



# Gore High School

*No Reward Without Effort*

2023 COURSE BOOKLET

**YEAR 12 & 13**



## YEAR 12 – HOW TO CHOOSE YOUR SUBJECTS

### **'Times have changed! Employment options are different'**

To be more professional in industry, employers, businesses, and organisations now invest in skill training. Completion of four or five years of secondary school is NOW A REQUIREMENT for positions in the workforce. Students need to know that learning does not stop when they leave school as the expectations of today's job market involve continued learning and up skilling.

### **'We spend a long time working!'**

According to the Bureau of Labour Statistics, the average worker currently holds **ten** different jobs before age forty, and this number is projected to grow.

It is extremely important that students consider their career goals when choosing their subjects for next year. Teacher training, University study and Polytechnic courses all have entry requirements. Students need to know these requirements before they select their subjects.

### **Ability + interest + career requirement = subject choice**

Students need to research their career choice to find out what subjects and grade levels are required to be studied at school. There is nothing worse than finding out in Year 13 that you cannot pursue your career pathway because you did not take the right subjects earlier.

There are no compulsory subjects at Year 12, although Mathematics and English are highly recommended, especially for those students who will be enrolling in Tertiary Education.

#### **At Year 12:**

- **English (or Communications) and Mathematics are not compulsory but are strongly recommended.**
- **Students can enrol in either 12ORC AND/OR 12PED.**
- **Correspondence is only available for subjects not offered at Gore High School.**

In order to achieve Level 2, students need a minimum of 80 credits, of which 60 need to be at Level 2 or above. Students also need to gain Level 1 Literacy and Numeracy in order to be awarded Level 2.

An alternative course option is available in Year 12 – Communications (instead of English). Credits gained from this course are frequently required for Polytechnic entry. This course will include Internal Unit and Achievement Standards.

#### **Literacy:**

If a Year 12 student intends on going to University in the future, then they should be achieving the University Entrance Literacy requirements this year i.e. 10 Level 2 Literacy credits (5 in reading and 5 in writing). This is indicated in the following tables (R = Reading and W = Writing).

**Some universities will have different requirements than those listed above. Please check with the individual University or with our Careers Department as to their specific prerequisites.**

If you are not sure what subjects are required, please make sure you seek careers advice from Career Pathways. Information is available in Career Pathways on career databases such as [www.careers.govt.nz](http://www.careers.govt.nz). There you will find every imaginable career training course in New Zealand plus access to information on 700 jobs. The Careers Advisers at the school are happy to give advice to any student and their parents. Seek this information and look ahead.

**Please note: The choices available in this course booklet may be subject to change due to timetable constraints.**

## What are the Vocational Pathways?



The Vocational Pathways provide new ways to achieve NCEA Level 2 – the foundation for success in further education and the world of work. The pathways help students see how their learning and achievement is valued in the 'real world' by aligning the NCEA Level 2 Assessment Standards including specific 'sector-related' standards with six industries:

- **Primary Industries**
- **Services Industries**
- **Social & Community Services**
- **Manufacturing & Technology**
- **Construction & Infrastructure**
- **Creative Industries**

These six pathways represent ways to structure and achieve NCEA Level 2 by providing a more coherent framework for foundational vocational education; students can develop their own individual education plans, are better informed and able to make better choices to meet their goals.

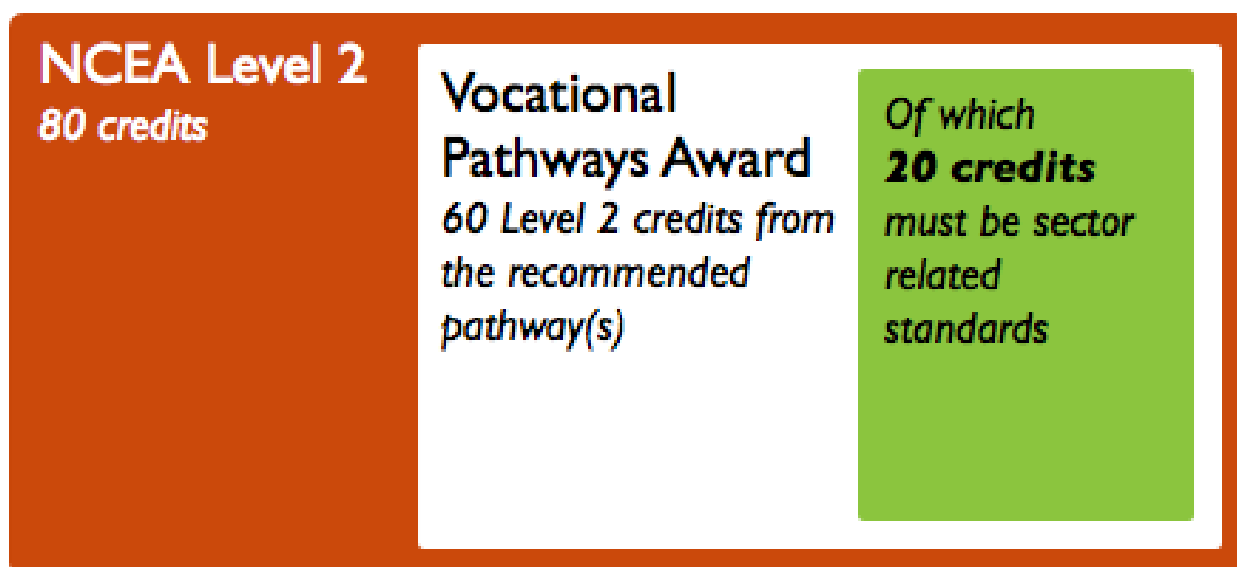
Government agencies, the industry training sector, secondary and tertiary representatives and industry and employer representatives worked together to develop the six Vocational Pathways for NCEA Level 2 as the foundation of the journey to employment. These groups are now in the process of developing pathways through qualifications achieved in NCEA Level 3 and beyond.

### What is a Vocational Pathways Award?

The award enables employers to assess whether potential employees' skills align with their industry requirements more easily.

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.

The following diagram shows this relationship:



The Vocational Pathways Award(s) will be awarded to students on their NZQA Record of Achievement. This will be a real advantage when they look for work and training opportunities in the sector.

When choosing courses, use the Vocational Pathway key to see which pathway each year 12 course standard is linked to. This will help you decide how relevant your course selection is for your chosen future career, or which careers are closely matched to the courses you would like to study. Go to <http://youthquarantee.net.nz/vocational-pathways/students-and-whanau/> and speak to the Careers Department for further information.

In addition to school classes, the Careers Department works closely with the guidance team who may be able to offer students placements in local businesses and on relevant day release courses offered by Tertiary Providers.

# 21ST CENTURY LEARNING AND BYOD

## Using technology to enhance and enable learning

At Gore High School we believe in allowing students to become connected learners for life. ICT allows greater collaboration, personalized delivery of curriculum, and many other opportunities to enhance teaching and learning for our students. Students at all year levels will use devices in class for their learning. In the same way that students come to school and attend lessons in a classroom, with a teacher in front of them, we also use an online platform called Microsoft TEAMS for day-to-day activities. This is our online forum for communication, administration, making pastoral connections and learning.

## Purchasing a device

We want all students to have the access to their own device. If you cannot afford a device at this time, please contact the school to talk about how we can help provide your child with their own device.

## Device specifications

- Windows 10 (preferred operating system) or 11
- At least an i5/2.2GHZ Processor or equivalent.
- 4GB of RAM minimum
- 124GB SSD storage recommended
- Wireless capability and keyboard
- A minimum of 6-hour battery life
- Laptop case or cover if carried in school bags
- Headphones are also needed

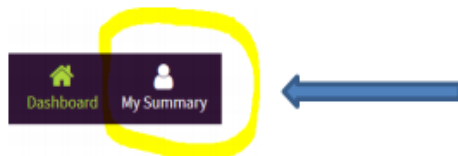
# Selecting your Options on EDGE

You will choose your options online. Either online, by using a web browser to login into Edge, or by using the EDGE APP on your phone.

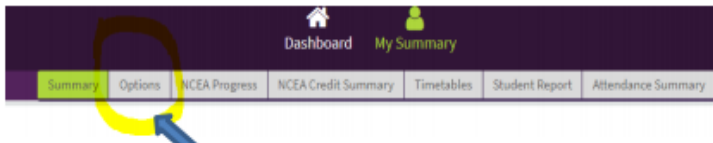


Login with your student school email address at <https://student.musac.school.nz/> using your EDGE password. If you have any problems with this, see Mrs Shaw at Student Reception.

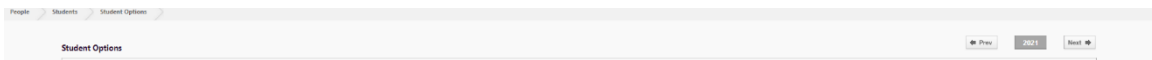
## Step 1:



## Step 2:



## Step 3: Make sure the Year Level is 2023



## Step 4: Choose your subjects.

**Year 10 students -choose two subjects**

**Year 11 students – choose six subjects. You must choose an English or Communications, one Maths and preferably Science.**

**Year 12 students – choose six subjects.**

**Year 13 students – choose 5 subjects and a study**

(No courses found)

Change Options

Show courses for: Institutional Year Level Y11

Course	Reporting Name	Unit Subject	Level	Cost
<input type="checkbox"/> 11AGC	Level 1 Accounting	Accounting	Year 11	\$0.00
<input type="checkbox"/> 11AGB	Level 1 Agriculture	Agriculture/Horticulture	Year 11	\$0.00
<input type="checkbox"/> 11AGT	Level 1 Art	Visual Arts	Year 11	\$0.00
<input type="checkbox"/> 11AGM	Level 1 Digital Media	Technology	Year 11	\$0.00
<input type="checkbox"/> 11GFA	Level 1 Design	Design	Year 11	\$0.00
<input type="checkbox"/> 11GFC	Level 1 Design and Visual Communication	Design, Drawing and Graphics	Year 11	\$0.00
<input type="checkbox"/> 11EOD	Level 1 Economics	Economics	Year 11	\$0.00
<input type="checkbox"/> 11EGL1	Level 1 English 101	English	Year 11	\$0.00
<input type="checkbox"/> 11EGL2	Level 1 English 102	English	Year 11	\$0.00
<input type="checkbox"/> 11GEO	Level 1 Geography	Geography	Year 11	\$0.00
<input type="checkbox"/> 11HIS	Level 1 History	History	Year 11	\$0.00
<input type="checkbox"/> 11TSM	Level 1 Home Economics	Food Technology	Year 11	\$0.00
<input type="checkbox"/> 11TSM2	Level 1 To Run a Business	To Run a Business	Year 11	\$0.00
<input type="checkbox"/> 11MSS	Level 1 Mathematics with Statistics	Mathematics with Statistics	Year 11	\$0.00
<input type="checkbox"/> 11MMS	Level 1 Mathematics	Mathematics	Year 11	\$0.00
<input type="checkbox"/> 11MMS1	Level 1 Music	Music/Music Studies	Year 11	\$0.00
<input type="checkbox"/> 11NAV	Year 11 Careers Navigator	Life skills/Personal development	Year 11	\$0.00
<input type="checkbox"/> 11PEP	Level 1 Physical Education	Physical Education	Year 11	\$0.00
<input type="checkbox"/> 11SCL1	Level 1 Science 101	Science	Year 11	\$0.00
<input type="checkbox"/> 11SCL2	Level 1 Science 102	Science	Year 11	\$0.00
<input type="checkbox"/> 11TEF	Level 1 Technology Fabric	Textiles/Clothing	Year 11	\$0.00
<input type="checkbox"/> 11TEM	Level 1 Technology Metal	Design, Drawing and Graphics	Year 11	\$0.00
<input type="checkbox"/> 11TEW	Level 1 Technology Wood	Design, Drawing and Graphics	Year 11	\$0.00
<input type="checkbox"/> 11LH1	Learning Hub	Special Needs Programme	Year 11	\$0.00



## YEAR 12

### ACCOUNTING – 12ACC

**Course Outline:**

Accounting at Year 12 builds on the knowledge gained in Year 11 and concentrates on the sub systems that are part of a business.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91175	Demonstrate understanding of accounting processing using accounting software.	I	2		4	
AS 91176	Prepare financial statements for an entity that operates accounting subsystems.	E	2		5	
AS 91177	Interpret accounting information for entities that operate accounting subsystems.	E	2		4	
AS 91179	Demonstrate understanding of an account receivable subsystem for an entity.	I	2		3	
AS 91386	Demonstrate understanding or an inventory subsystem for an entity.	I	2		3	
AS 91481	Demonstrate understanding of a contemporary accounting issue for decision-making	I	2		4	
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>14</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>9</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>23</b>

**Where does it lead?**

A knowledge of Accounting develops valuable skills for managing one’s own finances, running a successful business, or a rewarding career in Accountancy. A wide range of careers such as Accounting (Financial/Management), Business, Economist, Government and Politics, Finance and Insurance, Information Technology, Law, Management, Marketing and Tourism, Public Policy, and Teaching. Accounting is essential for any Commerce degree.

### AGRIBUSINESS – 12AGRB

**Course outline:**

To prepare students for career pathways and opportunities within the Agribusiness sector.

- To develop a knowledge of basic facts, principles, and theories in Agribusiness.
- To help students improve their knowledge and understanding of Agribusiness concepts.
- To provide students with opportunities to develop scientific skills and attitudes.
- To develop an appreciation of the impact science and technology has on our everyday lives.
- To develop a continuing interest in Agribusiness.
- To develop students’ reading, numeracy, and comprehension skills.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91866	Conduct an inquiry into the use of organisms to meet future needs.	I	2		4	

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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AS 91867	Demonstrate understanding of a primary industry business structure that meets the strategic needs of a business.	I	2		3	▲
AS 91868	Demonstrate understanding of cash flow forecasting for a business.	I	2		4	▲
AS 91871	Analyse how a product meets market needs through innovation in the value chain.	I	2		4	▲
AS 90844	Business Studies – Demonstrate understanding of how a large business responds to external factors.	E	2		4	▲
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>20</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>3</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>23</b>

**Where does it lead?** Polytechnic, Lincoln or Massey University, employment in agricultural or horticultural industries.

## AGRICULTURE – 12AGR

**Course Outline:** This course looks at aspects of agricultural and horticultural production. Topics covered are:

- The farming environment.
- Livestock reproduction – growth, development, and behaviour.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91289	Carry out an extended practical agricultural or horticultural investigation.	I	2		4	▲
AS 91293	Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand.	I	2		4	▲
AS 91294	Demonstrate understanding of how NZ commercial management practices influence livestock growth and development.	E	2		4	▲

AS 91295	Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices.	I	2		4	▲
AS 91298	Report on the environmental impact of the production of a locally produced primary product.	I	2		4	▲
572	DKO electric fencing components and systems	I	3		5	
19114	Assist with handling and treatment of livestock	I	2		6	
19053	Ride a motorcycle on flat terrain	I	2		3	
37	Install fencing wire	I	3		5	
24555	DKO the safe operation of a motorcycle	I	2		3	

**Where does it lead?** Polytechnic, Lincoln or Massey University, employment in agricultural or horticultural industries.

Construction and Infrastructure ▲	Manufacture and Technology ▲	Primary Industries ▲	Service Industries ▲	Social and Community ▲	Creative Industries ▲
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## Agriculture Level 2 Ag/Academy

**Course Outline:** This course is based on agito Unit Standards and is a two-year programme. Students taking this course will be working towards The National Certificate Level 2, but also gaining credits towards their NCEA Level 2. Unit Standards will cover both practical skills and theory knowledge. Only those who selected this course at Level 1, will be able to do it in 2023

Assessment: There is **NO external examination** as the student's work for the year is all Unit Standard based

AS/US Number	Full Title	INT/EXT	Level	Version #	Numeracy	Literacy	# of Credits
24641	Identify and maintain fencing tools and equipment and identify fencing construction materials and wire types	1	2	2			3
24832	Open and draw out a coil of wire, tie knots, join wire and prepare wire for transport and storage	1	2	2			5
24555	DKO the safe operation of a motorcycle	1	2	3			3
19053	Ride a motorcycle on flat terrain	1	2	3			3
19114	Assist with handling and treatment of livestock	1	2	3			6
31656	Demonstrate knowledge of safe work practices in a primary industry operation	1	2	1			10
<b>Course Endorsement Available</b>							<b>NO</b>
Total <b>Unit</b> Standard Credits available							30

Where does it lead? To NCEA Level 2 Agricultural Science. Tertiary; Polytechnic, e.g., Telford, Farm Cadet Schemes, Lincoln or Massey University. Employment can be obtained in forestry, Farms and Stock firms. Careers include: livestock agent, livestock buyer, wool handler, shearer, farm management, production manager, stock and station agent, farm worker, farm manager, sales representative

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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## BIOLOGY – 12BIO

**Course Outline:** This course is for students who have an interest in Biology and are considering preparing for University, particularly a Life Science course. The course is academically challenging, with assessments that require strong comprehension and written communication skills.

**Skills:** Researching biological ideas, designing investigations, gathering information, recording observations and analysis of findings.

**Assessment:** The course will be assessed using both Internal and External Assessment. The range of Assessment Standards a student is entered for will be based on their performance during the year.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91153	Carry out a practical investigation in a biology context, with supervision.	I	2		4	
AS 91154	Analyse the biological validity of information presented to the public.	I	2		3	
AS 91155	Adaptations of animals to their way of life	I	2		3	
AS 91156	Demonstrate understanding of life processes at the cellular level.	E	2	W	4	
AS 91157	Demonstrate understanding of genetic variation and change.	E	2	W	4	
AS 91158	Investigate a pattern in an ecological community, with supervision	I	2		4	
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>14</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>8</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>22</b>














**Where does it lead?** NCEA Level 3 Biology, Polytechnic Nursing, New Zealand Certificate of Science courses, Occupational Therapy, University Biology courses, Optometry, Medical Degree, Horticulture/Agriculture fields, and Veterinary Science.

## CHEMISTRY – 12CHE

**Course Outline:** This course is for students who have an interest in Science and are considering preparing for University. It is strongly recommended that student gain a Merit grade or higher in 90944 (demonstrate understanding of aspects of acids and bases). The course is an academically challenging course which offers practical and written assessments.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91910	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	I	2		4	 
AS 91911	Carry out an investigation into chemical species present in a sample using qualitative analysis	I	2		3	 
AS 91163	Demonstrate understanding of the chemistry used in the development of a current technology.	I	2		3	 

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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AS 91164	Demonstrate understanding of bonding, structure, properties and energy changes	E	2		5	  
AS 91166	Demonstrate understanding of chemical reactivity.	E	2		4	    
AS 91167	Demonstrate understanding of oxidation-reduction.	I	2		3	    
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>13</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>9</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>22</b>

**Where does it lead?** Students with good NCEA Level 2 grades may choose to study Chemistry at NCEA Level 3. Chemistry is a pre-requisite for many jobs and Tertiary courses. It is seen as being very useful in areas such as Health, Agriculture and Scientific Research.
















## CORRESPONDENCE SCHOOL







If a subject is not offered, Year 12 students may have the opportunity to undertake correspondence courses in 2023. Students can approach the Careers Department to see if the subject is available through the Correspondence School. Only students who meet the criteria will be eligible and will require the permission of their Dean.

## D.V.C. (Design and Visual Communication - GRAPHICS 3-D) – 12DVC

**Course Outline:** Design and Visual Communication is a creative course for students interested in designing. It builds on knowledge already gained in previous levels and uses the design process to gather information and create solutions with innovation being encouraged.

**No external examination** is involved as design portfolios are submitted for evidence of the external Achievement Standards. The level of attainment expected is a natural progression from Year 11 and course changes may occur to enhance student learning. There is one Product and one Spatial design brief with students receiving a default context in both of areas. The students may change the context to one that is more personal or interesting for themselves and the table below is an indication only of the range of standards that may be offered.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91337	Use visual communication techniques to generate design ideas.	E	2		3	    
AS 91340	Use the characteristics of a design movement or era to inform own design ideas.	I	2		3	
AS 91341	Develop a spatial design through graphics practice.	I	2		6	  
AS 91342	Develop a product design through graphics practice.	I	2		6	  
AS 91362	Demonstrate understanding of the nature of technological outcomes.	I	2		4	  
<b>Course Endorsement Available</b>						<b>Yes</b>
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>19</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>3</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>22</b>

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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**Where does it lead?** To NCEA Level 3 Design and Visual Communication (Graphics 3-D) and further studies at Polytechnics or Universities. Related occupations e.g. Architect, Surveyor, Product Design, Media Design, Landscape Architect and Interior Designer, Building, Engineering and Allied Trades, etc.

## DIGITAL TECHNOLOGY – 12TED

**Course Outline:** Students will develop their design skills and produce several Digital Outcomes. They will learn how to produce multimedia products and integrate other digital media into their final products.

As a proportion of the course is text-based students will require good literacy skills to be successful in all the standards on offer. They will be expanding their knowledge of the Adobe software suite used in industry and design including Photoshop, Illustrator, InDesign, and Dreamweaver, as well as using Notepad for Web page Coding. It will equip them with the skills they need to keep up with the fast pace of technological change.

The below table is a selection of possible standards that may be offered with individual student’s learning requirements being considered.

**Assessment:** Work will be mainly project based and assessed through Technology Achievement Standards but supported by Unit Standards.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91890	Conduct an inquiry to propose a digital technologies outcome	I	2		6	 
AS 91891	Apply conventions to develop a design for a digital technology outcome	I	2		3	 
AS91893	Use advanced techniques to develop a digital media outcome	I	2		4	
AS 91369	Use advanced processes to develop a digital technologies outcome	I	2		6	
AS 91899	Present a summary of developing a digital outcome	E	2		3	
US 2788*	Produce desktop published documents to meet a set brief.	I	2		5	
*May be offered as an alternative dependant on individual students needs						
<b>Course Endorsement Available</b>						<b>Yes</b>
Total Unit Standards (Available if required)						<b>5</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>22</b>

**Where does it lead?** Year 12 Digital Technology allows students to develop an excellent foundation of research, design, problem solving and computer skills which will complement many areas of tertiary study (Computer science, Information Science, Business, Engineering, or presentation of personal work).

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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## DRAMA – 12DRA

**Course Outline:** Students will continue to expand their knowledge and performance skills in Level 2 Drama. They will learn how to create and show meaning through their use of drama techniques, elements, and conventions. Students will start to perform and discuss complex ideas, relating them to real life contexts. They will apply a range of theatre forms to their performances and create and justify decisions in their devised work.

Students may have the opportunity to see live professional theatre throughout the year. This allows students to learn from professional actors and complete their external at the end of the year.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91213	Apply drama techniques in a scripted context.	I	2	R	4	▲
AS 91216	Use complex performance skills associated with a drama or theatre form or period.	I	2	R	4	▲
AS 91217	Examine the work of a playwright.	I	2	R	4	▲
AS 91218	Perform a substantial acting role in a scripted production.	I	2	R	5	▲
AS 91219	Discuss drama elements, techniques, conventions, and technologies within live performance.	E	2	W	4	▲
AS 91214	Devise and perform a drama to realise an intention	I	2	N/A	5	▲
AS 91215	Discuss a drama or theatre form or period with reference to a text	E	2	R/W	4	▲
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>22</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>8</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>30</b>

**Where does it lead?** To NCEA Level 3 Drama, further study in the Performing Arts at Tertiary level (as well as University) to a possible career in Education, Media, Law, or the Performing Arts industry.




## ECONOMICS – 12ECO

**Course Outline:** A study of the New Zealand economy based around four main topics:

- Trade - New Zealand's place in world trade.
- Inflation - a look at the effect of prices and the effects of methods used to control inflation.
- Growth - a look at how growth of the economy impacts on employment, inflation, and trade.
- Government policies.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91222	Analyse inflation using economic concepts and models.	E	2	W	4	▲ ▲
AS 91224	Analyse economic growth using economic concepts and models.	E	2	W	4	▲ ▲
AS 91225	Analyse unemployment using economic concepts and models.	I	2		4	▲
AS 91226	Analyse statistical data relating to two contemporary economic issues.	I	2		4	▲ ▲

Construction and Infrastructure ▲	Manufacture and Technology ▲	Primary Industries ▲	Service Industries ▲	Social and Community ▲	Creative Industries ▲
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AS 91227	Analyse how government policies and contemporary economic issues interact.	I	2	R	6	  
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>14</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>8</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>22</b>

**Where does it lead?** Year 13 Economics. A knowledge of economics is valuable not only for managing one's own finances, running a successful business, or a rewarding career, it is also critical for engaging in the important policy debates that will shape the future of New Zealand.

A wide range of careers – Accounting, Business, Economist, Government and Politics, Finance and Insurance, Information Technology, Law, Management, Marketing and Tourism, Public Policy, Teaching and Education. Many degrees incorporate economics based papers and provides a good background to the New Zealand economy. Economics is essential for any Commerce degree.







## ENGLISH – 12ENG

**Course Outline:** English is not compulsory at Year 12 but provides one of several pathways for students to access UE literacy credits. At this level, English becomes even more academic and writing skills are very important. Students will continue to develop their skills in writing, reading, visual language, listening and speaking. These skills are taught through a variety of themes arising from the study of texts such as novels, short stories, poetry, films, documentaries, TV series and advertisements. The themes may include discrimination, justice, identity, corruption, and human nature. At least two internal standards and one external standard are expected to be completed by each student. This is an Achievement Standard course suitable for students who experienced success in NCEA Level 1 English and who wish to gain credits towards UE literacy for University Entrance.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91101	Produce a selection of crafted and controlled writing.	I	2	W	6	     
AS 91104	Analyse significant connections across texts, supported by evidence.	I	2		4	    
AS 91107	Analyse aspects of visual and/or oral text(s) through close reading and/or listening, supported by evidence.	I	2		3	
AS 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence.	E	2	R/W	4	   
AS 91099	Analyse specified aspects(s) of studied visual or oral text(s), supported by evidence.	E	2	W	4	   
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>13</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>8</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>21</b>

**Where does it lead?** To NCEA Level 3 English

**The University of Auckland have now introduced a new entrance requirement for domestic students.** In terms of achievement in NCEA, students will need to gain a minimum of 17 credits in English at Level 2 or 3.

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## COMMUNICATIONS – 12COM

**Course Outline:** Students will develop their skills in writing, reading, visual language, listening and speaking. This course will help students to build communication skills that will assist them in the workplace in the future. Students are expected to complete all internal standards. This is primarily a Unit Standard course suitable for students who experienced success in NCEA Level 1 Communications (102 English), or students who found NCEA Level 1 English (101 English) challenging.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.	I	2		3	▲
US 3492	Write a short report.	I	2		3	
US 3488	Write business correspondence for a workplace.	I	2		3	
US 24871	Complete complex forms.	I	2		2	
US 12355	Describe strategies for managing stress	I	2		3	
Total INTERNAL Standard credits available						<b>14</b>
Total EXTERNAL Standard credits available						<b>0</b>
Total <b>Achievement and Unit</b> Standard credits available						<b>14</b>

**Where does it lead?** There is no pathway beyond NCEA Level 2 Communications.

## GATEWAY PROGRAMME – 12GADT

The Gateway Programme gives students the opportunity to gain qualifications in a career they are motivated to pursue for the future. It is structured workplace learning, which involves linking with learning at school. Students are expected to achieve 20 credits from their Gateway programme, students are also expected to gain NCEA Level 2 during the year. Gateway is taken as a subject as part of your course structure.

The learning is designed, planned, and monitored to support student's individual careers pathway.

- Workplace learning is assessed and can gain Unit Standard Credits which will go towards NCEA and for most courses, vocational pathways.

Possible areas of learning in Gateway include (but are not limited to):

Retail Agriculture Aviation Hospitality Vet Nursing	Horticulture Automotive Joinery/Construction Boat Building Early Childhood	Engineering Building Hairdressing Butchery Electrical	Equine Turf Tourism Baking Panel Beating
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**Gateway** - Students attend a Gateway class and complete relevant theory for their chosen area of learning. They are placed with an employer for up to one day a week and learn the practical aspects of their chosen career pathway.

If you are interested in participating in this programme, choose this as an option sheet subject and complete a separate Gateway or Murihiku Pathways application form, which is available from Student Reception. Please return the completed form to Student Reception. All interested students and family will be contacted for an interview later this year to assess suitability.

This course will depend on expressions of interest and Tertiary Education Commission (TEC) funding.

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## MURIHIKU PATHWAYS – 12MHP

Murihiku Pathways offers students the opportunity to study in a Polytechnic Environment with a sector related tutor every Friday for the entire school year. Students may apply for the following courses (please note, these courses are run off-site by an outside provider and courses will only be available if there is enough numbers). These courses offer between 23-29 Level 2 or 3 credits.

Please note this course does not run as a line, it is just on a Friday

### Level 2

Agriculture -Horticulture Building/Joinery Salon Skills	Agriculture – Farming Gaming, Art, and Design Uniform Services	Auto-Mechanical -Grass Karts Health, Wellbeing and Fitness	Auto-Mechanical – Minibikes Hospitality
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### Level 3

Screen Arts	Individual and Group Fitness	Advanced Engineering Design and Prototyping	Environmental Studies
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AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
US 4251	Plan a career pathway	I	3		3	
US 4252	Produce a targeted CV	I	2		2	▲ ▲ ▲
US 1294	Be interviewed in a formal interview	I	2		2	▲ ▲ ▲
US 4261	Identify legal rights and obligations in relation to motor vehicle ownership and operation.	I	2		3	
US 7121	Demonstrate skills to search and select information.	I	1		2	▲ ▲
US 10781	Produce a plan for own future directions.	I	2		3	▲ ▲
US 12383	Explore career options and their implications	I	2		3	▲ ▲
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>18</b>	
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>0</b>	
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>18</b>	

This course will depend on expressions of interest and Ministry of Education funding.

## GEOGRAPHY – 12GEO

**Course Outline:** Students will be taught and assessed against a range of key Geographic Concepts. These concepts, once learned, can be applied to many contexts found in our natural and cultural environments. Students choosing Geography at Level 2 are not required to have studied Level 1 Geography, however, students will have achieved success at other literacy rich subjects such as Level 1 English or Science. Students should hold the NCEA level 1 qualification. Acceptance into this course is at the discretion of the HOD. Students are also encouraged to purchase a workbook for the Skills achievement standard, this will help them prepare for the Geographic Skills that are incorporated into many assessments.

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Topics covered include:

- 2.1 Natural Processes forming and modifying the Amazon Basin
- 2.2 Urban Patterns (likely context is based around Dunedin)
- 2.4 A variety of skills and geographic ideas
- 2.5 Research Assessment – Stream Study
- 2.6 Contemporary Issue: 3 Waters
- 2.7 Pattern and causes of HIV/AIDS

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91240	Demonstrate geographic understanding of a large natural environment.	E	2	R/W	4	▲ ▲
AS 91241	Demonstrate geographic understanding of an urban pattern.	I	2		3	▲ ▲
AS 91243	Apply geography concepts and skills to demonstrate understanding of a given environment.	E	2		4	▲ ▲ ▲ ▲
AS 91244	Conduct geographic research with guidance.	I	2		5	▲ ▲
AS 91245	Explain aspects of a contemporary New Zealand geographic issue.	I	2		3	▲ ▲ ▲
AS 91246	Explain aspects of a geographic topic at a global scale.	I	2		3	▲ ▲
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>14</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>8</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>22</b>

**Where does it lead?** To NCEA Level 3 Geography. Careers and/or further study in Urban Planning, Environmental Sciences, Geology, Meteorology and Tourism.

## HISTORY – 12HIS

**Course Outline:** Themes and topics from the 20th Century.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders.	I	2	R	4	▲ ▲
AS 91230	Examine an historical event or place that is of significance to New Zealanders.	I	2	R	5	▲ ▲
AS 91231	Examine sources of an historical event that is of significance to New Zealanders.	E	2	R/W	4	▲
AS 91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders.	I	2	R	5	▲
AS 91233	Examine causes and consequences of a significant historical event.	E	2	R/W	5	▲
<b>Course Endorsement Available</b>						

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Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>14</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 2)	<b>9</b>
Total <b>Achievement</b> Standard credits available (minimum 14)	<b>23</b>

NB: Achievement Standard 2.3 is skills based and requires no content knowledge. A student could choose to sit this External paper after some preparation in class during Term 4 (at the teacher's discretion). It is not expected that the students have to sit both External papers. They can choose which standards suit them before the November examination and prepare for these papers only.

**Important: Achievement Standards in History at Level 2 contribute to University Entrance Literacy. Students can achieve both reading and writing credits.**

**Where does it lead?** To NCEA Level 3 History and Tertiary study. History can lead to careers in Journalism, Foreign Affairs, Commerce, Law, Tourism, Libraries, Teaching and Politics.

## HOSPITALITY AND SERVICE INDUSTRY – 12HSI

**Course Outline:** All work for this programme is internally assessed. The course is based on the Hospitality Standards Industry units gaining credits towards the Foundation Certificate in Cookery. The course enables students to work at their own pace aiming to cover at least eight units throughout the year. Students taking this course in Year 12 can continue working towards Hospitality Units in Year 13. These units have recognition throughout the Hospitality Industry and can be credited towards NCEA Level 2.

All food for the practical outcomes is provided. All students will be expected to make and taste all practical food outcomes taking into account any individual specific dietary requirements.

US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
US 167	Practice food safety methods in a food business.	I	2		4	
US 13271	Cook food items by frying.	I	2		2	▲
US 13272	Cook food items by baking.	I	2		2	▲
US 13276	Cook foods by grilling.	I	2		2	▲
US 13281	Prepare and present basic sandwiches for service.	I	2		2	▲
US 13283	Prepare and present salads for service.	I	2		2	▲
US 13285	Handle and maintain knives in a commercial kitchen.	I	2		2	▲
US 13280	Prepare fruit and vegetable cuts	I	2		2	▲
<b>No Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>18</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>N/A</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>18</b>

**Where does it lead?** Food Industry, Chef, Hospitality, Café Assistant and 13HSI.

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## TE AO HAKA – 12TAH

**Course Outline:** Choose this course if you want to do Kapa Haka in 2022. This course is a performance-based course that is largely based on group work. Students explore Māori Performing Arts (through the mediums of Kapa Haka). It will be open to all Year 10,11,12,13 students. Year 9 students will join the group once a week for one hour. Students select a course from a range of options and standards.

Possible studies could include but are not limited to...

- Demonstrate knowledge of the origins of Māori performing arts disciplines and events
- Skills and performance components (e.g., mōteatea, waiata-ā-ringa, poi, haka)
- Perform a Māori performing arts bracket

AS/US Number	Full title	Internal/ External	Level	Numeracy/ Literacy	# of Credits
US 13363	Demonstrate knowledge and skills of waiata -ringa	I	2		6
US13367	Demonstrate knowledge and skills of poi	I	2		10
US 13371	Demonstrate knowledge and skills of haka	I	2		6
US91980	Explore elements to create a section of a Te Ao Haka item	I	2		6
<b>Course Endorsement Available</b>					no
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					28
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					0
Total <b>Achievement</b> Standard credits available (minimum 14)					28

**Where does it lead?** To NCEA Level 3 Maori Performing Arts. It could also lead to: Bachelor Arts (Māori Performing Arts), tertiary studies, Kapa Haka tutor employment opportunities, work in Tourism/ entertainment industries

## MATHEMATICS – 12MAT

**Course Outline:** This course consists of 6 Achievement standards, four are internal and two are external standards. With a credit total of 21. 12 MAT Covers material based on Level 7 of the Curriculum statement with major emphasis being on Algebra, Graphs, Calculus and Statistics.

**Calculators:** Students are encouraged to obtain and use a graphical calculator [CASIO 9750G].

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91256	Apply co-ordinate geometry methods in solving problems.	I	2		2	▲ ▲ ▲
AS 91257	Apply graphical methods in solving problems.	I	2		4	▲ ▲ ▲ ▲
AS 91259	Apply trigonometric relationships in solving problems.	I	2		3	▲ ▲ ▲

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AS 91261	Apply algebraic methods in solving problems.	E	2		4	
AS 91262	Apply calculus methods in solving problems.	E	2		5	
AS 91265	Conduct an experiment to investigate a situation using statistical methods.	I	2		3	
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>12</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>9</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>21</b>

**Where does it lead?** Satisfactory performance allows a student to enter NCEA Level 3 MAC (Maths with Calculus) and/or NCEA Level 3 MAS (Statistics and Modelling).

## MATHEMATICS WITH STATISTICS – 12MAS

**Course Outline:** This course consists of 6 Achievement standards, five are internal and one is an external standard. With a credit total of 17. 12 MAS Covers material based on Level 7 of the Curriculum statement with major emphasis being on, Statistical Methods, Networks and Trigonometry.

**Calculators:** Students are encouraged to obtain and use a graphical calculator [CASIO 9750G].

AS/US Number	Full title	Internal/External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91258	Apply sequences and series in solving problems	I	2		2	
AS 91259	Apply trigonometric relationships in solving problems.	I	2		3	
AS 91260	Apply network methods in solving problems.	I	2		2	
AS 91264	Use statistical methods to make an inference.	I	2		4	
AS 91267	Apply probability methods in solving problems.	E	2		4	
AS 91268	Investigate a situation involving elements of chance using a simulation.	I	2		2	
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>13</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>4</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>17</b>

**Where does it lead?** Satisfactory performance allows a student to enter NCEA Level 3 MAS (Statistics and Modelling).

## MUSIC – 12MUS

**Course Outline:** The course will be comprised of some or all of the following Achievement Standards, making up a total of approximately 18 credits, depending on the strengths of the individual student. All students are required to compose two pieces of Music and perform two solo pieces. The theory standard is optional but is required if the student wants a subject endorsement in Music.

**Pre-requisite:** Students need at least three years of Music lessons from an outside provider or itinerant Music lessons to enter Level 2 Music. If they are self-taught musicians, they will need to discuss their entry into the subject with the HOD of Music.

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AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91270	Perform two substantial pieces of music as a featured soloist.	I	2		6	▲
AS 91271	Compose two substantial pieces of music.	I	2		6	▲
AS 91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group.	I	2		4	▲
AS 91274	Perform a substantial piece of music as a featured soloist on a second instrument.	I	2		3	▲
AS 91276	Demonstrate knowledge of conventions in a range of music scores.	E	2		4	▲
AS 91278	Investigate an aspect of New Zealand music.	I	2		4	▲
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>23</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>4</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>27</b>

**Where does it lead?** NCEA Level 3 Music. This subject can lead to careers and further training in the associated industry – Teacher, Performer, Arranger, Sound Engineer, and Performing Arts Industry.

## OUT OF SCHOOL TASTER COURSES (PARTIALLY OR FULLY FUNDED BY STAR)

STAR courses are offered throughout the year. STAR's intention is to enable secondary schools to facilitate their students' smooth transition from schooling to further education or employment. It allows students to explore career pathways which will help them make informed decisions about their future. It will also give them credits towards their NCEA.

Courses are advertised in the Daily Notices; students should see the Careers Department for further information. Examples of courses that **may** be offered include: Joinery, Automotive, Beauty Therapy, Diving, Environmental Management, and Engineering/Plumbing.

## OUTDOOR RECREATION COURSE – 12ORC
















**Course outline:** A combined course that will offer a range of units at Level 2 that are based around being practical. The Level 2 Outdoor Recreation programme is a combination of Unit and Achievement standards. This course assesses those standards using a variety of contexts including Cycle Touring, Tramping, Camping, Skiing/Snowboarding, Low and High Ropes, and Adventure Based Learning. This course is a chance to have new and varied experiences in Southland and Otago. A committed and positive attitude is required to complete this course. This course will require you to be away from school for up to a total of 10 days, on a combination of day trips and camps.

The classroom work is focused on developing the skills and knowledge to be able to participate safely and effectively in the practical activities that students will be doing during field trips. Practical work will not only focus on developing the skills associated with a variety of activities, but also looks at how you can most effectively pass these skills on to others.

AS /US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
425	Experience day tramps	I	2		3	▲ ▲

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426	Experience camping	I	2		3	 
459	Complete a cycle tour	I	2		3	 
467	Demonstrate personal and social development through participation in adventure-based learning	I	2		3	
470	Demonstrate personal and social development through participation in a low ropes course programme	I	2		3	
473	Demonstrate personal and social development through participation in a high ropes course programme	I	2		3	
AS 91330	Perform a physical activity in an applied setting.	I	2		4	 
AS 91333	Analyse the application of risk management strategies to a challenging outdoor activity.	I	2		3	  
AS91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	I	2		3	  
<b>Course Endorsement Available</b>						<b>NA</b>
Total INTERNAL credits available (minimum 3)						<b>28</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>NA</b>
Total <b>Achievement</b> Standard credits available						<b>10</b>













**Where does it lead?** Tertiary study in the fields of Sport and Recreation, Outdoor Education and Adventure Recreation. Work in the tourism industry, community health and recreation or conservation.







## PHYSICAL EDUCATION – 12PED

**Course Outline:** This programme is designed to prepare students for further education in the field of Physical Education, Sports Science and/or Recreation at a tertiary level, or any career where knowledge of anatomy and movement is required. This course also offers the students a chance to coach primary school students in a sport of their choice and understand the theory behind how and why we train. In August students attend snow camp where they learn to Ski or Snowboard and consider the risks associated with education outside the classroom and how best to manage these risks.

Intensive academically, but highly practical and adventurous, covering practical areas, training methods, fitness, and leadership. Leadership sees the students taking part in the Kiwi Leadership programme in a Primary/Intermediate school.

**Assessment:** A range of practical, written reports and presentations, assessment tasks are used to demonstrate different capabilities.

AS /US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills.	I	2		5	 
AS 91329	Demonstrate understanding of the application of biophysical principles to training for physical activity.	I	2		4	 
AS 91330	Perform a physical activity in an applied setting.	I	2		4	 
AS 91332	Evaluate leadership strategies that contribute to the effective functioning of a group.	I	2		4	  
AS 91333	Analyse the application of risk management strategies to a challenging outdoor activity.	I	2		3	  
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>20</b>
















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Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>NA</b>
Total <b>Achievement</b> Standard credits available (minimum 14)	<b>20</b>

**Where does it lead?** Based on performance in the relevant Achievement Standards and with HOD approval, to NCEA Level 3 Physical Education.

## PHYSICS – 12PHY

**Course Outline:** The course aims to teach and develop the understanding of key ideas in Physics that can be found in machines and inventions of our technological society. Topics covered are waves, mechanics, and electricity. The department is equipped to a high standard and students have plenty of opportunity to carry out experimental work with excellent resources.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship.	I	2		4	  
AS 91169	Demonstrate understanding of physics relevant to a selected context.	I	2		3	  
AS 91171	Demonstrate understanding of mechanics.	E	2		6	  
AS 91172	Demonstrate understanding of atomic and nuclear physics.	I	2		3	  
AS 91173	Demonstrate understanding of electricity and electromagnetism.	E	2		6	  
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>10</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3) (NOT ALL STUDENTS SIT ALL EXTERNALS)						<b>12</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>22</b>

**Where does it lead?** NCEA Level 3 Physics as well as some technical and analytical skill-based courses need Level 2 Physics as a basic entry requirement. Students have used their year 12 qualifications to go onto trades in Aviation, Electrical and Engineering.







## SCIENCE – 12SCI























**Course Outline:** This course is for students who enjoy Science, but struggle with external examinations. This course is designed for students who found 11 Science 1 challenging. Students need to have gained a minimum of 15 Science credits at Level 1 and a genuine interest learning more about science to meet the entry requirements of this course.

**Skills/Topics:** Testing unknown substances, investigating Earth and Space Science, research skills and some practicals.

**Assessment:** The course will be assessed solely by Internal Assessment. No course endorsement is available for 12 General Science.

**Where does it lead?** This course is designed for students to gain Level 2 credits; it does not lead directly on to other Level 3 Science subjects.

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AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship.	I	2		4	  
AS 91911	Carry out an investigation into chemical species present in a sample using qualitative analysis	I	2		3	    
AS 91155	Demonstrate understanding of adaptations of plants and animals to their way of life	I	2		3	    
AS 91172	Demonstrate understanding of atomic and nuclear physics.	I	2		3	   
AS 91190	Investigate how organisms survive in an extreme environment	I	2		4	    
<b>Course Endorsement Available</b>						<b>NO</b>
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>17</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>0</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>17</b>














Please note that the standards offered may differ depending on who is teaching this course.

## TECHNOLOGY FABRIC – 12TEF

**Course Outline:** This course has been developed around four Achievement Standards, with the total credit value of 20 credits. Students will be expected to complete a minimum of 16 credits and a maximum of 20, depending on the student's previous experience and workload. Also being offered are 5 Level 2 Unit Standards. These are additional to the Achievement Standards listed below. Students will structure an individual year's programme around Unit and/or Achievement standards or a combination of both.

The course aims to develop the student's technological literacy, process and product analysis, time management skills and independence, with an emphasis on practical knowledge and outcomes. Students are encouraged to become confident in using a variety of means to address needs and opportunities to solve practical problems. There is room within this course to develop student's creativity along with perfecting a wide range of practical skills.

Alongside the programme the students are encouraged and supported to enter various awards – NZ Secondary Design Awards, Hokonui Fashion Awards and the local Southland Secondary HETTANZ Awards, all of which encourage creativity, independence, and Excellence in the construction of techniques and processes.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91345	Undertake brief development to address an issue.	I	2		4	  
AS 91350	Make advanced adaptations to a pattern to change the structural and style features of a design.	I	2		4	 
AS 91354	Implement advanced procedures using textile materials to make a specified product with special features.	I	2		6	   
AS 91357	Undertake effective development to make and trial a prototype.	I	2		6	   
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>20</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>N/A</b>

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Total <b>Achievement</b> Standard credits available (minimum 14)	<b>20</b>
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US Number	Title	Internal	Level	Credits
US 6688	Incorporate applied design in fabric	I	2	6
US 6692	Prepare for and construct a leisure garment	I	2	5
US 6693	Prepare for and construct a non-wearable textile item	I	2	6
US 6696	Prepare for and construct a child's garment	I	2	6
US 16837	Prepare for and produce fashion drawings	I	2	3
Total INTERNAL Unit Standard credits available				26

**Where does it lead?** To NCEA Level 3 Technology Fabric, Fashion Design/Industry or University/Polytechnic Interior Design course.

## TECHNOLOGY METAL – 12TEM

**Course Outline:** There is NO end of year examination, as assessments are internal and carried out during the year. This course is based around students making practical projects that will focus on skill development. Students will make specified projects that will teach these skills. The main material will be metal, but other materials may be used to enhance the final outcomes.

Due to the Technology curriculum requirements within resistant materials, students are only able to take either Technology Wood or Technology Metal, not both (unless express permission is given by HOD). The table below is an indication only of the range of standards that may be offered.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91344	Implement advanced procedures using resistant materials to make a specified product with special features.	I	2		6	▲ ▲ ▲
AS 91356	Develop a conceptual design for an outcome.	I	2		6	▲ ▲ ▲
AS 91357	Undertake effective development to make and trial a prototype.	I	2		6	▲ ▲ ▲
AS 91359	Demonstrate understanding of the role of material evaluation in product development.	E	2		4	▲ ▲ ▲
AS 91354	Undertake brief development to address an issue	I			4	▲ ▲
AS 91355	Select and use planning tools to manage the development of an outcome	I			4	▲ ▲
<b>Course Endorsement Available</b>						<b>Yes</b>
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>26</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>4</b>
Total <b>Achievement</b> Standard credits available (minimum 14) selection range indication only						<b>30</b>

Construction and Infrastructure ▲	Manufacture and Technology ▲	Primary Industries ▲	Service Industries ▲	Social and Community ▲	Creative Industries ▲
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**Type of Assessment Standards:** Different types of standards are incorporated into this course and **changes may occur to meet the needs of students.** Achievement Standards will mainly be used along with Industry Training Organisation standards (these are Unit Standards) if needed.









**Where does it lead?** To NCEA Level 3 Technology based courses. Engineering Industry, and Technology/Design courses at Polytechnics or University and/or Trade Apprenticeships in Mechanics, Heavy and Light Engineering and Tool Making.

## TECHNOLOGY WOOD -12TEW







**Course Outline:** This course is based around students making practical solutions. The main material will be wood, but other materials may be used to enhance the final outcomes. There is **NO** end of year examination, as assessments are carried out during the year. The Technology Wood department now has some of the most cutting edge, modern CNC machinery in any Southland school so expect to be able to design on your device and have machinery such as CNC routers, 3D printers and laser cutters make some aspects of your finished practical work. This is the way a lot of industry is heading so will give you a great foundational knowledge of CAD/CAM operations.

Due to the Technology curriculum requirements within Hard Materials, students are advised to only take either Technology Wood or Technology Metal, not both (unless express permission is given by HOD or you are thinking of further employment in a manual trade). The table below is an indication only of the range of standards that may be offered.

**Type of Assessment Standards:** A mixture of some Achievement Standards and sector related Industry Training Organisation Unit Standards may be incorporated into the course. Changes may occur to enhance student learning.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91344	Implement advanced procedures using resistant materials to make a specified product with special features.	I	2		6	  
AS 91356	Develop a conceptual design for an outcome.	I	2		6	  
AS 91354	Undertake brief development to address an issue	I	2		4	
US 25921	Make a cupboard with a drawer as a BCATS project	I	2		6	
<b>Course Endorsement Available</b>						<b>Yes</b>
Total INTERNAL <b>Achievement/Unit</b> Standard credits available (minimum 3)						<b>22</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>0</b>
Total <b>Achievement</b> Standard credits available (minimum 14) selection range indication only						<b>22</b>




















**Where does it lead?** To NCEA Level 3 Technology based courses as well as Engineering Industry and Technology/Design courses at Polytechnics or University and/or Trade Apprenticeships in Mechanics, Heavy and light Engineering and Tool making.

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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## TE REO MAORI – 12MAO

**Course Outline:** Students expand upon their existing knowledge of Te Reo from the Year 9, 10 and 11 (NCEA Level 1) courses. They are encouraged to communicate in Te Reo at every opportunity as the learning environment progressively advances towards language immersion. Students will also further develop their knowledge and understanding of kiwaha (idioms), whakataukī (proverbs) and tikanga Māori (Māori customs).

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
AS 91284	Whakarongo kia mōhio ki te reo o te ao torotoro	I	2		4	  
AS 91285	Kōrero kia whakamahi i te reo o te ao torotoro	I	2		6	   
AS 91286	Pānui kia mōhio ki te reo o te ao torotoro	E	2		6	   
AS 91287	Tuhi i te reo o te ao torotoro	E	2		6	   
AS 91288	Waihanga tuhinga auaha, i te reo o te ao torotoro	I	2		6	   
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>16</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>12</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>28</b>

**Where does it lead?** To NCEA Level 3 Te Reo.




## TOURISM – 12TOU







**Course Outline:** This course has been specially designed for people who are interested in entering the tourism industry in a range of employment positions. Students who choose to study Tourism will develop the knowledge, skills, and personal attributes required for further training in the tourism industry, or for entry into junior level positions such as customer service assistants. A laptop is recommended for this course.

Students who achieve credits in Tourism will be able to:

- Apply basic customer service skills, using appropriate communication, literacy, and numeracy skills, to enhance the visitor experience.
- Apply knowledge of specific regions, and a broad operational knowledge of world geography in terms of characteristics relevant to tourists' needs.
- Explain the basic role of the tourism industry, in order to plan a realistic career pathway.
- Apply 'best practice' processes in order to recognise the impacts of tourism on the country.

**Assessment:** All assessment in the Tourism course will take place through internally assessed Unit Standards.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
US 24728	Demonstrate knowledge of work roles in Tourism.	I	2		3	
US 24729	Demonstrate knowledge of world tourist destinations.	I	2		4	
US 24730	Demonstrate knowledge of the business of Tourism.	I	2		4	

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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US 24731	Demonstrate knowledge of destination New Zealand.	I	2		4	▲
US 24732	Demonstrate knowledge of tourist characteristics and needs.	I	2		3	▲
<b>Course Endorsement NOT Available</b>						

**Where does it lead?** Tourism course (Level 3), a career in the Tourism Industry. Further study e.g., at NZ School of Tourism, Queenstown Resort College. Tourism is not currently an approved subject for University Entrance.

## VISUAL ART– 12ART

**Course Outline:** Students may take up to the maximum of 24 credits. Students are required to thoroughly research and document methods and ideas relating to Art and artworks using a variety and diversity of both European and Maori artists. Students generate and develop ideas further using drawing methods related to established practice, experimenting with drawing materials, processes, and techniques appropriate to either painting, printmaking, or photography. Students approach the external unit systematically to create and develop ideas and artwork. The external element comprises of two Art boards being completed.

Students will take either PAINTING, PRINTMAKING or PHOTOGRAPHY internals at Level 2.

**Where does it lead?** To Level 3 NCEA Art or to a Polytechnic course.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
<b>Painting</b>						
AS 91311	Use drawing methods to apply knowledge of conventions appropriate to painting.	I	2		4	▲
AS 91316	Develop ideas in a related series of drawings appropriate to established painting practice.	I	2		4	▲
AS 91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting.	E	2		12	▲
AS 91325	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions.	I	2		4	▲ ▲
<b>Printmaking</b>						
AS91313	Use drawing methods to apply knowledge of conventions appropriate to printing.	I	2		4	▲
AS91318	Develop ideas in a related series of drawings appropriate to established printmaking practice.	I	2		4	▲
AS91323	Produce a systematic body of work that shows understanding of art making conventions and ideas within printmaking.	E	2		12	▲
<b>Photography</b>						
AS91312	Use drawing methods to apply knowledge of conventions appropriate to photography	I	2		4	▲
AS91317	Develop ideas in a related series of drawings appropriate to established photography practice.	I	2		4	▲
AS91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.	E	2		12	▲

### Course Endorsement Available







#### Painting

Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>12</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>12</b>
Total <b>Achievement</b> Standard credits available (minimum 14)	<b>24</b>

#### Printmaking

Construction and Infrastructure ▲	Manufacture and Technology ▲	Primary Industries ▲	Service Industries ▲	Social and Community ▲	Creative Industries ▲
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Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>8</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>12</b>
Total <b>Achievement</b> Standard credits available (minimum 14)	<b>20</b>
<b>Photography</b>	
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>8</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>12</b>
Total <b>Achievement</b> Standard credits available (minimum 14)	<b>20</b>

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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## **SCHOOL FEES GUIDELINES**

To give you a guideline as to what you can expect to pay for your child's fees each year, the following are the current costs we apply to student accounts each year:

- School Donation \$120.00 per student
- PTA Family Donation - \$10.00 – charged on the account of the oldest child in family

The above charge is not compulsory, as it is a donation. However, these donations provide some essential extras for students.


The following is charged to every student yearly.

- End of Year Magazine - \$25.00

Fees are then charged on an individual basis, and according to subjects/and or options taken by each individual student. Such costs are outlined at the back of the Course Booklet for each year level and are all donations to offset the costs of each particular subject.

Any other costs involving your child, e.g. itinerant music, Duke of Edinburgh, sports subs, bus costs for sports trips or any other such extra-curricular activities will be charged as they arise during the year and are required to be paid in order for the student to partake.

**We encourage regular part-payments for anyone who is unable to or does not wish to meet the full cost of student fees in one payment. Please contact our Accounts Administrator for information on setting up automatic payments.**

Construction and Infrastructure 	Manufacture and Technology 	Primary Industries 	Service Industries 	Social and Community 	Creative Industries 
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## YEAR 12 SCHEDULE OF COSTS

<b>SUBJECT</b>	<b>COURSE LENGTH</b>	<b>COST</b>	<b>ITEM</b>
Accounting	One year	Nil	
Agriculture	One year	Nil	Laptop is essential
Biology	One year	Nil	Laptop highly recommended
Chemistry	One year	Nil	
Correspondence	One year	Nil	
Digital Technology	One year	Nil	
Drama	One year	Nil	
Economics	One year	Nil	
English	One year	Nil	
Communications	One year	Nil	
Gateway/Hokonui Tertiary High School	One year		
DVC (Graphics 3-D)	One year	Nil	
Geography	One year	\$20	Donation is encouraged towards cost of Research field trip to stream.
History	One year	Nil	
Hospitality and Service Industry	One year	\$90.00	Donation towards cost of materials
Mathematics	One year	Nil	
Mathematics with Statistics	One year	Nil	
Music	One year	Nil \$35 (Itinerant lessons)	(\$35.00 for Itinerant Music lessons if required)
Physical Education	One year	See itemised costs next column	Ski Camp \$455.00 approximately \$100.00 if selected as a Year 10 Camp leader
Outdoor Recreation Course (ORC)	One year	\$800.00	Donation towards course costs plus an additional \$100.00 if selected as Year 10 Camp leader.
Food and Nutrition	One year	\$95.00	Donation towards cost of materials
Technology Fabric	One year	\$25.00	Donation towards cost of materials
Technology Metal	One year	\$125.00	Donation towards cost of materials
Technology Wood	One year	\$100.00	Donation towards cost of materials
Te Reo Maori	One year	\$10.00	Donation towards cost of materials
Tourism	One year	Nil	Laptop highly recommended
Visual Arts	One year	\$45.00	Donation towards cost of materials

# YEAR 13 – HOW TO CHOOSE YOUR SUBJECTS

## **'Times have changed! Employment options are different'**

To be more professional in industry, employers, businesses, and organisations now invest in skill training. Four or five years of secondary school are NOW A REQUIREMENT for positions in the workforce. Students need to know that learning does not stop when they leave school as the expectations of today's job market involve continued learning and up skilling.

## **'We spend a long time working!'**

It is extremely important that students consider their career goals when choosing their subjects for next year. Teacher training, University study and Polytechnic courses all have entry requirements. Students need to know these requirements before they select their subjects.

## **Ability + interest + career requirement = subject choice**

This means research your career choice to find out what subjects and grade levels are required to be studied at school. There is nothing worse than finding out in Year 13 that you cannot pursue your career pathway because you did not take the right subjects earlier.

There are no compulsory subjects at Year 13, although Mathematics and English are highly recommended, especially those students who will be enrolling in Tertiary Education.

### **At Year 13:**

- **Students can choose either five options and one study class or six options.**
- All Technology subjects share a suite of approved achievement standards and students should make sure clashes do not impact on their UE requirements. Digital Technology can offer unit standards which do not clash, and still go towards UE. Students cannot take both wood and metal technology courses at L3, due to the clashes mentioned.
- **Correspondence is only available for subjects not offered at Gore High School.**

In order to achieve Level 3, students need a minimum of 80 credits, of which 60 need to be at Level 3 or above. Students also need to gain Level 1 Literacy and Numeracy in order to be awarded Level 3.

### **University Entrance**

This is the minimum requirement to gain a place at a New Zealand University:

- NCEA Level 3
- Three subjects – at **Level 3**, made up of: 14 credits each, in three **approved subjects**
- Literacy - **10 credits at Level 2 or above**, made up of:
  - 5 credits in reading
  - 5 credits in writing
- Numeracy - **10 credits at Level 1 or above**, made up of:
  - achievement standards – specified achievement standards available through a range of subjects, or
  - unit standards - package of three numeracy unit standards (26623, 26626, 26627- **all** three required).

**Some universities will have different requirements than those listed above. Please check with the individual University or with our Careers Department as to their specific prerequisites.**

If you are not sure what subjects are required, please make sure you seek careers advice from Career Pathways. Information is available in Career Pathways on career databases such as [www.careers.govt.nz](http://www.careers.govt.nz). There you will find every imaginable career training course in New Zealand plus access to information on 700 jobs. The Careers Advisers at the school are happy to give advice to any student and their parents. Seek this information and look ahead.

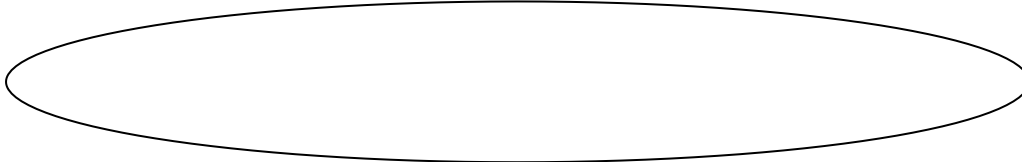
**Please note: The choices available in this Course Booklet may be subject to change due to timetable constraints.**

**MINIMUM REQUIREMENTS FOR UNIVERSITY ENTRANCE**  
**CHECKLIST FOR YEAR 13 STUDENTS**

If you can tick all the boxes numbered 1-4 below, you are on track to gaining University Entrance. Please see your Dean or one of the Careers staff if you cannot complete any of this information or have any concerns/questions.

Grade Point Average is now being introduced at some Universities. Therefore, achieving at Merit or Excellence level will improve your chances of entry.

Numeracy and Literacy credits for University Entrance may be gained in subjects other than English and Maths. Please see each individual subject outline.

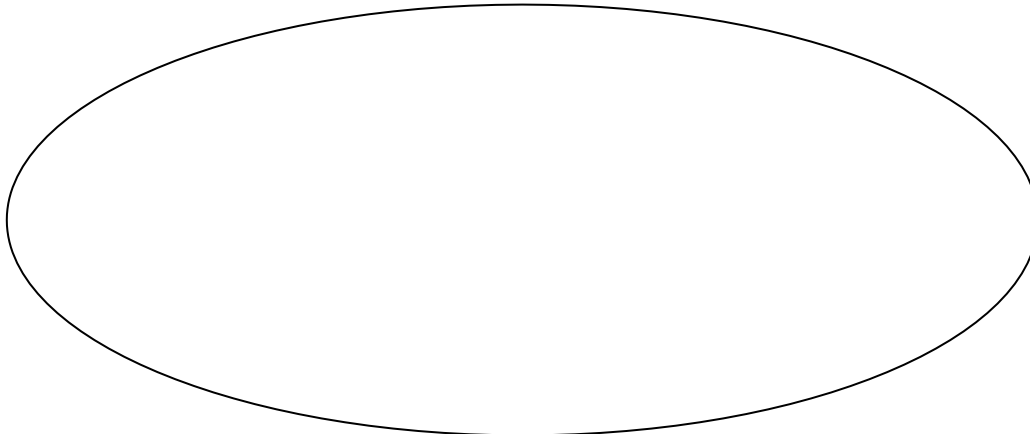


**1. My Maths Study:**

I have already achieved ..... Maths credits at Level 1 (or higher). \*

I expect to achieve ..... Maths credits at Level 1 (or higher) this year.

**I have achieved/expect to achieve at least 10 credits in Maths at Level 1 (or higher)**



**2. My English Study:**

I have already achieved standard(s) # ..... worth ..... Reading credits\*

I expect to achieve standard(s) # ..... worth ..... Reading credits\*

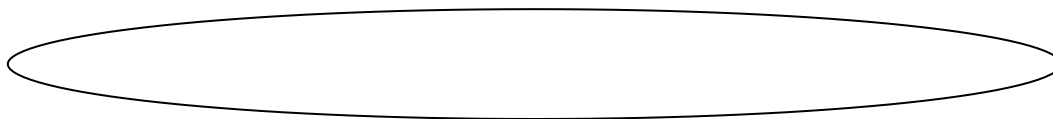
I have already achieved standard(s) # ..... worth ..... Writing credits\*

I expect to achieve standard(s) # ..... worth ..... Writing credits\*

**I have achieved/expect to achieve at least 5 Reading credits and 5 Writing Credits at Level 2 (or higher)**

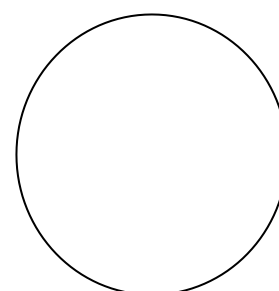
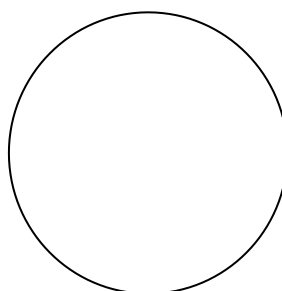
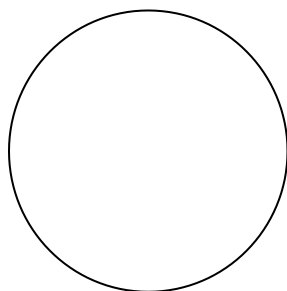
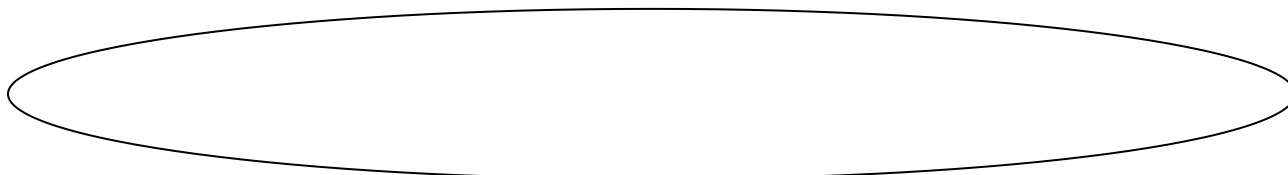


### 3. LEVEL 3 REQUIREMENTS



I am expected to gain 80 credits, of which 60 need to be at Level 3 or above.

### 4. 3 APPROVED LEVEL 3 SUBJECTS



I am expected to gain 14 credits in each three approved subjects.

**This is the minimum required as entry into University but may not guarantee entry into your chosen course. Your goal should be to get as many Level 3 credits at Merit and Excellence Level as possible.**

#### **My Level 3 study:**

#### **List of our approved subjects offered:**

Accounting  
Agricultural Science  
Agri-Business  
Biology  
Chemistry  
DVC (Graphics)  
Digital Technology  
Drama

Economics  
English  
Geography  
History  
Mathematics (Calculus)  
Mathematics (Statistics)

Music  
Physical Education  
Physics  
Technology Metal  
Technology Wood  
Visual Arts

For domain or any other queries, please see Mr Hutchins or Mrs Cooper.

# 21ST CENTURY LEARNING AND BYOD

## Using technology to enhance and enable learning

At Gore High School we believe in allowing students to become connected learners for life. ICT allows greater collaboration, personalized delivery of curriculum, and many other opportunities to enhance teaching and learning for our students. Students at all year levels will use devices in class for their learning. In the same way that students come to school and attend lessons in a classroom, with a teacher in front of them, we also use an online platform called Microsoft TEAMS for day-to-day activities. This is our online forum for communication, administration, making pastoral connections and learning.

## Purchasing a device

We want all students to have the access to their own device. If you cannot afford a device at this time, please contact the school to talk about how we can help provide your child with their own device.

## Device specifications

- Windows 10 (preferred operating system) or 11
- At least an i5/2.2GHZ Processor or equivalent.
- 4GB of RAM minimum
- 124GB SSD storage recommended
- Wireless capability and keyboard
- A minimum of 6-hour battery life
- Laptop case or cover if carried in school bags
- Headphones are also needed

I am taking the following subjects:

Subject Title	University Approved?		Maximum Credits Possible
	Yes	No- List 'domains' included in subject	

- I expect to achieve at least 14 credits in one approved subject.
- I expect to achieve at least 14 credits in another approved subject.
- I expect to achieve at least 14 credits in another approved subjects.

*\*You can check this on your "Record of Learning", which can be downloaded from [www.nzqa.govt.nz](http://www.nzqa.govt.nz). On the homepage, click under "**For Learners**" at the top right, and then click "**Learner Log-in**". Under "**Learner Log-in**" on next screen and click "**Register**" (in red) and follow the instructions.*

# Selecting your Options on EDGE

You will choose your options online. Either online, by using a web browser to login into Edge, or by using the EDGE APP on your phone.

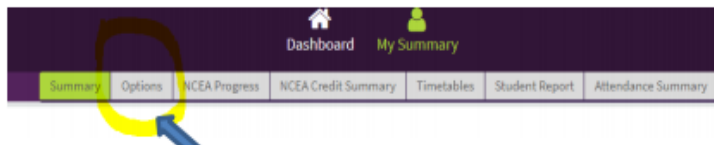


Login with your student school email address at <https://student.musac.school.nz/> using your EDGE password. If you have any problems with this, see Mrs Shaw at Student Reception.

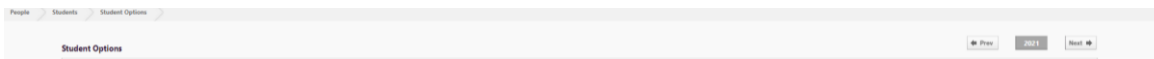
## Step 1:



## Step 2:



## Step 3: Make sure the Year Level is 2023



## Step 4: Choose your subjects.

**Year 10 students -choose two subjects**

**Year 11 students – choose six subjects. You must choose an English or Communications, one Maths and preferably one Science.**

**Year 12 students – choose six subjects**

**Year 13 students – choose 5 subjects and a study**

0/0 Courses found

Change Options

Show courses for: Instructional Year Level Y11

Course	Reporting Name	Mid Subject	Level	Cost
<input type="checkbox"/> 10AGC	Level 1 Accounting	Accounting	Year 11	\$0.00
<input type="checkbox"/> 10AGB	Level 1 Agriculture	Agriculture/ Horticulture	Year 11	\$0.00
<input type="checkbox"/> 10AET	Level 1 Art	Visual Arts	Year 11	\$0.00
<input type="checkbox"/> 10CMA	Level 1 Digital Media	Technology	Year 11	\$0.00
<input type="checkbox"/> 10DRA	Level 1 Drama	Drama	Year 11	\$0.00
<input type="checkbox"/> 10DVC	Level 1 Design and Visual Communication	Design, Drawing and Graphics	Year 11	\$0.00
<input type="checkbox"/> 10ECO	Level 1 Economics	Economics	Year 11	\$0.00
<input type="checkbox"/> 10ENGL1	Level 1 English 101	English	Year 11	\$0.00
<input type="checkbox"/> 10ENGL2	Level 1 English 102	English	Year 11	\$0.00
<input type="checkbox"/> 10GEO	Level 1 Geography	Geography	Year 11	\$0.00
<input type="checkbox"/> 10HIS	Level 1 History	History	Year 11	\$0.00
<input type="checkbox"/> 10HOM	Level 1 Home Economics	Food Technology	Year 11	\$0.00
<input type="checkbox"/> 10HMA	Level 1 To Rise Māori	To Rise Māori	Year 11	\$0.00
<input type="checkbox"/> 10HMS	Level 1 Mathematics with Statistics	Mathematics with Statistics	Year 11	\$0.00
<input type="checkbox"/> 10MAT	Level 1 Mathematics	Mathematics	Year 11	\$0.00
<input type="checkbox"/> 10MUS	Level 1 Music	Music/Music Studies	Year 11	\$0.00
<input type="checkbox"/> 10NAV	Year 11 Careers Navigator	Life skills/Personal development	Year 11	\$0.00
<input type="checkbox"/> 10PE	Level 1 Physical Education	Physical Education	Year 11	\$0.00
<input type="checkbox"/> 10SCI1	Level 1 Science 101	Science	Year 11	\$0.00
<input type="checkbox"/> 10SCI2	Level 1 Science 102	Science	Year 11	\$0.00
<input type="checkbox"/> 10TEC	Level 1 Technology Fabric	Textiles/Crafting	Year 11	\$0.00
<input type="checkbox"/> 10TEC1	Level 1 Technology Metal	Design, Drawing and Graphics	Year 11	\$0.00
<input type="checkbox"/> 10TEC2	Level 1 Technology Wood	Design, Drawing and Graphics	Year 11	\$0.00
<input type="checkbox"/> 10LH	Learning Hub	Special Needs Programme	Year 11	\$0.00

## YEAR 13

### ACCOUNTING – 13ACC

**Course Outline:** Accounting for companies and management accounting.

The Achievement Standards below are currently at the draft stage. Changes to the course offered may be necessary when the standards are registered.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91405	Demonstrate understanding of accounting for partnerships.	I	3		4
AS 91406	Demonstrate understanding of company financial statement preparation.	E	3		5
AS 91407	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity.	I	3	R/W	5
AS 91408	Demonstrate understanding of management accounting to inform decision making.	E	3		4
AS 91409	Demonstrate understanding of job cost subsystem for an entity.	I	3		4
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>13</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>9</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>22</b>

**Where does it lead?** A knowledge of Accounting develops valuable skills for managing one's own finances, running a successful business, or a rewarding career in Accountancy.

A wide range of careers such as Accounting, Business, Economist, Government and Politics, Finance and Insurance, Information Technology, Law, Management, Marketing and Tourism, Public Policy, and Teaching. Accounting is essential for any Commerce degree.

### AGRIBUSINESS – 13AGRB

**Course outline:**

- To prepare students for career pathways and opportunities within the Agribusiness sector.
- To develop a knowledge of basic facts, principles, and theories in Agribusiness.
- To help students improve their knowledge and understanding of Agribusiness concepts.
- To provide students with opportunities to develop scientific skills and attitudes.
- To develop an appreciation of the impact science and technology has on our everyday lives.
- To develop a continuing interest in Agribusiness.
- To develop students' reading, numeracy, and comprehension skills.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS91382	Business Studies - Develop a marketing plan for a new or existing product.	I	3		6
AS91869	Agribusiness – Analyse future proofing strategies to ensure long term viability of a business.	I	3		4
AS91870	Agribusiness – Analyse the effect of financing options of a strategic capital expenditure decision on a business.	I	3		4
AS91871	Agribusiness – Analyse how a product meets market needs through innovation in the value chain.	E	3		4
AS91530	Agricultural and Horticultural Science – Demonstrate understanding of how market forces affect supply of and demand for NZ primary products.	I	3		4
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>18</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>4</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>22</b>

**Where does it lead?** Polytechnic, Lincoln or Massey University, employment in agricultural or horticultural industries.

## AGRICULTURE – 13AGR

**Course Outline:** Year 13 Agriculture continues from Year 12 and offers a mix of internally and externally standards.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91528	Carry out an investigation into an aspect of a New Zealand primary product or its production.	I	3		4
AS 91529	Research and report on the impact of factors on the profitability of a New Zealand primary product.	I	3	R	6
AS 91531	Demonstrate understanding of how the production process meets the market requirements for a New Zealand primary product(s).	E	3	R/W	4
AS 91532	Analyse a New Zealand primary production environmental issue.	E	3	R/W	5
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>10</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>9</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>19</b>

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
19054	Ride a motorcycle on hilly terrain	I	3		3	▲
19115	Handle and move livestock	I	3		6	▲

24821	Locate the position of, and install, primary and intermediate posts for fencing	I	3		6	▲
37	Install fencing wire	I	3		6	▲
19131	Demonstrate knowledge of fencing assemblies	I	3		5	

**Please note that some of the Achievement Standards offered may change.**

**Where does it lead?** Polytechnic, Lincoln or Massey University, employment in agricultural or horticultural industries.

## BIOLOGY – 13BIO

### Course Outline:

- Plant responses and animal behaviour:** Orientation responses; timing responses; inter-specific relationships; intra-specific relations.
- Biotechnology:** Investigation into selective breeding, transgenesis and the techniques involved
- Human biological and cultural evolution:** Trends in hominid biological evolution; trends in hominid cultural evolution. (Biological and cultural) and scientific evidence.

**Skills:** Students will design experiments, gather information, and record observations, analyse evidence, determine validity of arguments, research issues and consider conflicting viewpoints

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91601	Carry out a practical investigation in a biological concept	I	3	-	4
AS 91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue.	I	3	R/W	3
AS 91603	Demonstrate understanding of the responses of plants and animals to their external environment.	E	3	R/W	5
AS 91604	Demonstrate understanding of how an animal maintains a stable internal environment.	I	3	R	3
AS 91606	Demonstrate understanding of trends in human evolution.	E	3	R/W	4
AS 91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications.	I	3	R	3
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>13</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>9</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>22</b>

**Where does it lead?** University and Polytechnic Biology courses, useful for many jobs such as Nursing, Science Technology, Occupational Therapy, Veterinary Science, Health Science, Medical Science, Horticulture and Agriculture Fields.

## CAREERS NAVIGATOR

**Course Outline:** This course is designed to support Year 13 Students who would like to investigate possible career pathways and provide information and skills that would support a pathway that may not include tertiary education. This course is module based and students can opt in and out during the year as they follow an individual career plan. There is also an opportunity for work experience and working with mentors from the local community. Students have the opportunity to select standards to complete, they are expected to achieve 13-15 credits for a full year course.



AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
US4251	Plan a Career Pathway	I	3		3
US1980	Dealing with Employment Relationship Problems	I	3		3
US1296	Interview in an informal situation	I	3		3
US4252	Produce a targeted CV	I	2		2
US12356	Demonstrate knowledge of consumer problems and ways to resolve them	I	3		3
US30911	Demonstrate knowledge of a specified workplace	I	3		3
US28099	Analyse credit options and select strategies to manage personal finances	I	3		3

## CHEMISTRY – 13CHE

**Course Outline:** The course follows on from Level 2 Chemistry. It incorporates the Chemistry Achievement Objectives of the "Chemistry in the New Zealand Curriculum". Students must pass one external from Level 2 Chemistry to meet entry requirements into this course.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91387	Carry out an investigation in chemistry involving quantitative analysis.	I	3	R/W	4
AS 91388	Demonstrate understanding of spectroscopic data in chemistry.	I	3		3
AS 91389	Demonstrate understanding of chemical processes in the world around us	I	3	R	3
AS 91390	Demonstrate understanding of thermochemical principles and properties of particles and the substances.	E	3		5
AS 91392	Demonstrate understanding of the properties of organic compounds.	E	3		5
AS 91393	Demonstrate understanding of oxidation-reduction processes.	I	3		3
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>13</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>10</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>23</b>

**Where does it lead?** University and Polytechnic Chemistry and Science courses. It may lead into other areas of study including: Agricultural Science, Veterinary Science, Health Science, Physical Education and Engineering qualifications.

## CORRESPONDENCE SCHOOL

If a subject is not offered, Year 13 Students may have the opportunity to undertake correspondence courses in 2021. Students can approach the Careers Department to see if the subject is available through the Correspondence School. Only students who meet the criteria will be eligible and will require the permission of their Dean.

## Design and Visual Communication (nee GRAPHICS 3-D) – 13DVC

**Course Outline: Design and Visual Communication** students will communicate design ideas using techniques that explore both aesthetic and functional details of a design. Students apply techniques such as sketching, modelling, rendering, collage, overlays, and digital media while reviewing and refining well-considered design ideas that incorporate specialist design knowledge, progressing towards an outcome. Design portfolios are submitted for evidence of externals and the course also enables students to put together a folio of work, which can be presented to prospective courses or employers. Innovation and exploration of ideas is encouraged and online 365 Teams resources are fully utilised to promote student independence.

Some refinement of Standards offered may occur.

**Assessment:** There is no final examination.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91616	Demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted.	I	3	R	4
AS 91627	Initiate design ideas through exploration.	E	3		4
AS 91629	Resolve a spatial design through graphics practice.	I	3		6
AS 91630	Resolve a product design through graphics practice.	I	3		6
<b>Course Endorsement Available</b>					<b>Yes</b>
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>16</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>4</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>20</b>

**Where does it lead?** Polytechnic and University courses related to Design and Graphics. Some related occupations are Architectural, Building, Surveyor, Product Design, Media Design, Landscape, Engineering and Allied Trades.

## DIGITAL TECHNOLOGY – 13TED

**Course Outline:** Year 13 Digital Technology extends the knowledge learned in Year 12 Digital Technology. There will be various options available to suit individual strengths and prior knowledge and while the base course will extend the skills studied at Level 2 an individual course can be undertaken for students with differing needs. This course combines creativity with technology to communicate ideas and information in an attractive, clear, and concise way.

**Assessment:** Work will be assessed through Achievement Standards from the Digital Technology, Computing and Core Technology domains.

**Note: these standards are University Entrance approved.**

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91900	Conduct a critical inquiry to propose a digital technologies outcome	I	3	N	6
AS 91901	Apply user experience methodologies to develop a design for a digital technologies' outcome	I	3	N	3
AS 91903	Use complex techniques to develop a digital media outcome	I	3	N	4
AS 91907	Use complex processes to develop a digital technologies outcome	I	3	N	6
AS 91909	Present a reflective analysis of developing a digital outcome	E	3	N	3
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>19</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>3</b>

**Where does it lead?** Year 13 Digital Media allows students to develop an excellent foundation of research, design, problem solving and computer skills which will complement many areas of tertiary study (Information Science, Business, or presentation of personal work)

## DRAMA – 13DRA

**Course Outline:**

Students in Level 3 Drama focus on integrating the skills they have developed thus far in the Drama course. They create and discuss wider themes and ideas influenced in their work. Students have the ability to be open and expand their creativity during this course.

Students may have the opportunity to see live professional theatre throughout the year. This allows students to learn from professional actors and complete their external at the end of the year

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91512	Interpret scripted text to integrate drama techniques in performance.	I	3	R	4
AS 91514	Demonstrate understanding of live drama performance	E	3	W	4
AS 91515	Select and use complex performance skills associated with a drama form or period.	I	3	R	4
AS 91516	Demonstrate understanding of the work of a drama or theatre theorist or practitioner.	I	3	R	4
AS 91517	Perform a substantial acting role in a significant production.	I	3	R	5
AS 91513	Devise and perform a drama to realise a concept	I	3	N/A	5
AS 91514	Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period	E	3	R/W	4
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>22</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>8</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>30</b>

**Where does it lead?** To further study in the Performing Arts at Tertiary level (as well as University) to a possible career in Education, Media, Law, or the Performing Arts industry.

## ECONOMICS – 13ECO

**Course Outline:** The course covers three main topics:

1. Resource Allocation via the Market System - a look at how the market system operates, decisions of producers and their consequences.
2. Resource Allocation via the Public Sector - a look at the Government's role in allocating resources, e.g., how it uses taxes, subsidies, regulations, and the consequences of Government decisions.
3. A look at the Working of the Economy as a whole e.g., money supply, gross domestic product, government surplus/deficits, the balance of payments accounts.

The course uses New Zealand situations as a basis for study of Economics.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
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AS 91399	Demonstrate understanding of the efficiency of market equilibrium.	E	3	R/W	4
AS 91400	Demonstrate understanding of the efficiency of different market structures using marginal analysis.	E	3	R/W	4
AS 91401	Demonstrate understanding of micro-economic concepts.	I	3	R	5
AS 91402	Demonstrate understanding of government interventions to correct market failures.	I	3	R	5
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>10</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>8</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>18</b>

**Where does it lead?** A knowledge of economics is valuable not only for managing one's own finances, running a successful business, or a rewarding career, it is also critical for engaging in the important policy debates that will shape the future of New Zealand.

A wide range of careers – Accounting, Business, Economist, Government and Politics, Finance and Insurance, Information Technology, Law, Management, Marketing and Tourism, Public Policy, Teaching and Education. Many degrees incorporate Economics based papers. It provides a good background to the New Zealand economy. Economics is essential for any Commerce degree.

## ENGLISH – 13ENG

**Course Outline:** Students will continue to develop their skills in writing, reading, visual language, listening and speaking. At this level, there is increased emphasis on skills in literary criticism, analysis, and writing for specific purposes. Skills are taught through a variety of themes arising from the study of texts such as novels, short stories, poetry, films, documentaries, TV series and advertisements. The themes may include discrimination, justice, power, mental illness, physical and emotional/mental harm, and toxic relationships. At least three internal standards and one external standard are expected to be completed by each student. This is an Achievement Standard course suitable for students who experienced success in NCEA Level 2 English (201 English) and who are needing 14 credits in an approved subject for University Entrance.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91475	Produce a selection of fluent and coherent writing which develops, sustains, and structures answers.	I	3	W	6
AS 91476	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.	I	3		3
AS 91478	Respond critically to significant connections across texts, supported by evidence.	I	3		4
AS 91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence.	I	3		3
AS 91472	Respond critically to specified aspect(s) of studied written text(s), supported by evidence.	E	3	R/W	4
AS 91473	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence.	E	3	W	4
AS 91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence.	E	3	R/W	4
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>16</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>12</b>

**The University of Auckland have now introduced a new entrance requirement for domestic students.** In terms of achievement in NCEA, students will need to gain a minimum of 17 credits in English at Level 2 or 3.

## GATEWAY PROGRAMME – 13GADT

The Gateway Programme gives students the opportunity to gain qualifications in a career they are motivated to pursue for the future. It is structured workplace learning, which involves linking with learning at school. Students are expected to achieve 20 credits from their Gateway programme, students are also expected to gain NCEA Level 3 during the year. Gateway is taken as a subject as part of your course structure.

- The learning is designed, planned, and monitored to support student’s individual career pathway.
- Workplace learning is assessed and can gain Unit Standard Credits which will go towards NCEA and for most courses, vocational pathways.

Possible areas of learning in Gateway include (but are not limited to):

<ul style="list-style-type: none"> <li>○ Retail</li> <li>○ Agriculture</li> <li>○ Aviation</li> <li>○ Hospitality</li> <li>○ Vet Nursing</li> </ul>	<ul style="list-style-type: none"> <li>○ Horticulture</li> <li>○ Automotive</li> <li>○ Joinery/Construction</li> <li>○ Boat building</li> <li>○ Early Childhood</li> </ul>	<ul style="list-style-type: none"> <li>○ Engineering</li> <li>○ Building</li> <li>○ Hairdressing</li> <li>○ Butchery</li> <li>○ Electrical</li> </ul>	<ul style="list-style-type: none"> <li>○ Equine</li> <li>○ Turf</li> <li>○ Tourism</li> <li>○ Baking</li> <li>○ Panel Beating</li> </ul>
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**Gateway** - Students attend a Gateway class and complete relevant theory for their chosen area of learning. They are placed with an employer for up to one day a week and learn the practical aspects of their chosen career pathway.

If you are interested in participating in this programme, please choose this as an option subject and complete a separate Gateway or Murihiku Pathways application form, which is available from Student Reception. Please return the completed form to Student Reception. All interested students and family will be contacted for an interview later this year to assess suitability.

This course will depend on expressions of interest and Tertiary Education Commission (TEC) funding.

## MURIHIKU PATHWAYS – 13MHP

Murihiku Pathways offers students the opportunity to study in a Polytechnic Environment with a sector related tutor every Friday for the entire school year. Students may apply for the following courses (please note, these courses are run off-site by an outside provider and courses will only be available if there is enough numbers). These courses offer between 23-29 Level 2 or 3 credits.

## Level 2

<ul style="list-style-type: none"> <li>○ Agriculture - Horticulture</li> <li>○ Building/Joinery</li> <li>○ Salon Skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Agriculture - farming</li> <li>○ Gaming, Art, and Design</li> <li>○ Uniform Services</li> </ul>	<ul style="list-style-type: none"> <li>○ Auto-mechanical -Grass Karts</li> <li>○ Health, Wellbeing and Fitness</li> </ul>	<ul style="list-style-type: none"> <li>○ Auto-mechanical - Minibikes</li> <li>○ Hospitality</li> </ul>
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## Level 3

<ul style="list-style-type: none"> <li>○ Screen Arts</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual and Group Fitness</li> </ul>	<ul style="list-style-type: none"> <li>○ Advanced Engineering Design and Prototyping</li> </ul>	<ul style="list-style-type: none"> <li>○ Environmental studies</li> </ul>
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In school (Monday-Thursday) Murikihu Pathways offers a combination of the following standards. Students will be supported to complete either level 2 or level 3 standards applicable to their career pathway.

If you are interested in participating in this programme, please choose this as an option subject and complete a separate Gateway/Murikihu Pathways application form, which is available from Student Reception. Please return the completed form to Student Reception. All interested students and family will be contacted for an interview later this year to assess suitability.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits	Vocational Pathway
US 4251	Plan a career pathway	I	3		3	
US 4252	Produce a targeted CV	I	2		2	▲ ▲ ▲
US 1294	Be interviewed in a formal interview	I	2		2	▲ ▲ ▲
US 4261	Identify legal rights and obligations in relation to motor vehicle ownership and operation.	I	2		3	
US 7121	Demonstrate skills to search and select information.	I	1		2	▲ ▲
US 10781	Produce a plan for own future directions.	I	2		3	▲ ▲
US 12383	Explore career options and their implications	I	2		3	▲ ▲
<b>Course Endorsement Available</b>						
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>18</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)						<b>0</b>
Total <b>Achievement</b> Standard credits available (minimum 14)						<b>18</b>

This course will depend on expressions of interest and Ministry of Education funding.

## GEOGRAPHY – 13GEO

**Course Outline:** Students will be taught and assessed against a range of key Geographic Concepts. These concepts, once learned, can be applied to many contexts found in our natural and cultural environments. Geography as a subject, crosses with the arts and sciences and can be studied at University as a Bachelor of Arts or a Bachelor of Science. Students choosing Geography at Level 3 are **not required to have studied Geography before at previous levels**, however, students will have achieved success at other literacy rich subjects such as Level 2 English or Biology. Students should hold the NCEA level 2 qualification. Acceptance into this course is at the discretion of the HOD. Students are encouraged to purchase a Geographic Skills workbook; this will help them prepare for the Geographic Skills that are incorporated into

many assessments.

**Specific Topics:**

- AS 91426 Natural landscape of the Waimea Plains
- AS 91427 Tourist development – Queenstown & Bali
- AS 91428 Planning associated with the Hokonui Moonshine Festival
- AS 91429 Geographic Skills
- AS 91431 A development issue in Queenstown
- AS 91432 Global patterns of Piracy

During the first term, a 3-day field trip is taken to Queenstown. This trip is HIGHLY recommended as it contributes case information for AS91427, AS91431 and parts of AS91426. The cost to run this trip is approximately \$220 per person. A 1-day excursion to complete the data collection for AS91430 will also take place. The cost for this trip will depend on the context used for this standard. Students will be asked for a donation to cover the expenses for these trips.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91426	Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment.	E	3	R/W	4
AS 91427	Demonstrate understanding of how a cultural process shapes geographic environment(s).	E	3	R/W	4
AS 91428	Analyse a significant contemporary event from a geographic perspective.	I	3	R	3
AS 91429	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills.	E	3	R/W	4
AS 91430	Conduct geographic research with consultation.	I	3		5
AS 91431	Analyse aspects of a contemporary geographic issue.	I	3	R	3
AS 91432	Analyse aspects of a geographic topic at a global scale.	I	3		3
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>14</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>12</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>26</b>

**Where does it lead?** Careers and/or further study (BA or BSc degrees) in Resource Management, Tourism, Town Planning, Environmental Sciences, Park Ranger, Meteorological Studies, Landscaping and Hydrology.

## HISTORY– 13HIS

**Course Outline:**

1. A broad survey of New Zealand in the 19th Century (Internal and External credits).
2. Research (Internal credits) Students can choose their own topic to study.

The students can make a decision about whether or not to sit either of the two External standards.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	I	3	R	5
AS 91435	Analyse an historical event, or place, of significance to New Zealanders.	I	3	R	5
AS 91436	Analyse evidence relating to an historical event of significance to New Zealanders.	E	3	R/W	4
AS 91437	Analyse different perspectives of a contested event of significance to New Zealanders.	I	3	R	5



AS 91438	Analyse the causes and consequences of a significant historical event.	E	3	R/W	6
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>15</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>10</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>25</b>

**Where does it lead?** To study History at University as well as other University subjects, e.g., Law, Political Studies, and Anthropology - Links with many others as well as careers in Foreign Affairs, Journalism, Commerce, Law, Tourism, Libraries, Teaching, Politics, etc.

## HOSPITALITY AND SERVICE INDUSTRY – 13HSI

**Course Outline:** This course has been designed to prepare students for working in the Food Industry. Both industry and NZQA Unit Standards are offered to ensure a balanced programme is delivered. There is a balance of both written and practical assessment opportunities. These units are deemed essential to student's learning in this area. This course is made up of the combination of the standards listed below with 14 – 18 credits being the expectation depending on the student's experience in this subject and the future career choices they may make.

All food for the practical outcomes is provided. All students will be expected to make and taste all practical food related outcomes taking into account any individual specific dietary requirements

Note: As a prerequisite to completing this course, HSI stipulate that either US: 167 (*L2 HSI*) **or** \*168 must be completed.

AS/US Number	Shortened title Full title	Internal/ External	Level	UE Literacy	# of Credits
US 168	Demonstrate knowledge of food contamination hazards, and control methods used in a food business.	I	3		4
US 13343	Demonstrate knowledge of basic nutrition in commercial catering.	I	3		5
US 17284	Demonstrate knowledge of coffee origin and production	I	3		3
US 17285	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision.	I	2		4
US 9681	Contribute within a team or group which has an objective.	I	3		3
<b>No Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>19</b>
<b>Level 2 - 4 credits/Level 3 – 15 credits</b>					
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>N/A</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>19</b>

**Where does it lead?** Food industry, Chef, Hotel hospitality, Nanny, Life skills, Barista and Café Assistant.

## TE AO HAKA – 13TAH

**Course Outline:** Choose this course if you want to do Kapa Haka in 2022. This course is a performance-based course that is largely based on group work. Students explore Māori Performing Arts (through the mediums of Kapa Haka). It will be open to all Year 10,11,12,13 students. Year 9 students will join the group once a week for one hour. Students select a course from a range of options and standards.

Possible studies could include but are not limited to...

- Demonstrate knowledge of the origins of Māori performing arts disciplines and events
- Skills and performance components (e.g. mōteatea, waiata-ā-ringa, poi, haka)
- Perform a Māori performing arts bracket

AS/US Number	Full title	Internal/ External	Level	Numeracy/Literacy	# of Credits
US 13364	Perform waiata a ringa	I	4		15
US 13372	Perform haka	I	4		15
<b>Course Endorsement Available</b>					no
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					30
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					0
Total <b>Achievement</b> Standard credits available (minimum 14)					30

**Where does it lead?** Bachelor Arts (Māori Performing Arts), tertiary studies, Kapa Haka tutor employment opportunities, work in Tourism/ entertainment industries

## MATHEMATICS WITH CALCULUS – 13MAC

**Course Outline:** Course material based on Level 8 of the Mathematics in New Zealand Curriculum statement. Major emphasis: Algebra and Calculus with some knowledge of Graphs and Trigonometry.

13MAC will include a selection of the following standards, with 32 Credits available altogether.

**Calculators:** Access to a graphical calculator is strongly advised in this course. [CASIO 9750G].

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91573	Apply the geometry of conic sections in solving problems.	I	3		3
AS 91574	Apply linear programming methods in solving problems.	I	3		3
AS 91575	Apply trigonometric methods in solving problems.	I	3		4
AS 91576	Use critical path analysis in solving problems.	I	3		2
AS 91577	Apply the algebra of complex numbers in solving problems.	E	3		5
AS 91578	Apply differentiation methods in solving problems.	E	3		6
AS 91579	Apply integration methods in solving problems.	E	3		6
AS 91587	Apply systems of simultaneous equations in solving problems.	I	3		3
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>15</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>17</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>32</b>

**Where does it lead?** University: Mathematics, Applied Sciences, Engineering, and Economics.

## STATISTICS AND MODELLING – 13MAS

**Course Outline:** Course material based on Level 8 of the Mathematics in New Zealand Curriculum statement. Major emphasis: Probability, Statistical Methods and Mathematical Modelling.

**Calculators:** Access to a laptop is strongly advised for this course, as is a graphical calculator. [CASIO 9750G].

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91574	Apply linear programming methods in solving problems.	I	3		3
AS 91576	Use critical path analysis in solving problems.	I	3		2
AS 91580	Investigate time series data.	I	3		4
AS 91582	Use statistical methods to make a formal inference.	I	3		4
AS 91585	Apply probability concepts in solving problems.	E	3		4
AS 91586	Apply probability distributions in solving problems	E	3		4
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>13</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>8</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>21</b>

**Where does it lead?** At University: Social/Natural Sciences, Computing, Advanced Maths/Statistical courses.

## MUSIC – 13MUS

**Course Outline:** This course is designed to allow students to cater to their musical strengths and interests. This could be a course focused on practical skills, composition and song writing or music theory. Students are able to choose their own course from the below standards with advice from the teacher. At least 18 credits are advised.

**Pre-requisite:** Students wishing to do the Performance Achievement Standard at Level 3 will need to have completed the equivalent of four years of Itinerant music tuition.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91416	Perform two programmes of music as a featured soloist.	I	3		8
AS 91417	Perform a programme of music as a featured soloist on a second instrument.	I	3		4
AS 91418	Demonstrate ensemble skills by performing two substantial pieces as a member of a group.	I	3		4
AS 91849	Compose three original songs that express imaginative thinking.	I	3		8
AS 91419	Communicate musical intention by composing three original pieces of music.	I	3		8
AS 91421	Demonstrate understanding of harmonic and tonal conventions in a range of music scores.	E	3		4
AS 91424	Create two arrangements for an ensemble.	I	3		4
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>36</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>4</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>40</b>

**Where does it lead?** Tertiary music study through University or Polytechnics. Also, to further study in the Performing Arts area.

## OUT OF SCHOOL TASTER COURSES (PARTIALLY OR FULLY FUNDED BY STAR)

STAR courses are offered throughout the year. STAR's intention is to enable secondary school to facilitate their student's smooth transition from schooling to further education or employment. It allows students to explore career pathways which will help them make informed decisions about their future. Courses are advertised in the Daily Notices; students should see the Careers Department for further information

Examples of courses that **may** be offered include:

- Joinery
- Automotive
- Beauty Therapy
- Diving
- Environmental Management
- Engineering/Plumbing
- Audio Production

## PHYSICAL EDUCATION – 13PED

**Course Outline:** This programme is designed to prepare students for further education in the field of Physical Education, Sports Science and/or Sport and Recreation at a tertiary level. During the year, students will plan, participate in, and evaluate a Surf camp experience. They will also create and implement a training programme for a trail running event at Mavora Lakes.

**Assessment:** The students will be assessed on their theoretical knowledge, preparation of assessment tasks and their practical participation in both surfing and trail running.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91498	Evaluate physical activity experiences to devise strategies for lifelong well-being	I	3		4
AS 91500	Evaluate the effectiveness of a performance improvement program	I	3		4
AS 91501	Demonstrate quality performance of a physical activity in an applied setting	I	3		4
AS 91502	Examine a current physical activity event, trend, or issue and its impact on New Zealand society	I	3	R	4
AS 91504	Analyse issues in safety management for outdoor activity to devise safety management strategies	I	3		3
<b>Course Endorsement Available</b>					<b>Yes</b>
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>19</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>N/A</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>19</b>

**Where does it lead?** Tertiary study in a Physical Education, Sport & Recreation, or associated sports field.

## PHYSICS – 13PHY

**Course Outline:** Physics at Year 13 opens doors to a huge variety of courses, including the Health Sciences, Engineering, Geophysics and Energy Management. In fact, any field that involves the ability to think analytically and solve problems. The course outline is shown below, and students will be able to select from 26 credits at NCEA Level 3. Students have plenty of opportunities to work with excellent practical resources in a hardworking, friendly, and supportive environment.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship.	I	3		4
AS 91523	Demonstrate understanding of wave systems.	E	3		3
AS 91524	Demonstrate understanding of mechanical systems.	E	3		6
AS 91525	Demonstrate understanding of Modern Physics.	I	3		3
AS 91527	Use physics knowledge to develop an informed response to a socio-scientific issue.	I	3	R/W	3
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>10</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>9</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>19</b>

**Where does it lead?** Physics at NCEA Level 3 is a highly sought-after qualification, which leads to a huge variety of occupations such as Engineering, Medicine, Scientific Research, Teaching, Design and Computer Sciences. The skills that Level 3 Physics develops such as problem solving, initiative, teamwork and communication are very desirable and transferable to many fields of employment, particularly in Engineering and the Health Sciences.

## TECHNOLOGY FABRIC – 13TEF

**Course Outline:** This course has been developed around four Practical Skills and Knowledge Achievement Standards, with the total credit value of 26 internal credits allowing for student choice. Students will be expected to complete a minimum of 16 credits and a maximum of 20. Subject endorsement is also available. This will be decided in consultation with the subject teacher.

Students will plan their own course which allows for either one large or three smaller portfolios of work to be submitted depending on the structure they choose using the standards listed below. The expectations are that students will be motivated to work independently using constructive time management strategies to ensure completion of their chosen course. They are encouraged to become confident in using a variety of means to address needs and opportunities to solve practical problems. There is room within this course to develop student's creativity along with perfecting a wide range of practical skills using a selection of different materials and techniques and processes to construct their practical outcomes.

Alongside the programme the students are encouraged and supported to enter various awards – NZ Secondary Design Awards, Hokonui Fashion Awards and the local Southland Secondary HETTANZ Awards, all of which encourage, creativity, independence, and Excellence in the construction of techniques and processes.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	Credits
AS 91608	Undertake brief development to address an issue within a determined context.	I	3		4
AS 91626	Draft a pattern to interpret a design for a garment.	I	3		6
AS 91621	Implement complex procedures using textile materials to make a specified product.	I	3		6
AS 91623	Implement complex procedures to create an applied design for a specified product.	I	3		4
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>20</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>N/A</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>20</b>

**Where does it lead?** Fashion and design at University or Polytechnic. Interior design at University or Polytechnic.

## HARD MATERIALS – 13HTM

**Course Outline:** Due to the potential crossover of standards, students should be aware that taking both Technology Wood and Technology Metal may result in limiting the number of credits available to you. If you are wanting to take both, please speak to the HOD to discuss the possibilities. The completion of paperwork is an essential element at this level of Technology courses. Students are expected to be motivated with good project management skills. A previous Senior Technology course completion is required at this level of study and entry into this course. Student numbers will determine the specialised classes available. The Hard Materials department is now the owners of some of the most cutting edge, modern CNC machinery in any Southland school so expect to be able to design on your device and have machinery such as CNC routers, 3D printers and laser cutters make some aspects of your finished practical work. This is the way a lot of industry is heading so will give you a great foundational knowledge of CAD/CAM operations. The table below is an indication only of the range of standards that may be offered.

**Type of Assessment Standards:** NZQA Achievement Standards. The course may change to enhance student learning.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 91608	Undertake brief development to address an issue within a determined context.	I	3		4
AS 91610	Develop a conceptual design considering fitness for purpose in the broadest sense.	I	3		6
AS 91620	Implement complex procedures to integrate parts using resistant materials to make a specified product.	I	3		6
AS 91623	Implement complex procedures to create an applied design for a specified product.	I	3		4
<b>Course Endorsement Available</b>					<b>Yes</b>
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>20</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>0</b>
Total <b>Achievement</b> Standard credits available (minimum 14) indication only					<b>20</b>

**Where does it lead?** Engineering and the Construction Industry, Trades, and Apprenticeships. Design Technology courses at Polytechnics or University.

## TE REO MAORI – 13MAO

**Course Outline:** Students expand upon their existing knowledge of Te Reo from NCEA Levels 1 and 2 courses. They are encouraged to communicate in Te Reo at every opportunity as the learning environment progressively advances towards language immersion. Students will also further develop their knowledge and understanding of kīwaha (idioms), whakataukī (proverbs) and tikanga Māori (Māori customs). The standards in this course are currently under review with NZQA although the general themes and ideas will remain the same.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
AS 90542	Whakarongo i te reo o te ao whānui	I	3		4
AS 90543	Kōrero i te reo o te ao whānui	I	3		6
AS 90781	Pānui kia whai māramatanga i te reo o te ao whānui	E	3		3
AS 90782	Whakaoti tuhinga ōkawa i te reo o te ao whānui	E	3		4
AS 90783	Hanga tuhinga auaha i te reo o te ao whānui	I	3		4
AS 90784	Pānui kia wetewete i te reo o te ao whānui	E	3		3
<b>Course Endorsement Available</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>14</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>10</b>
Total <b>Achievement</b> Standard credits available (minimum 14)					<b>24</b>

**Where does it lead?** A wide range of careers – Accounting, Business, Economist, Government and Politics, Finance and Insurance, Information Technology, Law, Management, Marketing and Tourism, Public Policy, Teaching and Education.

## TOURISM – 13TOU

**Course Outline:** The Year 13 Tourism course has been designed to build upon the solid foundation laid in the Year 12 Tourism course. A laptop is recommended for this course.

Students who achieve credits in Level 3 Tourism are able to demonstrate:

- Knowledge of work roles within the industry and their related personal requirements.
- Knowledge of a variety of tourist destinations both within and beyond New Zealand.
- Knowledge of the business of Tourism.
- Knowledge of tourist characteristics and needs.
- Basic Numeracy, Literacy, and Information Technology skills.
- An awareness of the impacts of the tourism industry on the environment
- An understanding of how marketing and promotion is used within the Tourism industry.

The course is also suitable for those students who did **not** study Tourism in Year 12, but who are interested in learning more about tourist destinations in the Asia Pacific region.

**Assessment:** All assessment in the Tourism course takes place through internally assessed Unit Standards. The following units will be offered in 2023.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
US 18211	Demonstrate knowledge of Australia as a tourist destination.	I	3		5
US 24733	Describe and promote a NZ Tourist Destination Student Manual	I	3		5



US 3727	Demonstrate knowledge of Pacific Island countries as tourist destinations.	I	3		5
US18212	Demonstrate knowledge of NZ as s tourist destination	I	3		8
US18237	Perform calculations for a tourism workplace	I	2		3
US23767	Demonstrate knowledge and use of the internet in a tourism workplace	I	2		2
<b>Course Endorsement NOT Available</b>					

**Where does it lead?** Career in the Travel and Tourism Industry. Further study in the Tourism industry, such as the NZ School of Tourism, Queenstown Resort College. **Tourism is not currently recognised as an approved University Entrance subject.**

## VISUAL ARTS – 13ART

**Course Outline:** Students may take up to 30 credits. This course involves researching and analysing approaches within established painting, printmaking, and photographic practice. Students investigate ideas and methods relating to Art through drawing practices and painting. Experimental approach to drawing processes, procedures, materials, and techniques appropriate to ideas will be thoroughly supported. The external component is made of three boards showing the production of a body of work within painting, printmaking, or photography.

Students will take either PAINTING, PRINTMAKING or PHOTOGRAPHY internals at Level 3.

Scholarship is available for those that wish to partake. The decision to complete Scholarship will be taken at the start of Term 2 in consultation with the HOD.

AS/US Number	Full title	Internal/ External	Level	UE Literacy	# of Credits
<b>Painting</b>					
AS 91441	Analyse methods and ideas from established painting practice.	I	3		4
AS 91446	Use drawing to demonstrate understanding of conventions appropriate to painting.	I	3		4
AS 91451	Systematically clarify ideas using drawing informed by established painting practice.	I	3		4
AS 91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice.	E	3		14
<b>Printmaking</b>					
AS 91443	Analyse methods and ideas from established printmaking practice.	I	3		4
AS 91447	Use drawing to demonstrate understanding of conventions appropriate to printmaking.	I	3		4
AS 91453	Systematically clarify ideas using drawing informed by established printmaking practice.	I	3		4
AS 91458	Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice.	E	3		14
<b>Photography</b>					
AS 91442	Analyse methods and ideas from established photography practice.	I	3		4
AS 91447	Use drawing to demonstrate understanding of conventions appropriate to photography.	I	3		4
AS 91452	Systematically clarify ideas using drawing informed by established photography practice.	I	3		4
AS 91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice.	E	3		14
AS 91460	Produce a resolved work that demonstrates purposeful control of skills appropriate to a Visual Arts cultural context.	I	3		4
<b>Course Endorsement Available</b>					
<b>Painting</b>					
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)					<b>12</b>

Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>14</b>
Total <b>Achievement</b> Standard credits available (minimum 14)	<b>26</b>
<b>Printmaking</b>	
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>12</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>14</b>
Total <b>Achievement</b> Standard credits available (minimum 14)	<b>26</b>
<b>Photography</b>	
Total INTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>16</b>
Total EXTERNAL <b>Achievement</b> Standard credits available (minimum 3)	<b>14</b>
Total <b>Achievement</b> Standard credits available (minimum 14)	<b>30</b>

**Where does it lead?** A University Degree in Art or associated field. Polytechnic courses such as Fine Art, Interior Design, Fashion Design and Advertising.

## **SCHOOL FEES GUIDELINES**

To give you a guideline as to what you can expect to pay for your child's fees each year, the following are the current costs we apply to student accounts each year:

- School Donation \$120.00 per student
- PTA Family Donation - \$10.00 – charged on the account of the oldest child in family

The above charge is not compulsory, as it is a donation. However, these donations provide some essential extras for students.

The following is charged to every student yearly.

- End of Year Magazine - \$25.00

Fees are then charged on an individual basis, and according to subjects/and or options taken by each individual student. Such costs are outlined at the back of the Course Booklet for each year level and are all donations to offset the costs of each particular subject.

Any other costs involving your child, e.g., itinerant music, Duke of Edinburgh, sports subs, bus costs for sports trips or any other such extra-curricular activities will be charged as they arise during the year.

**We encourage regular part-payments for anyone who is unable to or does not wish to meet the full cost of student fees in one payment. Please contact our Accounts Administrator for information on setting up automatic payments.**

## YEAR 13 SCHEDULE OF COSTS

<b>SUBJECT</b>	<b>COURSE LENGTH</b>	<b>COST</b>	<b>ITEM</b>
Accounting	One year	Nil	
Agriculture	One year	Nil	
Biology	One year	\$30	Laptop is essential for this course Donation towards workbooks
Chemistry	One year	Nil	
Digital Technology	One year	Nil	
Drama	One year	Nil	
Economics	One year	Nil	
English	One year	Nil	
Food and Nutrition	One year	\$95.00	Donation towards cost of materials
Gateway	One year	Nil	
Geography	One year	\$220 – Field trip/s	Donations are encouraged towards: Field trip to Queenstown (3 days)/ Field trip to Waimea Plains (1 day)
D.V.C. (Graphics)	One year	Nil	
History	One year	Nil	
Hospitality and Service Industry	One year	\$95.00	Donation towards cost of materials
Mathematics – Calculus	One year	Nil	
Mathematics with Statistics	One year	Nil	
Music	One year	Nil \$35 (Itinerant lessons)	\$35 for Itinerant music lessons, if required.
Out of School Taster Courses	Varying lengths	Partially or fully funded by STAR	
Physical Education	One year	\$295.00 approximately	\$250.00 surf camp fee \$45.00 'Lap the Lake' Mavora
Technology Fabric	One year	\$25.00	Donation towards cost of materials
Hard Materials	One year	\$125.00	Donation towards cost of materials
Te Reo Maori	One year	\$10.00	Donation towards cost of materials
Tourism	One year	Nil	A laptop is highly recommended for this course.
Visual Arts	One year	\$40.00	Donation towards cost of materials