

Curriculum Studies Guide 2018



CHRIST'S COLLEGE
CANTERBURY

Each boy at his best.





Introduction

Choosing subjects for the following year is an important process because of the implications for future subject choices and possible careers. It is vital that parents and students are well-informed about subject choices, qualifications and careers. The Curriculum Studies Guide will assist parents and students to plan an appropriate course at each year level.

The number of optional subjects increases as students progress toward Year 13. Choosing the best combination of subjects can pose difficult questions. This guide should answer most questions so that subject choices are based on accurate and reliable information enabling each student to be better prepared for his future career.

If you require further advice, please do not hesitate to contact your son's Housemaster, Mr Sellars (Careers Adviser) or Mr Eccleton (Assistant Principal - Curriculum).

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Curriculum and Qualifications

The New Zealand Curriculum Framework, published in 1993, describes the structure for the New Zealand Curriculum. It defines eight essential learning areas — Health and Physical Education, The Arts, Social Sciences, Technology, Science, Mathematics, Language, and Languages. It also describes five key competencies, some of which are woven into the courses that schools teach. Others form an implicit part of daily life at College. The five key competencies are Thinking; Using language, Symbols and Text; Managing Self; Relating to Others; and Participating and Contributing. These elements are now considered to be fundamental to teaching and learning in New Zealand schools.

Accompanying the framework are curriculum statements for each of the essential learning areas.

The New Zealand Curriculum impacts in the classroom in the form of teaching and assessment strategies aimed at developing and assessing a wider range of skills than in the past. This also has implications for the structure of reports to parents and students.

Assessment towards qualifications in the senior school takes the form of the National Certificate in Educational Achievement (NCEA). The qualification is based mainly around achievement standards that are worth a number of credits. Students will need to achieve at least 80 credits overall to receive the certificate at each level. NCEA is awarded at three levels based on the subjects in Year 11-13. A normal course in a subject at a particular year level may be worth up to 24 credits if all standards are gained. Credits gained through unit standards will also contribute to NCEA.

Scholarship is an award, not a qualification, and is gained by external examinations. It aims to identify and recognise academic excellence.

NATIONAL QUALIFICATIONS

Christ's College will continue to prepare students for examinations that lead to national New Zealand qualifications. In 2018, the Year 11, 12 and 13 qualifications will be NCEA Levels 1, 2 and 3 respectively. More specific details relating to each subject are included in the subject descriptions. Further information about the NCEA is available on the internet at www.nzqa.govt.nz/ncea.

INTERNAL EXAMINATIONS

Experience in examination techniques is vital for anyone contemplating tertiary study. All students sit papers internally, partly as practice and partly as a formative component of their course. Most year groups will sit at least one formal examination each year.

EXTERNAL EXAMINATIONS

Year 10

A limited number of students may be invited to sit NCEA Level 1 Mathematics in Year 10, to extend them.

Year 11

In Year 11, all students choose to study six subjects for NCEA. College requires all students to enter in English and Mathematics. Students intending to continue with a Modern Language in Year 12 must have taken the subject in Year 11. Most other subjects may be started at Year 12. For some subjects, a Year 11 course is recommended preparation.

The external examination papers are sat in November and most will last three hours. After marking and processing, results are published in January. These are expressed in terms of the grades and number of credits achieved in each subject. For NCEA the grades are Not Achieved, Achieved, Merit and Excellence. In some subjects, the maximum number of credits possible is about 24. Many courses will offer fewer credits.



Year 12

In Year 12, students study six subjects. These will be assessed using NCEA achievement standards or unit standards. Most courses involve a formal written examination in November.

Year 13

Like Levels 1 and 2, 80 credits are required to gain the Year 13 Level 3 certificate. However, 20 credits are carried over from Level 2.

Entry into Year 13 subjects is not automatic and will depend upon a student's performance the previous year.

Scholarship is a separate examination assessing a higher level of understanding and application of knowledge from the Level 3 curriculum.

Questions regarding examination entries or regulations should be addressed to Mr Eccleton, Assistant Principal – Curriculum.

ENTRANCE TO UNIVERSITY

Gaining entrance to university: NCEA qualifications

Students will qualify for entrance into a New Zealand university if they have obtained a minimum of 60 credits at Level 3 or higher, including a minimum of 14 credits at Level 3 in each of three subjects, and they have gained Level 3 NCEA.

There is also the requirement of:

- a minimum 10 credits at Level 1 or higher in Mathematics for numeracy;
- a minimum 10 credits at Level 2 or higher for literacy; 5 credits must be in reading and 5 credits must be in writing, and these credits can come from a range of subjects.

Career Planning

In planning a career, the main emphasis in career guidance is on helping individuals to make their own career decisions based on a true understanding of their abilities, skills, interests, work values and personality, and on the options open to them. Since people today more frequently face ongoing, successive work and study transitions, and career changes and developments, such an approach also aims at equipping them with career-planning skills to face decisions in the future. Career guidance is not therefore simply based on the concept of matching people and jobs. The process involves these steps:

(A) Assess yourself – the internal factors

1. Abilities
2. Occupational values, e.g. status, security, challenge, creativity, independence, team work, location
3. Interests - personal/vocational (possible career fields)
4. Skills (practised abilities):
 - Thinking/creative/problem solving
 - Communication/interpersonal
 - Business & management
 - Numerical
 - Language
 - Technological/computer
 - Information & research
 - Ability to keep on learning and adapting
5. Personality and character

(B) Consider the external influences

1. Family expectations and pressures
2. Peer group pressure
3. Media images of the occupation
4. School subjects and marks required
5. Lifestyle requirements
6. Culture and religion
7. Work experience (job requirements, work environment, occupational characteristics)
8. Job availability

(C) Internal factors + external influences + job criteria = suitability

(D) Research and generate several career options for evaluation

Generally, the more people learn about themselves and the occupational world, the better and more informed their career decisions will be. Consequently, students must realise that career planning requires their time and personal effort in:

1. Assessing their abilities, work values, interests, skills and personality.
2. Use of the resources of the Careers Room to gather information and ideas.
3. Consultation and discussion with the Careers Adviser, teachers, parents and friends.
4. Visits to tertiary institutions.
5. Contact with people in the workplace for further discussion, information and work experience.

The process should begin at the very least in Year 9 with students developing a career plan. Planning and decision-making should not be left until the third term of Year 13, as some polytechnic courses close in August and halls of residence applications are due by 1 October.

The Careers Room is very well resourced with information and is open every school day from 8.30am - 4.00pm for students to research their career interests and receive appropriate help from Mr Sellars, the Careers Adviser.



Vocational Pathways

Vocational Pathways is a programme designed by the Ministry of Education offering a new way to look at Level 2 NCEA and beyond. It offers a vocational lens that allows students to plan their courses around progression into one of six different employment sectors. These sectors are:

- [Primary Industries](#)
- [Services Industries](#)
- [Social & Community Services](#)
- [Manufacturing & Technology](#)
- [Construction & Infrastructure](#)
- [Creative Industries](#)



Source: <http://youthguarantee.net.nz/vocational-pathways/>

The Ministry describes Vocational pathways in this way:

“To receive a Vocational Pathways Award, students must first gain NCEA Level 2, which is 60 credits from Level 2 and 20 credits from any other level; 80 credits in total. 10 of these 80 credits must satisfy the literacy requirements, and 10 of these 80 credits must satisfy the numeracy requirements. To get a Vocational Pathways Award, 60 of the Level 2 credits must be from the recommended standards in one or more pathways, including 20 Level 2 credits from sector related standards.”

These sector-related standards are specific standards defined by the various industry training organisations as preparing a student for progression in that specific industry. Students are able to track their progression towards any specific VP via the Youth Guarantee website.

More information can be found here:

<http://youthguarantee.net.nz/vocational-pathways/>

The site also offers a Profile Builder function in which boys can determine how their courses are preparing them for any specific sector, and data under the title Occupational Outlook in which they can view predicted employment possibilities in a range of employment fields over the next 12 months. There is an excellent app available free from the iTunes store that offers quick easy access to this data.



OPTION CHOICES

Clearly the choice of options at school can greatly determine career choices. Similarly, such subjects as Chemistry, Physics, Biology, English and Art are prerequisites for other university or polytechnic courses. Generally it is important for every student within the practical limitations of his abilities, to take a broad range of options, being careful to maintain essential subjects like Mathematics and some sciences and humanities where possible.

Some subjects have prerequisites which may require approval from the HOD of the subject and the Director of Studies, if a student does not have the prerequisite but wants to take the subject. Classical Studies, Art History, Digital Technologies, and Media Studies begin at Year 12.

Ongoing study of Accounting and Economics in Year 12 and 13, while not essential prerequisites for tertiary courses, is of great assistance to students in planning commerce studies at a polytechnic or university, and in developing the life skills of personal and business accounting and management. We also offer a course in Financial Literacy for Years 11 and 12 boys. Please read the entry criteria carefully. Likewise Drama, Graphics, Physical Education and Science can enhance a broad education, develop skills and a career focus.

The vital importance of the humanities such as Art, Classical Studies, Drama, English, Geography, History, Art History, Languages and Music cannot be underestimated in building a balanced education and providing broad career

opportunities. Note should also be taken of the importance of foreign language fluency, in such growth areas as commerce, industry, trade and tourism.

In summary, option choice is determined by an evaluation of:

- a) previous years' study
- b) possible future career needs
- c) necessity for future career flexibility
- d) ability - discuss with subject teachers and do not underestimate the effect of hard work and committed effort
- e) interest in and enjoyment of the subject.

Subject teachers, Housemasters, Mr Eccleton (Director of Studies) and Mr Sellars (Careers Adviser) are all available to assist with discussions on subjects to help in the selection of appropriate options, in order that career opportunities and choices are not limited.

Curriculum Overview

SUBJECT	YEAR 9	YEAR 10	YEAR 11 NCEA Level 1	YEAR 12 NCEA Level 2	YEAR 13 NCEA Level 3
Accounting	×	×	•	•	•
Agribusiness	×	×	×	•	•
Art	○	⊙	•	•	•
Art (Design)	×	×	×	•	•
Art (Photography)	×	×	×	•	•
Art History	×	×	×	•	•
Biology	○	○	•	•	•
Chemistry	○	○	•	•	•
Classical Studies	×	×	×	•	•
Computer Science	×	×	•	•	×
Design & Visual Communication (DVC)	○	•	•	•	•
Digital Technology & Applied Science	×	×	•	•	•
Digital Thinking	○	•	×	×	×
Drama	○	○	•	•	•
Economics	×	•	•	•	•
English	○	○	○	•	•
Financial Literacy	×	×	•	×	×
French	•	•	•	•	•
Geography	○	○	•	•	•
German	×	×	•	•	•
History	○	○	•	•	•
Japanese	•	•	•	•	•
Mathematics	○	○	○	•	×
Mathematics with Calculus	×	×	×	×	•
Mathematics with Statistics	×	×	•	•	•
Media Studies	×	×	×	•	•
Music	○	⊙	•	•	•
Physical Education, Health & Wellbeing	○	○	⊙	•	•
Physics	○	○	•	•	•
Religious Education	○	○	○	×	×
Science (General)	×	×	•	•	•
Spanish	•	•	•	×	×
Technology (Materials)	○	•	•	•	•
Te Reo Maori	○	×	×	×	×

KEY

- Subject taught
- ×
- Compulsory for all
- ⊙ Compulsory and optional courses in subject

Year 9 Overview

COMPULSORY SUBJECTS

English

Mathematics

Science (Biology, Chemistry, Physics)

History/Geography (half year of each)

Languages - French
- Japanese
- Spanish } Choose ONE
out of three

Te Reo Maori

Arts (one-third of the year each of Art, Drama and Music)

Physical Education, Health & Well-being

Religious Education

Technology (aspects of DVC, Digital Thinking and Materials)

NOTES

- All classes have a compulsory programme in all areas except languages, where boys choose ONE out of three languages. Students may not always get their first choice of language.

Year 10 Overview

COMPULSORY SUBJECTS

English

Mathematics

Science (Biology, Chemistry, Physics)

History/Geography (half year of each)

Arts (one-third of the year each of Art, Drama and Music)

Physical Education, Health & Well-being

Religious Education

OPTIONAL SUBJECTS

Two optional subjects (four periods each per week) are chosen from the following list:

Art

Digital Thinking

DVC - Design & Visual Communications

Enterprise & Innovation

French*

Japanese*

Music

Spanish*

Technology (materials)

* Please note that entry into French, Japanese or Spanish in Year 10 is normally only for those who have done the Year 9 course in the respective subject(s).

NOTES

- Some students may study Year 11 Mathematics and are entered for NCEA Level 1.

Year 11 Overview

(NCEA Level 1)

COMPULSORY SUBJECTS

English
Mathematics or Mathematics for Statistics
Physical Education, Health & Well-being
Religious Education

OPTIONAL SUBJECTS

Four optional subjects (4 periods each per week) are chosen from the following list:

Accounting²
Art
Biology
Chemistry
Computer Science
Digital Technology & Applied Science⁴
DVC - Design & Visual Communication
Drama
Economics
Financial Literacy
French¹
Geography
German¹
History
Japanese¹
Music
Physical Education
Physics
Science (General)³
Spanish¹
Technology (Materials)

NOTES

1. Entry is normally only for those who have done the Year 10 course.
2. This subject begins in Year 11 and continues through to Year 13.
3. General Science encompasses aspects of Biology, Chemistry, Physics and Earth and Space Science.
4. Digital Technology & Applied Science may not be studied in combination with physics as it shares a number of the same achievement standards.



Year 12 Overview

(NCEA Level 2)

OPTIONAL SUBJECTS

Accounting
Agribusiness
Art (Design)
Art (Painting)
Art (Photography)
Art History
Biology
Chemistry
Classical Studies
Computer Science
Digital Technologies (Physical Computing)
Drama
Economics
English 201 or English 202
French
German
Geography
DVC - Design & Visual Communication
History
Japanese
Mathematics
OR Mathematics for Statistics
Media Studies
Music
Physical Education
Physics
Science (General)
Technology (Materials)
Technology (Mechanical Engineering)

NOTES

- There are no compulsory subjects in Year 12
- Six subjects must be chosen, each is taught for 5 periods per week.
- Entry to the Year 12 subjects is not automatic. A satisfactory standard must have been reached in the Year 11 course.
- All course subjects are subject to student demand and availability.

Year 13 Overview

(NCEA Level 3)

OPTIONAL SUBJECTS

Accounting
Agribusiness
Art (Design)
Art (Painting)
Art (Photography)
Art History
Biology
Chemistry
Classical Studies
Design & Visual Communication (DVC)
Digital Technologies
Drama
Economics
English 301 or English 302
French
Geography
German
Graphics
History
Japanese
Mathematics with Calculus
Statistics
Media Studies
Music
Physical Education
Physics
Science (General)
Technology (Materials)

NOTES

- There are no compulsory subjects in Year 13.
- All the subjects offered contribute towards a Level 3 NCEA certificate.
- Normally five subjects are chosen which are taught for five periods per week.
- Entry to Year 13 subjects is not automatic. A satisfactory standard must have been reached in the Year 12 course.
- A separate examination will take place in all subjects for students wishing to gain Scholarship.
- Level 3 NCEA English is an entry requirement for Australian universities.



Entering options online

Options are entered online at <http://www.selectmysubjects.com.au>. You will be emailed a direct link to your account. The email also contains your student access code and password. You can go to the address listed above and enter your access code and password manually if you prefer. If you do not receive an email, or if you delete it, see Mr Hill.

Subject choices 2018 - Login details

Enter your subject choices for next year when you are ready. You can go back and change or re-order them any time before the deadline. All subject choices must be entered by **8am on Monday 21 August** at the latest. You will not be able to enter your options after this date as the school will start to make decisions about 2018 classes immediately after the deadline.

See Mr Eccleton if you have any questions about your subject options or Mr Hill if you have any problems with submitting your options.

<p style="text-align: center;">LOGIN</p>	<p>Click on this direct link to enter your preferences: Direct link to my Web Preferences account</p> <p>Or enter the www.selectmysubjects.com.au address into your browser and log-in with your student access code and password.</p>
<p style="text-align: center;">1 CLICK ADD NEW PREFERENCES</p>	<p>To view your subject information click "View Subject Details" near the top right of the screen.</p> <p>To select (or change) your preferences, click the green "Add New Preferences" button.</p>
<p style="text-align: center;">2 SELECT YOUR PREFERENCES</p>	<p>Carefully read the "View Instructions" at the top of the page about your option choices for next year.</p> <p>Select your subjects from the drop down lists. You have 30 minutes to do this before your session expires.</p> <p>Once complete, click the green "Proceed" button.</p> <p>Note: You are <u>not</u> finished until you complete step 3.</p>
<p style="text-align: center;">3 SUBMIT VALID PREFERENCES</p>	<p>If you are happy with your preferences click the green "Submit Valid Preferences" button which will open your "Preferences Receipt".</p> <p>Or, if you would like to change your preferences click "Cancel" and this will take you back to the Preferences Selection page.</p> <p>It is important that you enter your choices in order of how important they are to you. You can click "Reorder Preferences" on the right of the screen if you need to change your preference order and then "Save Order".</p> <p>Note: Your choices will not be submitted unless you click "Submit Valid Preferences".</p>
<p style="text-align: center;">VIEW/PRINT RECEIPT</p>	<p>If you wish to print a "Preferences Receipt", click "Open Print View" and then "Print Receipt".</p> <p>To continue click "Return to Home Page". If you want to change your preferences now, or at any time before the deadline, repeat the whole process by clicking "Add New Preferences". Exit by clicking "Logout".</p>





Agribusiness

YEAR 12

Status Optional
Prerequisites Entry by consultation with Director of Studies

Periods per week Five

Description

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

Topics may include:

- development in land use change
- livestock behaviour
- animal growth and development
- environmental sustainability
- modification of livestock reproductive performance

Assessment

There will be between 14-18 achievement standards assessed.

YEAR 13

Status Optional
Prerequisites Entry by consultation with Director of Studies

Periods per week Five

Description

This course is independent of the Level 1 and 2 Agricultural programmes. Prior knowledge is not necessarily required and the course can be picked up by a student who has not previously studied Agriculture. However, a genuine interest to learn about New Zealand Agriculture and its place in our economy is essential. While there is still a production focus, this is woven into the market requirements and would therefore equally suit a student interested in the supply chain of our Agricultural export industry both on-farm and off-farm, in the commerce or research sectors.

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

Assessment

There will be between 14-18 achievement standards assessed.



Art

YEAR 9 — CORE ART

Status	Compulsory
Prerequisites	None
Periods per week	Three for one term

YEAR 10 — CORE ART

Status	Compulsory
Prerequisites	None
Periods per week	Two for one term

Description

Every student has some exposure to the visual arts and will experience a variety of art approaches, skills and techniques. Each will experiment with materials and media in the broad areas of drawing, painting, lettering, design, printmaking and 3D art.

Knowing about art, and how it performs as an expression of society, is also an important aspect of the art programme at all levels in the school.

YEAR 10

Status	Optional
Prerequisites	None
Periods per week	Four

Description

Students can elect to do extra art in Year 10 to extend their core art studies. This is recommended preparation for NCEA Art.

The approach to the subject has changed from the idea that a student must have a natural ability and talent, to an emphasis on an interested student learning art skills and techniques. In this way, he will develop his understanding and confidence to produce his own art work. There is a greater emphasis on knowing about art. There is room for personal expression, but all students must work within the set prescription and be prepared to be guided by the Art teachers.

Assessment

Major projects and examinations.

YEAR 11

Status Optional

Prerequisites None

Periods per week Four

Description

Year 11 Art involves students in producing work in the following areas: 3D art, drawing, and painting. The course is tightly structured with regular set prep.

Assessment

There will be two achievement standards assessed:

AS 90915

Use drawing conventions to develop work in more than one field of practice. (6 credits – internal)

AS 90916

Produce a body of work informed by established practice, which develops ideas, using a range of media. (12 credits – external)

YEAR 12 — VISUAL ART

Prerequisites None

Periods per week Five

Description

In Year 12 Visual Art, the student has the opportunity to work in greater depth in some of the following areas: 3D art, design, painting and drawing. A greater development of skills and ideas is expected to be demonstrated at this level. Opportunity will be provided during the year for students to work on personal projects chosen in consultation with the Art teacher.

Assessment

There will be three achievement standards assessed:

AS 91316 Painting

Develop ideas in a related series of drawings appropriate to established painting practice. (4 credits – internal)

AS 91319 Sculpture

Develop ideas in a related series of drawings appropriate to established sculpture practice. (4 credits – internal)

AS 91321

Produce a systematic body of work that shows understanding of art-making conventions and ideas within painting. (12 credits – external)

LEVEL 2 DESIGN

Status Optional

Prerequisites None

Description

In Year 12 Design, the students are introduced to the conventions of design and will have the opportunity to work in-depth in a range of different topics. A development of a high standard of skills and ideas is expected to be demonstrated at this level.

Visual Arts AS 91305 (2.1)

Demonstrate an understanding of methods and ideas from established practice appropriate to design (4 credits -internal)

Visual Arts AS 91310 (2.2)

Use drawing methods to apply knowledge of conventions appropriate to design. (4 credits - internal)

Visual Arts AS 91320 (2.4)

Produce a systematic body of work that shows understanding of art-making conventions and ideas within design. (12 credits - external)

LEVEL 2 PHOTOGRAPHY

Status Optional

Prerequisites None

Description

In Year 12 Photography, the students are introduced to the conventions of digital photography and will have the opportunity to work in depth into a range of different topics. A development of a high standard of skills and ideas is expected to be demonstrated at this level. Opportunity will be provided during the year for students to work on personal projects chosen in consultation with the Photography teacher.



Note: There is a requirement that you have a digital SLR camera for this course.

Standards offered:

Visual Arts AS 91312 (2.2)

Use drawing methods to apply knowledge of conventions appropriate to photography.
(4 credits – internal)

Visual Arts AS 91317 (2.3)

Develop ideas in a related series of drawing appropriate to established photography practice.
(4 credits – internal)

Visual Arts AS 91322 (2.4) – Two Panel Portfolio of work

Produce a systematic body of work that shows understanding of art-making conventions and ideas within photography.
(12 credits – external)

YEAR 13

Status	Optional
Prerequisites	Years 12 Visual Art or Year 12 Design or Year 12 Photography
Periods per week	Five

Description

The Year 13 prescription consists of four separate subjects: sculpture, painting, design and photography. Up to 2 of these may be taken as separate Level 3 subjects. Drawing must be an integral part of each subject.

For entry into the Canterbury School of Fine Arts, Excellence grades must be gained in two Visual Arts Level 3 subjects.

For entry to one of the Christchurch Polytechnic Design courses, a folio of work must be presented in November with an application. Level 3 folders are usually acceptable for this submission. Other tertiary institutions throughout the country have other requirements. It is possible to work towards an application for entry to a particular course while studying a Level 3 Visual Art subject during the Year 13 year.

Scholarship is also offered in each of the Visual Art disciplines.

Note: If you are undertaking Level 3 Photography, there is a course requirement that you have a digital SLR Camera.

Assessment

There will be three Level 3 Visual Arts assessments:

Visual Arts Design

AS 91445

AS 91450

AS 91455

Use drawing to demonstrate understanding of conventions appropriate to design, painting, photography and sculpture.

Visual Arts Painting

AS 91446

AS 91451

AS 91456

Systematically clarify ideas using drawing informed by established practice.

Visual Arts Photography

AS 91447

AS 91452

AS 91457

Produce a systematic body of work that integrates conventions and regenerates ideas within (design, painting, photography, sculpture) practice.

Visual Arts Sculpture

AS 91449

AS 91454

AS 91459

Produce a systematic body of work that integrates conventions and regenerates ideas within (design, painting, photography, sculpture) practice.



Art History

YEAR 12

Status: Optional

Prerequisites: This subject begins in Level 2. There are no prerequisites though an interest in art and in history and ability in written language are useful. There is no need for practical artistic ability; an interest in art is sufficient.

Periods per week: Five

Description:

Art History is a high interest subject which studies different cultures and periods of time by examining the art and architecture which they produced, the artists who made them and the society for which they created them.

It is a useful subject to gain a deeper understanding of history, society and culture and is very helpful to boys intending careers in architecture, art and design, tourism or museum studies.

Art History can be studied at Levels 2 and 3 and at many New Zealand and overseas universities. Even if the subject is not studied beyond school level it will, for most students, provide the foundation for an interest for life.

Art History teaches visual analysis, research skills, historical knowledge, interpretation, information analysis, writing skills and critical thinking. Visual literacy is a key to many areas of study today.

In Level 2 we focus on the area of study Towards Modernism which examines European art in the 19th century from Neo-Classicism to Post-Impressionism and Art Nouveau. We look at the changes in society and art brought about by the French Revolution and the Industrial Revolution and the impact these changes made to painting, sculpture, architecture and design.

Assessment

The following achievement standards are assessed:

AS 91180

Examine the effects of formal elements of art works.
(4 credits – external)

AS 91181

Examine the meanings conveyed by art works.
(4 credits – external)

AS 91182

Examine the influence of context/s on art works.
(4 credits – external)

AS 91183

Examine the use of media in art works.
(4 credits – internal)

AS 91184

Research an Art History topic. (4 credits – internal)

AS 91186

Demonstrate understanding of art works in relation to their environments. (4 credits – internal)

YEAR 13

Status: Optional

Prerequisites: This subject can be started at Level 3. There are no essential prerequisites though an interest in art and in history and ability in written language are useful. There is no need for practical artistic ability; an interest in art is sufficient.

Periods per week: Five

Description:

History of Art is a high interest subject which studies different cultures and periods of time by examining the art and architecture which they produced, the artists who made them and the society for which they created them.

It is a useful subject to gain a deeper understanding of history, society and culture and is very helpful to boys intending careers in architecture, art and design, tourism or museum studies.

Art History can be studied at Level 3 and at many New Zealand and overseas universities. Even if the subject is not studied beyond school level it will, for most students, provide the foundation for an interest for life.

Art History teaches visual analysis, research skills, historical knowledge, interpretation, information analysis, writing skills and critical thinking. Visual literacy is a key to many areas of study today.

At Level 3 classes can study one or two options that range from the Renaissance to the diversity of contemporary art.

We will study Topic 4: Modernist Design and Architecture 1900–1960, a study of the importance of design in early modernist thinking, which provides connections with subjects such as Art Design, Design and Visual Communication and Technology. This is complemented by material from Topic 3: Early Modernism 1900–1940, which studies of the varied approaches of modernist painters, sculptors and printmakers within the contexts of early twentieth-century Europe; a topic which is of particular application to practical art students.

Assessment

The following achievement standards are assessed:

AS 91482

Demonstrate understanding of style in art works.
(4 credits – external)

AS 91483

Examine how meanings are communicated through art works. (4 credits – external)

AS 91484

Examine the relationship(s) between art and context.
(4 credits – external)

AS 91485

Examine the impact of media and processes on art works. (4 credits – internal)

AS 91486

Construct an argument based on interpretation of research in art history. (4 credits – internal)

AS 91488

Examine the relationship(s) between a theory and art works. (4 credits – internal)



Biology

YEARS 9 & 10

Status	Compulsory
Prerequisites	None
Periods per week	Five (Year 9), four (Year 10), for one module of 11 weeks

Description

All students attend a Biology course in Year 9 and 10 as part of their core science education. The course for each year group is based on the new curriculum document. Each course covers interesting aspects of the biological world as well as further developing practical and investigative skills.

Year 9 topics

- Living things
- Cellular life
- Diversity of life
- Healthy or harmful? The world of microbes
- Feeding the planet
- Evolution
- Biotechnology

Year 10 topics

- Ecology: niche, adaptations, energy flow and nutrient cycling, heat distribution
- Respiration and circulation
- Food and nutrition
- Reproduction, growth and development, basic genetics
- Environmental impact on a freshwater stream and field trip to Cooper's Creek
- Sensitivity and coordination
- Excretion and movement

Assessment

As part of each course, the students will be given tasks and/or NCEA-style assessment tests, which provide feedback on current progress and skill level.

Biology reports at Year 9 and Year 10 level grade the boys against each of the following curriculum objectives:

Knowledge and Understanding (including field and practical work)

OBJECTIVE 1

(Year 9) Describe the structure and functioning of a variety of cells.

(Year 10) Describe the structure and functioning of human organ systems that carry out key life processes.

OBJECTIVE 2

(Year 9) Describe the structure and life processes of plants.

(Year 10) Describe the structure and functioning of the human reproductive system, and how hereditary information is passed from one generation to the next.

OBJECTIVE 3

(Year 9) Describe basic ecological principles.

(Year 10) Describe basic ecological principles.

YEAR 11

Status	Optional
Prerequisites	Year 10 Biology pass
Periods per week	Four

Description

We have chosen the Level 1 Biology course to be relevant, challenging and interesting. It provides students with a range of learning contexts and provides an excellent foundation for further study in the subject. Biology is a subject that is of universal interest, but is vast, and ever expanding. Although the specialist vocabulary required to be a confident biologist can be daunting, the Biology teachers support students in this area through explicit literacy skills training that helps develop confidence and general NCEA examination skills. We recommend students take this course if they are considering taking Biology in the senior school due to the synergy that comes from having a broader biological knowledge to draw from.

The Level 1 curriculum includes:

- An extended laboratory practical investigation
- The biology of mammals, focusing on the life processes of digestion, circulation and respiration
- The biology of flowering plants
- DNA, genetics, and cell division processes
- Investigate life processes of plants and how

these are affected by environmental factors

- Investigate how micro-organisms affect humans

The Year 11 Biology course will be assessed against the following NCEA Level 1 Biology and Science achievement standards:

AS 90925

Carry out a practical investigation in a biological context. (4 credits – internal)

AS 90928

Demonstrate understanding of the life cycle of flowering plants. (4 credits – external)

AS 90929

Demonstrate understanding of biological ideas relating to a mammal as a consumer. (3 credits – external)

AS 90948

Demonstrate understanding of genetic variation. (4 credits – external)

AS 90950

Investigate biological ideas relating to interactions between humans and micro-organisms. (4 credits – internal)

This course offers the students a total of 19 credits of which 8 credits are assessed internally, and 11 credits are assessed externally through external examinations in November. The three external examinations come from both biology and science areas. Two of the examination papers are sat during the biology examination time slot. The remaining examination paper will be sat during the science three-hour examination time slot, which takes place on a different day. In the case of Biology, this is the genetics paper (Science 1.9). This means that for boys doing any of the specialist science subjects, they will be sitting external papers on at least two of the examination days in November.

Boys who enrol for both Level 1 Science and Biology can only gain credit for any overlapping science achievement standards once (in particular, the genetics externally assessed paper).

Skills acquired

Students continue to develop the scientific and thinking skills of:

- using and communicating knowledge
- planning and carrying out practical investigations
- observing, collecting, recording, processing and interpreting data

YEAR 12

Status	Optional
Prerequisites	Level 1 Biology preferred
Periods per week	Five

Description

The Level 2 Biology course is one that students find both interesting and challenging. It is at this level that students realise just what a diverse and important subject Biology is, and how its skills are used in so many different careers. Some boys will have their minds on Medicine or Agriculture as a career, while others are keeping their options open, contemplating doing a Science degree at tertiary level. It is important that before too much specialisation takes place, the students see the full scope of Biology, and it is at the Year 12 level that this process begins in earnest. Although students are accepted if they have not completed a Level 1 Biology or General Science course, they should expect to complete extra work to supplement their knowledge.

The year begins with an ecology focus and involves a trip to Brooklands Lagoon to study the zonation pattern on the salt marsh prior to an extended field trip to the Craigieburn area, where the assessment takes place. In addition, the course this year includes:

- an extended laboratory practical investigation
- cell biology and detailed microscope work
- DNA, genetic variation and gene expression
- adaptations to organs in relation to survival

It is important that students understand that Biology can be studied at the molecular level (DNA, enzymes and metabolic pathways), the cellular level, the body system level, and an ecological level.

Assessment

The Level 2 Biology course of 26 credits will be assessed against the following NCEA Level 2

achievement standards (six from the Biology subject area and one from Education for Sustainability):

AS 91153

Carry out a practical investigation in a biological context. (4 credits – internal)

AS 91155

Demonstrate understanding of adaptation of plants or animals to their way of life. (3 credits – internal)

AS 91156

Demonstrate understanding of life processes at the cellular level. (4 credits – external)

AS 91157

Demonstrate understanding of genetic variation and change. (4 credits – external)

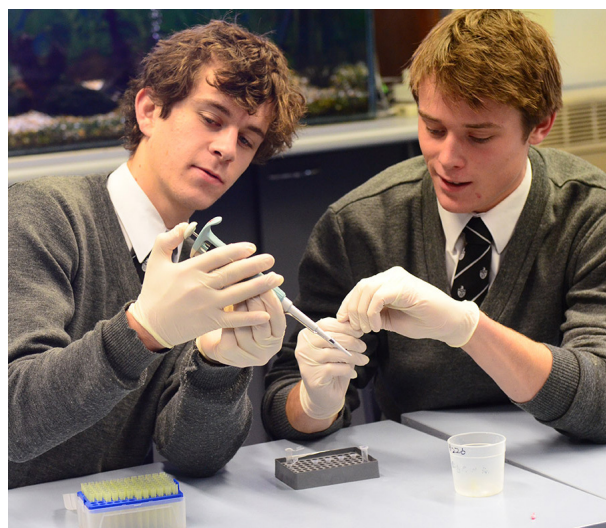
AS 91158

Investigate a pattern in an ecological community. (4 credits – internal)

AS 91159

Demonstrate understanding of gene expression. (4 credits – external)

This course demands a high level of effort and attention to detail, where students develop much more confidence in their ability to think logically and express their ideas clearly. Any boys considering doing any biology-based course in preparation for their future career will benefit hugely from the Level 2 Biology course.



YEAR 13

Status	Optional
Prerequisites	Level 2 Biology preferred
Periods per week	Five

Description

Students study the nature of life at all biological levels. The course covers:

- using and communicating knowledge
- the human manipulation of DNA in the science of genetic engineering,
- the evolutionary processes that form new species and the evolution of humans
- the seasonal responses of plants today length, complex navigation methods, and reproductive strategies of animals,
- the homeostatic mechanisms that control the blood sugar levels, temperature, blood pressure and metabolic rate of mammals.

The Level 3 Biology course contains the following achievement standards, which will be assessed:

AS91601

Carry out a practical investigation in a biological context, with guidance. (4 credits – internal)

AS91603

Demonstrate understanding of the responses of plants and animals to their external environment. (5 credits – external)

AS91604

Demonstrate understanding of how an animal maintains a stable internal environment. (3 credits – internal)

AS91605

Demonstrate understanding of evolutionary processes leading to speciation. (4 credits – external)

AS91606

Demonstrate understanding of trends in human evolution. (4 credits – external)

AS91607

Demonstrate understanding of human manipulations of genetic transfer and its biological implications. (3 credits – internal)

There is a total of 23 credits available in this course.

The Level 3 course truly bridges the gap between College and university study as it aims to build on the wider application of the important biological principles studied at Level 1 and Level 2 level. The classroom becomes much more of a forum for the presentation, discussion and evaluation of interesting and challenging concepts.

Each year a significant number of boys opt to take this Level 3 Biology course purely because they are interested in biology, and enjoy learning about the diversity and intricacy of living organisms (including our own origins) rather than because they are considering a career in Biology. This is great, as these boys contribute hugely to the atmosphere in the classroom. It is hoped that all boys develop a greater understanding of the rapidly changing world they are living in, and get a chance to discuss the 'meaning of life'.

There is an expectation that boys are able to express themselves clearly in their written answers, and many find that their writing skills, and coherent expression of ideas improve over the year. This is not so say that boys need wonderful literacy skills to take Biology, but like a lot of subjects at this level, it helps!

Can you pick up Level 3 Biology without doing Level 2 Biology?

There are usually some boys who opt to begin their senior Biology at Level 3 level, and they find it an achievable challenge. Much of the vocabulary is new to them, as are some of the key concepts, but much of the course is new to all boys, and a lot of it is intuitive or logical. Some of these boys take Biology because they are changing direction in their course and are now considering a science degree involving Biology, but others are taking it purely for interest, having not had the opportunity to consider Biology as an option until now.



Chemistry

YEAR 9

Status	Compulsory
Prerequisites	None
Periods per week	Five for 1/3 of the year

Description

Although most students will have been introduced to Chemistry as “making sense of the material world” in the Science curriculum in their junior school, the formal study of Chemistry is treated as a new subject. A variety of contexts designed to emphasise the practical applications of Chemistry are used to teach the scientific method, laboratory skills and the simple language of Chemistry. The subject matter is elementary and largely descriptive, and students are always encouraged to practise safe laboratory procedures.

Topics covered include:

- the nature of matter
- elements, mixtures and compounds
- physical and chemical changes
- acids and bases
- separation techniques

Practical skills introduced include:

- working safely in a laboratory
- using Bunsen burners to heat and combust materials
- using scientific equipment to make measurements
- carrying out chemical reactions
- testing for chemical substances

Assessment

The discipline of written reports of work carried out in the laboratory is encouraged and assessed, and factual material is tested during the term. An examination completes assessment at the end of the module.

YEAR 10

Status	Compulsory
Prerequisites	None
Periods per week	Four for 1/3 of the year

Description

The mainly descriptive work begun in Year 9 is continued, with the special language that chemists use being extended as students become more familiar with formulae and simple equations. Chemical reactions between different substances is a major focus of the course, engaging all students in developing a well-rounded view and understanding of the chemical nature of our world.

Topics covered include:

- metals
- rates of chemical reactions
- oxygen, oxides and the air
- carbon chemistry
- acids and bases
- carbon dioxide

Assessment

Assessment of work follows a pattern similar to that followed in Year 9 and again terminates with an examination at the end of the module. At the completion of Year 10, students have studied an introductory course which has them well prepared to extend their knowledge of reaction chemistry and consolidate skills associated with laboratory work in the Year 11 course.

YEAR 11

Status	Optional
Prerequisites	None
Periods per week	Four

Description

An attempt is made to systematise chemical information on the basis of the Periodic Table and a great deal of reaction chemistry is introduced. Patterns in the behaviour and properties of groups of related substances are stressed in terms of non-metal chemistry, metal chemistry and organic chemistry. The chemical concepts learned in Year 9 and 10 form a platform for the Year 11 course.

Students will be engaged in wide range of practical tasks designed to develop and reinforce a deeper understanding of the ways in which chemical species react together. Example tasks include investigating chemical reaction rates, methods of testing for chemical substances, the properties of carbon compounds, reactions of chemical elements, and displacement reactions between metals.

The course introduces students to many interesting topics relevant to senior Chemistry and the sound grounding in reaction chemistry given to those who wish to further their study of Chemistry is highly beneficial. In any serious study of science, Chemistry is fundamental to the point that it is often described as the central science. Students wishing to keep their options open in the physical and natural sciences, including Engineering, Medicine, Geology, Agriculture, Food Science or Polymer Science, should include Chemistry in their courses at this level.

Students should also be aware that combinations of the science subjects are important to consider. Physical sciences require the combination of Physics, Mathematics and Chemistry, while the natural sciences require Biology, Statistics and Chemistry.

Assessment

The Year 11 Chemistry course will be assessed against the following NCEA Level 1 Chemistry and Science achievement standards:

AS 90930

Carry out a practical chemistry investigation with direction. (4 credits – internal)

AS 90933

Demonstrate understanding of aspects of selected elements. (4 credits – external)

AS 90934

Demonstrate understanding of chemical reactions. (4 credits – external)

AS 90944

Demonstrate understanding of aspects of acids and bases. (4 credits – external)

AS 90945

Investigate implications of the use of carbon compounds as fuels. (4 credits – internal)

This NCEA course offers the students a total of 20 credits, of which 8 credits are internally assessed papers, and 12 are assessed through external examinations in November.

The three external examinations come from both Chemistry and Science areas. Sitting two Chemistry examinations in the three hours allocated will give students more opportunity to excel. The remaining examination paper will be sat during the Science three-hour examination timeslot which takes place on a different day. This means that for boys doing any of the specialist science subjects, they will be sitting external papers on at least two of the examination days in November.

YEAR 12

Status	Optional
Prerequisites	Year 11 Chemistry/Science
Periods per week	Five

Description

The Year 12 course includes study of the underlying principles in the behaviour of many common substances, solutions, solids, energy, oxidation-reduction reactions, analytical work and organic chemistry. Patterns of behaviour and the understanding of principles are emphasised to a greater extent than recall of knowledge.

Students take on a greater role in chemical investigations in this course, with the introduction of specialist laboratory equipment and practical based assessment tasks. Students will learn a variety of techniques for measuring and testing chemical substances to develop a holistic understanding of chemical systems at a deeper level. Practical demonstrations and experiments are explored on a frequent basis throughout the course.

Students with a leaning towards practical and descriptive science can do well at this level, with skills in Mathematics being an added advantage.

To attempt the Year 12 course, a reasonable performance in Year 11 NCEA Chemistry is preferred. Students who have done well in Year 11 NCEA Science may study Year 12 Chemistry provided they have achieved AS 90944. These students may find the transition to the Year 12 course challenging and should consult the HOD of Chemistry prior to the end of Year 11. Some students terminate their study at this point.

However, as most are keeping career options open, it is likely that the majority will carry on with Chemistry in Year 13.

Assessment

Students will complete three internal achievement standards. The three internal achievement standards count for 10 of the available 23 credits in chemistry.

The course achievement standards are:

AS 91161

Carry out quantitative analysis. (4 credits - internal)

AS 91162

Carry out procedures to identify ions present in solution. (3 credits - internal)

AS 91164

Demonstrate understanding of bonding, structure and energy changes. (5 credits - external)

AS 91165

Demonstrate understanding of the properties of selected organic compounds. (4 credits - external)

AS 91166

Demonstrate understanding of chemical reactivity. (4 credits - external)

AS 91167

Demonstrate understanding of oxidation-reduction. (3 credits - internal)

Additional topics are contained in the Year 12 course to maintain greater consistency and extension for students. The olympiad training programme is offered to all students from Term 3 onwards.

The three external standards will be assessed in a three hour end-of-year examination timeslot. Trial examinations will be held during the year to help prepare students.



YEAR 13

Status	Optional
Prerequisites	Year 12 Chemistry
Periods per week	Five

Description

The course started in Year 12 is developed further, with the intention of providing an academic basis for university study. Familiarity with reaction chemistry remains core, particularly aspects that involve organic compounds and redox species, but the emphasis on the general principles which govern how all chemicals behave is maintained. Students will explore scientific techniques used in industrial and university settings as well as experience advanced chemical reactions involved in the production of synthetic products.

Candidates for this course are expected to have completed the Level 2 Chemistry course successfully. The few that wish to take Year 13 Chemistry without successfully achieving in all the topics of the Level 2 course will find the work very demanding and must seek prior approval from the HOD Chemistry.

Students who have enjoyed the practical aspects of Chemistry in Years 11 and 12 will enjoy a continued development of their understanding of more advanced chemical processes.

Assessment

Students will complete two internal achievement standards. The two internal achievement standards count for 6 of the available 21 credits in Chemistry.

The course achievement standards are:

AS 91388

Demonstrate understanding of spectroscopic data in Chemistry. (3 credits - internal)

AS 91390

Demonstrate understanding of thermochemical principles and the properties of particles and substances. (5 credits - external)

AS 91391

Demonstrate understanding of the properties of organic compounds. (5 credits - external)

AS 91392

Demonstrate understanding of equilibrium principles in aqueous systems. (5 credits - external)

AS 91393

Demonstrate understanding of oxidation-reduction processes. (3 credits - external)

From Term 2 onwards, a weekly extension session will be available to Year 13 Chemistry students who wish to explore more advanced chemical concepts. The purpose of these sessions will be to prepare students for the Scholarship Chemistry examination at the end of the school year.

The three external standards will be assessed in a three hour end-of-year examination timeslot. Trial examinations will be held during the year to help prepare students.

Because Chemistry is all about us, because we live in an age of chemistry-based technology and because Chemistry is the subject which links the other two major sciences of Physics and Biology, the range of careers that require chemical expertise is immense.

It also provides the basis for many key areas of study such as Health Sciences, Agriculture, Geology, Food Technology, Engineering, Textile Technology, Forensics and Materials Science.

The economy of New Zealand is based largely on primary industry and Chemistry plays a vital role in developing products and ensuring their market competitiveness. For this reason, chemists usually find no difficulty in finding employment.



Classical Studies

Classical Studies greatly improves knowledge retention, recall and essay-writing skills. Students learn to reason using historical facts to create a picture of life in classical times. They also learn to interpret classical literature in translation and to find its relevance in its own time and in a modern context.

YEAR 12

Status Optional

Prerequisites None

Periods per week Five

Description

The aim of this course is to stimulate students in a study of the classical world, without demanding a background of language skills, by offering a wide range of topics on historical, literary and artistic themes from specifically the Greek civilisation. The courses at both levels provide opportunities for interdisciplinary teaching and are designed to appeal to students with a range of abilities.

Five topics are studied throughout the year:

AS 91200 – Greek Tragedy

Examine ideas and values of the classical world. (4 credits – external)

AS 91201 – Ancient Art & Architecture

Examine the significance of features of work(s) of art in the classical world. (4 credits – external)

AS 91202 – Classical Event: The Trojan War

Demonstrate understanding of a significant event in the classical world. (4 credits – internal)

AS 91204 – Epic Poem vs Epic Film

Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures. (6 credits – internal)

These topics combine to give students a good understanding of classical literature, history, philosophy, customs and ways of life. This course also provides a sound basis for Level 3 Classical Studies.

Assessment

1. Class tests and exercises
2. Term 3 school examination
3. NCEA assessments

YEAR 13

Status Optional

Prerequisites Level 2 Classical Studies is recommended but not essential.

Periods per week Five

Description

The aim of this course is to stimulate students in a study of the classical world, without demanding a background of language skills, by offering a wide range of topics on historical, literary and artistic themes from specifically the Roman civilisation. The course provides opportunities for interdisciplinary teaching and is designed to appeal to students with a range of abilities. In 2015 over 12,000 students studied Classical Studies throughout New Zealand and the number is still growing.

The following three topics are studied throughout the year:

AS 91394 – Virgil

Analyse ideas and values of the classical world. (4 credits – external)

AS 91395 – Art of the Roman Empire

Analyse the significance of a work(s) of art in the classical world. (4 credits – external)

AS 91397 – Art of the Roman Empire

Demonstrate understanding of significant ideology(ies) in the classical world. (6 credits – internal)

AS 91398 – Heroism in the ancient and modern world

Demonstrate understanding of the lasting influences of the classical world on other cultures across time. (6 credits – internal)

These topics combine to give students a varied view of classical life and times and provide a sound base for tertiary classical studies.

Assessment

1. Class tests and exercises
2. Term 3 school examination
3. NCEA assessments

Commerce

YEAR 10 ENTERPRISE & INNOVATION

Status Optional

Prerequisites None

Periods per week Four

Description

This course is an introduction to Economics, Accountancy, Business Studies and Investment. The course is aimed at preparing students with the foundation knowledge and basic skills essential for a career in the field of commerce and/or business enterprise. This course should also be helpful in enabling students to make appropriate choices for Year 11 Commerce courses next year.

Assessment

Tests, assignments, and end-of-year examination.

ACCOUNTING

Accounting is the language of money and business. An understanding of financial control as it affects the sole trader, partnerships, companies and non-profit organisations is very useful to equip people with an ability to cope with the complexities of money management. It is essential if you are considering a future in management, or the operation of your own business.

YEAR 11

Status Optional

Prerequisites Students are recommended to have sound mathematical and English comprehension skills.

Periods per week Four

Description

This course is suitable for a student considering a one-year study of Accounting at Level 1 and is highly recommended for those who wish to continue the study of Accounting in Years 12 and 13. If you are considering a future running your own business, or any finance related or managerial role, then this course is a must for you.

Accounting at this level seeks to give an understanding of the complete financial records for the control of personal finances, and the finances of the simplest business arrangement:

the sole trader. The principle of double entry accounting is then explained and applied to produce final accounts for trading firms and service industries. These financial statements are then analysed and interpreted considering their special features and requirements.

Assessment

This course contributes towards the National Certificate in Educational Achievement. 12 of the 17 credits are externally assessed by examination, and the remaining 5 credit points are internally assessed.

The following achievement standards will be assessed:

AS 90976

Demonstrate understanding of accounting concepts for small entities. (3 credits – external)

AS 90977

Process financial transactions for a small entity. (5 credits – internal)

AS 90978

Prepare financial statements for sole proprietors. (5 credits – external)

AS 90980

Interpret accounting information for sole proprietors. (4 credits – external)

YEAR 12

Status Optional

Prerequisites 13 credits achieved in Level 1 NCEA accounting (8 credits - external) or if this is the first year taking this subject 60 credits achieved in the student's top four subjects in NCEA Level 1 and by recommendation of the HOD Commerce.

Periods per week Five

Description

Accounting at this level seeks to give an understanding of the complete financial records for control of the simplest business arrangement,

that of a sole trader. This study builds on the concepts and skills that were developed in the Level 1 course. The emphasis is on the accounting system, and the internal control processes, to ensure the safeguarding of assets which provide for the management of a business. The course deals with the sole trader registered for GST on an invoice basis.

Assessment

This course contributes towards the National Certificate in Educational Achievement. 13 of the 17 credits are externally assessed by examination, and the remaining four credit points are internally assessed.

The following achievement standards will be assessed:

AS 91174

Demonstrate understanding of accounting concepts for a sole proprietor that operates accounting subsystems. (4 credits – external)

AS 91176

Prepare financial information for an entity that operates accounting subsystems. (5 credits – external)

AS 91177

Interpret accounting information for entities that operate accounting subsystems. (4 credits – external)

AS 91175

Demonstrate understanding of accounting processing using accounting software. (4 credits – internal)

Description

Accounting at this level seeks to give an understanding of the complete financial records for control of business organisations - from sole traders, to partnerships, and finally to companies. The principles of double entry accounting are applied. The analysis and interpretation of the final accounts are required at this level.

Assessment

The course contributes towards the National Certificate in Educational Achievement. 9 of the 22 credits are externally assessed by examination and the remaining 13 credit points are internally assessed.

The following achievement standards will be assessed:

AS 91405

Demonstrate understanding of Accounting for partnerships. (4 credits – internal)

AS 91406

Demonstrate understanding of company financial statement preparation. (5 credits – external)

AS 91407

Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity. (5 credits – internal)

AS 91408

Demonstrate understanding of management accounting to inform decision-making. (4 credits – external)

AS 91409

Demonstrate understanding of a job cost subsystem for an entity. (4 credits – internal)

YEAR 13

Status	Optional
Prerequisites	12 credits achieved in Level 2 (including AS 91176) NCEA accounting or if this is the first year taking this subject 60 credits achieved in the students top four subjects in NCEA Level 2 and by recommendation of the HOD Commerce.

Periods per week Five

ECONOMICS

YEAR 11

Status	Optional
Prerequisites	Students are recommended to have sound mathematical and English comprehension skills

Periods per week Four

Description

This is a practical course concentrating on consumers, producers and the market. It helps students to recognise and understand the various relationships between consumers and producers, and how these groups interact in the market place. It identifies the characteristics of households, businesses and government, and how scarce resources are allocated via the price mechanism. The emphasis is on developing thinking, statistical (particularly graphical and mathematical) and decision-making (economic models) skills.

Assessment

This course contributes towards the National Certificate in Educational Achievement. 12 of the credits are externally assessed by examination.

The following NCEA Level 1 achievement standards will be assessed.

AS 90983

Demonstrate understanding of consumer choices using scarcity and/or demand. (4 credits – external)

AS 90984

Demonstrate understanding of decisions a producer makes about production. (5 credits – internal)

AS 90985

Demonstrate understanding of producer choices using supply. (3 credits – external)

AS 90986

Demonstrate understanding of how consumer, producer, and/or government choices affect society, using market equilibrium. (5 credits – external)

AS 90988 (If time allows)

Demonstrate understanding of the interdependence of sectors of the New Zealand economy. (3 credits – internal)

YEAR 12

Status	Optional
Prerequisites	12 credits achieved in Level 1 NCEA Economics (7 credits – external) or if this is the first year taking this subject 60 credits achieved in the student's top four subjects in NCEA Level 1 and by recommendation of the HOD Commerce.

Periods per week Five

Description

This course investigates the issues of employment, inflation, growth and trade confronting our economy. The course begins with a basic conceptual introduction to Economics, and identification of the underlying principles of the subject.

The aim is to provide students with a better understanding of government policy and consumer and producer decision-making in the context of the five major economic issues.

Assessment

This course contributes towards the National Certificate in Educational Achievement. 12 of the 18 credits are externally assessed by examination, the remaining 6 credits are internally assessed.

AS 91222

Analyse inflation using economic concepts and models. (4 credits – external)

AS 91223

Analyse international trade using economic concepts and models. (4 credits – external)

AS 91224

Analyse economic growth using economic concepts and models. (4 credits – external)

AS 91227

Analyse how government policy and contemporary economic issues interact. (6 credits – internal)

YEAR 13

Status	Optional
Prerequisites	12 credits achieved in Level 2 NCEA Economics or, if taking this subject for the first time, 60 credits achieved in the student's top four subjects in NCEA Level 2 and by recommendation of the HOD Commerce.

Periods per week Five

Description

The aim is to provide students with a clear understanding of the behaviour of individual producers, and the government, in the modern economy. The course comprises two sections: resource allocation via markets, and aggregate demand and supply analysis. The emphasis is on developing research, analytical and statistical skills. The course is a direct precursor to tertiary study of Economics.

Assessment

This course contributes towards the National Certificate in Educational Achievement. 8 of the 18 credits are externally assessed by examination: the remaining 10 credits are internally assessed.

The following achievement standards will be assessed:

AS 91399

Demonstrate understanding of the efficiency of market equilibrium. (4 credits – external)

AS 91400

Demonstrate understanding of the efficiency of different market structures using marginal analysis. (4 credits – external)

AS 91401

Demonstrate understanding of micro-economic concepts. (5 credits – internal)

AS 91402

Demonstrate understanding of government interventions to correct market failure (5 credits – internal)

FINANCIAL LITERACY

YEAR 11 & 12

Status Optional

Prerequisites Approval of HOD Commerce

Periods per week Four

Description

Year 11 and 12 students wanting a background in the essential book-keeping skills of business and personal financial record keeping without academic theory of specialist subjects like Accounting and Economics.

Assessment

This course uses a combination of internal achievement and unit standards totalling 23 credits.

They will:

- Learn to use spreadsheets for budgets and record keeping
- Learn to prepare, understand and process financial transactions using:
 - cash journals
 - source documents
- Prepare bank reconciliations
- Handle GST transactions
- Prepare personal and business budgets
- Investigate basic cash control systems of a business and report on why these controls are important
- Understand the importance of marketing mix for business success
- Understand the importance of aspects of human resource processes in business

US 327

Document business transactions. (4 credits - internal)

US 2784

Create and use a simple computer spreadsheet to solve a problem. (3 credits - internal)

AS 90977

Process financial transactions for a small entity. (5 credits - internal)

AS 90982

Demonstrate an understanding of cash management for a small entity. (4 credits - internal)

AS 90839

Apply business knowledge to an operational problem(s) in a given small business context. (4 credits – external)

AS 90840

Apply the marketing mix to a new or existing product. (3 credits – internal)



Design & Visual Communications

YEAR 9

Status	Compulsory
Prerequisites	None
Periods per week	Two

Description

Design and Visual Communication Technology introduces the basics of design and drawing to communicate technological ideas. It provides the important groundings for students undertaking studies in technology or Design and Visual Communication in Year 10 and above. Students will gain an understanding of the design process, how to communicate design ideas using graphics practice and appropriate technologies.

Topics include:

- Freehand sketching
- Technical drawing
- Rendering
- Presentation

YEAR 10

Status	Optional
Prerequisites	None
Periods per week	Four

Description

In today's society, communication and design in its many forms are vital factors for success in our constantly evolving technological world. Design and Visual Communication helps to meet needs of our modern technological society by combining the important educational aspects of graphics practice, design, visual communication and creative problem solving. Design and Visual Communication provides the skills and knowledge to allow students to communicate ideas and precise information using visual communication techniques. Students will also gain a good understanding of design, both aesthetic and functional. They will also gain an understanding how design movements, eras and the designers have influenced modern design. Design and Visual communication involves a rich variety of learning experiences leading to a wide range of career

opportunities encompassing, but not limited to, Architecture, Engineering and Design.

The Year 10 course is an introductory year in which students learn and develop drawing, design and presentation skills, and gain an understanding of what is required for Level 1 NCEA. Much of what is learnt in Year 10 forms the foundation for study at higher levels.

Topics include:

- Freehand drawing – pictorial and orthographic
- Instrumental drawing – pictorial and orthographic
- Construction of geometrical shapes and solids
- Application of a design process and design principles to architectural, engineering or media design problems
- Drawing presentation, colour, lettering, shading and rendering, drawing standards
- Production of mock-ups and models
- Computer drawing applications

Assessment

This is based on evidence of skill in design, graphic communication, research, investigations, drawing, modelling and presentation techniques.

YEAR 11

Status Optional

Prerequisites It is possible to pick up this subject in Year 11. However, those who have completed a Year 10 course will be at a definite advantage.

Periods per week Four

Description

The Level 1 Design and Visual Communication course focuses on the three inter-related strands of graphics practice, design and visual communication. It provides students with opportunities to develop skills in visual literacy and creative thinking and communicate knowledge using a range of accepted visual communication techniques that will include sketching, instrumental drawing, presentation and computer aided drawing applications. Units of work will be based predominately in the areas of:

- Architectural and environmental design
- Product and technological design

These areas provide students with a wide range of opportunities in real life situations. There are also opportunities to explore the works of influential designers and use the designer's influences to guide their own design thinking.

Assessment

A range of design problems will be presented to students over the course of the year's study that will generate suitable evidence for the award of credits from some of the seven standards listed below. Standards will be selected on the basis of providing the best learning outcomes for the students and not all standards will be offered next year. It is envisaged that a selection of Level 1 standards providing approximately 18 credits will be offered for 2018.

External

AS 91063

Produce freehand sketches to communicate own design ideas. (3 credits)

AS 91064

Produce instrumental, multi-view orthographic drawings that communicate technical features of own design ideas. (3 credits)

AS 91065

Produce instrumental paraline drawings to communicate own design ideas. (3 credits)

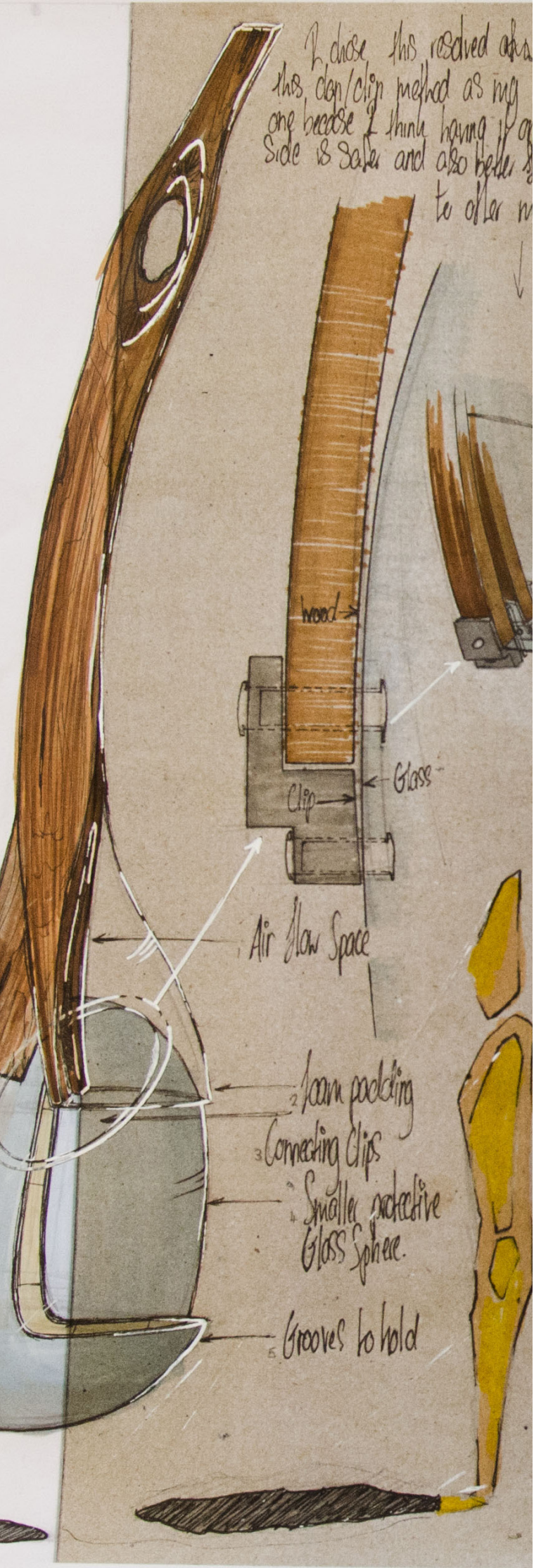
Internal

AS 91066

Use rendering techniques to communicate the form of own design ideas. (3 credits)

AS 91068

Demonstrate the development of a design idea communicated through graphics practice. (6 credits)



YEAR 12

Status

Optional

Prerequisites

It is envisaged that those opting for Design and Visual Communication at this level will have completed at least one year of study in this subject. It would be preferable to have completed courses at Year 10 and 11.

Periods per week Five

Description

The course follows a similar format to the Level 1 NCEA course and with a similar balance of internal and external standards. The focus is again on the inter-related graphics learning areas of graphics practice, design and visual communication with design tasks based on either spatial or product design briefs to provide challenging and realistic problem solving exercises. There is also a greater emphasis on the use of computers for presentation and CAD work.

The course is structured to enable students to extend their understanding and skills in designing to specified needs, and graphic communication from conceptual ideas to evaluation and presentation.

Assessment

Assessment for the 2018 Level 2 course will be based on a selection of achievement standards from the list below. It is envisaged that a selection of standards providing approximately 20 credits will be offered.

External

AS 91337

Use visual communication techniques to generate design ideas. (3 credits)

AS 91338

Produce working drawings to communicate technical details of a design. (4 credits)

AS 91339

Produce instrumental perspective projection drawings to communicate design ideas. (3 credits)

Internal

AS 91340

Use the characteristics of a design movement or era to inform own design ideas. (3 credits)

AS 91341

Develop a spatial design through graphics practice. (6 credits)

AS 91628

Develop a visual presentation that exhibits a design outcome. (6 credits - internal)

AS 91629

Resolve a spatial design through graphics practice. (6 credits)

AS 91630

Resolve a product design through graphics practice. (6 credits)

AS 91631

Produce working drawings to communicate production details for a complex design. (6 credits)

YEAR 13**Status**

Optional

Prerequisites

It is not possible to take up DVC for the first time at Level 3. Given the depth of understanding and advanced nature of the solutions required at this level, a minimum of one year's study of Graphics would be required. Ideally those taking this course would have successfully completed a Level 2 course in Graphics.

Periods per week Five

Description

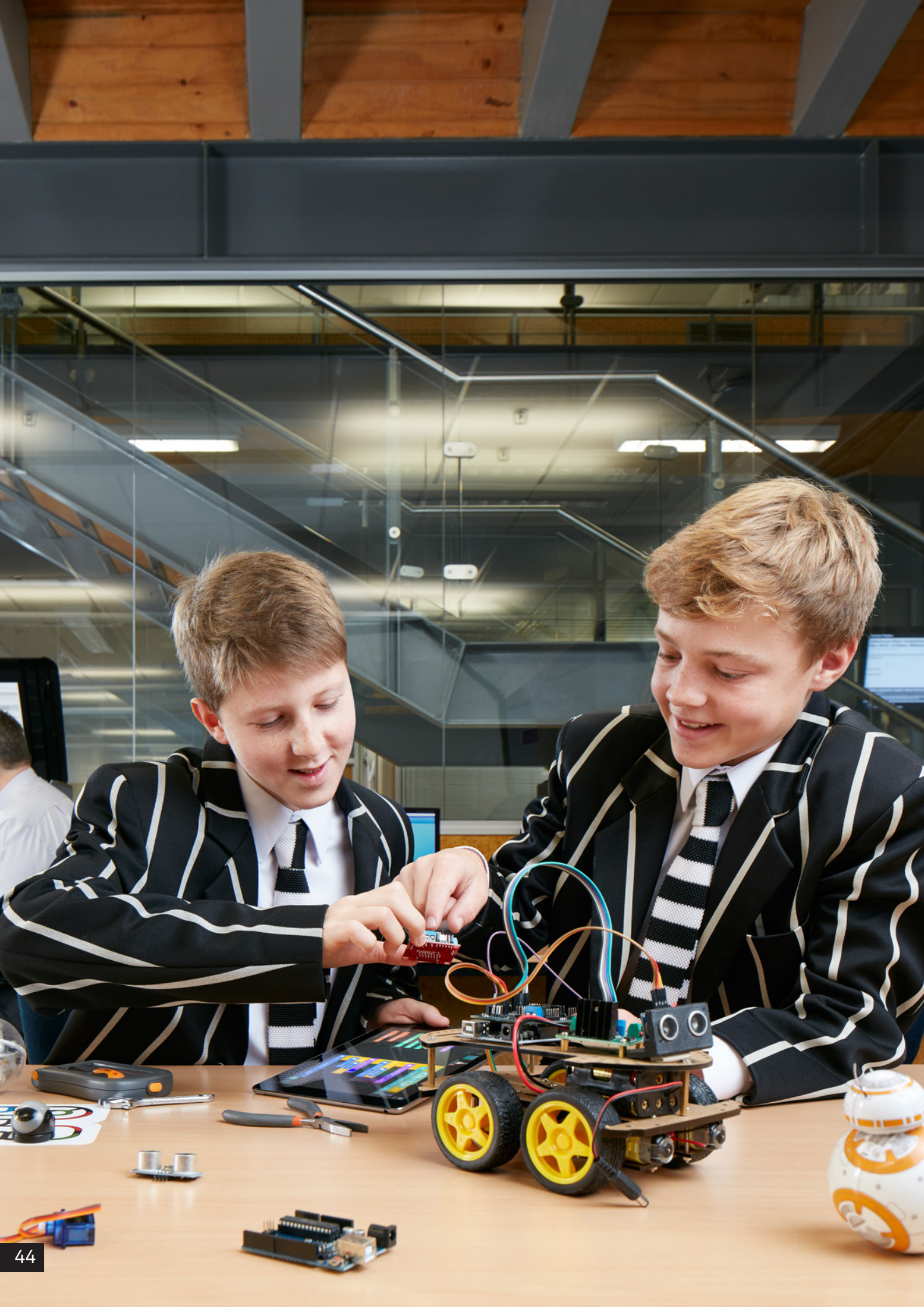
Level 3 Design and Visual Communication places an emphasis on individual solutions to problems selected from architecture, engineering or media design and the comprehensive and precise graphic communication of this information. Emphasis is placed on students selecting and using the most appropriate methods for communicating their designs, consistently using high quality presentation skills and having a good understanding of the aspects of function and aesthetics, and the application of these in their design solutions. Students are free to choose methods of presentation to a group etc. from a range comprising portfolio, design sketches, working drawings, models, mock-ups, photography, CAD representation, animation, PowerPoint, video, multi media, oral presentations.

Assessment

Level 3 students will select up to four standards giving a course credit total of 18 credits. Students are free to select the standards they wish to undertake study for depending on their prospective career directions. Those intending to study Architecture would most likely select standards based on spatial design whereas those intending to study Engineering would base their selection on product design.

AS 91627

Initiate design ideas through exploration. (4 credits - external)



Digital Thinking

YEAR 9

Status Compulsory

Prerequisites None

Periods per week Two

Description

We live in a world where digital technologies increasingly influence our learning, work and play. The Year 9 Digital Thinking course is aimed at providing boys with the opportunity to develop skills in coding, robotics, web development, virtual and augmented reality tools and be innovative in the development of new technologies. The boys will explore the digital world by creating a range of products aimed at addressing local and global issues. Boys will be working with a range of programming tools, lego, arduino and raspberry pi based robots, and virtual and augmented reality tools such as Aurasma and Google Cardboard.

YEAR 10

Status Optional

Prerequisites None

Periods per week Four

Description

In a world of exponential change, digital technologies have an increasing influence on our learning, work and play. The Year 10 Digital Thinking course is aimed at providing further experience for boys in coding, robotics, web development, printed media and be innovative in the development of new technologies. The boys will explore a broad range of contexts that have real world connection and through the use of technology build skills in the following areas:

- Planning and documenting computer solutions to a problem
- Using creative digital media tools to create a quality outcome
- Problem solving through the technological process

The year 10 course prepares students for studies at Level 1-3 NCEA.

Digital Technologies

DIGITAL TECHNOLOGIES (Computer Science) LEVEL 1

EMPHASIS ON SOFTWARE DEVELOPMENT

Status Optional

Prerequisites None

Periods per week Four

Description

This course is designed for students who have good computer skills, who want to learn about Computer Science concepts and creating computer program solutions to problems. It encourages students to apply their existing knowledge and expand their learning in context based projects.

Topics include:

- Computer programming
- Core Computer Science concepts
- Databases
- Image creation and manipulation
- Brief development and prototyping

Skills:

- Planning and documenting computer solutions to a problem
- Creating simple computer programs
- Testing procedures
- Combining and managing information from different sources and software
- Using creative digital media tools to create a quality outcome
- Problem solving through the technological process

It is expected that students will engage with their projects beyond class time.

Assessment

The student's work is assessed against Level 1 NCEA Technology Standards. All evidence for assessment is generated by students undertaking the design process. The course will be based on the following standards with extension work negotiated with the individual student.

AS 91075

Construct a plan for a basic computer program for a specified task. (Internal - 3 credits)

AS 91076

Construct a basic computer program for a specified task. (Internal - 3 credits)

AS 91071

Implement basic procedures to produce a specified digital outcome. (Internal - 4 credits)

AS 91074

Demonstrate understanding of basic concepts from computer science. (External - 3 credits)

AS 91080

Demonstrate understanding of the common components of basic digital infrastructures. (External - 3 credits)

DIGITAL TECHNOLOGIES (Computer Science) LEVEL 2

EMPHASIS ON SOFTWARE DEVELOPMENT

Status Optional
Prerequisites None. However it is envisaged that those opting for this course would have an interest and some ability in computing.

Periods per week Five

Description

In today's current climate, more and more jobs are requiring a higher level of computer awareness and understanding. Knowledge and skills in computing studies, software design and electronic technologies are important in our rapidly changing society. This course aims to provide students with a pathway in digital technologies towards tertiary studies and innovative employment opportunities.

Assessment

A course of approximately 18 credits will be offered from a selection of the following standards. The standards offered will be selected based on the student's strengths and interests.

AS 91369

Demonstrate understanding of advanced concepts of digital media. (Internal - 4 credits)

AS 91370

Implement advanced procedures to produce a specified digital media outcome. (Internal - 4 credits)

AS 93172

Construct a plan for an advanced computer program for a specified task. (Internal - 3 credits)

AS 91377

Construct an advanced computer program for a specified task. (Internal - 3 credits)

AS 91371

Demonstrate understanding of advanced concepts from computer science. (External - 4 credits)

DIGITAL TECHNOLOGIES (Physical Computing) LEVEL 2

EMPHASIS ON DESIGN, ROBOTICS AND COMPUTING

Status Optional
Prerequisites None. However it is envisaged that those opting for this course would have an interest and some ability in computing.

Periods per week Five

Description

The emphasis for this course is robotics and electronic environments in preparation for progression to a science, electronic or engineering based course at tertiary level. Assessment will be based around an electronic folio that will include documentation of the design process that leads to the creation of a digital media and physical device outcome. Students will be expected to develop a range of skills in robotics and basic electronics as well as developmental tools such as PCB design and drawing software. An essential part of this course is the planning and development of a Robot and a Monitoring system which perform specific tasks and is supported by electronic-based documentation.

Assessment

A course of approximately 19 credits will be offered from a selection of the following standards. The standards offered will be selected based on the student's strengths and interests.

AS 91360

Demonstrate understanding of redundancy and reliability in technological systems. (External 4 credits)

AS 91357

Undertake effective development to make and trial a prototype. (Internal 6 credits)

AS 91374

Demonstrate understanding of advanced concepts used in the construction of electronic environments. (Internal 3 credits)

AS 91375

Implement advanced interfacing procedures in a specified electronic environment. (Internal 3 credits)

AS 91376

Implement advanced techniques in constructing a specified advanced electronic and embedded system. (Internal 3 credits)

Total credits: 19

Other options may be explored depending on need.

DIGITAL TECHNOLOGIES LEVEL 3

Status	Optional
Prerequisites	You must have completed a minimum of 14 credits in Technology at Level 2 or evidence of other suitable study pattern

Periods per week Five

Description

Project-based learning with two options that explore areas of computer programming, web development, robotics and design.

The first option has an emphasis on computer programming and web development in preparation for progression to a computer science course at tertiary level. Assessment will be based around a portfolio that will include documentation of the design process that leads to the creation of a digital media outcome. Students will be expected to develop a range of skills in algorithmic expression and software tools. An essential part of this course is the planning and development of a computer programme which performs a specified task and is supported by electronic-based documentation.

The second option has an emphasis on robotics and electronic environments in preparation for progression to a science, electronic or engineering based course at tertiary level. Assessment will be based around a portfolio that will include documentation of the design process that leads to the creation of a digital media and physical device outcome. Students will be expected to develop a range of skills in robotics and basic electronics as well as developmental tools such as PCB design and drawing software and interface development. An essential part of this course is the planning and development of a device which performs a specified task and is supported by electronic-based documentation.

Assessment

A course of approximately 20 credits will be offered based on the achievement standards in the list below. The standards offered will be selected based on the student's strengths and interests.

AS 91364

Demonstrate understanding of complex concepts of digital media. (Internal - 4 credits)

AS 91635

Implement complex procedures to produce a specified digital media outcome. (Internal - 4 credits)

AS 91636

Demonstrate understanding of areas of computer science. (External Option - 4 credits)

AS 91637

Develop a complex computer program for a specified task. (Internal - 6 credits)

AS 91638

Demonstrate understanding of complex concepts used in the design and construction of electronic environments. (External - 4 credits)

AS 91639

Implement complex interfacing procedures in a specified electronic environment. (Internal - 4 credits)



Drama

YEAR 11

Status Optional

Prerequisites An open-minded interest in drama, a willingness to take dramatic and personal risks, a commitment to working with others.

Periods per week Four

Description

This is an introductory course based around Level 5 and 6 of the National Curriculum. Boys discover their dramatic interest and it can be seen as a springboard to senior Drama courses. The basic skills and attitudes learned in drama are transferable and can be used through and beyond senior school.

The course is of particular use to Year 11 boys who are interested in drama and who want to get academic recognition for their efforts. All boys will be presenting performances and assignments to be assessed through NCEA Level 1.

Assessment

A portfolio of the year's work is kept and assessed. There is regular practical and written assignment work. The assessment of practical skills will form a major part of the total assessment and understanding of theory must be demonstrated.

Specifically, for NCEA Level 1 Drama there are seven achievement standards.

Five of them form the core of our assessment in Year 11 and are compulsory.

AS 90006

Apply drama techniques in a dramatic context. (4 credits – internal)

AS90997

Devise and perform a drama. (4 credits – internal)

AS 90999

Select and use features of a drama/theatre form in a performance. (4 credits – internal)

AS 90011

Demonstrate understanding of the use of drama aspects within live performance. (4 credits – external)

AS 91000

Demonstrate understanding of a significant play. (4 credits – internal)

In order to differentiate between student needs and interests, some boys may be offered an opportunity, in their own time, to achieve:

AS 90009

Perform an acting role in a scripted production. (5 credits – internal)

AS 90998

Demonstrate understanding of features of a drama/ theatre form. (4 credits – external)

Students interested in theatre technologies may be allowed to substitute one of their acting assessments for an assessment against the Performing Arts Technologies matrix.

YEAR 12

Status	Optional
Prerequisites	Successful completion of the Y11 Drama course for those who have taken it. If you were unable to study Year 11 you will not be turned away, so long as you have demonstrated an open-minded interest in drama, a willingness to take dramatic and personal risks, and a commitment to working with others. There is an expectation that drama students will contribute toward out-of-class productions in their senior years, eg, Theatresports, House plays, senior production or Shakespeare Festival.

Periods per week Five

Description

Level 2 Drama is based on the Level 7 National Curriculum course.

The teaching styles employed in drama are highly suited to academic, tactile and kinaesthetic learners. The skills and attitudes learned in drama can be used through and beyond a school career.

This course is active: active participation, active creation, active academic study and active reflection. Students participate in class improvisation and work with scripted text. They take part in workshops and a variety of public performances. There are opportunities for personal and interpersonal experimenting, development and learning through drama. Students will see plays and then write about what they have seen and do assignments on theatre tradition, theatre styles and backstage work.

OBJECTIVES

1. Use language and communication skills, both verbal and non-verbal, with increased confidence and competence in a range of dramatic contexts.
2. Participate in and understand the process of drama and dramatic conventions such as improvisation and working in role.
3. Develop confidence and self-discipline, as well as independence, resourcefulness and adaptability.
4. Develop a range of skills and techniques with which to explore and use your own ideas and resources.
5. Accept, build on and be sensitive to the contributions of others and develop a spirit of cooperation.

Assessment

A portfolio of the year's work is kept and assessed; there is regular practical and written assignment work. Contribution to classwork, rehearsals, and performance is assessed, as well as special projects. Assessment of course work will focus on abilities as they relate to participation in the drama process, application of a range of dramatic forms and activities, and reflection on the dramatic experience. The assessment of practical skills and attitudes to practical situations will form a major part of the total assessment.

Specifically, for NCEA Level 2 drama there are nine achievement standards.

Four of them form the core of our assessment in Year 12 and are compulsory.



AS 91213

Apply drama techniques in a scripted context.
(4 credits – internal)

AS 91214

Devise and perform a drama to realise an intention.
(5 credits – internal)

AS 91216

Perform features of a complex drama/theatre form.
(4 credits – internal)

AS 91219

Discuss drama elements, techniques, conventions and technologies within live performance.
(4 credits – external)

In order to differentiate between student needs and interests, boys will be guided to choose one or two standards from the list below:

AS 91215

Discuss a drama/theatre form or period with reference to text. (4 credits – external)

AS 91217

Examine the work of a playwright.
(4 credits – internal)

AS 91218

Perform a substantial acting role in a scripted production. (5 credits – internal)

AS 91220

Script a scene suitable for drama performance.
(4 credits – internal)

AS 91221

Direct a scene for drama performance.
(4 credits – internal)

Students interested in theatre technologies may be allowed to substitute one of their acting assessments for an assessment against the Performing Arts Technologies matrix.

YEAR 13

Status	Optional
Prerequisites	Successful completion of the Year 12 course, or significant experience in co-curricular drama. There is an expectation that senior drama class students will contribute toward out-of-class productions, eg, Theatresports, House plays, senior production or Shakespeare Festival.

Description

Year 13 Drama is based on the Level 8 National Curriculum course. It builds on the aims and skills of the Year 12 course. Boys continue with personal and interpersonal experimentation, development and learning through and about drama. Students will contribute to plays and write about what they did. They will see other plays and write about what they saw. They will research, analyse and create particular theatre traditions, styles and technologies. Year 13 Drama requires a significant commitment to gaining understanding of theory and practice through research and independent study.

Boys studying for the NCEA Drama Scholarship will be working toward using wide knowledge, experience and critical analysis of drama processes, texts and theories, to perform and justify challenging and creative drama works. We have a very proud history of success in Scholarship Drama.

Assessment

Assessment is based on NCEA Level 3, and NZQA Scholarship. Written records are very important in these assessments.

Specifically, for NCEA Level 3 Drama there are nine achievement standards.

Four of them form the core of our assessment in Year 13 and are compulsory.

AS 91512

Interpret scripted text to integrate drama techniques in performance. (4 credits – internal)

AS 91513

Devise and perform a drama to realise a concept. (5 credits – internal)

AS 91515

Select and use complex performance skills associated with a drama form or period. (4 credits – internal)

AS 91518

Demonstrate understanding of live drama performance. (4 credits – external)

In order to differentiate between student needs and interests, boys will choose one or two of the other five standards in this list below.

AS 91514

Interpret a prescribed text to demonstrate knowledge of a theatre form or period. (4 credits – external)

AS 91516

Demonstrate understanding of the work of a drama or theatre theorist or practitioner. (4 credits – internal)

AS 91517

Perform a substantial acting role in a significant production. (5 credits – internal)

AS 91519

Script a scene suitable for live performance. (5 credits – internal)

AS 91520

Direct a drama performance. (5 credits – internal)

Students interested in theatre technologies may be allowed to substitute one of their acting assessments for an assessment against the Performing Arts Technologies matrix.



English

YEAR 9

Status Compulsory

Prerequisites None

Periods per week Four

Description

Students who enter Year 9 have already sat the English Levels Test and been placed in an appropriate class. Early in the first term, comprehensive diagnostic testing takes place, as a result of which students may begin on a programme of work with the Learning Centre. For some, this will be only a short course; for others it will be the beginning of a support system that may last into Year 11 or beyond.

The Year 9 English course is based largely on reading, writing and speaking. There will be a considerable variety of material and approaches. Increased literacy is a major aim, but it is intended that the course should be stimulating, enjoyable and demanding. The aim is that, by the end of the year, every student will have advanced his language skills and be more competent and confident as a reader, writer and speaker. In Year 9 we focus particularly on New Zealand and Pacific literature.

Assessment

Continual formative assessments to check progress. Scheduled mid and end-of-year examinations.

At both Year 9 and Year 10 there are extra-curricular activities in which students could consider taking part: junior drama productions, House plays, theatre sports, debating, creative writing competitions and the Tancred Literature examination.

Assessment

As for Year 9.

YEAR 11

Status Compulsory

Prerequisites None

Periods per week Five

Description

All students in Year 11 will work towards NCEA Level 1 achievement standards.

Assessment – Internal

AS90052

Produce creative writing. (3 credits - internal)

AS90852

Explain significant connection(s) across texts, using supporting evidence. (4 credits – internal)

AS90857

Construct and deliver an oral text. (3 credits - internal)

For the creative writing standard, students will be given two opportunities to submit work for final assessment. Class teachers will be closely involved in a student's preparation for all internal assessment work and will need to be able to guarantee that the work finally submitted is the student's own. There will be opportunities for formative assessments during the production process in all internal assessments.

Assessment – External (examination)

AS90849

Show understanding of specified aspect(s) of studied written text(s), using supporting evidence. (4 credits – external)

AS90850

Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence. (4 credits – external)

YEAR 10

Status Compulsory

Prerequisites None

Periods per week Four

Description

This year's work, while it continues and consolidates that done in Year 9, also expands in a number of ways. All classes begin to look ahead to the kind of demands made for Level 1 NCEA in Year 11, and a more thoughtful and detailed approach to literature that will be a foundation for English studies in the senior school. All classes begin to work on units such as visual texts, formal writing and a wider variety of extended texts such as a Shakespeare play.

AS90851

Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. (4 credits – external)

There will be opportunities for formative assessment throughout the year.

YEAR 12

Status Optional

Prerequisites None

Periods per week Five

There are two Level 2 English courses available:

Option 1 — Level 2 English 201

All students in Year 12 will work towards NCEA Level 2 achievement standards. In this course, students will attempt 21 credits, two thirds of which are achieved by internal assessment, and one third by examination at the end of the year.

Assessment – Internal

AS91101

Produce a selection of crafted and controlled writing. (6 credits – internal)

AS91105

Use information literacy skills to form developed conclusion(s). (4 credits – internal)

For the writing standard, students will produce and craft pieces throughout the year, and submit two pieces for final assessment. Class teachers should be able to guarantee that the work finally submitted is the student's own.

AS91107

Analyse aspects of visual text through close viewing. (3 credits – internal)

External (examination)

AS91098

Analyse specified aspect(s) of studied written text(s), supported by evidence. (4 credits – external)

AS91100

Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence (4 credits – external).

Option 2 — Level 2 English 202

This course is intended for students who in the past have had difficulty with English. It aims to be an interesting course that is likely to be more relevant to their immediate needs and is designed to strengthen communication with a mind to future employment. Any decision to take the course would involve discussion with the student, his parents, his Housemaster and English teacher.

It is our aim to be flexible in the planning of this course, taking into consideration the results at Level 1, the size and strength of the class, and the collective interests of the boys and teacher.

It would aim to cover some of the achievement standards covered by boys in Option 1, but also includes more internal assessment where appropriate to balance the smaller external assessment workload.

Assessment – Internal

AS91101

Produce a selection of crafted and controlled writing. (6 credits – internal)

AS91102

Construct and deliver a crafted and controlled oral presentation. (3 credits – internal)

AS91106

Form developed personal responses to independently read texts, supported by evidence. (4 credits – internal)

AS91107

Analyse aspects of visual text through close viewing. (3 credits – internal)

External (examination)

AS91099

Analyse specified aspect(s) of studied visual text(s), supported by evidence. (4 credits – external)

YEAR 13

Status	Optional
Prerequisites	Option 1 (301 English) Students must have achieved at least 18 Level 2 English credits to gain entry into this academic course.

Periods per week Five

There are two Level 3 English courses available:

Option 1 — Level 3 English 301

All students in Year 13 will work towards NCEA Level 3 achievement standards. They will attempt a broad range of assessments, both internal and external.

Assessment – Internal

AS91476

Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas. (3 credits – internal)

AS91479

Develop an informed understanding of literature and/or language using critical texts. (4 credits – internal)

AS91480

Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence. (3 credits – internal)

Class teachers will be able to guarantee that the work finally submitted is the student's own. There will be opportunities for formative assessments during the production process.

External (examination)

AS91472

Respond critically to specified aspect(s) of studied written text(s), supported by evidence. (4 credits – external)

AS91473

Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence. (4 credits – external)

Option 2 — Level 3 English 302

This course is intended for students who have had difficulty with English in the past or as a continuation from the Year 12 English 202 programme. It aims to be an interesting and interactive course focussed on developing competency in written, visual and oral English skills. Any decision to take the course would involve discussion with the student, his parents, his Housemaster and English teacher.

Assessment – Internal

AS91476

Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas. (3 credits – internal)

AS91477

Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language. (3 credits – internal)

AS91478

Respond critically to significant connections across texts, supported by evidence. (4 credits – internal)

AS91480

Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence. (3 credits – internal)

Assessment – External (examination)

AS91473

Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence. (4 credits – external)



Geography

Geography studies the world we live in and how people relate to the environment. The environment is a set of natural and cultural phenomena all interacting with each other.

WHAT SKILLS WILL YOU LEARN IN GEOGRAPHY?

Geography used to be a subject where you had to learn long lists of facts. It is much more interesting than that today. It allows you to enquire into the world you live in.

The course involves:

- field trips, local surveys, case studies
- models, simulation activities
- observing, looking, listening, writing, summarising
- reading aerial photographs and using weather maps, topographical maps, graphs, statistics
- investigating other countries at different levels of development
- interviewing, recording, research
- gathering resources, using newspapers, texts, magazines, year books
- problem solving, current issues, resource conflict

YEAR 9

Status Compulsory

Prerequisites None

Periods per week Four

Description

The course analyses:

An introduction to Geography that looks at the natural and cultural environment. The themes are aimed to help students understand how the world they live in interacts with people.

Topics taught include:

- Natural environment - tropical cyclones
- Cultural environment - mobility and migration
- Skills

YEAR 10

Status Compulsory

Prerequisites None

Periods per week Four

Description

The course analyses:

An extension of the Year 9 course, that looks at the natural and cultural environment. The themes are aimed to help students understand how the world they live in interacts with people.

Topics taught include:

- Natural environment, river landscapes, natural hazards
- Cultural environment - introduction to global population patterns, resources and economic activities
- Skills

YEAR 11

Status Optional

Prerequisites Students are recommended to have sound mathematical and English comprehension skills.

Periods per week Four

Description

The course consists of five NCEA Level 1 achievement standards, which are based upon the following themes:

AS 91007

Demonstrate geographic understanding of environments that have been shaped by extreme natural events. (4 credits – external)

AS 91008

Demonstrate geographic understanding of population concepts. (4 credits – external)

AS 91010

Apply concepts and basic geographic skills to demonstrate understanding of a given environment. (4 credits – external)

AS 91011

Conduct geographic research, with direction. (4 credits – internal)

AS 91013

Describe aspects of a geographic topic at a global scale. (3 credits – internal)

There is a field trip to Hanmer Springs and other one-day field trips may occur through the year.

Assessment

Standards 91007, 91008 and 91010 are externally assessed in a written examination at the end of the year. These three standards together earn 12 credits.

- Extreme natural events, studying earthquakes in NZ and abroad
- Population concepts from New Zealand, Monsoon Asia
- Applying skills in a geographic context. These core skills will be incorporated throughout the year's teaching.

Standards 91011 and 91013 are internally assessed. They are together worth 7 credits:

- Directed geographic research will involve fieldwork to collect information and then applying appropriate procedures to interpret and present the research data
- A global study will identify its characteristics, patterns and processes



YEAR 12

Status Optional

Prerequisites 14 credits achieved in Level 1 NCEA Geography (8 credits - external) or 60 credits achieved in the student's top four subjects in NCEA Level 1 and by recommendation of the HOD Geography.

Periods per week Five

Description

The course consists of seven NCEA Level 2 achievement standards, which are based upon the following themes:

AS 91240

Demonstrate geographic understanding of a large natural environment. (4 credits – external)

AS 91241

Demonstrate geographic understanding of an urban pattern. (3 credits – internal)

AS 91243

Apply concepts and geographic skills to demonstrate understanding of a given environments. (4 credits – external)

AS 91244

Conduct geographic research with guidance. (5 credits – internal)

AS 91245

Explain aspects of a contemporary geographic issue. (3 credits – internal)

The first unit above takes approximately 10 weeks. Each unit has a series of class exercises, practical work and, when possible, fieldwork.

A four-day field trip will take us to Broken River, mid Term 1. Other one-day field trips occur through the year.

Assessment

The two standards that are externally assessed have a written examination at the end of the year. These two standards together earn 8 credits.

- Large natural landscapes: South Island High Country, Amazon Rainforest.
- Apply skills & ideas in a geographic context. These core skills will be incorporated throughout the year's teaching.

Standards 91241, 91244, and 91245 are internally assessed. They are together worth 11 credits.

- Urban patterns will be examined: Singapore, Christchurch, Chicago
- Geographic research will involve fieldwork to collect information and then applying appropriate procedures to interpret and present the research data.
- A contemporary geographic issue will be examined, viewpoints relating to it described and possible courses of action evaluated.

YEAR 13

Status	Optional
Prerequisites	14 credits achieved in Level 2 NCEA Geography (8 credits - external) or 60 credits achieved in the students top four subjects in NCEA Level 2 and by recommendation of the HOD Geography.

Periods per week Five

Description

The course consists of five NCEA Level 3 achievement standards, which are chosen from the following themes.

AS 91426

Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment. (4 credits – external)

AS 91427

Demonstrate understanding of how a cultural process shapes geographic environment(s). (4 credits – external)

AS 91429

Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills. (4 credits – external)

AS 91430

Conduct geographic research with consultation. (5 credits – internal)

AS 991431

Analyse aspects of a contemporary geographic issue. (3 credits – internal)

AS 991432

Analyse aspects of a geographic topic at a global scale. (3 credits – internal)

There are two field trips for this course. A four-day trip to Queenstown and a one-day visit to the Christchurch coastline.

Assessment

Standards 91426, 91427 and 91429 are externally assessed in a written examination at the end of the year. These three standards together earn 12 credits.

- Analyse a geographic environment, focusing on the interacting natural processes. Coastal processes in New Zealand with case studies from North Auckland, Timaru and Pegasus Bay, Canterbury.
- Analyse the cultural process of tourism development and apply it to two settings - Queenstown in New Zealand.
- Select and apply skills and ideas in a geographic context. These core skills will be incorporated throughout the year's teaching.

Standards 91430, 91431 and 991432 are internally assessed. They are together worth 11 credits.

- Geographic research will involve fieldwork to collect information and then applying appropriate procedures to interpret and present the research data.
- A contemporary geographic issue will be examined, viewpoints relating to it described and possible courses of action evaluated.
- Aspects of a geographic topic at a global scale will be analysed.



History

Any well-educated person must possess some knowledge of history. History will add meaning to the world around us. Understanding will be developed through the study of people; how their personalities, beliefs and actions influenced events in the past and today.

History uses the study of people to develop important skills. These include investigative research, information analysis (points of view, fact/opinion, propaganda, relationships) and effective communication. Employers and tertiary institutions indicate that these are the skills most highly valued in job seekers. The skills acquired particularly lend themselves to careers in law, research and foreign affairs.

Apart from the many benefits that can be gained, history is also studied because it is interesting and entertaining.

Quality student work can be entered into the regional and national Historian of the Year competitions. The Tancred History Competition is held within school and is open to all students.

YEAR 9

Status	Compulsory
Prerequisites	None
Periods per week	Four (half-year)

Description

The course analyses:

- some of the foundations of New Zealand and the modern world. The themes are aimed to help students understand how the world which they live in has developed. The Year 9 programme complements the programme taught in Year 10.

The topics taught include:

- Christ's College and Early Christchurch History
- The Middle Ages

YEAR 10

Status Optional

Prerequisites None

Periods per week Four

Description

The course analyses:

- some of the foundations of New Zealand and the modern world. The themes are aimed to help students understand how the world in which they live has developed. The Year 10 programme complements the programme taught in Year 9.

The topics taught include:

- The Origins of World War 2
- Tudors
- Terrorism

YEAR 11

Status Optional

Prerequisites None

Periods per week Four

Description

The course analyses:

- How the causes and consequences of past events are of significance to New Zealanders, and shape the lives of people and society.
- How people's perspectives on past events are of significance to New Zealanders, and differ.

The course will cover the theme Rogues and Revolutionaries and topics chosen will include:

- Revolutionary Leadership in U.S.S.R. and the Cold War Impact upon New Zealand;
- Scottish nationalist William Wallace compared to a 19th Century New Zealand revolutionary, Hone Heke;
- The 1981 Springbok Tour to New Zealand.

Assessment

The students will be aiming to gain five achievement standard qualifications (20 credits) for Level 1 NCEA.

The achievement standards include:

AS 91001

Carry out an investigation of an historical event, or place, of significance to New Zealanders. (4 Credits – internal)

AS 91002

Demonstrate understanding of an historical event, or place, of significance to New Zealanders. (4 Credits – internal)

AS 91003

Interpret sources of an historical event of significance to New Zealanders. (4 Credits – external)

AS 91004

Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders. (4 Credits – internal)

AS 91005

Describe the causes and consequences of an historical event. (4 Credits – external)

AS 91006

Describe how a significant historical event affected New Zealand society. (4 Credits – external)

Three achievement standards can be internally assessed. These involve carrying out an historical investigation and presenting the findings. There will be two assessments; one analysing "Revolutionaries or Rogues?" based on William Wallace and a New Zealand revolutionary, Hone Heke, with the creation of a web page. The second will analyse different views on the 1981 Springbok Tour to New Zealand.

The external component will be a final examination. The three achievement standards assess content knowledge, resource interpretation and communication skills.



YEAR 12

Status

Optional

Prerequisites

Satisfactory achievement in Level 1 History, especially in research, communication and interpretation. Although the Level 2 course is a progression from earlier school courses it is not necessary to have taken History at Level 1 to be successful in Level 2 History. Students who have not studied History will be eligible to be admitted with satisfactory performances in Level 1 English and/or Geography.

Periods per week Five

Description

The course analyses:

- Nationalistic aspirations.
- Political experiments and developments.
- War and impact on nationhood

The course will follow the theme of 'Title Fight for the World' as we focus on the development of the modern world from 1870-1960.

The topics taught include:

- Origins of World War 1 1870-1915
- Conflict in Vietnam 1945-1975

Assessment

The major focus for students will be to gain six achievement standard qualifications (28 credits) for Level 2 NCEA.

The achievement standards include:

AS 91229

Carry out a planned inquiry of an historical event, or place, of significance to New Zealanders. (4 Credits – internal)

AS 91230

Examine an historical event, or place, of significance to New Zealanders. (5 Credits – internal)

AS 91231

Examine sources of an historical event of significance to New Zealanders. (4 Credits – external)

AS 91232

Interpret different perspectives of people in an historical event of significance to New Zealanders. (5 Credits – internal)

AS 91233

Examine causes and consequences of a significant historical event. (5 Credits – external)

AS 91234

Examine how a significant historical event affected New Zealand society. (5 Credits – external)

The internally assessed achievement standards involve historical research and communicating the major findings. The major focus for the year will be to apply significant world events in the modern world and how this impacted upon New Zealand. For instance, the contribution of New Zealand to the major conflicts and the reactions back at home. Research topics are likely to be the assassination of JFK and the significance to New Zealand, to civilian massacres and world reaction, for instance the My Lai massacre.

The end-of-year examination will assess the external achievement standards. The main focus of the examination is the assessment of resource interpretation, content knowledge and writing ability.

YEAR 13

Status	Optional
Prerequisites	Satisfactory achievement in Level 2 History, especially in research, communication and interpretation. Although the Level 3 course is a progression from earlier school courses, it is not necessary to have taken History at Level 2 to be successful in Level 3 History. Students who have not studied History will be eligible to be admitted with satisfactory performances in Level 2 English and/or Geography.

Periods per week Five

Description

The course analyses:

- Nationalistic aspirations
- social history, and the impact of people changing society

The course will follow the theme of "Revolution from Below" as we focus on the role people play in looking to change their culture, society and nation.

The topics taught include:

- Colonial Invasion and war
- The Rise of the Third Reich in Germany, 1919-1945
- Lions led by Donkeys – An analysis of Leadership in WW1

Assessment

The major focus for students will be to gain six achievement standard qualifications (31 credits) for Level 3 NCEA.

The achievement standards include:

AS 91434

Research an historical event or place of significance to New Zealanders, using primary and secondary sources. (5 Credits – internal)

AS 91435

Analyse an historical event, or place, of significance to New Zealanders. (5 Credits – internal)

AS 91436

Analyse evidence relating to an historical event of significance to New Zealanders. (4 Credits – external)

AS 91437

Analyse different perspectives of a contested event of significance to New Zealanders. (5 Credits – internal)

AS 91438

Analyse the causes and consequences of a significant historical event. (6 Credits – external)

AS 91439

Analyse a significant historical trend and the force(s) that influenced it. (6 Credits – external)

The internally assessed achievement standards involve historical research and communicating the major findings. The Level 3 programme will offer choice to students to research topics of personal interest.

The end-of-year examination will assess the external achievement standards. The main focus of the examination is the assessment of resource interpretation, content knowledge and writing ability.

Students will also be able to sit the Scholarship examination.



Mathematics

YEARS 9 & 10

Status Compulsory

Prerequisites None

Periods per week Four

Description

In Year 9 and 10 students study Level 4 and Level 5 of the three strands of the New Zealand Curriculum: Number and Algebra, Geometry and Measurement, and Statistics. While the focus in Year 9 is more on mastering mathematical skills and solving simple problems, students in Year 10 increasingly develop higher level thinking skills by carrying out investigations. Initially each student is placed in a set according to the results in the levels tests. This placement is reviewed over time as more assessment data becomes available. There is plenty of scope to extend students. For example, students are given the opportunity to participate in activities such as Cantamath, the University of Otago Junior Maths Competition and the Australian Mathematics Competitions. In addition, some students who show mastery of Curriculum Level 5 and evidence for sustained higher level thinking enter an accelerated programme in Year 10, in which they study mathematics at NCEA Level 1.

Assessment

Ongoing formative assessments to check progress and internal examinations.

YEAR 11

Status There are two mathematics courses in Year 11: Mathematics and Mathematics for Statistics. It is compulsory to do one of these.

Prerequisites None

Periods per week Five

MATHEMATICS

Description:

This is a full NCEA Level 1 algebraic course designed for students who intend to advance to Mathematics with Calculus in Year 12 and Year 13.

Total credits = 20 available

Specific Content

AS 91026

Number – Apply numeric reasoning in solving problems. (4 credits – internal)

AS 91027

Algebra – Apply algebraic procedures in solving problems. (4 credits – external)

AS 91028

Algebra and Graphs – Investigate relationships between tables, equations and graphs. (4 credits – external)

AS 91035

Statistics – Investigate a given multivariate data set using the statistical enquiry cycle. (4 credits – internal)

AS 91037

Probability – Demonstrate understanding of chance and data. (4 credits – external)

MATHEMATICS FOR STATISTICS

Description

This is a full NCEA Level 1 course designed for students who intend to advance to Mathematics with Statistics in Year 12 and Year 13.

Total credits = 20

Specific Content

AS 91026

Number – Apply numeric reasoning in solving problems. (4 credits – internal)

AS 91030

Measurement – Apply measurement in solving problems. (3 credits – internal)

AS 91034

Geometry – Apply transformation geometry in solving problems. (2 credits – internal)

AS 91035

Statistics – Investigate a given multivariate data set using the statistical enquiry cycle. (4 credits – internal)

AS 91036

Statistics – Investigate bivariate numerical data using the statistical enquiry cycle.
(3 credits – internal)

AS 91037

Probability – Demonstrate understanding of chance and data. (4 credits – external)

YEAR 12

Status There are two mathematics courses in Year 12: Mathematics and Mathematics for Statistics. These courses are both optional.

Prerequisites 16 credits in Year 11 Mathematics of which AS 91027 Algebra, or AS 91028 Tables, Relationships and Graphics must be at Merit level.

Periods per week Five

MATHEMATICS FOR CALCULUS**Description**

This course is designed for students who did the Mathematics course in Year 11. A successful completion of the course allows entry to either Calculus or Statistics in Year 13.

Total credits = 20

Specific Content**AS 91257**

Apply graphical methods in solving problems.
(4 credits – internal)

AS 91261

Apply algebraic methods in solving problems.
(4 credits – external)

AS 91262

Apply calculus methods in solving problems.
(5 credits – external)

AS 91267

Apply probability methods in solving problems.
(4 credits – external)

AS 91259

Apply trigonometric relationships in solving problems. (3 credits – internal)

MATHEMATICS FOR STATISTICS

Prerequisites 16 credits in Year 11 Mathematics or Year 11 Mathematics with Statistics.

Description

This course allows students progression to Level 3 Statistics with only little need to further develop algebraic skills. This course does not allow students to enter Level 3 Calculus.

Total credits = 20

AS 91260

Apply network methods in solving problems.
(2 credits – internal)

AS 91263

Design a questionnaire. (3 credits – internal)

AS 91258

Apply sequences and series in solving problems.
(2 credits – internal)

AS 91264

Use statistical methods to make an inference.
(4 credits – internal)

AS 91265

Conduct an experiment to investigate a situation using statistical methods. (3 credits – internal)

AS 91267

Apply probability methods in solving problems.
(4 credits – external)

AS 91268

Investigate a situation involving elements of chance using a simulation. (2 credits – internal)

YEAR 13

Status There are two mathematical courses at Level 3: Mathematics with Calculus and Statistics. These courses are both optional.

Periods per week Five

CALCULUS

Prerequisites 15 Level 2 credits, which include Merit grades at AS 91261 Algebra and AS 91262 Calculus.

Description

This course is designed for students intending to complete any algebraic or calculus based study at university level, such as physical sciences or engineering.

Total credits = 21

Specific Content

AS 91575

Apply trigonometric methods in solving problems. (4 credits – internal)

AS 91577

Apply the algebra of complex numbers in solving problems. (5 credits – external)

AS 91578

Apply differentiation methods in solving problems. (6 credits – external)

AS 915179

Apply integration methods in solving problems. (6 credits – external)

STATISTICS

Prerequisites 15 credits in Year 12 Mathematics, including AS 91267 Probability, or 15 credits in Year 12 Mathematics for Statistics, including AS 91264 Inference and AS 91267 Probability.

Description

This course is designed for students interested in quantitative aspects of the biological and social sciences, medicine, commerce and business administration.

Total credits = 20

Specific Content

AS 91580

Investigate time series data. (4 credits – internal)

AS 91581

Investigate bivariate measurement data. (4 credits – internal)

AS 91582

Use statistical methods to make inferences. (4 credits – internal)

AS 91585

Apply probability concepts in solving problems. (4 credits – external)

AS 91586

Apply probability distributions in solving problems. (4 credits – external)

STAR Programme

An opportunity for students to enrol in a special Stage One university course where they complete the MATH 104 syllabus. The lectures will occur two days a week after College classes have finished.





Media Studies

YEAR 12

Status	Optional
Prerequisites	None
Periods per week	Five

Introduction

“The need to educate children to understand and analyse the media critically, and to be able to use media technologies for their own messages, is going to be a crucial part for schooling in the twenty-first century.” - British Film Institute

Description

Media studies focuses on the mass media which play a large part in our cultural experience, both by providing entertainment and in shaping the way we see the world. Basic to a critical study of the media is the concept that no text is ‘innocent’. Each is a construction, a representation brought to us by a large number of decisions made in the selection/production process. Media studies students get to grips with this notion by both closely examining media texts and producing ones of their own.

Many tertiary courses are available throughout the country for students interested in media, or related subjects, such as business management. A study of Media Studies at school provides a distinct advantage for students who apply for entry into these courses.

At secondary school level, Media Studies now combines elements of three separate disciplines - journalism, electronic media, and media studies. Elements of all three are included in the course offered by the Christ’s College Media Department, although the primary focus is on film and television.

Aims

1. To cultivate a critical understanding of the mass media.
2. To provide opportunities for students to produce their own media products and thereby become familiar with the production process.
3. To develop skills in media production, including ICT, Desktop Production, video and radio technology.
4. To encourage informed decision-making in the design and production of media text.
5. To enhance students’ communication skills.



Assessment

Assessment of the course involves both internal and external elements based around the following Media Studies achievement standards.

AS 91248

Demonstrate understanding of the relationship between a media product and its audience. (3 credits – external)

AS 91249

Demonstrate of narrative in media texts. (4 credits – internal)

AS 91251

Demonstrate understanding of an aspect of a media genre. (4 credits – external)

AS 91252

Produce a design and plan for a developed media product, using a range of conventions. (4 credits – internal)

AS 91253

Complete a developed media product using a range of conventions, from a design and plan. (6 credits – internal)

AS 91254

Demonstrate understanding of an ethical issue in the media. (3 credits - internal)

AS 91255

Write a developed media text for a specific target audience. (3 credits)

The Level 2 course includes formative and summative assessment. Students are also required to produce a folio of their own work.

YEAR 13

Status

Optional

Prerequisites

There are no prerequisites, but students who have undertaken Media Studies at Year 12 will have an advantage in their knowledge of the subject and the production skills involved.

Periods per week Five

Description

An examination of the media, its processes and effect on modern society, is totally relevant to the world in which the students find themselves. For students to become active citizens and

discerning consumers, they need to develop an understanding of the media - an ability to read them critically as well as to appreciate and enjoy them.

Media Studies at Level 3 aims to further develop analytical and production skills established at Level 2, although any student who is keen and willing to learn will be able to achieve at this level. Most students have been introduced to production skills in Level 1 English and may well have developed an interest in film, television and radio – the mass media which form the basis of the Year 13 media studies course.

The Christ's College NCEA Level 3 Media Studies course contains elements which are assessed both internally and externally. The main elements of the course are close reading of film and radio texts, the relationships between the mass media and society, media audiences and advertising, genre and production.

Main Concepts

Media Studies is about the active exploration, analysis, creation, and enjoyment of the media and its products.

Media Studies examines the dynamic role of the media in society, how the media constructs messages about individuals, communities, and cultures and how media products are produced, controlled, and distributed.

Through Media Studies students gain the knowledge and skills to conceive, plan, design and make media products that engage audiences.

Assessment

The Level 3 course is assessed on the following NCEA Achievement standards:

AS91491

Demonstrate understanding of the meaning of a media text through different readings.
(3 credits – internal)

AS91492

Demonstrate understanding of the media representation of an aspect of New Zealand culture or society. (3 credits – internal)

AS91493

Demonstrate understanding of a relationship between a media genre and society.
(4 credits – external)

AS91494

Produce a design for a media product that meets the requirements of a brief. (4 credits – internal)

AS91495

Produce a media product to meet the requirements of a brief. (6 credits – internal)

AS91496

Demonstrate understanding of a significant development in the media. (3 credits – internal)

AS91497

Write a media text to meet the requirements of a brief. (3 credits - internal)



Modern Languages

In learning languages, students learn to communicate in an additional language, develop their capacity to learn other languages and explore different world views in relation to their own (*Framework for teaching and learning languages in English-medium schools*). They learn highly transferable skills which will equip them for success both personally and professionally in the increasingly smaller global village we live in. A language combined with commercial training opens the door to an international business career.

The Learning Language area of the New Zealand curriculum structures this learning into three main strands: communication, language knowledge and cultural knowledge. The ultimate aim is to produce independent inter-cultural speakers who can successfully use their linguistic proficiency to interact across cultural boundaries and engage meaningfully with others.

The Modern Languages Department encourages students to take advantage of our excellent exchange opportunities with schools in France, Germany and Japan which have been built up over the years. The return host partners always contribute greatly to College life and enrich not only the academic and cultural learning within classrooms, but also the wider school community.

Te Reo, French, German, Japanese and Spanish are offered in 2018 in this department. Administrative and pastoral support is offered for Mandarin via Te Kura NZ Correspondence School under set conditions.

NB: If a student opts out of a language at the end of Year 9 he is unable to pick this language up again at a later date unless he has had the requisite tutoring in the interim period. Similarly a student cannot enter a Year 10 language class without Year 9 previous learning or equivalent.

YEAR 9

Status

French, Japanese, and Spanish are offered. Students choose ONE language for the whole year. German is no longer offered at Year 9.

Prerequisites All Year 9 courses are at beginner level and no previous knowledge is required. Study that students may have done at previous schools or in other educational systems is welcome but those who have not done so on a regular basis will not be disadvantaged. A student, who has studied the target language for 4-5 periods a week over the previous two years should not go into beginners level. An appointment should be made with the Head of Department to look at placement.

Periods Per Week Three. This is a year long course.

Description

At Year 9, in all languages the principal aim is that students learn to interact in simple ways within personal and meaningful contexts, with the support of everyday vocabulary and familiar expressions. They develop skills in listening, reading and viewing, speaking and writing, presenting and performing in the target language. In Japanese a start is made in the study of Japanese script. All classes work from a text book with computer assistance where appropriate. Students are encouraged to use technology in innovative ways when presenting work or learning vocabulary. The Modern Languages Department subscribes to several professional learning sites which provide high-interest activities that consolidate and enhance classroom teaching and learning.

Equipment

Students will require a laptop with headphones and the workbook which is specifically designed to support classroom learning.

Assessment

A variety of assessment methods, including self and peer assessment, are used to monitor progress in receptive and productive skills throughout the year. There is an examination at the end of the year which tests all four language skills.

YEAR 10

Status French, Japanese and Spanish are optional. Students choose ONE language. German is no longer offered at Year 10.

Prerequisite Successful completion of the Year 9 course or equivalent. Please note that any changes in or out of courses must be made in the first fortnight in February otherwise the student is committed for the full academic year.

Periods per week Four. This is a year-long course.

Description

Students work towards understanding and constructing simple texts using their knowledge of the target language. They learn to describe aspects of their own backgrounds and immediate environment. They also learn to express and respond to their personal needs/opinions and those of others. There is much emphasis on building word knowledge and acquiring a range of vocabulary as well as developing spoken interactions. Japanese students continue to develop their hiragana and katakana skills and begin learning some kanji.

Topics include talking about oneself, family, friends, school, the town, eating and drinking, hobbies and interests. Students are encouraged to use technology in innovative ways when presenting work or learning vocabulary. The Modern Languages Department subscribes to several language learning sites which provide high-interest activities that consolidate and enhance classroom teaching and learning.

Equipment

All students require a laptop with headphones. A course-specific workbook is also supplied to support the textbook used in class.

Assessment

Self and peer assessment continues as per Year 9. There is ongoing formative and summative assessment throughout the year which is topic-related. Students are encouraged to reflect upon their learning and performance and can expect regular progress markers. In November there is a formal examination which tests all four language skills.

YEAR 11

Status French, German, Japanese and Spanish are offered. These are optional subjects.

Prerequisites Successful completion of Year 10 course or its equivalent.

Periods per week Four. This is a year long course.

Description

Students are now working towards understanding and producing more complex language. They focus on communicating beyond their immediate context – for example, talking about the past or future, and they encounter a variety of text types. Students are encouraged to express personal ideas/opinions and to respond to those of others, as well as select appropriate language for specific purposes and audience. Japanese students develop their kanji.

Equipment

All languages will require a laptop and headphones. There will be some workbook and some booklet based work as well as digital folders.

Assessment

Assessment dates are approximate but will be published on the school assessment calendar. A course outline with anticipated dates and topics will be published on Schoolbox under each language in February so students can plan well in advance. Protocols and policies with regard to the management, marking and moderation of internal assessments are in accordance with school policy. Students are encouraged to familiarise themselves with these processes.

Please notes: in 2018 there are NO reassessment opportunities for internal achievement standards offered. The Interact and Writing portfolios are conducted over three terms and students are considered to have ample time to reformat the two samples required for each before the final submission.

There will be a weekly vocabulary test of prescribed examination vocabulary. Students should prioritise this learning. The on-line learning is easily applied to ipads and smart phones.

The following NCEA achievement standards will be offered in 2018. Students can obtain 19 credits. There will be three internal assessments to the value of 14 credits and one external assessment to the value of 14 credits and one external assessment to the value of 5 credits.

FRENCH

AS 90879

Give a spoken presentation in French that communicates a personal response. (4 credits – internal)

AS 90880

Interact using spoken French to communicate information, ideas and opinions in different situations. (5 credits- internal)

AS 90881

Demonstrates understanding of a variety of French texts on areas of most immediate relevance. (5 credits – external)

AS 90882

Write a variety of text types in French on areas of most immediate relevance. (5 credits – internal)

GERMAN

AS 90884

Give a spoken presentation in German that communicates a personal response. (4 credits – internal)

AS 90885

Interact using spoken German to communicate information, ideas and opinions in different situations. (5 credits - internal)

AS 90886

Demonstrates understanding of a variety of German texts on areas of most immediate relevance. (5 credits – external)

AS 90887

Write a variety of German text types in German on areas of most immediate relevance. (5 credits – internal)

JAPANESE

AS 90879

Give a spoken presentation in Japanese that communicates a personal response. (4 credits – internal)

AS 90880

Interact using spoken Japanese to communicate information, ideas and opinions in different situations. (5 credits - internal)

AS 90881

Demonstrates an understanding of a variety of Japanese texts on areas of most immediate relevance. (5 credits – external)

AS 90882

Write a variety of text types in Japanese on areas of most immediate relevance. (5 credits - internal)

SPANISH

AS 90909

Give a spoken presentation in Spanish that communicates a personal response. (4 credits – internal)

AS 90910

Interact using spoken Spanish to communicate information, ideas and opinions in different situations. (5 credits - internal)

AS 90911

Demonstrates understanding of a variety of Spanish texts on areas of most immediate relevance. (5 credits – external)

AS 90912

Write a variety of text types in Spanish on areas of most immediate relevance. (5 credits – internal)

YEAR 12

Status French, German and Japanese are optional.

Prerequisites Credits in 3 standards at Level 1, including the spoken presentation.

Description

The achievement objectives for Levels 2 and 3 encourage students to use the target language variably and effectively in order to express and justify their personal perspectives, explore the opinions of others in sustained interactions and to respond critically to increasingly varied and complex texts. Cultural knowledge is important as they learn to analyse how the target language expresses cultural meaning and how it is organised for different purposes and audiences.

Students are actively encouraged to formulate opinions on issues relevant to teenagers, both here and in their chosen countries. They are exposed to a variety of media and written genres. Text types include emails, journal entries, Internet sites, news items, reviews and letters. Technology provides more and more source material for current issues. This material becomes more and more authentic and less written for second language learners.

In French, topics include latest trends, personal relationships, future plans, holidays here and abroad, health and well-being and traditional stories. In German, topics include young people, free time, social issues, Berlin and career prospects. In Japanese topics include family life, eating and drinking, school, sport and leisure.

NB: Course work is important preparation for formal assessment. It is expected that students complete course tasks as the feedback from these has a direct bearing on the final summative assessments. Failure to complete sufficient course work can lead to students not being eligible for achievement standards assessment because they have not produced evidence of learning/preparation for a particular standard.

Equipment

A laptop with headphones is required and an A4 Lever Arch file with dividers.

Assessment

24 points will be offered in French, German and Japanese. Three internal assessments offer 14 points and two external assessments offer 10 credits.

Assessment dates are approximate but will be published on the school assessment calendar. A course outline with anticipated dates and topics will be published on Schoolbox under each language in February so students can plan well in advance. Protocols and policies with regard to the management, marking and moderation of internal assessments are in accordance with school policy. Students are encouraged to familiarise themselves with these processes.

Please note: in 2018 there are NO reassessment opportunities for internal achievement standards offered. The Interact and Writing portfolios are conducted over three terms and students are considered to have ample time to reformat the two samples required for each before the final submission.

FRENCH

AS 91118

Demonstrate understanding of a variety of spoken French texts on familiar matters. (5 credits – external)

AS 91119

Interact using spoken French to share information and justify ideas and opinions in different situations. (5 credits – internal)

AS 91120

Give a spoken demonstration in French that

communicates information, ideas and opinions.
(4 credits – internal)

AS 91121

Demonstrates understanding of a variety of written and/or visual French texts on familiar matters.
(5 credits – external)

AS 91122

Write a variety of text types in French to convey information, ideas and opinions in genuine contexts. (5 credits – internal)

GERMAN

AS 91123

Demonstrate understanding of a variety of spoken German texts on familiar matters.
(5 credits – external)

AS 91124

Interact using spoken German to share information and justify ideas and opinions in different situations. (5 credits – internal)

AS 91125

Give a spoken demonstration in German that communicates information, ideas and opinions.
(4 credits – internal)

AS 91126

Demonstrates understanding of a variety of written and/or visual German texts on familiar matters.
(5 credits – external)

AS 91127

Write a variety of text types in German to convey information, ideas and opinions in genuine contexts. (5 credits – internal)

JAPANESE

AS 91133

Demonstrate understanding of a variety of spoken Japanese texts on familiar matters.
(5 credits – external)

AS 91134

Interact using spoken Japanese to share information and justify ideas and opinions in different situations. (5 credits – internal)

AS 91135

Give a spoken demonstration in Japanese that communicates information, ideas and opinions.
(4 credits – internal)

AS 91136

Demonstrates understanding of a variety of written

and/or visual Japanese texts on familiar matters.
(5 credits – external)

AS 91137

Write a variety of text types in Japanese to convey information, ideas and opinions in genuine contexts. (5 credits – internal)

YEAR 13

Status

French, German and Japanese are optional.

Prerequisites

Credits in 3 standards at Level 2, with one of them a speaking standard.

Periods per week Five

Description

At Level 3 students continue to build upon the skills and language structures learnt in Level 2 with the same achievement objectives outlined in the Level 2 description. Greater skill at manipulating the language is required, with emphasis on being able to develop an extended point of view. Students at this level are expected to explore differing viewpoints to their own and acknowledge other perspectives on societal issues. There is added emphasis on quality of thought and depth of argument. Topics of study include the environment, immigration and integration of immigrant populations, the rise of Islam, social issues eg. the rising number of homeless all provide a stimulus for much discussion and exchange of views. In French and German, students study film and analyse literature as well as reviewing text types. Authentic material is now very much in evidence. Technology plays an integral role in sourcing this material. In Japanese, students look at communication, media, travel and tourism.

Equipment

Students require a laptop and headphones as well as an A4 Lever Arch file.

Assessment

Assessment dates are approximate but will be published on the school assessment calendar. A course outline with anticipated dates and topics will be published on Schoolbox under each language in February so students can plan well in advance. Protocols and policies with regard to the management, marking and moderation of internal assessments are in accordance with school policy. Students are encouraged to familiarise themselves with these processes.

Please note: in 2018 there are NO reassessment opportunities for internal achievement standards offered. The Interact and Writing portfolios are conducted over three terms and students are considered to have ample time to reformat the two samples required for each before the final submission.

In 2018, 24 credits will be offered in French, German and Japanese. There will be 3 internal assessments to the value of 14 credits and 2 external assessments to the value of 10 credits.

FRENCH AS 91543

Demonstrate understanding of a variety of extended spoken French. (5 credits – External)

AS 91544

Give a clear spoken presentation in French that communicates a critical response to stimulus material. (3 credits – Internal)

AS 91545

Interact clearly using spoken French to explore and justify ideas and perspectives in different situations. (6 credits – Internal)

AS 91546

Demonstrate understanding of a variety of extended written and/or visual French texts. (5 credits – External)

AS 91547

Write a variety of text types in clear French to explore and justify varied ideas and perspectives (5 credits Internal)

GERMAN AS 91543

Demonstrate understanding of a variety of extended spoken French. (5 credits – External)

AS 91544

Give a clear spoken presentation in French that communicates a critical response to stimulus material. (3 credits – Internal)

AS 91545

Interact clearly using spoken French to explore and justify ideas and perspectives in different situations. (6 credits – Internal)

AS 91546

Demonstrate understanding of a variety of extended written and/or visual French texts. (5 credits – External)

AS 91547

Write a variety of text types in clear French to explore and justify varied ideas and perspectives. (5 credits Internal)

JAPANESE AS 91553

Demonstrate understanding of a variety of extended spoken Japanese. (5 credits – External)

AS 91554

Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material. (3 credits – Internal)

AS 91555

Interact clearly using spoken Japanese to explore and justify ideas and perspectives in different situations. (6 credits – Internal)

AS 91556

Demonstrate understanding of a variety of extended written and/or visual Japanese texts. (5 credits – External)

AS 91557

Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives (5 credits Internal)

Languages offered

It is possible to study languages other than French, German and Japanese through the Correspondence School but under certain conditions. It is not usual practice for boys younger than Year 11. Distance learning requires a very disciplined commitment over a long period of time and this should not be entered into lightly. The Modern Languages Department is happy to administer correspondence work and to provide pastoral support, but issues regarding course work must go directly to the Correspondence School. We also require students to sign a code of conduct.

Please note that pre-enrolment takes place through us in **early November**, so you must inform us prior to this if you wish your son to enrol otherwise there is a late enrolment fee. It is current Correspondence School policy to offer Level One only as a fee-paying option unless the child has a cultural affinity with the language and this is decided on a case-by-case basis by the Correspondence School.

Students have strict time-frames for handing in work or else the Correspondence School unenrolls them, **so meeting deadlines is very important**. Please refer to their website for details.



Te Reo and Tikanga Maori

A Te Reo Maori programme that reflects aspects of language and culture will be offered for Year 9 students at Christ's College to engage more deeply in aspects of our officially bi-cultural society. During this course students will have the opportunity to discover things Maori; the language, the tradition, the spirit, the culture, the iwi of the rohe; their history and role in contemporary society. By allowing the students a greater capacity than is available during the end of year three day Te Ao Maori programme for Years 9 and 10 the exposure to elements of the protocols of Tikanga Maori in Aotearoa New Zealand will be of benefit to the boys when engaging with the wider community. These would include Nga Purakau (myths), Whakapapa (genealogy), Mihi (introductions), Kawa o te Marae (Marae customs), Noho Marae (Marae overnight visits), Waiata (songs), Karakia (prayer), Kapa Haka (dance and performance), Wero (challenge), Mau Rakau/Mau Taiaha (Martial arts), Toi/Ta Moko (art) including weaving using Harakeke and the production of taonga such as Whakairo (carving). The exposure to elements of the culture and protocols of Tikanga Maori in Aotearoa New Zealand will be of benefit to the boys when engaging with the wider community, particularly when they enter tertiary study and beyond, or have dealings with iwi and hapu either in a private or professional capacity. It is also believed that the school will begin to follow more routinely the protocols of mihi whakatau and powhiri when welcoming any new members of our community. By giving the essential grounding in such practices the students will be able to embrace and, in fact, take leadership of the key roles during such events.

YEAR 9

Status Either a one semester course or half year course (yet to be decided)

Prerequisites Beginner level and no previous knowledge is required. It is anticipated that this will be a non continuing course.

Periods Per Week (yet to be decided)

Equipment

A workbook specifically designed to support the classroom learning, 1B8 clear file.





Music

YEAR 9 – GENERAL MUSIC

Status	Compulsory
Prerequisites	None
Periods per week	4 per week 1/5 of the year (2015), once a week (2016)

Description

The aim of the course is to provide students with both a development of musical skills as well as musical and aesthetic appreciation of various genres and cultures.

More specifically students will cover from the following areas of study:

- Elements of Music
- Programme Music
- Instruments of the Orchestra
- Fanfares
- Music of our NZ Culture
- Composition and Sequencing Programmes
- Rhythm
- Music in our city
- Popular Music in New Zealand
- Popular Music 1950–present
- Music and the Movies

Students are encouraged to continue or begin instrumental tuition, join a performance group and use the opportunity to perform at music evenings hosted by the Music School.

Assessment

Throughout the course students will have a mixture of teacher-centred assessments as well as peer and group assessment.

YEAR 10 – GENERAL MUSIC

Status	Compulsory
Prerequisites	None
Periods per week	Two for 1/3 of the year

Description

The aim of the course is to build on work covered through the Year 9 programme and to provide students with a musical and aesthetic appreciation of various genres and cultures.

More specifically students will cover from the following areas of study:

- Bird's Eye View of the Medium of Music
- Repetition and Structure
- The Composer – An Historical Perspective
- Architecture of Sound
- Composition
- Music of our NZ Culture
- Music Technology including Sequencing, Backing Tracks and the Sibelius Music Programme

Students are encouraged to continue or begin instrumental tuition, join a performance group and use the opportunity to perform at the many music evenings hosted by the Music School.

Assessment

Throughout the course, students will have a mixture of teacher centred assessments as well as peer and group assessment.

YEAR 10 MUSIC

Status Optional

Prerequisites None

Periods per week Four

Description

The aim of the course is to provide students with the knowledge and technical skills to help them express themselves through the performance and composition of music.

Content of course: arranging and composing, aural perception, performance, theory and historical overview with score reading.

Any student with an interest in music can pick up this course. It is of particular advantage to students with instrumental skills at any level. Students may be encouraged to submit work for NCEA Levels if they are of the required standard.

Assessment

Progress and achievement tests throughout the year are given for written, practical and compositional work.

YEAR 11

Status Optional

Prerequisites It is essential that all students considering this course have an instrument/voice that they can submit performance work on. Year 10 Optional Music is recommended but not essential.

Periods per week Four

Description

The aim of the course is to develop an appreciation and enjoyment in music through active areas involving creativity, performance and understanding; to develop skills of perception, performance and ensemble awareness. The content of course involves performance in a chosen instrument or voice, composing, aural perception, score conventions and the study of contrasting music works.

Assessment

The subject will be assessed against NCEA Level 1 achievement standards. In some cases students are able to enter for some Level 2/3 achievement/unit standards if they are of the required standard.

All performance work will be undertaken in the regular performance evenings that the Music School hosts throughout the terms.





YEAR 12

Status	Optional
Prerequisites	It is essential that all students considering this course have an instrument/voice that they can submit performance work on. Some skills in composition are essential. Year 11 Music is recommended but not essential.

Periods per week Five

Description

The aim of this course is to cater for students with performance skills at all levels so that they may be able to relate to the many disciplines of music encompassing composing, harmony, aural perception and the literature of music as well as extending their performance skills.

Content of course: performance on chosen instrument(s) (including voice), performance work in any combination of classical rock/jazz/contemporary music, group or ensemble performance, composition, the study of music works, aural and score reading. Students elect to select from a range of music achievement/unit standards that cover both their musical interests, abilities and skills.

Assessment

Internal assessment is carried out by the Music staff in association with specialist instrumental tutors, with work also being moderated through NZQA moderation. Students at this level do not have any external examinations.

YEAR 13

Status	Optional
Prerequisites	All students taking this course must have an instrument/voice that they can submit performance work on, or be skilled in composition so that they can submit a portfolio of works. Some students may elect to make a detailed study of music works and submit an analysis portfolio Level 2 Music is highly recommended.

Periods per week Five

Description

This course caters to meet a diverse range of student musical interests and skills. A total of 48 credits is available to any of the following:

- **Highly Competent Performer**

Students present a portfolio of performances which are worth 12 credits. Performance work may be supplemented by submission of Level 5 unit standard and unit standard in Second Instrument.

- **Well Developed Composer**

Students present a portfolio of compositions which are worth 12 credits. Those who are beyond Level 3 might consider a Level 5 unit standard in music composition may be supplemented through Level 5 unit standard and unit standard in composition.

- **Well Developed Ear**

Develop skills in listening and in the notation of musical scores.

- **Likes Studying Music Works**

The examination of various musical styles with detailed analysis of specific works.

- **Enjoys Research**

The student has the ability to undertake a Level 3 research task that covers his field of musical interest.

- **Student with Recording and Sound Systems knowledge.**

Courses are available in unit standard for Sound and Sound Production for interested students.

- **Students with a strong interest in rock/jazz/contemporary music**

All Music achievement standards cater for the increasingly wide range of musical styles available to students. Courses can be supplemented/added to by various US available in contemporary music.

Assessment

Internal assessment is carried out by the Music staff in association with specialist instrumental tutors. Samples of student work are moderated through NZQA moderation. Students at this level can elect to have any combination of internal and external examinations provided they submit a balanced programme of study.



Physical Education

Physical Education and Personal Wellbeing is compulsory for all students in their first three years at College. It can be taken as an optional subject in Years 11, 12 and 13.

YEAR 9 — PERSONAL WELLBEING & PHYSICAL EDUCATION

Status Compulsory

Prerequisites None

Periods per week Three

Description

This course focuses on the development of wellbeing through skills based physical education and developing knowledge of issues that effect personal health, character and wellbeing. There is an emphasis on developing a wide range of skills and knowledge through Positive Education tools and theories that centre around the growth and development of the student.

Programme

Athletics, Aquatics, invasion games (Rugby, Hockey, Basketball), innovative games, throwing and catching games (Cricket, Softball, small ball games). Wellbeing topics may include: food & nutrition, personal development, mental health, alcohol and drugs, sexuality, careers and cyber-safety.

Assessment

At the end of some units there will be common assessment tasks based on the completion of set assessment criteria.

YEAR 10 — PERSONAL WELLBEING & PHYSICAL EDUCATION

Status Compulsory

Prerequisites None

Periods per week Three

Description

This course further develops the work done in the previous year as well as introducing new skills and concepts. There is an emphasis on building a greater understanding of physical activity, team strategies and sport education, along with the introduction of more leadership and character education. The wellbeing topics will continue to focus on the Positive Education concepts and tools.

Programme

Athletics, Aquatics, fitness studies, team games (Volleyball, Football, Korfbal), international games and sports education. Wellbeing topics include: interpersonal skills, sexuality, drugs and alcohol, and managing self in risky situations, cyber-safety, personal development, leadership, character strengths and mental health.

Assessment

At the end of some units there will be common assessment tasks based on the completion of set assessment criteria.

YEAR 11 — PERSONAL WELLBEING & PHYSICAL EDUCATION

Status Compulsory

Prerequisites None

Periods per week Three

Description

Boys will have three periods a week working through a range of topics and modules that will include some aspects of physical education, leadership, character education and ways of looking after their own wellbeing. There will be practical and theoretical aspects to the course. Positive Education will underpin the students concepts of wellbeing and character education.

Programme

There will be a range of modules that may include: participation in sport, strength and conditioning, character education, health-related strategies and ways of developing life long habits for wellbeing. These will build on aspects of the work done at Year 9 and Year 10. There may be some opportunity to complete NCEA Level 1 achievement standards, but not all modules will be assessed.

Assessment

Assessment (if any) will be based on the level of participation and effort made during lessons, as well as assessed performances, written tasks and tests.



YEAR 11 — OPTIONAL COURSE

Status	Optional
Prerequisites	Satisfactory completion of Year 10 Physical Education and Head of Department approval.

Periods per week Four

Description

This course introduces students to concepts involved in understanding participation and performance in sport, outdoor education, and how we can benefit from physical activity. It is a foundation for students who have an interest in physical education and sport and are planning study or a career in sport and leisure. The course covers theoretical and practical aspects of Physical Education, offering students 19 credits in NCEA Level 1.

Programme

AS90963

Describe the function of the body as it relates to the performance of physical activity. (5 credits)

AS90964

Demonstrate quality movement in the performance of a physical activity. (3 credits)

AS90965

Describe the societal influences on physical activity and the implications for self and others. (4 credits)

AS90966

Demonstrate interpersonal skills in a group and explain how these skills impact on others. (4 credits)

AS90967

Demonstrate strategies to improve the performance of a physical activity and describe the outcomes. (3 credits)

Assessment

Students are assessed through a variety of assessment tasks including: electronic portfolios, practical performances, written assignments and tests, demonstration of skills and presentations to specific groups.

YEAR 12 — PHYSICAL EDUCATION

Status	Optional
Prerequisites	Completion of the optional course in Year 11 PE is preferable or Head of Department approval.

Periods per week Five

Description

A full NCEA Level 2 course is offered in this year group. It encompasses: principles and methods of training, sociology, leadership, motor-skill learning, anatomy, biomechanics and performances in canoe polo and one chosen sport. This course is recommended for those going on to Year 13 physical education.

Programme

AS91328

Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills. (5 credits)

AS91329

Demonstrate understanding of the application of biophysical principles to training for physical activity. (4 credits)

AS91330

Perform a physical activity in an applied setting. (4 credits)

AS91331

Explain the significance for self, others and society of a sporting event, physical activity, or festival. (4 credits)

AS91335

Examine the implementation and outcome(s) of a physical activity event or opportunity. (3 credits)

Assessment

Assessment is done through a variety of methods including written assignments, seminars, practical performances and training diaries.

YEAR 13 — PHYSICAL EDUCATION

Status	Optional
Prerequisites	At least 15 credits in Year 12 PE (Level 2 NCEA), or Head of Department approval.

Periods per week Five

Description

A full NCEA Level 3 course is offered in this year group. The course is broken up into 4 main modules that cover a variety of contexts that may include: NFL, golf, outdoor education, triathlon, and the globalisation of sport. There is a strong academic focus in this course with comprehensive studies of contemporary leadership, sociology, biomechanics and training principles.

Programme

AS91499

Analyse a physical skill performed by self or others. (3 credits)

AS91500

Evaluate the effectiveness of a performance improvement programme. (4 credits)

AS91501

Demonstrate quality performance of a physical activity in an applied setting. (4 credits)

AS91502

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

AS91505

Examine contemporary leadership principles applied in physical activity contexts. (4 credits)

Assessment

Assessment is done through a variety of methods including written assignments, practical performances, video analysis, magazine articles, presentations, and in class participation.

The Year 12 and 13 programmes are recommended to anyone considering a career in teaching, physiotherapy or the fitness industry.

All programmes place an appropriate emphasis on the needs of the individual irrespective of his physical capacity, and on the need to create desirable attitudes through an academic understanding of the principles involved and through an enjoyment of the pursuit of personal fitness and participation in physical activity.



Physics

Physics combines a sound theoretical base with considerable practical work and the use of technology. At all levels students make and test things so that they see the application of basic theory.

Physics opens the way to a very wide range of careers, e.g., Engineering of all types, Architecture, Medical Physics, environmental monitoring, telecommunication, research science, education, patent law, aerospace, flying, electricity production and supply, electronics, computer servicing, diverse applications in industry and in industrial development.

Examinations require candidates to show an understanding of the physics involved in a given context and to be able to explain or calculate what will happen. The skill of applying knowledge of physics to real life situations is a recurrent theme.

Students wishing to do well in this subject need to be confident with their mathematical skills in the areas of graphs, rearranging and using formulae along with an ability to drive a calculator.

NCEA assessment also requires students to display understanding by being able to explain the Physics principles involved in a given situation.

YEAR 9

Status	Compulsory
Prerequisites	None
Periods per week	Five for one third of the year

Description

The course gives a basic introduction to measurement, heat and energy, waves, light and sound, the states for matter and some astronomy. There is plenty of practical and project work as well as basic theory.

Assessment

Experiment reports, class tests, projects and common end of topic tests.

YEAR 10

Status	Compulsory
Prerequisites	None
Periods per week	Four for one third of the year

Description

The course introduces the study of motion, forces, work done and kinetic energy along with electrostatics and electrical circuits. The emphasis is on practical work and developing the skills to tackle the NCEA Level 1 examinations in Year 11.

Assessment

Class tests, projects and end of topic tests.

YEAR 11

Status	Optional
Prerequisites	None
Periods per week	Four

Description

The course serves as a foundation for Level 2 Physics but provides in itself a sound foundation for understanding the physics concepts that underpin aspects of many other subjects. Studies of motion, forces, energy, waves, electricity and magnetism will all be further developed.

Assessment

NCEA achievement standards are used to assess this course. The Science and Physics external standards will be examined on different days. The research-based standard, may be used as an extension topic for those more able or more motivated students with less or no time allocated during lessons.

AS 90935 Physics

Carry out a practical investigation, with direction, that leads to a linear mathematical relationship. (4 credits – internal)

AS 90940 Science

Demonstrate understanding of aspects of mechanics. (4 credits – external)

AS 90937 Physics

Demonstrate understanding of aspects of electricity and magnetism in everyday life. (4 credits – external)



AS 90938 Physics

Demonstrate understanding of aspects of wave behaviour. (4 credits – external)

AS 90943 Science

Investigate implications of heat for everyday life. (4 credits – internal)

In total five achievement standards are assessed: three external (12 credits) and two internal (8 credits).

YEAR 12

Status	Optional
Prerequisites	Year 11 Physics, or Science with good supporting Mathematics results. The approval of the Head of Physics will be automatic if more than half of the Physics related Level 1 external results were at the Achieved grade level, or better.

Periods per week Five

Description

With more time than in the Level 1 course, the course has a greater practical component including practical tests and extended investigations. The course offers the same range of topics as in the Level 1 course but builds on them, extending into: projectiles, circular motion, momentum, gravity, kinetic theory, wave interference and diffraction. It also introduces the new topic areas of radioactivity and atomic physics.

Assessment

NCEA achievement standards are used to assess this course.

AS 91168 Physics

Carry out a practical physics investigation that leads to a non-linear mathematical relationship. (4 credits – internal)

AS 91170 Physics

Demonstrate understanding of waves. (4 credits – external)

AS 91171 Physics

Demonstrate understanding of mechanics.
(6 credits – external)

AS 91172 Physics

Demonstrate understanding of atomic and nuclear Physics. (3 credits – internal)

AS 91173 Physics

Demonstrate understanding of electricity and electromagnetism. (6 credits – external)

A total of five assessed achievement standards:
three external (16 credits) and 2 internal (7 credits).

AS 91525 Physics

Demonstrate understanding of modern physics.
(3 credits – internal)

AS 91526 Physics

Demonstrate understanding of electrical systems.
(6 credits – external)

In total five achievement standards are assessed:
three external (16 credits) and two internal (7 credits).

YEAR 13

Status

Optional

Prerequisites

Level 2 Physics. The approval of the Head of Physics will be automatic if more than half of the Level 2 external results were at or above the Achieved grade level.

Periods per week Five

Description

This course differs from Level 1 and Level 2 and includes a lot of new material based on the theme of simple harmonic motion. The topics include circular motion, simple harmonic motion, waves, AC circuits and atomic physics. The course is based on practical work and explaining the physics of situations rather than simply relying on calculations. More able students are encouraged to enter, and are supported in preparing for, Scholarship Examinations.

Assessment

NCEA achievement standards are used to assess this course.

AS 91521 Physics

Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship. (4 credits – internal)

AS 91523 Physics

Demonstrate understanding of waves systems.
(4 credits – external)

AS 91524 Physics

Demonstrate understanding of mechanical systems. (6 credits – external)

Religious Education

The systematic study of religion is an essential component of a complete education. Students learn to understand and interpret many current events. They explore their own values and develop ethical principles for life. They are encouraged to make connections with their other studies such as History, Art, Science, Music, and Drama. They are provided with resources to better appreciate many elements of our life and culture.

The study of religion prepares students for a wide range of vocations or careers, including the legal and medical professions, politics, architecture, librarianship, journalism, management, community work, race relations, counselling, teaching, and church vocations. The three years of introductory studies are a good preparation for degrees such as in the arts, social sciences or business studies.

Each year students study a number of interesting topics, including the origins of the world's major religions and their continuing contributions, the foundations of western culture and ethical issues in a rapidly changing world. Each year the Bible, Church History, ethics, religious ideas, practice and worship are examined at increasingly deeper levels. While Anglican perspectives are presented, other Christian denominations and other religions are studied respectfully.

This introduction to the discipline of intellectual examination of deeply held beliefs also provides a non-judgmental environment in which the students can reflect on and develop their own positions on faith, spirituality, ethics, values, meaning, wellness and morality.

Assessment

The emphasis in the course is on informal assessments. Discussions with individual students, listening to their conversations and encouraging their self-expression, all provide evidence of increasing knowledge, and willingness and ability to reflect on the issues raised. Diagnostic tests at the start of Year 9 assess the level of knowledge and understanding that students bring to the course. Regular testing by a variety of techniques also reinforces learning.

In Year 11, each student presents work for an achievement standard.



YEAR 9

Status Compulsory

Prerequisites None

Periods per week One

Description

The course for this year contains an introduction to a variety of topics: the life, context, and ministry of Jesus of Nazareth; Church History; the religious history of Aotearoa New Zealand; the Bible and various significant biblical stories (to facilitate this study every student is provided with a Bible which becomes his to keep); Baptism, the Eucharist, the Church's worship life, and the Church year.

current environment is explored with reference to the Church's history. Study of the world's major religions builds on their introduction in Year 10. Major contemporary moral issues are explored, and different ethical theories are introduced.

AS 90817

Describe a significant aspect within the development of a religious tradition.
(6 credits – internal)

YEAR 10

Status Compulsory

Prerequisites None

Periods per week One

Description

This course continues and consolidates the previous year's. This includes a deeper exploration of the teaching of Jesus, the Eucharist, the Bible and biblical stories, and Church History. As well as Christianity and its wide variety of expressions, students learn about Hinduism, Buddhism, Judaism, Sikhism and Islam. This pluralistic world provides the context for students to explore their own personal beliefs and principles, and deepen their appreciation of philosophy, ethics, and wellness

YEAR 11

Status Compulsory

Prerequisites None

Periods per week One

Description

This course includes a systematic exploration of the importance of story and how the various books of the New Testament, and particularly the Gospels, came to be written. Major features of the four Gospel accounts are explored. In Church History, a deeper examination of our



Science

YEAR 9

Status Compulsory

Prerequisites None

Periods per week Five

Description

Students study three modules of science: Biology, Chemistry and Physics. Each module will be approximately 12 weeks long. The content of the three modules is described under the appropriate subject headings.

Biology please refer to pg 26

Chemistry please refer to pg 30

Physics please refer to pg 89

YEAR 10

Status Compulsory

Prerequisites None

Periods per week Four

Description

Science in Year 10 builds on the work in Year 9 and follows the same format. Each module will be approximately 12 weeks long. The content of the three modules is described under the appropriate subject headings.

Biology please refer to pg 26

Chemistry please refer to pg 30

Physics please refer to pg 89

YEAR 11 — LEVEL 1 SCIENCE

Status Optional

Prerequisites None

Periods per week Four

Description

The Level 1 course offers the three Science external standards to give students an understanding of key concepts in Biology, Chemistry and Physics. In addition the Chemistry practical internal builds investigation skills while the carbon cycling internal examines the science behind climate change.

This course is an ideal selection for students who may wish to continue with Science at Level

2 and 3 but do not know in which area they wish to specialise. Students who succeed in this course are able to specialise at Level 2 in Biology, Chemistry and/or Physics or they can continue into the Level 2 Science course.

Assessment

There are a wide range of Level 1 Science standards available for assessment. The course may be tailored to meet the needs of the class or student as appropriate, following discussion with the TiC General Science. The following standards form the core component of the course.

AS 90940

Demonstrate understanding of aspects of mechanics. (4 credits – external, numeracy)

AS 90948

Demonstrate understanding of biological ideas relating to genetic variation. (4 credits – external, literacy)

AS 90944

Demonstrate understanding of aspects of acids and bases. (4 credits – external)

AS 90930

Carry out a practical chemistry investigation, with direction. (4 credits – internal, numeracy)

AS 90953

Demonstrate understanding of carbon cycling. (4 credits – internal, literacy)

The external standards are assessed in a three hour end-of-year examination. Trial examinations are held during the year to help prepare students.

Some standards count towards the NCEA Level 1 literacy and numeracy requirement, as indicated above. A total of 8 literacy and 8 numeracy credits are available.

Total credits: 20 (12 external, 8 internal)

YEAR 11 — LEVEL 1 APPLIED SCIENCE & TECHNOLOGY

Status Optional

Prerequisites None

Periods per week Four

Description

This cross-curricular course combines aspects of physics and technology in an engaging project-based format. The theme of the course for 2018 will be Space Exploration. Students will develop their understanding of electricity by designing the circuitry for a torch suitable for a space-walk or lunar exploration. They will improve their programming skills by designing an Arduino-based rover, inspired by real-life Martian rovers, which will perform a number of science-related challenges. Investigating the motion of a rocket shall develop their understanding of key mechanics principles and, if time, students may analyse the effect of solar radiation and heat loss on humans during lengthy space voyages.

Throughout the course students will work together in teams. They will solve problems and apply physics theory to real-world situations. The teams will rapidly prototype design solutions and increase their skills in programming and embedded electronics. They will need to plan ahead and reflect on their progress.

Assessment

Although students will be developing their projects in teams, they will need to submit evidence of their individual contributions for assessment purposes.

It is not recommended that students take Level 1 Physics in addition to this course as there is significant overlap in achievement standards.

The goal for students is to achieve 16 credits from a selection of the standards below and only a subset of the following standards will be offered. There is flexibility to meet the needs and interests of the individuals and class.

Physics standards:

AS 90940

Demonstrate understanding of aspects of mechanics. (4 credits – external, numeracy)

AS 90941

Investigate implications of electricity and magnetism for everyday life. (4 credits – internal, numeracy)

AS 90942

Investigate implications of wave behaviour for everyday life. (4 credits – internal, numeracy)

AS 90943

Investigate implications of heat for everyday life. (4 credits – internal, numeracy)

Technology standards:

AS 91047

Undertake development to make a prototype to address a brief. (6 credits – internal)

AS 91077

Demonstrate understanding of basic concepts used in the design and construction of electronic environments. (3 credits – internal, literacy)

AS 91078

Implement basic interfacing procedures in a specified electronic environment. (3 credits – internal)

The only external standard offered is AS 90940 Mechanics. Some standards count towards NCEA Level 1 literacy and numeracy requirement, as indicated above.

Total credits: 20 maximum (not all of the standards above will be offered)

YEAR 12 — LEVEL 2 SCIENCE

Status Optional

Prerequisites None

Periods per week Five

Description

This course exposes students to a range of Science topics at Level 2 and is an ideal choice for students who wish to develop their scientific understanding and knowledge. There is a focus on Earth and Space Science which involves integrating aspects of Physics, Chemistry and Biology.

Students will study extreme earth events such as earthquakes, tsunamis and volcanoes. The course includes a field trip to look at how geological processes have formed the local landscape. They will research how an organism has adapted to an extreme environment, such as the deep sea or Antarctica. Students will design and carry out a practical investigation and explore aspects of astronomy.

Assessment

There are a wide range of Level 2 Science standards available for assessment. The course may be tailored to meet the needs of the class or student as appropriate, following discussion with the TiC General Science. The following form the core component of the course.

AS 91187

Carry out a practical Earth and Space Science investigation. (4 credits – internal)

AS 91189

Investigate geological processes in a New Zealand locality. (4 credits – internal)

AS 91190

Investigate how organisms survive in an extreme environment. (4 credits – internal)

AS 91191

Demonstrate understanding of the causes of extreme Earth events in New Zealand. (4 credits – external)

AS 91192

Demonstrate understanding of stars and planetary systems. (4 credits – external)

AS 91410

Carry out an independent practical Earth and Space Science investigation. (4 credits – internal)

AS 91411

Investigate a socio-scientific issue in an Earth and Space Science context. (4 credits – internal)

AS 91413

Demonstrate understanding of processes in the ocean system. (4 credits – external)

AS 91414

Demonstrate understanding of processes in the atmosphere system. (4 credits – external)

AS 91415

Investigate an aspect of astronomy. (4 credits – internal)

All standards are approved University Entrance subjects. All standards contribute towards the literacy requirement for University Entrance.

Total credits: 20 (8 external)

YEAR 13 — LEVEL 3 EARTH AND SPACE SCIENCE

Status	Optional
Prerequisites	Any of the Level 2 sciences
Periods per week	Five

Description

Students will study the Earth's interconnected systems and processes, the other parts of the solar system, and the universe beyond. They will design and carry out practical investigation as well as research a socio-scientific issue. Students will examine the oceanic and atmospheric systems in detail and investigate an aspect of astronomy.

Assessment

This course will be examined using the Level 3 Earth and Space Science standards. The course may be tailored to meet the needs of the class or student as appropriate, following discussion with the TiC General Science. The following standards form the core component of the course.





Technology

Year 9 students will undertake study in Materials Technology, and Design and Visual Communication Technology. As part of the study of these technological areas they will also gain an understanding of the design process and graphics practice to enable them to express their design ideas.

Students with a particular interest in materials technology can specialise in this area by taking Materials Technology as an optional subject in Year 10, 11, 12 and 13.

YEAR 9 — MATERIALS TECHNOLOGY

Status	Compulsory
Prerequisites	None
Periods per week	Three for one term

Description

Materials Technology includes the investigation, use and development of materials to achieve a desired result. It involves knowledge of the properties and suitability of different materials for a specific purpose. Materials included are wood, metal, composites, plastics and synthetics. Areas of study may include the selection of suitable materials for a specific task, methods of working selected materials, designing, testing and evaluating, through to the possible effects manufactured items might have on our world.

YEAR 10 — TECHNOLOGY (OPTIONAL)

Context	Hard Materials
Status	Optional
Prerequisites	None
Periods per week	Four

Description

This is primarily intended to give students a good grounding and preparation to be successful in the Year 11, Level 1, NCEA course. Students opting for this subject at Year 10 and above must be able and prepared to demonstrate good written and visual communication skills required to fully describe and communicate their technological solutions.



The students gain experience in analysing design problems, designing practical solutions and realising the solution through manufacture. They are encouraged to experiment and continually evaluate their own work honestly, to identify improvements and modifications, and to demonstrate good practical skills. They also learn investigation skills and are required to undertake research, in their own time, into areas related to the design problem.

The design problems are chosen to introduce the students to a wide range of materials and processes, and the tools and machines used to shape, fashion and join these materials. As a result of this course, students increase and improve their problem solving and practical skills, learn to work safely with a variety of machines, tools, processes and materials, and gain a sense of achievement and pride in their work. The course provides a balance of academic and practical learning experiences.

Assessment

Standards based assessment is used.

YEAR 11 — TECHNOLOGY (OPTIONAL)

Context	Materials
Status	Optional
Prerequisites	It is preferable to have taken the Year 10 course. This gives the student the necessary base of knowledge and skills to produce work of a standard required for NCEA.

Periods per week Four

Description

Technology, in a materials context, is a course of study that requires students to express ideas in practical terms using a variety of materials and processes to arrive at a technological outcome.

Throughout the course problems are set for the students that will require them to demonstrate skills in using planning to solve a design problem, demonstrate technological knowledge and capability in using materials and processes.

As a result, the students will improve their problem-solving skills and develop sound practical skills. They will learn to work safely with

a variety of materials and processes, realise the need for ongoing evaluation of ideas and gain a sense of pride and achievement from their efforts.

Assessment

The student's work is assessed against Level 1 NCEA Technology standards. All evidence for assessment is generated by the students undertaking a variety of design-based assignments. The teacher will assess internally assessed standards. Externally assessed standards will be assessed by moderators who will evaluate all of the student's work to determine if these standards have been met.

The course will be based on a selection of the standards below.

Internal Achievement Standards

AS 91044

Undertake brief development to address a need or opportunity. (4 credits)

AS 91047

Undertake development to make a prototype to address a brief. (6 credits)

AS 91057

Implement basic procedures using resistant materials to make a specified product. (6 credits)

External Achievement Standards

AS 91049

Demonstrate understanding of how materials enable technological products to function. (4 credits)

YEAR 11 — LEVEL 1 APPLIED SCIENCE & TECHNOLOGY

Status Optional

Prerequisites None

Periods per week Four

Description

This course is a cross-curricular course involving aspects of both Physics and Technology. Please refer to **pg 96** for details.

YEAR 12 — TECHNOLOGY

Context Materials

Status Optional

Prerequisites This is a one-year course, open to any Year 12 student, and carries no fixed prerequisites. However, students opting for this subject will be required to communicate their design ideas clearly and with precision. Therefore sound investigative, drawing and communication skills are desirable.

Periods per week Five

Description

The Level 2 course for NCEA follows a similar format to the Level 1 course with a mix of internal and external standards selected from the list below.

Assessment

AS 91344

Implement advanced procedures using resistant materials to make a specified product with special features.

AS 91347

Demonstrate an understanding of advanced concepts used when making an item using materials.

AS 91357

Undertake effective development to make a trial prototype.

External achievement standards

AS 91363

Demonstrate understanding of sustainability in design.

YEAR 13 — TECHNOLOGY

Context Materials

Status Optional

Prerequisites It is strongly recommended that students have successfully completed the Year 12 Materials Technology or a graphics course. Good investigative, analytical, drawing and communication skills are necessary.

Periods per week Five

Description

The Level 3 course involves identifying a client with a design issue or need, and in association with the client, investigating, designing, modelling and manufacturing a solution to satisfy the need. The course will be based on a selection of standards from the list below.

AS91620 – Internal

Implement complex procedures to integrate parts using resistant materials to make a specified product. (6 Credits)

AS91622 – Internal

Implement complex procedures to make a specified product using a Computer Numerical Controlled (CNC) machine. (4 Credits)

AS91612 - External

Demonstrate understanding of how technological modeling supports technological development and implementation. (4 Credits)

YEAR 12 OR 13 BUILDING CONSTRUCTION OR MECHANICAL ENGINEERING TECHNOLOGY

Context	Materials
Status	Optional
Prerequisites	This course offers students an opportunity to undertake a practical-based course that will provide a lead into either the construction or mechanical engineering industries. While there are no prerequisites, it is envisaged that those taking this course would have some practical skills and an interest in either building or engineering. The course provides Level 2 qualifications in either discipline dependent on the students choosing.

This course is not a pathway to Year 13 Technology. Entry will be by HOD approval.

BUILDING CONSTRUCTION LEVEL 2

Below is a selection of unit standards that could be delivered to students to give them exposure to building construction industry in a practical context. Delivery would be through practical experiential learning backed up with structured documentation, which forms a log of evidence towards attainment

of the standards. Practical projects are pre-determined and built from plans. The emphasis is on developing practical skills and knowledge.

US 12927

Hand Tools. (6 credits)

US 24350

Portable Power Tools. (6 credits)

US 24354

Safe Working. (4 credits)

US 24351

Fixed Machinery. (6 credits)

Project work either:

US 25921

Make Cupboard. (8 credits)

US 12932

Garden Furniture. (8 credits)

US 2936

Non Consented Building. (8 credits)

MECHANICAL ENGINEERING LEVEL 2

Below is a selection of unit standards that could be delivered to students to give them exposure to mechanical engineering in a practical context. Delivery would be through practical experiential learning backed up with structured documentation, which forms a log of evidence towards attainment of the standards.

Practical projects are pre-determined and built from plans. The emphasis is on developing practical skills and knowledge.

US 2430

Draw and interpret sketches. (4 credits)

US 20917

Demonstrate basic knowledge of engineering materials. (2 credits)

US 2387

Assemble mechanical components under supervision. (2 credits)

US 2395

Select, use and care for engineering hand tools. (4 credits)

US 2396

Select, use and maintain portable hand-held engineering power tools. (2 credits)

US 4433

Select, use and care for simple measuring devices used in engineering. (2 credits)

US 4436

Select, use and care for engineering marking-out equipment. (4 credits)

US 21911

Demonstrate knowledge of safety on engineering sites. (1 credit)

In each case students would undergo a programme of skills building that would be assessed through the completion of practical work balanced with the log of experiences.



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