



St Matthew's Collegiate School

YEAR 11 COURSES

2019

**SUBJECT INFORMATION
BOOKLET**

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Information on National Qualifications

Students are promoted from Year 11-13 based on age. Students at Year 11-13 level may take subjects at any of the following levels, subject to meeting appropriate standards and pre-requisites. Students at Year 11 and 12 levels will choose six subjects. Students at Year 13 level will normally study five subjects, but may choose to study a sixth subject after consultation.

NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA) LEVEL 1/2/3

Students will be assessed against Achievement Standards. The school internally assesses a number of standards during the course of the year. Some standards are externally assessed, by an examination, at the end of the school year.

Credits may be accumulated over more than one year.

Level 1

80 credits from Level 1 or higher, including literacy and numeracy, will gain NCEA Level 1.

The **literacy** requirement is 10 credits. These may be gained from English or other subject standards as indicated in course outlines.

The **numeracy** requirement is 10 credits. These may be gained from Maths or other subject standards as indicated in course outlines.

Level 2

60 credits at Level 2 or above

+ 20 credits from any other level (these may be from Level 1).

Level 1 **literacy** and **numeracy** requirements must also be met. Please note that if you are intending study at University level you must have 10 literacy credits at Level 2, made up of 5 credits in reading and 5 credits in writing

Level 3

60 credits at Level 3 or above

+ 20 credits from Level 2 or above

Level 1 **literacy** and **numeracy** requirements must be met.

Recognising high achievement

Certificate endorsement

Achievement standards don't just set out expectations for achieving the standard. NCEA certificates can be endorsed with Merit or Excellence if 50 credits minimum are attained at Merit or Excellence.

Course endorsement

This provides recognition for a student who has performed exceptionally well in an individual course/subject. Students will gain an endorsement for a course if, in a single year, they achieve 14 or more credits at Merit or Excellence of which at least 3 credits are from externally assessed standards and at least 3 credits from internally assessed standards. (Note: the external requirement does not apply to Physical Education, as this subject is fully internal)

Excellence criteria are demanding and students who achieve with excellence for all or most of their standards will demonstrate higher level thinking skills.

St Matthew's Collegiate School has an expectation that our girls will participate in all internal and external assessment as laid down in each subject course.

How do I gain University Entrance to a New Zealand University?

University Entrance is the minimum requirement for getting into a New Zealand university. Many universities and other tertiary providers have further course entry requirements so you will have to also check with them. You will gain University Entrance if you have achieved all of the following:

- NCEA Level 3
- Three subjects –at **Level 3**, made up of at least 14 credits each in 3 'approved subject list'. The approved subject list is available at www.nzqa.govt.nz/ue.
- Literacy- 10 credits at Level 2 or above, made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy- 10 credits at Level 1 or above, made up of specified achievement standards available through a range of subjects.

How are my results recorded?

Any credits you achieve will be recorded against your name and National Student Number (NSN).

You can log in to see your records at www.nzqa.govt.nz/login

Information on how to do this will be sent to your school in June.

Scholarship level

This is a separate exam for each subject except Visual Art, Graphics and Technology and must be entered on an individual basis. There are monetary regards for gaining scholarship in individual subjects and across several subjects. The number of scholarships available depends on the number of students entering a particular subject at Level 3.



Vocational pathways

While the 'Vocational Pathways' provide new ways to achieve NCEA Level 2 it is also a useful tool for students beginning their NCEA journey. The pathways help students see how their learning and achievement is valued in the 'real world' by aligning the NCEA Standards with six industries:

- **Primary Industries** agriculture, horticulture, forestry, seafood, seed industry, meat, dairy, and food processing; animal care, customer services, environmental services, equine (horses and racing) government, machinery and equipment, research and science, veterinary services.
- **Service industries** barista, chef, hotel/motel resort manager, event manager, travel agent, tour guide, flight attendant, customs and border control, officer massage therapist, hairdresser, retail store manager, window dresser, gym manager, personal trainer, fitness instructor, writer, journalist
- **Social and Community Services** counsellor, psychologist, early childhood educator, social worker, teacher, fire-fighter, gunner/ rifleman, medic, paramedic, animal control officer, border protection/bio-security officer
- **Manufacturing and technology** electrician, engineer, logistics, production manager, purchaser, quality control, biotechnologist, designer, food technologist, production technologist, medical technologist.
- **Construction and infrastructure** master builder, architect, architectural draughtsman, engineer, project manager quantity surveying, engineering, building and maintaining telecommunication and electricity networks.
- **Creative industries** actor, musician, singer, dancer, film maker, photographer and technician, writer, composer, editor and stylist, curator, exhibition manager, graphic designer, animation and CGI, computer gaming, architecture, costume, stage and set design, advertising, interior and fashion design, visual artist, sculptor

By using the Vocational Pathways, you can:

- Identify the pathways you can take to achieve the skills and competencies valued by employers.
- Find out your job or career options.
- Find out what standards are valued by employers, within each pathway.
- Build your own Vocational Profile to plan and map your achievement.
- Show how you are working towards achieving NCEA Level 2.

Identify what you want to be and plan how you can achieve it.

"Profile Builder" and "Vocational Profile" tools are available via

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

You will see in the subject information the Vocational Pathway for each Achievement Standard

Subject Guidelines for Careers Requiring University Study

Some of the more common careers are listed below in alphabetical order. The subjects to take at school are listed as “important” and “useful” to gain the necessary skills and qualifications for this career option. As course requirements vary and change between the various Polytechnics and Universities, this sheet should be seen as a guide only. You should contact the institutions yourself if you require more specific information. All require the basic entry requirement to University while others will specify certain subject grade averages and may require an interview and/or a portfolio of work.

Foreign languages are important across all the following careers listed below, if students wish to pursue opportunities internationally.

CAREER	IMPORTANT SUBJECTS	USEFUL SUBJECTS
Accountant	Accounting Maths with Statistics	English Economics Calculus
Advertising / Marketing	English	Statistics Drama Economics Accounting Business Studies
Agriculture – Business	Mathematics Horticulture Accounting	Economics Biology Business Studies
Agriculture – Science	Biology Chemistry Mathematics	Horticulture
Architecture	Maths with Calculus Physics Art	DVC History English Geography History ^[SEP] History of Art Classical studies
Architecture – Landscape		English Maths with Statistics Geography Biology Horticulture Art DVC
Archivist / Curator		English Classical Studies Geography History Languages Art History

Army Officer (Armed Forces)	English Sciences or commerce or arts subjects	Medical requirement
Broadcasting / Communication		Drama English History Media Studies
Computing and Information Systems	Maths with Calculus Maths with Statistics	Sciences Commerce English
Conservation	English Biology Maori Geography Maths with Statistics	Physical Education Chemistry
Dentistry	Maths with Statistics English Physics Chemistry Biology	
Design - Fashion - Landscape - Illustration -Theatre	Practical Art for all As above but also Maths	Drama
Design –Graphic	Art	Art History English DVC Maths
Design - Industrial	Art	English DVC
Economist	Maths with Calculus Economics	English Statistics
Education/Teacher	English One or more specialist subject	
Engineering	Maths with Calculus Maths with Statistics Chemistry English Physics	
Engineering – Civil	Maths with Calculus Chemistry Physics	English
Engineering – Mechanical	Maths with Calculus Chemistry Physics	English Maths with Statistics
Engineering – Chemical	Maths with Calculus Chemistry Physics	Maths with statistics English Biology

Engineering – Electronic	Maths with Calculus Chemistry Physics	English Maths with Statistics Electronics
Engineering – Environmental Natural Resource	Maths with Calculus Chemistry Physics	English Biology Geography
Engineering – Forestry	Biology Chemistry Economics English Maths with Calculus Maths with Statistics	Physics
International Business	Maths with Statistics	Economics Accounting Business Studies History Geography Languages
Journalism	English	Journalism Drama History Languages
Law (Double degree is usually required)	English Other specialist subjects for 2 nd degree	Classical Studies History Geography History of Art Media Studies
Lecturer	English Masters degree is a minimum, preferably a PhD	
Medicine	English Maths with Statistics Chemistry Physics Biology	Check with the course provider. Requirements vary.
Optometry	Biology Chemistry Maths with Calculus Maths with Statistics Physics	No direct school intake
Physiotherapy and Pharmacy	Maths with Statistics English Physics Chemistry Biology	Check with course provider. Requirements vary.
Planner	English Geography	Economics Biology
Policy Analyst		Economics English Geography History

Science Related	Maths with Calculus Maths with Statistics Chemistry Physics Biology English	English Drama History Geography
Social Work		English Drama History Geography
Surveying	Maths with Calculus English Physics	Geography Biology
Tourism Management	English	Economics Accounting Geography Maths with Statistics Languages
Valuation – Fine Arts	English Art History Art	History Drama
Valuation – Property		Maths with Calculus Maths with Statistics Economics Accounting English
Vet	Biology Chemistry Physics Mathematics (Statistics)	English Mathematics (Calculus) History
Viticulture	Biology Chemistry	Economics Horticulture English

Subject Guidelines for Careers Requiring Other Tertiary Study

Polytechnics offer Certificates, Diplomas and Degrees. Diploma and Degrees all have entry criteria for students under 20.

Certificates – open entry

Diplomas – Level 5 & 6 usually require NCEA L2

Degrees – 42 credits at Level 3. Literacy at level 2 and numeracy at level 1. This is the same entry criteria as University.

Some of the more common careers are listed below with an outline of the subjects/level/grade required for entry.

CAREER	IMPORTANT SUBJECTS	ENTRY GUIDE
Architectural Draughting	English Mathematics Physics Chemistry DVC	Level 2
Automotive Mechanic	Mathematics English Science	3 Years secondary schooling
Business Studies	English Mathematics Business Studies Accounting Economics	Level 2
Carpentry / Joinery	Mathematics English Design & Technology	3 Years secondary schooling
Computer Graphic Design	Art English Mathematics DVC	Level 2 Plus Interview and/or Portfolio

Computer Software Technician	Mathematics English	Level 2
Chef / Hospitality	English Mathematics	3 Years secondary schooling. Minimum age may apply.
Electrician	English Mathematics Science or Physics	3 Years secondary schooling
Electronics	English Mathematics Physics	Level 2
Farming	Mathematics English Horticulture and/or Science Design & Technology	3 Years secondary schooling
Fitness Instructor / Sport Science	English Physical Education Science or Biology	Level 2
Horticulture / Forestry Worker	English Horticulture	3 Years secondary schooling
Medical Imaging / Radiation Technology	English Physics Mathematics with Statistics Or Mathematics with Calculus	Level 3 (university entrance)
Nursing	English Mathematics Biology Chemistry	Level 3 (university entrance)

Occupational Therapy	English Biology Physical Education	Level 3 (university entrance)
Outdoor Recreation / Adventure Tourism	English Physical Education	Age restrictions and detailed experience necessary
Police	English Mathematics Physical Education	Age and medical restrictions
Travel and Tourism	English Geography Mathematics	3 Years secondary schooling
Veterinary Nursing	Biology	Level 2
Welding & Engineering	English Mathematics (calculus) Science (physics)	3 Years secondary schooling

Internal assessment information for students

Introduction

It is important that systems for assessment are consistent and fair. These guidelines are written to ensure that you are aware of your rights and responsibilities for assessment. The guidelines apply to all internal assessments (eg practical activities, briefs, tests and assignments) that generate results for national qualifications.

Externals

You will also have derived grade/trial assessments to help prepare you for the external assessments (mostly exams but also portfolios of practical work) conducted by NZQA at the end of the year. These guidelines also apply to derived grade assessments. In the unlikely event that you are unable to sit external assessments (eg because of sickness or family trauma) or your performance is impaired, you can apply to get **derived** grades for those standards, so it is important that you do your best in any derived grade/trial assessment run by the school. A system for getting a derived grade is in place. You will be fully briefed about procedures before the external assessments at the end of the year.

Internals

You will be given fair warning regarding the dates for any internal assessment by your subject teacher.

All work must be handed in on the due date and all tests and in-class assessments must be done on the given date. Late work for assessment will not be accepted. In cases of illness or family/personal trauma, follow the 'Missed Assessment' procedure.

Authenticity

All work must be your own. There are penalties for a student if there is evidence that a breach of the rules has occurred, including inappropriately helping other students. The subject HOD will consult with the Principal's Nominee about the evidence and they will make a decision. Where a breach has occurred in an internally assessed standard, you will gain no credit.

The school will hold Acknowledgement/Authenticity forms that are signed by a parent and each student.

Missed Assessments

If you cannot hand in an assignment on time, or do an in-class test or practical activity on the day, then you must apply to your teacher, through the Principal's Nominee as soon as you know you will be late with an assignment or will be absent, or as soon as you return to school. Valid reasons for requesting an extension of time, or a new assessment date, or a derived grade request, are:

- Sickness: supply a medical certificate.
- Family trauma: supply a note from a parent/caregiver counter signed by the Principal's Nominee.
- School sporting/cultural activity/off-site course: The teacher in charge of the activity signs the 'Missed Assessment' form. (Note: this reason is only valid if you inform the teacher in advance of the test or assessment).

Appeals

You have a right to appeal if:

- you believe an assessment has not been fair, valid or consistent.
- you believe that you have unfairly been denied a further assessment opportunity.
- there is an alleged moderation or marking inconsistency.
- any assessment related decision such as those relating to misconduct, authenticity or other breaches of rules.

You should appeal to the subject teacher in the first instance.

The problem will usually be resolved at this point.

If you are not satisfied with the response from the subject teacher, then you should

1. Leave the work with the subject teacher.
2. Leave the results notice unsigned.
3. See the Principal's Nominee within five school days to fill in a form to request an appeal.

The Principal's Nominee will investigate the appeal and if necessary seek expertise from another teacher of the subject under appeal. You and your parent(s)/caregiver(s) will be informed in writing of the results of the appeal.

If you have had adequate opportunity to achieve but fail to undertake the assessment, a Not Achieved result will be recorded.

Further Assessment Opportunities

You may be offered a further assessment opportunity for each internally assessed standard. This will only be available if it is possible in terms of practical issues, manageability, cost and if it does not compromise the integrity of the work being assessed.

It is school policy that all students must complete all internal assessment tasks associated with their course except when exceptional circumstances apply.

ALL YR 11 TEACHERS HAVE A COPY OF NCEA SCHOOL POLICY. YOU CAN ASK TO SEE IT IF YOU NEED FURTHER EXPLANATION ABOUT ANY OF THE ABOVE.

Breaches of Rules



- Any breach of rules relating to the administration of and participation in NCEA assessment must be immediately brought to the attention of the Principal's Nominee.
- The Principal's Nominee will require a written statement and evidence.
- The Principal's Nominee will discuss the matter with the Principal and a course of action will be decided on.
- The parties concerned will be given a written summary of the decision and follow up action required.

An appeal must be lodged within 5 days of the original incident being reported to the Principal's Nominee.

Overview Year 11-13

The following diagram shows the sequential nature of subjects. Subjects which must be followed at a lower level in order to study them at a higher level.

St Matthew's NZQA L1	Rathkeale NZQA L1	Senior College NZQA L2	Senior College NZQA L3
English or ESOL	→	English or ESOL	→ English or ESOL
Mathematics	→ →	Mathematics 201 Mathematics 202	→ Calculus → Statistics → Mathematics
Applied Science	→	Biology	→ Biology
Science	→ → →	Chemistry Physics	→ Chemistry → Physics
	Agriculture - - - - -	Agriculture - - - - - Agribusiness - - - - -	→ Agriculture → Agribusiness
		Classics - - - - -	→ Classics
	Commerce - - - - - - - - - - - - - - -	Accounting Business Studies Economics	→ Accounting → Business Studies → Economics
	Design & Visual Communication - - - - -	Design & Visual Communication	→ Design & Visual Communication
	Digital Technology - - - - -	Digital Technology	→ Digital Technology
	Drama - - - - -	Drama - - - - -	→ Drama
	French →	French →	→ French
Food & Nutrition - - - - -	- - - - -	Food & Nutrition	→ Food & Nutrition
	Geography - - - - -	Geography - - - - -	→ Geography
	History - - - - -	History → - - - - -	→ History → History of Art

Japanese	→	Japanese	→	Japanese
Music	- - - - - →	Music	- - - - - →	Music
Physical Education	- - - - - →	Physical Education	- - - - - →	Physical Education
Soft or Hard Materials Technology	- - - - - → - - - - - →	Technology (Hard Materials) Technology (Soft Materials)	→ →	Technology (Hard Materials) Technology (Soft Materials)
		Tourism	- - - - - →	Tourism
Visual Art	→ → →	Visual Art – Painting Visual Art – Photography Visual Art – Design	→ → →	Visual Art – Painting Visual Art – Photography Visual Art – Design
KEY:  Pre-requisite course  Advantage course				

- Denotes subjects that can commence in Year 12.

NB Arrows indicate where the subject may lead.

Subject choices for year 11 student NCEA information

Students entering Year 11 are required to study seven subjects in which they will be assessed for the National Certificate of Educational Achievement during 2019.

Four of the subjects are compulsory i.e. English, Mathematics and Science. Religious and Philosophical Studies has been included here as an Assessment Standard is offered.

Students therefore have to choose 3 other subject options.

Before deciding upon the subjects to take it is important that students consider the following:

- (a) Subjects the student has already achieved well or has an interest in.
- (b) Subjects the student has a talent in.
- (c) Think about any career decisions that you may have made. www.kiwicareers.govt.nz is an excellent site for career information (but remember you may have to or want to change decisions in the future).
- (d) Remember you are choosing subjects to improve your all round education, not as a job training exercise.
 - Workload. Students need to consider their ability and their organisation skills.
 - Subjects are assessed Internally and Externally. Each subject described in this booklet provides an overview of what will be delivered in that area.

Students are encouraged to discuss options with their subject teachers, form teacher and dean. Wherever possible we shall endeavour to enable students to follow the course of their choice.

Subject Options


HOD - TIC











Visual Arts	Ms Theng
Economics	Ms Leckie
Food and Nutrition	Mrs Gilman
French	Mrs Morris
Geography	Ms Leckie
History	Ms Glass
Japanese	Mrs Bracefield
Music	Mrs Taylor
Physical Education	Ms Tiley
Soft Materials Technology	Mrs Bucknell
Digital Technology	Mr Sherman-Ball
Drama	Mrs Taylor


Other Academic Staff Available











Mathematics	Mrs Walker
English	Ms Richardson
Science	Mrs Chapman
Yr 11 Dean	Mrs Taylor
Careers	Ms Tiley

COURSE INFORMATION


MATHEMATICS	Vocational Pathways 
Internal Credits : up to 18 External Credits : up to 16	Course fees and related costs a graphic calculator is recommended
Qualification: NCEA level 1 Mathematics	No. of Field Trips: Nil
Pre-requisites: Nil	
<p>Course Outline: At this level there is a strong emphasis on problem solving where students will be required to apply numeric reasoning and use extended abstract thinking.</p> <p>Students are expected to carry out a logical sequence of steps and communicate their solutions using correct mathematical statements. The content of this course covers Algebra, Measurement, Numbers, Trigonometry, Geometry, Statistics and Probability</p> <p>A mixture of Internal and External standards will provide up to 24 credits for NCEA Level 1. The standards selected will depend upon the students taking the course but generally <i>are selected</i> from those below. Level 2 standards are offered if appropriate.</p>	






Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathways
Apply algebraic procedures in solving problems	AS	91027	1	4	External	Numeracy	
Investigate relationships between tables, equations and graphs	AS	91028	1	4	External	Numeracy	
Apply geometric reasoning in solving problems	AS	91031	1	4	External	Numeracy	
Demonstrate understanding of chance and data	AS	91037	1	4	External	Numeracy	
Apply numeric reasoning in solving problems	AS	91026	1	4	Internal	Numeracy	
Apply linear algebra in solving problems	AS	91029	1	3	Internal	Numeracy	
Apply measurement in solving problems	AS	91030	1	3	Internal	Numeracy	
Apply knowledge of geometric representations in solving problems	AS	91033	1	3	Internal	Numeracy	
Apply transformation geometry in solving problems	AS	91034	1	2	Internal	Numeracy	
Investigate bivariate numerical data using the statistical enquiry cycle	AS	91036	1	3	Internal	Numeracy Literacy	


ENGLISH	Vocational Pathways 
Internal Credits: 13 External Credits: 4-8	Course fees and related costs Nil
Qualification: NCEA Level 1 English	No. of Field Trips: Nil
Pre-requisites: Nil	
Course Outline: This course will provide a possible 17-21 literacy credits at Level 1. All of these will be Achievement Standards and there will be a mixture of Internal and External assessment. You will cover a range of the following: <ol style="list-style-type: none"> 1. Creative writing 2. Formal writing 3. Responding to studied texts: novel, play, short stories, film 4. Understand unfamiliar texts 5. Speaking with confidence 6. Close viewing of visual text 7. Explain connections across texts 8. Create a visual text 	






Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Produce creative writing	AS	90052	1	3	Internal	Literacy	
Construct and deliver oral text	AS	90857	1	3	Internal	Literacy	
Show understanding of visual and/or oral text(s) through close viewing and/or listening using supportive evidence	AS	90856	1	3	Internal	Literacy	
Produce formal writing	AS	90053	1	3	Internal	Literacy	
Show understanding of specified aspects of studied written texts using supporting evidence	AS	90849	1	4	External	Literacy	
Show understanding of specified aspects of studied visual or oral texts, using supporting evidence	AS	90850	1	4	External	Literacy	
Demonstrate understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	AS	90851	1	4	External	Literacy	
Explain significant connection(s) across texts, using supporting evidence	AS	90852	1	4	Internal	Literacy	
Create a visual text	AS	90855	1	3	Internal	Literacy	
Form personal responses to independently read texts, supported by evidence	AS	90854	1	4	Internal	Literacy	



The year 11 course will consist of a **range** of the above Standards depending on a number of variables



INTERNAL BASED SCIENCE	Vocational Pathways 
Internal Credits: 20 External Credits: 0	Course fees and related costs \$60
Qualification: NCEA Level 1 SCIENCE	No. of Field Trips: Nil
Pre-requisites: Nil	
Course Outline: <p>You will be assessed against Internal Achievement Standards.</p> <p>Your science knowledge and understanding from Years 9 and 10 will be developed so you can apply it to describe and explain the world around you.</p> <p>Your future decisions about what you will eat and drink and do to stay healthy, your lifestyle, the air you choose to breathe, the people you will vote into government to protect our environment all depend on a strong understanding of science. Many career paths require a good basic knowledge of science. You will explore topics under Physics, Chemistry and Biology. You will learn by observing, recording data, collecting, processing and interpreting information, collating data, designing questions to be answered, and making learning resources. You will design and carry out scientific investigations</p> <p>It is anticipated that the following Achievement Standards will be covered</p>	


Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Investigate the implications of the properties of metals for their use in society	AS	90946	1	4	Internal		
Investigate implications of heat for everyday life	AS	90943	1	4	Internal	Numeracy	
Demonstrate understanding of biological ideas relating to genetics	AS	90948	1	4	External	Literacy	
Investigate implications of electricity and magnetism for everyday life	AS	90941	1	4	Internal	Numeracy	
Carry out a practical chemistry investigation with direction	AS	90930	1	4	Internal	Numeracy	






SCIENCE	Vocational Pathways 
Internal Credits: 8 External Credits: 12	Course fees and related costs \$60
Qualification: NCEA LEVEL 1 SCIENCE	No. of Field Trips: Nil
Pre-requisites: Nil	
Course Outline: <p>You will be assessed against both Internal and External Achievement Standards.</p> <p>Your science knowledge and understanding from Years 9 and 10 will be developed so you can apply it to describe and explain the world around you.</p> <p>Your future decisions about what you will eat and drink and do to stay healthy, your lifestyle, the air you choose to breathe, the people you will vote into government to protect our environment all depend on a strong understanding of science. Many career paths require a good basic knowledge of science. You will explore topics under Physics, Chemistry and Biology. You will learn by observing, recording data, collecting, processing and interpreting information, collating data, designing questions to be answered, and making learning resources. You will design and carry out scientific investigations</p> <p>It is anticipated that the following Achievement Standards will be covered</p>	

Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Demonstrate understanding of aspects of acids and bases	AS	90944	1	4	External		
Demonstrate understanding of aspects of mechanics	AS	90940	1	4	External	Numeracy	
Demonstrate understanding of biological ideas relating to genetics	AS	90948	1	4	External	Literacy	
Investigate implications of electricity and magnetism for everyday life	AS	90941	1	4	Internal	Numeracy	
Carry out a practical chemistry investigation with direction	AS	90930	1	4	Internal	Numeracy	

RELIGIOUS AND PHILOSOPHICAL STUDIES	Vocational Pathways  
Internal Credits: 6 External Credits: 0	Course fees and related costs Nil
Qualification: Nil	No. of Field Trips: 1
Pre-requisites: Nil	
<p>Course Outline: Students will explore a variety of key religious principles, where these come from and how they impact on a range of ethical situations that arise in contemporary society. There will be an opportunity to investigate an ethical issue of personal interest. Assessment is in the form of a formal Internal Achievement Standard</p>	

Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Application of religious ethical principles.	AS	90818	1	6	Internal	Literacy	 

GEOGRAPHY	Vocational Pathways 
Internal Credits: 10 External Credits: 8	Course fees and related costs Purchase of a Skills book for approximately \$18 is required.
Qualification: NCEA LEVEL 1 GEOGRAPHY (endorsed)	No. of Field Trips: 2 Locally
Pre-requisites: Nil	
<p>Course Outline:</p> <p>Geography is the study of the environment as the home of people. A combination of theory and practical work through field trips is used.</p> <p>Topics may include, but are not limited to:</p> <ul style="list-style-type: none"> • An Extreme Natural Event (an earthquake) • Population concepts (NZ and another country) • Sustainability • Geographic Skills <p>Assessment by Achievement Standards both Internal and External offering a minimum of 18 credits.</p>	

Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Population Concepts	AS	91008	1	4	External	Literacy	
Sustainable Use of an Environment	AS	91009	1	3	Internal	Literacy	
Geographic Skills	AS	91010	1	4	External	Literacy Numeracy	
Geographic Research	AS	91011	1	4	Internal	Literacy Numeracy	
Geography at a Global Scale	AS	91013	1	3	Internal	Literacy	

HISTORY	Vocational Pathways ■ ■ ■
Internal Credits: 12 External Credits: 8	Course fees and related costs History Skills Book \$30
Qualification: NCEA LEVEL 1 HISTORY	No. of Field Trips: Nil
Pre-requisites: For Level 1 History students need to have good reading skills. Critical comprehension of historical sources is important as are sound writing skills.	
Course Outline: Students will study some of the major trends and developments in our New Zealand Society and elsewhere to help them develop an understanding of historical inquiry and interpretation. NCEA Level 1 History is concerned with important social, economic and political issues of the twentieth century and other New Zealand historical events of significance Depending on the make-up of the class, we will study at least 3 of the following topics: <ul style="list-style-type: none"> • Origins of WW11 1919-1949 • Parihaka/Wairarapa Moana • Russia 1914-1939 • ANZUS Treaty and nuclear free New Zealand Students will learn to organise and carry out tasks under four skill categories. <ol style="list-style-type: none"> 1. Information Gathering 2. Information Processing 3. Essay writing 4. Analysis of historical documents Assessment by Achievement Standards, both Internal and External Assessments.	

Description	US/AS	Standard Number	Level	Credit Value	Internal/External	Literacy/numeracy	Vocational pathway
Carry out an investigation into an historical event or place of significance to New Zealanders	AS	91001	1	4	Internal	Literacy	■ ■
Demonstrate understanding of an historical event, or place, of significance to New Zealanders	AS	91002	1	4	Internal	Literacy	■ ■ ■
Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	AS	91004	1	4	Internal	Literacy	■ ■ ■
Describe the causes and consequences of an historical event	AS	91005	1	4	External	Literacy	■
Describe how an historical event affected New Zealand society	AS	91006	1	4	External	Literacy	■ ■

COMMERCE	Vocational Pathways ■ ■ ■ ■
Internal Credits: 9 External Credits: 8	Course fees and related costs Purchase of a 'write-on' text for approximately \$26 is required.
Qualification: NCEA Level 1 Economics (endorsed)	No. of Field Trips: 1
Pre-requisites: Some mathematical ability is an advantage.	
Course Outline: Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. This course combines the concepts of economics with some accounting and business principles. It involves exploration of sustainability, enterprise, citizenship and globalisation. Topics include but are not limited to: <ul style="list-style-type: none"> • Demand • Production • Supply • Students will gain an understanding of their place in the economy through personal inquiry. • Sectors of the economy • Marketing Assessment by Achievement Standard, both Internal and External, offering 17 credits.	


Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Apply the marketing mix to a new or existing product	AS	90840	1	3	Internal	Literacy	■ ■ ■
Producers and Supply	AS	90985	1	3	External	Literacy	■ ■ ■
Market Equilibrium	AS	90986	1	5	External	Literacy	■ ■ ■
NZ Sector Interdependence	AS	90988	1	3	Internal	Literacy	■ ■ ■ ■
Financial Decision for a Group	AS	90981	1	3	Internal	Literacy	■ ■ ■






VISUAL ARTS	Vocational Pathways ■
Internal Credits: 6 External Credits: 12	Course fees and related costs Students are charged \$35 per term for 3 terms. This goes towards providing them with all the equipment they will need both in class and for prep.
Qualification: NCEA level 1 Visual Arts (endorsed)	No. of Field Trips: 1
Pre-requisites: It is expected that students will have studied Visual Arts in year 10 and completed AS 90914 (4 credits)	
Course Outline: Students will develop practical knowledge and skills using a range of media (drawing, collage, painting and printmaking processes) and conventions from established practice. They will learn how to generate, develop and clarify ideas, and to sequence and link ideas systematically as they solve problems across a body of work. Students develop the 21 st century learning skills of critical thinking, communication, collaboration and creativity.	


Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Use drawing conventions to develop work in more than one field of practice	AS	90915	1	6	Internal		■
Produce a body of work informed by established practice, which develops ideas using a range of media	AS	90916	1	12	External		■






MUSIC	Vocational Pathways ■
Internal Credits: 16 External Credits: 4	Course fees and related costs Nil
Qualification: NCEA Level 1 Music	No. of Field Trips: Nil
<p>Pre-requisites: Students must have taken either Year 10 Music or performance music and be learning an instrument. They must have a good level of proficiency of at least the equivalent of three years' tuition.</p> <p>Or have a high level of instrumental or vocal proficiency and the equivalent of Grade 3 theory.</p> <p><u>All Year 11 music students must be learning their instrument or singing with a teacher either in school or privately and it is imperative that they continue throughout Year 11. Students are required to belong to either choir, orchestra or jazz band.</u></p>	
<p>Course Outline: This will cover:</p> <ul style="list-style-type: none"> • presenting music as a featured soloist • performing as a member of a group • composition • musical works • theory skills <p>Through:</p> <ul style="list-style-type: none"> • lessons with instrument tutor • performance workshops and self-reflection • exploring the compositional process • musical analysis <p>Assessment is through a mixture of internal and external Achievement Standards</p>	

Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Solo performance	AS	91090	1	6	Internal		■
Group performance	AS	91091	1	4	Internal		■
Composition	AS	91092	1	6	Internal		■
Demonstrate Knowledge of conventions used in music scores	AS	91094	1	4	External	Literacy	■

FRENCH	Vocational Pathways 
Internal Credits: 14 External Credits: 10	Course fees and related costs Language Perfect (online website to assist with vocabulary and grammar) subs: \$30 Renash booklet (booklet with all grammar and vocabulary lists needed for Level 1): \$18
Qualification: NCEA Level 1 French	No. of Field Trips: 1
Pre-requisites: It is expected that students have at least two years' experience of French.	
Course Outline: Students will build on vocabulary and language skills learned in Year 9 and 10. The four language skills, which are reading, writing, listening and speaking, will be developed through communicative activities. Topics such as: holidays, making social arrangements, entertainment, home and school routines, my home town, region and country will be covered. Students will be assessed both Internally and Externally to gain 24 credits towards NCEA Level 1.	

Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
1.1: Demonstrate understanding of a variety of French texts on areas of most immediate relevance	AS	90878	5-6	5	External		
1.2: Give a spoken presentation in French that communicates a personal response	AS	90879	5-6	4	Internal		
1.3: Interact using spoken French to communicate personal information, ideas and opinions in different situations	AS	90880	5-6	5	Internal		
1.4: Demonstrate understanding of a variety of French texts on areas of most immediate relevance	AS	90881	5-6	5	External		
1.5: Write a variety of text types in French on areas of most immediate relevance	AS	90882	5-6	5	Internal		

JAPANESE	Vocational Pathways 
Internal Credits: 14 External Credits: 10	Course fees and related costs \$30 Language Perfect subscription \$18 RENASH NCEA booklet
Qualification: NCEA Level 1 Japanese (endorsed)	No. of Field Trips: none this year
Pre-requisites: It is expected that students have at least two years' experience of learning Japanese.	
Course Outline: The course places emphasis on communicative competence reinforced by the study of culture through language. The four language skills, which are reading, writing, listening and speaking will be developed through task-based and communicative activities. By the end of this course students should be able to seek and give information through a variety of everyday situations and communicate effectively in Japanese for authentic purposes. They should also be able to use written language flexibly in routine situations. 24 credits will be available through a combination of Internal and External Achievement Standards.	


Description	US/AS	Standard Number	Level	Credit Value	Internal/External	Literacy/numeracy	Vocational pathway
Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	AS	90893	1	5	External		
Give a spoken presentation in Japanese that communicates a personal response	AS	90894	1	4	Internal		
Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations	AS	90895	1	5	Internal		
Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance	AS	90896	1	5	External		
Write a variety of text types in Japanese on areas of most immediate relevance	AS	90897	1	5	Internal		





PHYSICAL EDUCATION	Vocational Pathways ■ ■ ■ ■
Internal Credits: 20 External Credits: 0	Course fees and related costs \$ 25 course book \$100 off-site activities & field trip (approx.)
Qualification: NCEA Level 1 Physical Education	No. of Field Trips: 1
Pre-requisites: Students need a good level of written and verbal communication skills, good self management skills and an interest in practical and theoretical Physical Education	
Course Outline: The course will cover both theoretical and practical aspects of Physical Education. This will include class work, lectures, assignments theoretical and practical sessions. This is an academic course of study. The range of topics will include the following: <ul style="list-style-type: none"> • basic anatomy • basic physiology • basic biomechanics • application and evaluation of interpersonal skills • factors influencing own participation • responsible behaviour for safety in Outdoor Activities • quality performance in a practical context All Achievement Standards are internally assessed and provide 20 credits at level 1.	

Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Participate actively in a variety of physical activities and explain factors that influence own participation	AS	90962	1	5	Internal		■ ■ ■
Demonstrate an understanding of the function of the body as it relates to the performance of physical activity	AS	90963	1	5	Internal	Literacy	■ ■ ■ ■
Demonstrate quality movement in the performance of a physical activity	AS	90964	1	3	Internal		■ ■ ■
Demonstrate interpersonal skills in a group and explain how these skills impact on others	AS	90966	1	4	Internal	Literacy	■ ■ ■
Demonstrate and show understanding of responsible behaviour for safety during outdoor education activities	AS	90968	1	3	Internal	Literacy	■ ■

FOOD AND NUTRITION	Vocational Pathways ■ ■ ■
Internal Credits: 15 External Credits: 4	Course fees and related costs \$40 per term towards food ingredients
Qualification: NCEA Food and Nutrition (endorsed)	No. of Field Trips: 2
Pre-requisites: Students will have an interest in working with food. Those who have done year 10 Food and Nutrition will have preference for spaces.	
<p>Course Outline: Food and Nutrition is a course of study that underpins all future nutrition related courses. The students study Nutrition for Teenagers, Meal Planning, Food Choices and Food Safety. Through a variety of practical and theoretical activities students learn through both group and individual tasks. Skills developed in this area include:</p> <ul style="list-style-type: none"> • Practical food preparation • Self management • Inquiry • Problem solving <p>Assessment is through a combination of Internal/External assessment leading to 19 credits Additional Standards may be added or removed depending on student interest</p>	

Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Demonstrate knowledge of practices and strategies to address food handling issues	AS	90959	1	5	Internal	Literacy	■ ■ ■
Demonstrate knowledge of an individuals nutritional needs	AS	90956	1	5	Internal		■ ■ ■
Demonstrate understanding of societal influences on an individuals food choices and well-being.	AS	90957	1	5	Internal	Literacy	■ ■ ■
Demonstrate understanding of how packaging information influences an individual's food choices and well-being.	AS	90961	1	4	External	Literacy	■ ■ ■


SOFT MATERIALS TECHNOLOGY	Vocational Pathways 
Internal Credits: 16 External Credits: 3	Course fees and related costs \$15.00 per term (take home component costs) + Entry expenses to competitions (STAR funded) + Cost of personal resources + Printing and photocopying + Field trips
Qualification: NCEA Level 1 Soft materials Technology	No. of Field Trips: up to 4
Pre-requisites: It is recommended that students have studied this subject at Year 10. Preference in placement will be given to these students.	
Course Outline: This fashion design based programme provides opportunities for students to earn 21 Level 1 credits whilst entering a variety of local and national design competitions. Teaching and learning at this level focuses on: <ul style="list-style-type: none"> • Expanding the understanding and use of technological literacy and practices in the design process • Giving and using constructive feedback • Trialling and experimenting with techniques so that accuracy, efficiency and independence are developed • Planning of time and resources so that deadlines are met with quality outcomes that meet a need or opportunity 	
Additional Standards may be added or removed depending on student interest	







Description	US/AS	Standard Number	Level	Credit Value	Internal/ External	Literacy/ numeracy	Vocational pathway
Make basic adaptations to a pattern to enable a design to fit a person or item	AS	91096	1	4	Internal		
Use design ideas to develop a conceptual design for an outcome to address a brief	AS	91046	1	6	Internal		
Demonstrate understanding of design elements	AS	91053	1	3	External	Literacy	
Implement basic procedures using textile materials to make a specified product	AS	91058	1	6	Internal		

DRAMA	Vocational Pathways ■ ■
Internal Credits 18 External Credits 4	Course fees and related costs: Dependent on available performances
Qualification: NCEA Level 1 Drama	No of Field Trips: Minimum of 1 trip to theatre.
Prerequisites: Nil	
<p>Course Outline: This course offers a possible 22 credits at Level 1. These are all derived from Achievement Standards. The focus of the course is on internal assessment. The final choice of Standards will be taken at the commencement of the course.</p> <p>The course is a balance of practical stage work and theory. It will include:</p> <ul style="list-style-type: none"> • Learning and practising dramatic techniques • Study of theatre forms • Improvising and devising drama • Acting in a scripted scene or play • Viewing a significant play 	

Description	US/AS	Standard Number	Level	Credit Value	Internal / External	Literacy / Numeracy	Vocational Pathway
Apply drama techniques in a dramatic context.	AS	90006	1	4	Internal	Literacy	■ ■
Devise and perform a drama	AS	90997	1	5	Internal	Literacy	■ ■
Select and use features of a drama / theatre form in a performance.	AS	90999	1	4	Internal	Literacy	■ ■
Perform an acting role in a scripted production.	AS	90009	1	5	Internal	Literacy	■ ■
Demonstrate understanding of features of a drama / theatre form in a performance	AS	90998	1	4	External	Literacy	■

There is the option of a further external Achievement Standard depending on a number of variables

DIGITAL TECHNOLOGY - provisional	Vocational Pathways 
Internal Credits: 17 External Credits: 3	Course fees and related costs:
Qualification: NCEA Level 1 Digital Technology	No of Field Trips:
Prerequisites: Nil	
<p>Course Outline:</p> <p>Digital Technology allows students to develop an excellent foundation of research, design, problem solving and evaluation skills through the planning and production of their own outcomes.</p> <p>The course will offer students the opportunity to explore topics such as Programming, Web Design, Movie Making and Photo Editing, as well as Desktop Publishing, Word Processing, PowerPoints, Spreadsheets and Databases</p> <p>The final choice of Standards will be taken at the commencement of the course and will be developed around the girls' interests.</p>	

Description	US/AS	Standard Number	Level	Credit Value	Internal / External	Literacy / Numeracy	Vocational Pathway
Develop a proposal for a digital outcome	AS	91877	1	3	Internal	Literacy	
Develop a design for a digital outcome	AS	91878	1	3	Internal	Literacy	
Develop a digital media outcome	AS	91880	1	4	Internal	Literacy	
Demonstrate understanding of human computer interaction	AS	91886	1	3	External	Literacy	
*Develop a computer program	AS	91883	1	4	Internal		
*Develop a computer system	AS	91882	1	4	Internal		

* Final choice will depend upon student interest

At the start of the academic year 2019 –NCEA level 1

1. **Subject Course Outlines**

At the start of each course the subject teacher will have provided each student with a course outline for the year.

The course outline will:

- . Provide a sequential list of topics to be covered.
- . Standards to be assessed.
- . Establish a general timetable with dates for assignments, tests, and examinations.
- . Describe standards expected and minimum requirements for presentation of work.
(These may be given in conjunction with individual assessment details)

2. **Assessment Specifications.**

At the start of each course the subject teacher will also provide each student with a copy of the Assessment Specification for the subject. It is the responsibility of the student to ensure that they have received a copy of the Assessment Specifications for each subject they are entering NCEA Level 1.

3. **Students should record all results on a record sheet supplied by their teachers.**

The student should be given the opportunity to 'sign off' on their results to indicate that they accept them. If the student disagrees with a grade awarded for an assessment they should follow the appeals procedure.

4. **Students will be provided with procedures and guidelines for all Internal Assessment and also a Comprehensive Assessment Schedule.**

5. An NCEA Information afternoon for parents and students will be held on Friday 18th August 2017

Key Competencies

Capabilities for living and lifelong learning

Thinking

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perception.

Using language, symbols, and texts

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Managing Self

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Relating to Others

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas and ways of thinking.

Participating and Contributing

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.