208 2.4 Perform a theatre dance to communicate understanding of the dance	4	N	N			X			
<b>LEVEL 3'S</b>									
AS91688 3.1 Produce a dance to realise a concept	8	N	N			X			
AS91589 3.2 Choreograph a dance to develop and resolve ideas	4	N	N						
AS91590 3.3 Choreograph a group dance to communicate an intention	4	N	N						
AS91519 3.4 Perform a group dance	4	N	N						
<b>External Assessments</b>									

## Level 1 Drama

Teacher: Mr Doody

<b>Course Content:</b> The course content focuses on the given areas in accordance with the NZ Arts Curriculum. As a study of human behaviour and social experience. Dance is particularly useful to those considering careers involving a high amount of interaction with other people.									
<b>Level One Recommended Prior Achievement Level:</b>									
<b>Assessment:</b> please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>17</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b>	<b>21</b>								
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS90999 1.4 Use features of a drama/theatre form in a performance	4	Y	N			X			
AS90997 1.2 Devise and perform a drama	5	Y	N			X			
AS90006 1.1 Apply drama techniques in a dramatic context	4								
AS91000 1.5 Demonstrate understanding of a significant play	4	Y	N						
<b>External Assessments</b>									
AS90998 1.3 Demonstrate understanding of features of a drama/theatre form	4	Y	N			X			
AS90011 1.7 Demonstrate understanding of the use of drama aspects within live performance	4	Y	N			X			

## Level 2 Drama

Teacher: Mr Doody

**Course Content:** The course content focuses on the given areas in accordance with the NZ Arts Curriculum. As a study of human behaviour and social experience. Drama is particularly useful to those considering careers involving a high amount of interaction with other people.

**Level Two Prerequisites:** Completion of Level 1 Drama is helpful but not essential. **Students who wish to join the subject for the first time must get permission from Mr Doody.**

**Assessment:** please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>17</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b>	<b>21</b>								
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91213 2.1 Apply drama techniques in a scripted context	4	Y	N			X			
AS91220 2.8 Script a drama suitable for drama performance	4	Y	N			X			
AS91221 2.9 Direct a scene for drama performance	4	Y	N			X			
AS91214 2.2 Devise and perform a drama to realise an intention	5	Y	N			X			
<b>External Assessments</b>									
AS90011 2.7 Discuss drama elements, techniques, conventions and technologies with live performance	4	Y	N			X			



## Level 3 Drama

Teacher: Mr Doody

<b>Course Content:</b> The course content focuses on the given areas in accordance with the NZ Arts Curriculum. As a study of human behaviour and social experience. Drama is particularly useful to those considering careers involving a high amount of interaction with other people.									
<b>Level Three Prerequisites:</b> Completion of Level 1 and/or Level 2 Drama is desirable but not essential. <b>Students who wish to join the subject for the first time must get permission from Mr Doody.</b>									
<b>Assessment:</b> please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>19</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b>	<b>23</b>								
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91512 3.1 Interpret scripted text to integrate drama techniques in performance	4	Y	N			X			
AS91519 3.8 Script a drama suitable for live performance	5	Y	N			X			
AS91520 3.9 Direct a drama performance	5	Y	N			X			
AS91513 3.2 Devise and perform a drama to realise a concept	5	N	N						
<b>External Assessments</b>									
AS91518 3.7 Demonstrate understanding of live drama performance	4	Y	N			X			

## Level 1 Music

Teacher: Mr Doody

<b>Course Content:</b> This course develops a range of skills in performance, composition, music literacy and musicology. Students develop confidence through preparing, presenting and evaluating solo and group performances. They will use technology to compose music in a range of styles, developing skills in notation and improvisation. Students will develop music literacy skills to grade three level and utilise this to compare and contrast music in a range of styles and genres.									
<b>Level One Recommended Prior Achievement Level:</b> Main Instrument: Students have at least one, preferably two years of formal lessons on their instrument, and be currently taking lessons. Music Literacy: Preferably understanding of music literacy (theory) equivalent to Grade 2.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>20</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b> <i>Note: Each individual's program will have 20-24 credits.</i>	<b>24</b>								
		<b>Y / N</b>	<b>Y / N</b>	<b>Manufacturing &amp; Technology</b>	<b>Construction &amp; Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social &amp; Community Services</b>
<b>Internal Assessments</b>									
AS91090 1.1 Perform two pieces of music as a featured soloist	6	N	N			X			
AS91091 1.2 Demonstrate ensemble skills through performing a piece of music as a member of a group	4	N	N			X			
AS91092 1.3 Compose two original pieces of music	6	N	N			X			
AS91278 2.9 Investigate an aspect of New Zealand music	4	Y	N			X			
<b>External Assessments</b>									
AS91094 1.5 Demonstrate knowledge of conventions used in music scores	4	Y	N			X			

## Level 2 Music

Teacher: Mr Doody

<b>Course Content:</b> This course extends the concepts explored in Year 11 covering objectives at level 7 of the National Arts Curriculum. Students develop more sophisticated performance skills as a soloist and group member. They are encouraged to analyse a range of musical styles and genres in-depth to cultivate an understanding of music's importance in history and the modern world. Students use software to create stylistically idiomatic compositions and develop literacy skills equivalent to Grade 4.									
<b>Level Two Prerequisites:</b> At least two years of formal lessons on their instrument. NCEA: At least one level 1 performance (1.1 or 1.2) and written (1.3 or 1.6) standard achieved. An external (1.4 or 1.5) preferred. Music Literacy: understanding of music literacy (theory) equivalent to Grade 3. All other students by application to HOD.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>21</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b> <i>Note: Each individual's program will have 20-24 credits.</i>	<b>25</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91270 2.1 Perform two substantial pieces of music as featured soloist	6	N	N			X			
AS91274 2.2 Perform a substantial piece of music as a featured soloist on a second instrument (optional)	3	N	N			X			
AS91272 2.3 Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	4	N	N			X			
AS91271 2.4 Compose two substantial pieces of music	4	N	N			X			
AS91278 2.9 Investigate an aspect of New Zealand music	4	Y	N			X			
<b>External Assessments</b>									
AS91276 2.6 Demonstrate knowledge of conventions in a range of music scores.	4	Y	N			X			

## Level 3 Music

Teacher: Mr Doody

**Course Content:** Students develop a programme which suits their strengths, interests and educational pathways from the range of standards offered [maximum 26 credits]. Students develop their performance skills to the highest level in preparation for auditions for tertiary study. They will use their skills as composer/ arranger to create a portfolio of stylistically idiomatic music for a specific group or context using a range of software. They will use higher order thinking to critically analyse music in a range of styles and contexts, covering music from Medieval times through to contemporary jazz and pop/rock artists.

**Level Three Prerequisites:** At least three years of formal lessons on their instrument. NCEA 2.1 and 2.4 and at least one of 2.6/2.7. Other students by application to HOD.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>22</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>0</b>								
<b>Total number of credits in this course:</b>	<b>22</b>								
<b>Internal Assessments</b>									
AS91416 3.1 Perform two programmes of music as a featured soloist	8	N	N	X		X		X	X
AS91417 3.2 Perform a programme of music as a featured soloist on a second instrument (optional)	4	N	N	X		X		X	X
AS91418 3.3 Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.	4	N	N	X		X		X	X
AS91425 3.10 Research a music topic	6	Y	N	X		X		X	X
<b>External Assessments</b>									
									X

# COMMERCE COURSES

## Level 1 Accounting

Teacher: Mrs Wucherpennig

**Course Content:** A school background in Accounting is useful for any person wishing to enter the world of commerce in such areas as business management, risk management, venture capitalists, banking, tourism, marketing, insurance, information technology, resource management, finance, consultancy, advisory and self-employment. Accounting is a core subject for almost every commerce degree in Australasia and is seen as advantageous for all university graduates- despite specialisation. Level One Accounting covers: Financial decision making, managing business accounts, analysing and interpreting financial statements, preparing financial statements, general financial literacy in a business context.

**Level One Recommended Prior Achievement Level:** None

**Assessment:** Please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>8</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>12</b>								
<b>Total number of credits in this course:</b>	<b>20</b>								
		Y / N	Y / N						
<b>Internal Assessments</b>									
90977 Process financial transactions for a small entity	5	N	N			X		X	
90981 Make a financial decision for an individual or group	3	Y	N			X		X	
<b>External Assessments</b>									
90976 Demonstrate understanding of accounting concepts for small entities	3	Y	N			X	X	X	
90978 Prepare financial statements for sole proprietors	5	N	N				X	X	
90980 Interpret accounting information for sole proprietors	4	Y	N			X	X	X	

## Level 2 Accounting

Teacher: Mrs Wucherpennig

<b>Course Content:</b>									
A school background in Accounting is useful for any person wishing to enter the world of commerce in such areas as business management, risk management, venture capitalists, banking, tourism, marketing, insurance, information technology, resource management, finance, consultancy, advisory and self-employment. Level Two covers: Using XERO for business accounts, managing both the Accounts Receivable and Inventory aspects of a business, preparing financial statements, and analysing and interpreting those financial statements and how we can make our business succeed in the changing global economy.									
<b>Level Two Prerequisites:</b> 14 credits in Level 1 Commerce. Direct entry is possible at this level after consultation with the HOD.									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>10</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>9</b>								
<b>Total number of credits in this course:</b>	<b>19</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
<b>91175</b> Demonstrate understanding of accounting processing using accounting software	4	N	Y			X		X	
<b>91179</b> Demonstrate understanding of an accounts receivable subsystem for an entity	3	Y	Y			X			
<b>91386</b> Demonstrate understanding of an inventory subsystem for an entity	3	Y	Y			X			
<b>External Assessments</b>									
<b>91176</b> Prepare financial information for an entity that operates accounting subsystems	5	N	Y			X			
<b>91177</b> Interpret accounting information for entities that operate accounting subsystems	4	Y	Y			X			

## Level 3 Accounting

Teacher: Mrs Wucherpennig

### Course Content:

A school background in Accounting is useful for any person wishing to enter the world of commerce in such areas as business management, risk management, venture capitalists, banking, tourism, marketing, insurance, information technology, resource management, finance and consulting.

Level Three covers: Partnership and company reporting, investment analysis, and management decision-making.

**Level Three Prerequisites:** Achievement in Achievement Standard 2.3 'Prepare financial information for an entity that operates accounting subsystems', And Achievement in two internal AS. Direct entry is possible at this level after consultation with the HOD.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>9</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>9</b>								
<b>Total number of credits in this course:</b>	<b>18</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
<b>91405</b> Demonstrate understanding of accounting for partnerships	4	N	Y						
<b>91407</b> Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	5	Y	Y						
<b>External Assessments</b>									
<b>91406</b> Demonstrate understanding of company financial statement preparation	5	N	Y						
<b>91408</b> Demonstrate understanding of management accounting to inform decision-making	4	Y	Y						

## Level 1 Business Studies

Teacher: Mrs Wucherpennig

**Course Content:** The knowledge and skills gained in Business Studies, and exposure to enterprise culture, can help shape “creative, energetic, and enterprising” young people (the curriculum vision statement) who will contribute to New Zealand’s economic future. In Business Studies, students develop their understanding of business theory and practices in a range of relevant contexts, through experiential as well as theoretical approaches to learning. In Level 1 Business Studies Students will study many aspects of a small business including start-up, problem solving, web design and marketing and finally put this into practice in a Business Activity.

**Level One Recommended Prior Achievement Level:** *N/A although Year 9 or 10 Business Studies would help*

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>12</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>8</b>								
<b>Total number of credits in this course:</b>	<b>20</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
Apply the marketing mix to a new or existing product (90840)	3	Y	N			x	x	x	
Carry out and review a product-based business activity within a classroom context with direction (90842)	6	Y	N			x	x	x	
Investigate aspects of human resource processes in a business (90841)	3	N	N	x		x	x	x	
<b>External Assessments</b>									
Demonstrate an understanding of internal features of a small business (90837)	4	Y	N			x	x	x	
Apply business knowledge to an operational problem(s) in a given small business context, Lv. 1, Business Studies(90839)	4	Y	N			x	x		



## Level 2 Business Studies

Teacher: Mrs Wucherpennig

**Course Content:** The knowledge and skills gained in business studies, and exposure to enterprise culture, can help shape “creative, energetic, and enterprising” young people (the curriculum vision statement) who will contribute to New Zealand’s economic future. In business studies, students develop their understanding of business theory and practices in a range of relevant contexts, through experiential as well as theoretical approaches to learning.

In Level 2 Students will study a large business of national significance covering internal features & organisational structure, problem solving, motivation, market research and web design

**Level Two Prerequisites:** 14 credits in Level 1 Commerce. Direct Entry upon consultation with the HoD.

**Assessment:** Please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	15								
<b>Total number of externally assessed credits in this course:</b>	8								
<b>Total number of credits in this course:</b>	23								
		Y / N	Y / N						
<b>Internal Assessments</b>									
(optional) Conduct market research for a new or existing product (90846)	3	Y	Y			x	x	x	
Investigate the application of motivation theory in a business (90847)	3	Y	N			x		x	
Carry out, review and refine a business activity within a community context with guidance	9	N	N	x		x		x	
<b>External Assessments</b>									
Demonstrate understanding of the internal operations of a large business (90843)	4	Y	N			x	x	x	
Apply business knowledge to a critical problem(s) in a given large business context (90845)	4	Y	N			x	x	x	

## Level 3 Business Studies

Teacher: Mrs Wucherpennig

**Course Content:** The knowledge and skills gained in business studies, and exposure to enterprise culture, can help shape “creative, energetic, and enterprising” young people (the curriculum vision statement) who will contribute to New Zealand’s economic future. In business studies, students develop their understanding of business theory and practices in a range of relevant contexts, through experiential as well as theoretical approaches to learning. In Level 3 Business Studies students will study all aspects of Global Business including Internal Features, Problem Solving & Web Design and then use their experience to run a business on a National scale as part of the Young Enterprise Scheme.

**Level Three Prerequisites:** *Level 2 Business Studies 2.1 or 2.3, 2.43 & either 2.4 or 2.5. Direct Entry upon consultation with the HoD*

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>15</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>8</b>								
<b>Total number of credits in this course:</b>	<b>23</b>								
		<b>Y / N</b>	<b>Y / N</b>						
<b>Internal Assessments</b>									
Carry out, with consultation, an innovative and sustainable business activity (91384)	9	Y	N						
Develop a marketing plan for a new or existing product	6	N	N						
<b>External Assessments</b>									
Demonstrate understanding of how internal factors interact within a business that operates in a global context (91379)	4	Y	N						
Apply business knowledge to address a complex problem(s) in a given global business context (91381)	4	Y	N						

## Level 1 Economics

Teacher: Mrs Wucherpfennig

**Course Content:** Why study Economics? If you study Economics you will think differently to others. It may help you to solve issues people face in their everyday lives. Economics students explore decisions that directly affect their lives, such as: whether to do homework or go to a movie, extract mineral resources today or save them for the future, charge the full price or subsidise education to make it more accessible. By studying Economics, students will consider how New Zealanders are affected by the economic decision-making of individuals, communities, businesses, and government agencies in New Zealand and overseas.

In Level 1 Students will study the interdependence of the economy, producers and production and the interaction of consumers and producers.

**Level One Recommended Prior Achievement Level:** *N/A although Year 10 Business Studies would help*

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>8</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>12</b>								
<b>Total number of credits in this course:</b>	<b>20</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
Demonstrate understanding of decisions a producer makes about production (90984)	5	Y	N			x	x	x	
Demonstrate understanding of the interdependence of sectors of the New Zealand economy (90988)	3	Y	N			x	x	x	
<b>External Assessments</b>									
Demonstrate understanding of consumer choices, using scarcity and/or demand (90983)	4	Y	N			x	x	x	
Demonstrate understanding of producer choices using supply (90985)	3	Y	N			x	x	x	
Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium (90986)	5	Y	N			x	x	x	

## Level 2 Economics

Teacher: Mrs Wucherpfennig

**Course Content:** Why study Economics? If you study Economics you will think differently to others. It may help you to solve issues people face in their everyday lives. Economics students explore decisions that directly affect their lives, such as: whether to do homework or go to a movie, extract mineral resources today or save them for the future, charge the full price or subsidise education to make it more accessible. By studying Economics, students will consider how New Zealanders are affected by the economic decision-making of individuals, communities, businesses, and government agencies in New Zealand and overseas.

In Level 2 the students study the Macro-Economy and the global issues of inflation, growth and unemployment. Students will also analyse the government policies that can be used to control these economic measures.

**Level Two Prerequisites:** 1.6 (internal) plus 2 Externals. See Mr Black for direct entry.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>8</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>14</b>								
<b>Total number of credits in this course:</b>	<b>22</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
Analyse unemployment using economic concepts and models (91225)	4	Y	N			x			
Analyse statistical data relating to two contemporary economic issues (91226)	4	Y	Y			x		X	
Analyse how government policies and contemporary economic issues interact (91227)	6	Y	N			x		x	X
<b>External Assessments</b>									
Analyse inflation using economic concepts and models (91222)	4	Y	N			x		x	
Analyse economic growth using economic concepts and models (91224)	4	Y	N			x		x	

## Level 3 Economics

Teacher: Mrs Wucherpennig

**Course Content:** Why study Economics? If you study Economics you will think differently to others. It may help you to solve issues people face in their everyday lives.

They will: develop an understanding of the New Zealand economy and the policies that the Government uses to manage it, make sense of economic problems that they may be facing, now and in the future, make connections between New Zealand's economy and the global economy. Students will understand why New Zealand consumers may experience price increases for products, such as cheese and butter, if local producers are exporting goods such as dairy produce for increasing returns. Students will be challenged to find solutions to current macro-economic issues, such as unemployment, poverty, low economic growth, inflation, overuse of natural resources.

At Level 3 students will study the efficiency of the market, correct for market failures and analyse the impact on the Macro Economy

**Level Three Prerequisites:** 2 Internals (2.4, 2.5 & 2.6) plus 1 external

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways						
				X = pathways associated with each standard						
<b>Total number of internally assessed credits in this course:</b>	<b>10</b>									
<b>Total number of externally assessed credits in this course:</b>	<b>14</b>									
<b>Total number of credits in this course:</b>	<b>24</b>									
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services	
<b>Internal Assessments</b>										
Demonstrate understanding of micro-economic concepts (91401)	5	Y	N							
Demonstrate understanding of government interventions to correct market failures (91402)	5	Y	N							
<b>External Assessments</b>										
Demonstrate understanding of the efficiency of market equilibrium (91399)	4	Y	N							
Demonstrate understanding of the efficiency of different market structures using marginal analysis (91400)	4	Y	N							
Demonstrate understanding of macro-economic influences on the New Zealand economy (91403)	6	Y	N							

# ENGLISH COURSES

## Level 1 English

Teacher: Mrs Casey

<b>Course Content:</b> The course involves response to written and visual texts as well as speaking and the production of static images									
<b>Level One Recommended Prior Achievement Level:</b> <i>An average of at least 45% in the two year 10 examinations.</i>									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	6 – 11								
<b>Total number of externally assessed credits in this course:</b>	8								
<b>Total number of credits in this course:</b>	18 - 21								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
90053 Produce Formal Writing (1.5)	3	Y	N		X			X	X
90852 Explain significant connection(s) across texts, using supporting evidence (1.8)	4	Y	N	X			X	X	X
90855 Create a visual text (1.7)	3	Y	N	X		X			
90857 Construct and deliver an oral text (1.6)	3	Y	N	X	X	X	X	X	X
<b>External Assessments</b>									
90849 Show understanding of specified aspect(s) of studied written text(s), using supporting evidence (1.1)	4	Y	N		X			X	X
90851 Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence (1.3)	4	Y	N	X	X	X	X	X	X

## Level 2 English

Teacher: Mrs Casey

<b>Course Content:</b> The course involves response to written and visual texts as well as speaking and the production of static images									
<b>Level Two Pre-requisite Level:</b> <i>Achieved grades in at least one external Level 1 standard and 3 out of 4 internal standards</i>									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	13								
<b>Total number of externally assessed credits in this course:</b>	8								
<b>Total number of credits in this course:</b>	21								
		<b>Y / N</b>	<b>Y / N</b>	<b>Manufacturing &amp; Technology</b>	<b>Construction &amp; Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social &amp; Community Services</b>
<b>Internal Assessments</b>									
91106 Form developed personal responses to independently read texts, supported by evidence (2.9)	4	Y	N	X	X	X	X	X	X
91102 Construct and deliver a crafted and controlled oral text	3	Y	N	X	X	X	X	X	X
91101 Produce a selection of crafted and controlled writing (2.4)	6	Y	N	X	X	X	X	X	X
<b>External Assessments</b>									
91099 Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence (2.2)	4	Y	N	X	X			X	X
91100 Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence (2.3)	4	Y	N	X	X	X	X	X	X

**Level 3 English**  
**Teacher: Mrs Casey**

<b>Course Content:</b> The course involves response to written and visual texts as well as speaking and writing									
<b>Level Three Pre-requisite Level:</b> <i>Achieved grades in at least one external Level 2 standard and 2 out of 3 internal standards</i>									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	13								
<b>Total number of externally assessed credits in this course:</b>	8								
<b>Total number of credits in this course:</b>	21								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
91478 Respond critically to significant connections across texts, supported by evidence (3.7)	4	Y	N	X	X	X	X	X	X
91476 Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas (3.5)	3	Y	N	X	X	X	X	X	X
Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas (3.4)	6	Y	N	X	X	X	X	X	X
<b>External Assessments</b>									
91472 Respond critically to specified aspect(s) of studied written text(s), supported by evidence	4	Y	N	X	X			X	X
91474 Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	4	Y	N	X	X	X	X	X	X



# MATHEMATICS COURSES

## Level 1 Mathematics

Teacher: Mr Groube

**Course Content:** This course covers material up to Level 6 of the National Curriculum, encompassing the three strands – Number & Algebra, Geometry & Measurement and Statistics. Upon completion, students will be fully prepared for the Level 1 NCEA examination and for Level 2 Calculus.

**Level One Recommended Prior Achievement Level:** At discretion of HOD Maths, students will study content from this course or the Level 1 Internal course.

**Assessment:** Please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>10</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>12</b>								
<b>Total number of credits in this course:</b>	<b>22</b>								
<b>Internal Assessments</b>									
AS91029 Apply linear algebra in solving problems (1.4)	3	N	Y	X	X	X	X	X	X
AS91035 Investigate a given multivariate data set using the statistical enquiry cycle (1.10)	4	Y	Y	X	X	X	X	X	X
AS91038 Investigate a situation involving elements of chance (1.13)	3	Y	Y			X	X	X	
<b>External Assessments</b>									
AS91027 Apply algebraic procedures in solving problems (1.2)	4	N	Y	X	X	X	X	X	X
AS91028 Investigate relationships between tables, equations and graphs (1.3)	4	N	Y	X	X	X	X	X	
AS91031 Apply geometric reasoning in solving problems (1.6)	4	N	Y	X	X	X	X		X

## Level 1 Applied Mathematics

Teacher: Dr Boddy

<b>Course Content:</b> This course covers material up to Level 6 of the National Curriculum, encompassing the three strands – Number & Algebra, Geometry & Measurement and statistics. Upon completion, students will be fully prepared for the Level 2 Statistics and General Mathematics course.									
<b>Level One Recommended Prior Achievement Level:</b> At discretion of HOD Maths, students will study content from this course or the Level 1 course.									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>17</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b>	<b>21</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91026 Apply numeric reasoning in solving problems (1.1)	4	N	Y	X	X	X	X	X	X
AS91029 Apply linear algebra in solving problems (1.4)	3	N	Y	X	X	X	X	X	X
AS91032 Apply right-angled triangles in solving measurement problems (1.7)	3	N	Y	X	X	X	X	X	
AS91035 Investigate a given multivariate data set using the statistical enquiry cycle (1.10)	4	Y	Y	X	X	X	X	X	X
AS91038 Investigate a situation involving elements of chance (1.13)	3	Y	Y			X	X		X
<b>External Assessments (optional)</b>									
AS91037 Demonstrate understanding of chance and data (1.12)	4	N	Y			X	X	X	X

## Level 2 Mathematics - Calculus

Teacher: Dr Boddy

<b>Course Content:</b> A comprehensive course following the National Curriculum including: Algebra, Graphs and Calculus. This course should be thought of a part of a two year programme leading toward Level 3 Calculus and Scholarship.									
<b>Level Two Prerequisites:</b> At least 10 credits from Level 1 Achievement Standards including 1.2 and 1.3, or at discretion of HOD.									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>11</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>9</b>								
<b>Total number of credits in this course:</b>	<b>20</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91256 Apply co-ordinate geometry methods in solving problems (2.1)	2	N	Y	X	X	X		X	
AS91257 Apply graphical methods in solving problems (2.2)	4	N	Y	X	X	X	X	X	
AS91259 Apply trigonometric relationships in solving problems (2.4)	3	N	Y	X	X	X			
AS91269 Apply systems of equations in solving problems (2.14)	2	N	Y	X	X	X			
<b>External Assessments</b>									
AS91261 Apply algebraic methods in solving problems (2.6)	4	N	Y	X	X	X	X		
AS91262 Apply calculus methods in solving problems (2.7)	5	N	Y	X	X	X	X		

## Level 2 Mathematics – Statistics and General Mathematics

Teacher: Mr Groube

<b>Course Content:</b> This course covers topics from the area of Mathematics and Statistics and provides students with the necessary background for Level 3 Statistics. This course leads onto Level 3 Mathematics and Statistics, but does not provide a pathway to Level 3 Calculus.									
<b>Level Two Prerequisites:</b> At least 10 credits from Level 1 Achievement Standards, or at discretion of HOD.									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>16</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b>	<b>20</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91256 Apply co-ordinate geometry methods in solving problems (2.1)	2		Y	X	X		X		X
AS91259 Apply trigonometric relationships in solving problems (2.4)	3		Y	X	X	X			
AS91260 Apply network methods in solving problems (2.5)	2		Y	X	X	X	X	X	X
AS91264 Use statistical methods to make an inference (2.9)	4	Y	Y			X	X	X	X
AS91265 Conduct an experiment to investigate a situation using statistical methods (2.10)	3	Y	Y	X	X	X	X	X	X
AS91268 Investigate a situation involving elements of chance using a simulation (2.13)	2	Y	Y			X	X		X
<b>External Assessments</b>									
AS91267 Apply probability methods in solving problems (2.12)	4	Y	Y			X	X	X	X

## Level 3 Calculus

Teacher: Dr Boddy

<b>Course Content:</b> A comprehensive Mathematics course including: Algebra, Graphs and Calculus.									
<b>Level Two Prerequisites:</b> At least 10 credits from Level 2 Mathematics Achievement Standards including 2.7, or at discretion of HOD.									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>10</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>12</b>								
<b>Total number of credits in this course:</b>	<b>22</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91574 Apply linear programming methods in solving problems (3.2)	3	N	Y	X	X	X	X		
AS91575 Apply trigonometric methods in solving problems (3.3)	4	N	Y	X	X	X			
AS91587 Apply systems of simultaneous equations in solving problems (3.15)	3	N	Y	X	X	X	X		
<b>External Assessments</b>									
AS91577 Apply the algebra of complex numbers in solving problems (3.5) *Optional	5	N	Y						
AS91578 Apply differentiation methods in solving problems (3.6)	6	N	Y	X	X		X		X
AS91579 Apply integration methods in solving problems (3.7)	6	N	Y	X	X	X	X		

## Level 3 Mathematics – Statistics and General Mathematics

Teacher: Mr Groube

<b>Course Content:</b> This course covers topics from the area of Mathematics and Statistics and provides students with experience and skills in analysing data and writing reports of their findings.									
<b>Level Two Prerequisites:</b> At least 10 credits from Level 2 Mathematics Achievement Standards, or at discretion of HOD.									
<b>Assessment:</b> please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>17</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b>	<b>21</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91574 Apply linear programming methods in solving problems (3.2)	3		Y	X	X	X	X		
AS91576 Use critical path analysis in solving problems (3.4)	2		Y		X	X	X		X
AS91580 Investigate time series data (3.8)	4	Y	Y			X	X		X
AS91581 Investigate bivariate measurement data (3.9)	4	Y	Y			X			
AS91583 Conduct an experiment to investigate a situation using experimental design principles (3.11)	4	Y	Y				X	X	X
<b>External Assessments</b>									
AS91585 Apply probability concepts in solving problems (3.13)	4		Y			X	X	X	X

# PHYSICAL EDUCATION

## Level 1 Physical Education

Teacher: Mr Jayasuriya

**Course Content:** This course focuses on level 6 of the NCEA Health and Physical Curriculum. The aim of this course is to engage students by providing a range of opportunities and experiences through different contexts. You will experience a range of different areas of Physical Education in this course, such as biomechanics, promoting health and wellbeing and sports performance. The main focus of this course is to equip you with the necessary skills to maintain and develop your personal wellbeing, both now and in the future, as well as giving you a foundation of skills and knowledge to take in to further study in this subject.

**Level One Recommended Prior Achievement Level:** This course is open to all students.

**Assessment:** All standards are internally assessed, please see the information below for details of the Achievement Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>22</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>0</b>								
<b>Total number of credits in this course:</b>	<b>22</b>								
		Y / N	Y / N						
<b>Internal Assessments</b>									
1.1 AS90962 Participate actively in a variety of physical activities and explain factors that influence own participation.	<b>5</b>	N	N			X		X	X
1.2 AS90963 Describe the function of the body as it relates to the performance of physical activity.	<b>5</b>	Y	N			X	X	X	X
1.3 AS90964 Demonstrate quality movement in the performance of a physical activity.	<b>3</b>	N	N			X		X	X
1.4 AS90966 Demonstrate understanding of societal influences on physical activity and implications for self and others	<b>4</b>	Y	N			X		X	X
1.8 AS90969 Take purposeful action to assist others to participate in physical activity	<b>2</b>	N	N			X		X	X
1.9 AS90970 Demonstrate self-management strategies and describe the effects on participation in physical activity	<b>3</b>	Y	N			X		X	X

## Level 2 Physical Education

Teacher: Mr Jayasuriya

This course focuses on level 7 of the NCEA Health and Physical Curriculum. Physical Education is the academic pathway subject, it is a university entrance subject in Level 3. The aim of this course is to engage students by providing a range of opportunities and experiences through different contexts. Students will have the opportunity to participate in practical activities, work with the school community in promoting physical activity. Students will learn skills to maintain and develop personal wellbeing, both now and in the future as well as prepare them for future academic opportunities.

**Level Two Prerequisites:** This course is open to all students

**Assessment:** All standards are internally assessed, please see the information below for details of the Achievement Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>21</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>0</b>								
<b>Total number of credits in this course:</b>	<b>21</b>	<b>Y / N</b>	<b>Y / N</b>						
<b>Internal Assessments</b>									
2.3 / AS91329 Demonstrate understanding of the application of biophysical principles to training for physical activity	<b>4</b>	Y	N			X		X	
2.4 / AS91330 Perform a physical activity in an applied setting	<b>4</b>	N	N			X		X	
2.5 / AS91331 Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	<b>4</b>	Y	N			X		X	X
2.6 / AS91332 Evaluate leadership strategies that contribute to the effective functioning of a group	<b>4</b>	Y	N			X		X	X
2.8 / AS 91334 Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	<b>3</b>	N	N			X		X	X



## Level 3 Physical Education

Teacher: Mr Jayasuriya

This course focuses on level 8 of the NCEA Health and Physical Curriculum. This course will give students opportunity to work on standards that are specifically related to potential career opportunities in the Sports Industry. Students will participate in practical activities, train for an event and work with the school community in promoting physical activity.

**Level Three Prerequisites:** This course is open to all students, however completion of Level 2 PE and or Level 2 English is recommended.

**Assessment:** All standards are internally assessed please see the information below for details of the Achievement Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>16</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>0</b>								
<b>Total number of credits in this course:</b>	<b>16</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
3.3 / AS91500 Evaluate the effectiveness of a performance improvement programme	4	Y	N						
3.4 / AS91501 Demonstrate quality performance of a physical activity in an applied setting.	4	Y	N						
3.5/ AS91502 Examine a current physical activity event, trend, or issue and its impact on New Zealand society.	4	Y	N						
3.8 / AS91505 Examine contemporary leadership principles applied in physical activity contexts	4	Y	N						

## Level 1 Sport Studies (done within the Level 1 Physical Education Class)

Teacher: Mr Jayasuriya

This course focuses on level 6 and 7 of the NCEA Health and Physical Curriculum. Sport Studies is a vocational pathway subject. The aim of this course is to engage students by providing a range of opportunities and experiences through different contexts. Students will have the opportunity to participate in practical activities that are based on outdoor activities. This course is run within the Level 1 PE course, students will be required to be self-motivated as they will be working independently for a lot of the course.

**Level Two Prerequisites:** This course is open to all students

**Assessment:** All standards are internally assessed, please see the information below for details of the Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>15</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>0</b>								
<b>Total number of credits in this course:</b>	<b>15</b>	<b>Y / N</b>	<b>Y / N</b>						
<b>Internal Assessments</b>								X	
US2052 Experience and complete abseiling sessions	<b>1</b>	N	N					X	
US20210 Experience Rock Climbing	<b>1</b>	N	N					X	
US 20157 Demonstrate the use of basic rope systems for top rope rock climbing and abseiling	<b>3</b>	N	N					X	
US444 Demonstrate basic rock climbing movement	<b>1</b>	N	N					X	
US20137 Mountain Bike on easy to intermediate terrain	<b>1</b>	N	N					X	
US20138 Select, set up and maintain a mountain or cycle touring bike	<b>3</b>	N	N					X	
US457 Mountain bike on intermediate to expert terrain	<b>2</b>	N	N					X	
1.3 AS90964 Demonstrate quality movement in the performance of a physical activity.	<b>3</b>	N	N			X		X	X

## Level 2 Sport Studies (done within the Level 2 Physical Education Class)

Teacher: Mr Jayasuriya

This course focuses on level 7 and 8 of the NCEA Health and Physical Curriculum. Sport Studies is a vocational pathway subject. The aim of this course is to engage students by providing a range of opportunities and experiences through different contexts. Students will have the opportunity to participate in practical activities, work with the school community in promoting physical activity. Students will learn skills to that are relevant to teaching, coaching and leading, this would be a good pathway for those interested working in sport in the future. This course is run within the Level 2 PE course, students will be required to be self-motivated as they will be working independently for a lot of the course.

**Level Two Prerequisites:** This course is open to all students

**Assessment:** All standards are internally assessed, please see the information below for details of the Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>16</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>0</b>								
<b>Total number of credits in this course:</b>	<b>16</b>								
		Y / N	Y / N						
<b>Internal Assessments</b>									
US22768 Conduct and review a beginner level coaching session	<b>4</b>	N	N						
US22769 Demonstrate knowledge of basic skills and rules at a beginner level for a sport	<b>2</b>	N	N					X	X
US 22770 Demonstrate knowledge of sports coaching, the coaching environment, and sport participants' needs	<b>6</b>	N	N					X	X
US 22771 Plan a beginner level coaching session for sport participants	<b>4</b>	Y	N						

## Level 3 Sport Studies (done within the Level 3 Physical Education Class)

Teacher: Mr Jayasuriya

This course focuses on level 8 of the NCEA Health and Physical Curriculum. Sports students is a vocational pathway course, which will give students an introduction into fitness and gym instructing. The aim of this course is to engage students by providing an opportunity to experience what it would be like to learn and work as a fitness or gym instructor. Students will have the opportunity to participate in practical activities, work with the school community in promoting physical activity. Students will learn skills to maintain and develop personal wellbeing, both now and in the future as well as prepare them for future work opportunities. This course is run within the Level 3 PE course, students will be required to be self-motivated as they will be working independently for a lot of the course.

**Level Three Prerequisites:** This course is open to all students

**Assessment:** All standards are internally assessed, please see the information below for details of the Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>16</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>0</b>								
<b>Total number of credits in this course:</b>	<b>16</b>								
		<b>Y / N</b>	<b>Y / N</b>						
<b>Internal Assessments</b>									
US13382 Develop and teach a simple movement skill in a specified workspace	<b>2</b>	N	N						
US30933 Demonstrate exercise and stretching techniques	<b>5</b>	N	N						
US 30935 Develop and implement an exercise plan for personal physical fitness	<b>5</b>	N	N						
US 7038 Explain the purpose and structure of a fitness enterprise	<b>4</b>	N	N						

# SCIENCE COURSES

## Level 1 Science

Teacher: Mrs Sisson

**Course Content:** The General Science Level One programme at CCS is divided into two separate courses. The external course consists 3 external Achievement Standards and 2 internal Achievement Standards. The internal course consists of 5 internal Achievement Standards. Both courses are designed to further develop scientific understanding of the world around us. If a student is looking to specialise in Biology, Physics, or Chemistry in Level 2, then the external course is required.

**Level One Recommended Prior Achievement Level:** At discretion of HOD Science, students will study content from this external course or the Level 1 internal course. Students will need to have performed well in Year 10 Science.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>External Course</b> Total number of internally assessed credits in this course: Total number of externally assessed credits in this course: Total number of credits in this course:	8 12 20								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS90947 Investigate selected chemical reactions	4	N	N	X	X	X	X		X
AS90950 Investigate biological ideas relating to interactions between humans and microorganisms	4	N	N	X	X	X	X	X	X
<b>External Assessments</b>									
AS90948 Demonstrate understanding of biological ideas relating to variation	4	Y	N	X			X		X
AS90944 Demonstrate understanding of aspects of acids and bases	4	N	N	X	X	X	X		
AS90940 Demonstrate understanding of aspects of mechanics	4	N	Y	X	X	X	X	X	X

## Level 1 Applied Science

Teacher: Mrs Sisson

<b>Course Content:</b> The General Science Level One programme at CCS is divided into two separate courses. The external course consists 3 external Achievement Standards and 2 internal Achievement Standards. The internal course consists of 5 internal Achievement Standards. Both courses are designed to further develop scientific understanding of the world around us. If a student is looking to specialise in Biology, Physics, or Chemistry in Level 2, then the external course is required.									
<b>Level One Recommended Prior Achievement Level:</b> Completion of the Year 10 Science course, and at the discretion of HOD Science.									
<b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<i>Internal Course</i> Total number of internally assessed credits in this course: Total number of credits in this course:	20 20			Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
		Y / N	Y / N						
<b>Internal Assessments</b>									
AS90950 Investigate biological ideas relating to interactions between humans and microorganisms	4	N	N	X	X	X	X	X	X
AS90946 Investigate the implications of the properties of metals for their use in society	4	N	N	X	X	X	X		
AS90941 Investigate the implications of electricity and magnetism in everyday life	4	N	Y	X	X	X	X		
AS90930 Carry out a practical chemistry investigation, with direction	4	N	N	X	X		X	X	
AS90954 Demonstrate understanding of the effects of astronomical cycles on planet Earth	4	Y	N			X	X		

## Level 2 Biology

Teacher: Mr Hewitt

**Course Content:** Biology is the scientific study of living things. This will be approached from a Christian worldview acknowledging the special place and responsibility that humans have been given.

Through learning in biology, students explore the interconnectedness of all living things and the environment, and discover that life involves interactions at all levels of organisation. For example, cells interact with their environment and with each other, so do organs, organisms and ecosystems. No living thing exists in isolation from its environment.

**Level Two Prerequisites:** AS90948 Genetic Variation (4 credits) plus a further 8 credits in NCEA Level 1 Science (or by negotiation with HOD).

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>8</b>	<b>Y / N</b>	<b>Y / N</b>						
<b>Total number of externally assessed credits in this course:</b>	<b>12</b>								
<b>Total number of credits in this course:</b>	<b>20</b>								
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91153 Carry out a practical investigation in a biology context, with supervision (Bio 2.1)	4	N	Y	X			X	X	X
AS91158 Investigate a pattern in an ecological community, with supervision (Bio 2.6).	4	Y	N				X		
<b>External Assessments</b>									
AS91156 Demonstrate understanding of life processes at the cellular level (Bio 2.4).	4	Y	N				X		X
AS91157 Demonstrate understanding of genetic variation and change (Bio 2.5)	4	Y	N				X		X
AS91159 Demonstrate understanding of gene expression (Bio 2.7)	4	Y	N				X		X

## Level 3 Biology

Teacher: Mr Hewitt

**Course Content:** Biology is the scientific study of living things. This will be approached from a Christian worldview acknowledging the special place and responsibility that humans have been given.

Through learning in biology, students explore the interconnectedness of all living things and the environment, and discover that life involves interactions at all levels of organisation. Biology examines common elements of design and common processes. Biologists – and students studying biology – seek evidence to explain the nature of living things, and to understand the change in populations over time, how evolution links life processes and ecology, and the impact that humans have on all forms of life.

**Level Two Prerequisites:** A minimum of 12 credits in NCEA Level 2 Biology and including an externally assessed standard (or by negotiation with HOD).

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>7</b>	<b>Y / N</b>	<b>Y / N</b>						
<b>Total number of externally assessed credits in this course:</b>	<b>13</b>								
<b>Total number of credits in this course:</b>	<b>20</b>			<b>Manufacturing &amp; Technology</b>	<b>Construction &amp; Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social &amp; Community Services</b>
<b>Internal Assessments</b>									
AS91601 Carry out a practical investigation in a biological context, with guidance (Bio 3.1)	4	Y	Y	X			X		X
AS91602 Integrate biological knowledge to develop an informed response to a socio-scientific issue (Bio 3.2).	3	Y	N	X			X		X
<b>External Assessments</b>									
AS91603 Demonstrate understanding of the responses of plants and animals to their external environment (Bio 3.3)	5	Y	N				X		
91605 Demonstrate understanding of evolutionary processes leading to speciation (Bio 3.5)	4	Y	N	X			X		X
91606 Demonstrate understanding of trends in human evolution (Bio 3.6)	4	Y	N				X		



## Level 2 Chemistry

Teacher: Mrs Fletcher

**Course Content:** This course focuses on investigating and measuring the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds. Upon completion of the course, students will be able to relate properties of matter to structure and bonding, develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations and apply knowledge of chemistry to explain aspects of the natural world.

**Level Two Prerequisites:** S1.5 Acids and Bases (4 credits) plus a further 8 credits in either NCEA Level 1 Science or by negotiation with HOD.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>7</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>13</b>								
<b>Total number of credits in this course:</b>	<b>20</b>								
		Y / N	Y / N						
<b>Internal Assessments</b>									
91161 Carry out quantitative analysis (2.1)	4	N	Y	X	X		X		X
91167 Demonstrate understanding of oxidation-reduction (2.7)	3	N	N	X	X		X		X
<b>OPTIONAL EXTRA</b>									
91162 Carry out procedures to identify ions present in solution (2.2)	3	N	N	X	X		X		X
<b>External Assessments</b>									
91164 Demonstrate understanding of the nature of bonding, structure and energy changes (2.4)	5	Y	N	X	X		X		X
91165 Demonstrate understanding of the properties of selected organic compounds (2.5)	4	Y	N	X	X		X	X	X
91166 Demonstrate understanding of chemical reactivity (2.6)	4	Y	N	X	X		X	(X)	X

## Level 3 Chemistry

Teacher: Mrs Fletcher

**Course Content:** Chemists carry out reactions at what is known as the macroscopic level, and they think about reactions at the particulate or sub-microscopic level. They often use symbols to represent their observations. The aim of the level three course is to recognise that, for any substance, the properties and behaviours observed and measured are the result of the properties and behaviours of sub-microscopic particles that cannot be seen. More specifically, at the end of the level three course, students will be able to: Describe the composition and properties of matter and the energy involved as it undergoes change, explain how substances interrelate and make observations on the behaviour of substances and explain these using the fundamental concepts of chemistry

**Level Two Prerequisites:** At least 12 credits in NCEA Level 2 Chemistry or by negotiation with HOD

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>6/10</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>10/15</b>								
<b>Total number of credits in this course:</b> <b>NOTE: Students choose to complete Option A or Option B</b>	<b>20/21</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Manufacturing &amp; Technology</b>	<b>Construction &amp; Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social &amp; Community Services</b>
<b>Internal Assessments</b>									
91388 Demonstrate understanding of spectroscopic data in chemistry	3	N	N	X	X		X		X
91167 Demonstrate understanding of oxidation-reduction processes	3	Y	N	X	X		X		X
<b>OPTION A</b> 91387 Carry out an investigation in chemistry involving quantitative analysis	4	Y	Y						
<b>External Assessments</b>									
91390 Demonstrate understanding of thermochemical principles and the properties of particles and substances	5	Y	N	X	X		X		X
91391 Demonstrate understanding of the properties of organic compounds	5	Y	N	X	X		X	X	X
<b>OPTION B</b> 91392 Demonstrate understanding of equilibrium principles in aqueous systems	5	Y	Y	X	X		X		X

## Level 2 Physics

Teacher: Mr Alderdice

**Course Content:** Physics is the branch of science in which people explore the physical world around them and seek to understand and explain the phenomena they encounter. Learning in Physics is inspired by a simple wonder about the way things are and a compelling curiosity about why they work the way they do. A study of Physics spans the limits of our universe - from the subatomic to the size of galaxies - and develops skills and knowledge that are useful in today's world and important in further learning. By studying Physics, students gain an understanding of interactions between parts of the physical world and of the ways in which they can be represented. Knowing about Physics enables people to understand a wide range of contemporary issues and challenges and potential technological solutions. Specifically students will study aspects of Mechanics, Electromagnetism and Wave motion.

**Level Two Prerequisites:** Science Achievement Standard 1.1 (or 1.2) **or** a total of 8 credits from NCEA Level 1 Science standards **AND** Mathematics Achievement Standard 1.1 (or be undertaking NCEA Level 2 Mathematics).

**Assessment:** Please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>7</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>16</b>								
<b>Total number of credits in this course:</b>	<b>23</b>	<b>Y/N</b>	<b>Y/N</b>						
<b>Internal Assessments</b>									
91168 Carry out a practical physics investigation that leads to a non-linear mathematical relationship (Physics 2.1)	4	Y	Y	X	X		X		
91169 Physics relevant to a selected context (Physics 2.2) Optional	3	Y	N	X	X	X	X		X
<b>External Assessments</b>									
91170 Demonstrate understanding of Waves (Physics 2.3)	4	Y	Y	X	X		X		X
91171 Demonstrate understanding of Mechanics (Physics 2.4)	6	Y	Y	X	X		X		X
91173 Demonstrate understanding of aspects of Electricity and Electromagnetism (Physics 2.6).	6	Y	Y	X	X		X		

## Level 3 Physics

Teacher: Mr Alderdice

**Course Content:** This course offers essential Achievement Standards that are commonly required in engineering, medicine and other professional fields of study and will give the student a sound grasp of fundamental principles and phenomena that operate within the physical world. Topics covered include; *Waves, Mechanics* and *Electromagnetism*. The content delivery builds upon the knowledge already gained by students who have completed the Level 2 Physics course.

**Level Three Prerequisites:** 8 credits from NCEA Level 2 Physics standards **AND** Completed a Level 2 Mathematics course (Entry may also be gained through consultation with the HOD Science).

**Assessment:** Please see the information below for details of the Achievement Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways					
				X = pathways associated with each standard					
<b>Total number of <i>internally</i> assessed credits in this course:</b>	<b>7</b>								
<b>Total number of <i>externally</i> assessed credits in this course:</b>	<b>16</b>								
<b>Total number of credits in this course:</b>	<b>23</b>	Y/N	Y/N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
91521 Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship (Physics 3.1)	4	Y	N	X	X				X
91522 Demonstrate understanding of the application of physics to a selected context (Physics 3.2)	3	Y	N	X	X		X		X
<b>External Assessments</b>									
91523 Demonstrate understanding of Wave systems (Physics 3.3)	4	Y	N	X	X		X		X
91524 Demonstrate understanding of Mechanical systems (Physics 3.4)	6	Y	N	X	X		X		X
91526 Demonstrate understanding of Electrical systems (Physics 3.6)	6	Y	N	X	X		X		X

# SOCIAL SCIENCE COURSES

## Level 1 History

Teacher: Mr McIntyre

<b>Course Content:</b> A range of historical contexts are taught, both ancient and modern, based on student preference: Social activism and political change (apartheid, Black civil rights, women's suffrage), the origins of World War Two and Classical history (Alexander the Great, Ancient Greece and Rome). An opportunity to research anything of historical interest, e.g. the development of weapons, the French Revolution, French Renaissance									
<b>Level One Recommended Prior Achievement Level:</b> An interest in the past and reasonable ability at English and/or Social Studies. Open to any student									
Achievement Standard Title	No. of Credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course*:</b>	<b>12</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>8</b>								
<b>Total number of credits in this course:</b>	<b>20</b>								
<b>*Additional Classics achievement standards may also be available</b>		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
91001: Carry out an historical investigation of an historical event of significance to New Zealanders	4	Y	N			X			X
91002: Demonstrate an understanding of an historical event	4	Y	N			X		X	X
91004: Demonstrate understanding of different perspectives of people in an historical event	4	Y	N			X		X	X
<b>External Assessments (any two of)</b>									
91003: Interpret sources of a historical event of significance to New Zealanders	4	Y	N			X			X
91005: Describe the causes and consequences of an historical event	4	Y	N			X			X
91006: Describe how a significant historical event affected New Zealand society	4	Y	N			X			X

## Level 2 History

Teacher: Mr McIntyre

<b>Course Content:</b> A range of historical contexts are taught, both ancient and modern, based on student preference: New Zealand history (Land Wars and early explorers), social activism and political change (Parihaka, apartheid, Black civil rights, women's suffrage), the ancient world: Alexander the Great, Ancient Greece and Rome. An opportunity to research anything of historical interest, e.g. the development of weapons, the French Revolution, French Renaissance artists.									
<b>Level Two Prerequisites:</b> An interest in the past and reasonable ability in English									
<b>Assessment:</b> please see the information below for details of the Achievement/Unit Standards assessed in this course.									
Achievement Standard Title	No. of Credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course*:</b>	<b>14</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>10</b>								
<b>Total number of credits in this course:</b>	<b>24</b>								
<b>*Additional Classics achievement standards may also be available</b>									
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
91229: Carry out an inquiry of an historical event or place that is of significance to New Zealanders	4	Y	N			X			X
91230: Examine an historical event or place that is of significance to New Zealanders	5	Y	N			X			X
91232: Interpret different perspectives of people in an historical event that is of significance to New Zealanders	5	Y	N			X		X	X
<b>External Assessments (any two of)</b>									
91231: Examine sources of an historical event that is of significance to New Zealanders	5	Y	N			X			X
91233: Examine causes and consequences of a significant historical event	5	Y	N			X			X
91234: Examine how a significant historical event affected New Zealand society	5	Y	N			X			X

## Level 3 History

Teacher: Mr McIntyre

<b>Course Content:</b> A range of ancient and modern historical contexts are taught, based on student preference, such as: New Zealand history (Land Wars and early explorers), social activism and political change (Parihaka, apartheid, Black civil rights, women’s suffrage), and the ancient world (Alexander the Great, Ancient Greece and Rome). An opportunity to research anything of historical interest, e.g. the development of weapons, the French Revolution, French Renaissance artists.									
<b>Level Three Prerequisites:</b> An interest in the past and reasonable ability in English.									
Achievement Standard Title	No. of Credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course*:</b>	<b>15</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>12</b>								
<b>Total number of credits in this course:</b>	<b>27</b>								
<b>*Additional Classics achievement standards may also be available</b>									
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
91434: Research an historical event or place of significance to New Zealanders, using primary and secondary sources	5	Y	N			X			X
91435 Analyse an historical event, or place, of significance to New Zealanders	5	Y	N			X			X
91237: Analyse different perspectives of a contested event of significance to New Zealanders	5	Y	N			X		X	X
<b>External Assessments (any two of)</b>									
91436: Analyse evidence relating to an historical event of significance to New Zealanders	4	Y	N			X			X
91438: Analyse the causes and consequences of an significant historical event	6	Y	N			X			X
91439: Analyse a significant historical trend and the force(s) that influenced it	6	Y	Y			X			X

# TECHNOLOGY COURSES

## Level 1 Digital Technology

Teacher: Mr Bell

**Course Content:** Students will learn and use advanced office skills on Microsoft Word and Excel. In the Media unit, students will create images and videos, inserting them into websites they have coded. Students will program in scratch, making games. The theory units cover the concepts of how computer languages work, and what operating systems do. The course covers the technological process of planning, producing and evaluating practical projects. Students will preferably have access to their own laptop in this subject for every lesson. Tablets or Netbooks are not suitable for this course. Software used at Level 1 includes: Microsoft Office and several free / open source media and programming applications. Students will need internet access at home to complete some homework and assignment tasks.

**Level One Recommended Prior Achievement Level:** Passing Year 10 English or HOD approval.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>14</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>6</b>								
<b>Total number of credits in this course:</b> Note: An individual program will typically contain 17-20 credits.	<b>20</b>	Y / N	Y / N						
<b>Internal Assessments</b>									
AS91071 Implement basic procedures to produce a specified digital information outcome	4	N	N	X		X	X	X	X
AS91073 Implement basic procedures to produce a specified media outcome	4	N	N	X		X	X	X	
AS91075 Construct a plan for a basic computer program for a specified task	3	N	N	X		X			
AS91076 Construct a basic computer program for a specified task	3	N	N	X		X			
<b>External Assessments</b>									
AS91074 Demonstrate an understanding of basic concepts from computer science	3	Y	N	X		X	X		
AS91070 Demonstrate Understanding of basic concepts of information management	3	Y	N	X		X	X	X	



## Level 2 Digital Technology

Teacher: Mr Bell

**Course Content:** This is a Level 2 Computing Course offering up to 20 credits. The course will lead on to Digital Technology at level 3. Students will study Digital Media creating images with Photoshop and coding websites. Students will learn Programming: planning and creating code in the language Python. A large part of the course for all students is creating a Digital Technology prototype to solve a real world problem through planning, prototyping and evaluation.

Students will preferably have access to their own laptop in this subject for every lesson. Tablets or Netbooks are not suitable for this course. Software which may be used at Level 2 includes: Free or open source media and programming applications. Students will need internet access at home to complete some homework and assignment tasks.

**Level Two Prerequisites:** 10 credits in Level 1 Digital Technology, and Level 1 Literacy

**Assessment:** Please see the information below for details of the Achievement/Unit Standards assessed in this course.

Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
				Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Total number of internally assessed credits in this course:</b>	<b>16</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b> Note: An individual program will typically contain 17-20 credits.	<b>20</b>								
		<b>Y / N</b>	<b>Y / N</b>						
<b>Internal Assessments</b>									
AS91357 Undertake effective development to make and trial a <b>prototype</b>	6	N	N	X	X	X	X		
AS91370 Implement advanced procedures to produce a specified digital <b>media</b> outcome	4	N	N	X		X		X	
AS91372 Construct a <b>plan</b> for an advanced computer program for a specified task	3	N	N	X		X			
AS91373 Construct an advanced computer <b>program</b> for a specified task	3	N	N	X		X			
<b>External Assessments</b>									
AS91371 Demonstrate understanding of advanced concepts from <b>computer science</b>	4	Y	N	X		X			

## Level 3 Digital Technology

Teacher: Mr Bell

<p><b>Course Content:</b> This is a Level 3 Computing Course offering 20 credits.          This course will be tailored to individual preferences and likely career paths. In programming we design and construct Graphic User Interfaces using libraries and classes. In Digital Media we hand code dynamic interactive web pages using scripts, and alternate CSS. We then embed well edited graphics and videos into these pages. Students also create a Digital Technology prototype to solve a real world problem through planning, prototyping and evaluation.</p> <p>Students will preferably have access to their own laptop in this subject for every lesson. Tablets or Netbooks are not suitable for this course. Software which may be used at Level 3 includes: Free or open source media and programming applications. Students may want opt to use a licence to the Adobe creative suite (&lt;\$40). Students will need internet access at home to complete some homework and assignment tasks.</p>									
<p><b>Level Two Prerequisites:</b> 10 credits in Level 2 Digital Technology, and Level 1 Literacy</p>									
<p><b>Assessment:</b> Please see the information below for details of the Achievement/Unit Standards assessed in this course.</p>									
Achievement Standard Title	No. of credits	Literacy	Numeracy	Vocational Pathways X = pathways associated with each standard					
<b>Total number of internally assessed credits in this course:</b>	<b>16</b>								
<b>Total number of externally assessed credits in this course:</b>	<b>4</b>								
<b>Total number of credits in this course:</b> Note: An individual program will typically contain 16-20 credits.	<b>20</b>								
		Y / N	Y / N	Manufacturing & Technology	Construction & Infrastructure	Creative Industries	Primary Industries	Service Industries	Social & Community Services
<b>Internal Assessments</b>									
AS91611 Develop a <b>prototype</b> considering fitness for purpose in the broadest sense	6	Y	N	X	X	X	X		
AS91635 Implement complex procedures to produce a specified digital <b>media</b> outcome	4	Y	N	X		X		X	
AS91637 Develop a complex computer <b>program</b> for a specified task	6	Y	Y	X					
<b>External Assessments</b>									
AS91636 Demonstrate understanding of areas of <b>computer science</b>	4	Y	N	X					

## COURSES OFFERED THROUGH EXTERNAL PROVIDERS

The following courses are available through external providers:

**Food Technology** – Wholegrain Organics

Please note that there is a cost involved in the Food Technology course: \$80 per term.

**Workshop Technology** (Wood, Metal, Automotive) – Woodworkers Guild or UCOL

Please note that there is a cost involved in students doing woodwork at the Woodworkers Guild: \$40 per term.

**Fabrics Technology** – Design School

**All other courses** – Te Kura Correspondence School

Please note that Workshop Technology (except woodwork at Woodworkers Guild) and Fabrics Technology will require the student to be out of school for a full day each week.

See Mr Black for specific details about the courses offered as there is flexibility to tailor courses to suit each individual student.

# Level 3 EMMAUS INTERNSHIP

## Programme Description

The Emmaus-Cornerstone Internship is a one-year part-time programme that provides face-to-face Christian academic study alongside on-the-job ministry training in your local church or Christian school or organisation.

The Emmaus internship programme offers a welcoming, introductory-level learning community that encourages each person to begin at their level and grow. Emmaus offers several streams within its Internship programme, though all interns attend the same classroom lectures. Emmaus interns have a variety of backgrounds, church/ denomination affiliations, faith journeys and academic abilities. The programme is open to Year 13 students at CCS.

This Emmaus-Cornerstone internship stream is offered by the Emmaus Walk Trust in partnership with Cornerstone Christian School which provides ministry opportunities and a supervisor for the intern.

## Programme Structure

The Emmaus-Cornerstone Internship has two parts: academic course study, and supervised ministry.

### Academic courses

Interns attend four block courses: one course per term, each running over five Thursdays from 9.30am - 3pm. 3. The four courses are:

Term 1: "God's Story" (Biblical Overview)

Term 2: "Exploring Spiritual Faith" (Spiritual Formation)

Term 3: "Christian Beliefs" (Introduction to Theology)

Term 4: "Understanding the Bible" (New Testament Overview)

One NCEA Achievement Standard at level 3 will be assessed in terms 1 - 3 for a total of 18 credits.

### Supervised Ministry

The intern will also engage in planned ministry tasks in their local church or Christian organisation or at the school. This ministry will be supervised by an agreed supervisor. This ministry activity is an essential part of the course, and will be assessed internally.

**These hours include fortnightly supervision meetings and completion of assessment tasks (Ministry Plan, Journal etc).**

## Course Selection Due Friday 26<sup>th</sup> October

Course selection is to be completed via the course selection sheet and handed to life lab teachers by **Friday 26<sup>th</sup> October**.