

Murupara Area School



LEVEL 2 2024

Principal's Message

Tēna koutou katoa,

This Curriculum Guide has been produced to give intending students, and their families, an appreciation and understanding of the learning areas provided.

A new year of school means new opportunities and benefits. As a teaching staff we intent to become learning advisors and work with you to create personalised individual learning plans to ensure our students leave this school at and above the expected national levels. Schools with students from Year 1 to Year 13 offer a fantastic learning experience for every student. We will know our students well and be able to give them individual attention, have high expectations and nudge them into trying new experiences.

Murupara Area School is focused on delivering 21st century teaching and learning and our desire is that our students and their whanau become fully involved in everything the school and the community has to offer. The partnership of school, whanau and community will provide a strong foundation enabling us to deliver a truly holistic education and maximise each student's potential. We invite you all to join us as we work towards creating a community school that will graduate successful, happy, confident, future contributing citizens of the world.

To the students of our kura, make the most of your time here and take advantage of the many opportunities provided. Choose your courses and options wisely, talk with your teachers and parents, enjoy all there is to offer, be happy, be focused and believe in your own potential.

No reira, e ngā rangatira mo apopo. Ko to tumuaki tenei e noho whakahihi ana kia ū, kia kaha, kia maia, kia manawanui.

Tēna koutou, tēna koutou, tēna koutou katoa.

Naku noa,

Arohanui.

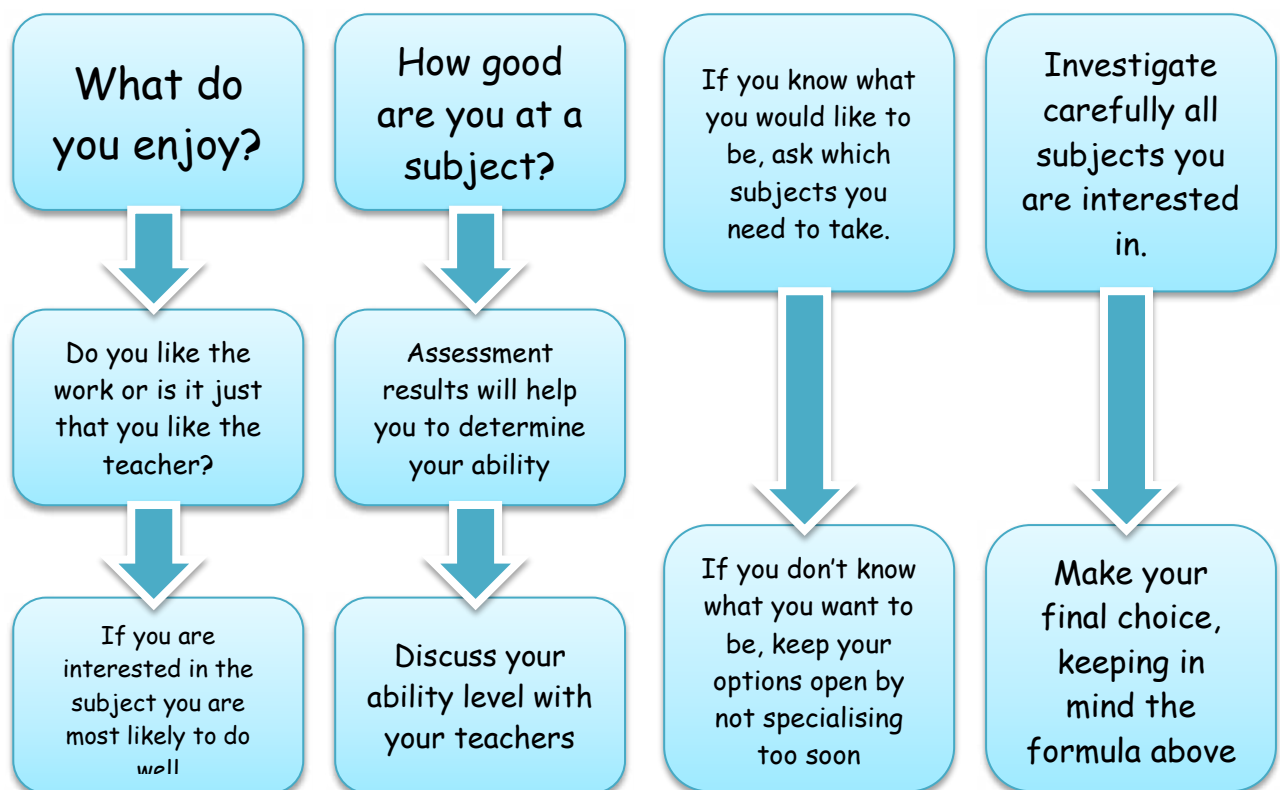
Kura Hingston
ACTING PRINCIPAL

Choosing a programme of study!

Every effort is made to ensure that as many students as possible are able to study a programme of their choice. It is a priority of the school to offer a continuity of courses and to answer student need. Subjects which do not attract sufficient students may not be able to run, or may have to be offered with reduced teacher contact hours.

This formula should be of use:

INTEREST + ABILITY + OCCUPATION = SUBJECT CHOICE



WARNING:

This is YOUR choice, for YOUR future.
Two common influences that are NOT valid reasons for subject choice are:
What your friends are taking....
Who the teacher is....

Helpful tips!

1. **CHOOSE SUBJECTS WHICH KEEP AS MANY CAREER OPTIONS OPEN AS POSSIBLE**

e.g. Try to avoid 'dropping' Maths or Science early. It may be better to gain some credits than not to do the subject at all.

2. **WATCH THE SCIENCE SUBJECTS. THESE ARE THE HARDEST ONES TO RETRIEVE IF YOU DROP THEM OR DON'T CHOOSE THEM AT SCHOOL**

Talk to your Learning Advisor or Science teacher about this.

3. **CHECK HOW SUBJECTS DEVELOP IN THE SENIOR SCHOOL** and where they can lead to in tertiary education and in careers.

4. **LITERACY AND NUMERACY**

By the time you choose your Year 12 subjects, you will probably know whether you intend to continue on to university or polytechnic. Make sure your subject selection will cover the entry requirement for university.

5. **PLAN FOR A FUTURE FULL OF CHANGE AND CHALLENGE**

We don't know what life will be like in 20 years' time. What we can suggest is that you will need skills to be able to:

- communicate effectively with other people
- be a good team member
- handle or process lots of information (not **know** it but **how to use** it!)
- keep learning as new methods/techniques/ careers occur
- adjust to rapid technological change and its effects on jobs, leisure etc
- use your non-work time, including unemployment
- enjoy life

Think about this as well as **NEXT YEAR'S** subjects

Deciding your course deserves careful thought and consideration. Talk to your whanau and make use of the resource people around the school including the contact people in this document e.g. your Learning Advisor, Guidance Counsellor, Teachers, Deputy Principals and Principal. Your options will be checked to ensure satisfactory and appropriate choices are made.

What I need to know about NCEA

All senior subjects offered at Murupara Area School will provide our students with the opportunity to obtain the **National Certificate in Educational Achievement, Levels 1, 2 or 3**. The unit standards which many of our subjects offer may contribute towards a variety of other national certificates as well as NCEA.

Some subjects will be assessed by **Achievement Standards** (e.g. Te Reo Maori), some by **Unit Standards** (e.g. Tourism) and some by a combination of both (e.g. Health). Where a subject offers more than one programme at a particular year level (e.g. Level 1 Science), check the descriptions carefully. If you are still unsure which programme is most appropriate for you, consult your class teacher, Learning Advisor or Deputy Principal.

Standards spell out what you must know and be able to do. When you have met all the requirements of the standard, you gain credit(s). Everyone who reaches the standard gets the recognition. With unit standards, and all internally assessed Achievement Standards, you may have the opportunity to re-sit a standard missed.

A unit standard assessment will either be **Achieved (A)** or **Not Achieved (NA)**. Achievement standards recognize three grades of achievement: **Achieved (A)**, **Achieved with Merit (M)** and **Achieved with Excellence (E)**. Although you only get the same number of credits for each of these, you should always aim for Excellence, as this will show on your Record of Learning and may also be required if you are applying for tertiary courses, many of which have limited entry. Excellences are also more likely to enable you to receive scholarships.

Credits are like "points" that count toward a variety of national certificates which can be completed at school. Different achievement or unit standards have different numbers of credits depending on the amount of work/effort/time that is expected.

National certificates can be studied at various levels. A National Certificate (Level 1) equates to a Year 11 level of study, National Certificate (Level 2) equates to Year 12; Level 3 to Year 13, and so on.

Some internally-assessed standards will also be offered to Year 10 students. Credits gained will provide them with a head start on NCEA Level 1 the following year.

NCEA Level 1

To achieve NCEA Level 1 in 2024, students must earn a minimum of 60 credits, plus 20 credits from Literacy and numeracy. Starting from 2025, NCEA Level 1 will undergo changes in the way literacy and numeracy are assessed. Currently, students can gain their NCEA Level 1 literacy and numeracy through both Achievement

standards and Unit Standards. However, after 2024, literacy and numeracy will be evaluated exclusively through external exams.

NCEA Level 2

For a student to be awarded NCEA Level 2 they must achieve **80** credits, **60** of which must be from Level 2 (or above) standards. That is to say, you can forward any 20 Level 1 credits towards NCEA Level 2. When planning your course, it is important to be aware that, although there are no literacy or numeracy requirements for NCEA Level 2, there will be if you are seeking university entrance (see next page).

The university approved literacy credits include *English approved standards (denoted with an asterisk *)* OR *Te Reo Maori achievement standards level two or higher*.

NCEA Level 3

For a student to be awarded NCEA Level 3 they must achieve **80** credits, **60** of which must be from Level 3 standards or higher. There is no literacy or numeracy requirements for this qualification but if you are intending to study for a degree at university or polytechnic then you have to meet certain numeracy and literacy requirements (see next page).

Endorsement of Certificates

You are able to get your NCEA certificate endorsed with either "with Merit" or "with Excellence". Students will require 50 credits at Excellence to gain an NCEA endorsed with "Excellence", and 50 credits at Merit (or Merit and Excellence) to gain an NCEA endorsed with Merit.

Reporting Results

Students will receive a Record of Learning recording those standards that have been passed / achieved. This will list every standard attempted by students during their time at school, and what result they achieved, and will include **not achieved** results.

Online Help

There are plans to set up an online system that will allow students to log on to plan their course and follow their progress towards qualifications. Check the NZQA website regularly for this.

New Zealand Scholarship

The best students in each examination subject nationally are encouraged to enter Scholarship. The number of awards in each subject is based on a proportion of the number of Year 13 students entered for national assessment in those subjects. Scholarship is a monetary reward. Although it does not attract credits towards NCEA Level 3 or 4, the fact that a student has gained Scholarship will appear on her Record of Achievement.

Interested students should consult their subject teachers. Further information can be found in Circulars available from NZQA at www.nzqa.govt.nz/publications/circulars

NZQA & MOE Literacy & Numeracy requirements for Level 1

1. **Literacy and Numeracy Achievement Standards** for NCEA Level 1 is 10 Credits each gained through external examinations.
2. For 2024 only - Both Literacy and Numeracy Unit Standards still count towards gaining NCEA Level 1. These unit standards have been designed for everyday life and relevant family, financial and community workplace situations.
3. Both Literacy and Numeracy Unit Standards have been designed for everyday life and relevant family, financial and community workplace situations.
4. NZQA Reporting will show how the Literacy and Numeracy have been achieved. either by Unit Standards or Achievement Standards.
5. **Literacy and Numeracy Achievement Standards** have been designed to meet Level 6 of the New Zealand Curriculum in a range of subject areas.

University entrance under NCEA

You will qualify for entrance to a university in New Zealand if you have obtained a minimum of **43 credits at Level 3 or higher**, including a minimum of:

... **3 approved NCEA subjects at Level 3** with 16 credits in each

The above credits must include

...**10 credits at Level 1 or higher**

and

...**10 credits at Level 2 or higher in English OR Te Reo Maori.**

5 credits must be in *Reading* and 5 credits in *Writing*. These will be selected from a schedule of approved achievement standards and unit standards as outlined in page 6. Approved standards will be offered in our Level 2 & 3 English OR (not both) Te Reo Maori programmes.

TO SUMMARISE WHAT YOU WILL NEED FOR UNIVERSITY ENTRANCE

15 credits at
Level 3 or higher
in an approved
subject

+

14 credits at
Level 3 or higher
in an approved
subject

+

14 credits at
Level 3 or higher
in an approved
subject

with

5 credits at Level 2 or
above in Reading

+

5 credits at Level 2 or
above in Writing

with

10 credits at Level 1 or above in Mathematics

Note that some degree programmes have limited entry. In these cases, a higher level of attainment in NCEA will be required. For information, see Careers, check the university's website or contact them directly.

Approved University Literacy Standards

The Literacy requirement can be fulfilled in either English or Te Reo Maori, but NOT a combination of both.

1. Ten credits from the standards below (5 credits in reading and 5 credits in writing) are required to meet the University Entrance literacy requirements.
2. For standards that meet both reading and writing requirements it is possible to split the credits to fulfil the literacy requirement. For example, Art History 3.1 (91482, 4 credits) can contribute 2 credits to the reading requirement and 2 credits to the writing requirement.
3. A List of Level 2, 3 and 4 subjects that contribute can be found on the NZQA website for specific literary standards.
4. A List of Approved Subjects for University Entrance can be found on the NZQA website.

Correspondence School

Studying by correspondence is **not an option choice**. Dual enrolments with the Correspondence School are only available in specific and limited circumstances. A timetable clash alone is **not** sufficient reason for an application for enrolment to be successful.

You may be eligible for enrolment if:

- only a small number of Year 12 or 13 students study the subject, or
- the subject has been offered but no subject teacher is available, or
- you have transferred schools and the subject(s) previously taken is not offered.

For information about Correspondence study see **D.P Secondary School**. An application for enrolment needs to be on the recommendation of the relevant Curriculum Leader. All applications must be completed in person with a parent and the Correspondence School co-ordinator.

TRADES ACADEMY

Trades Academy provides students with hands-on, trades training options linked to our regions 21st century, workforce needs

Trades is where students can gain tertiary training and qualifications, through taking courses provided by six tertiary providers, as part of high school.

Courses offered meet the changing workforce needs across the Bay of Plenty region, and range from "typical Trades" courses from Construction, Engineering, Hospitality, Farming & Ag that fit our 21st century trades courses that are infused with technology like Game Art, IT Support Web and Graphic Design.

Credits gained contribute to the students NCEA achievement at Levels 1, 2, 3. Courses also count towards Tertiary credit and qualifications

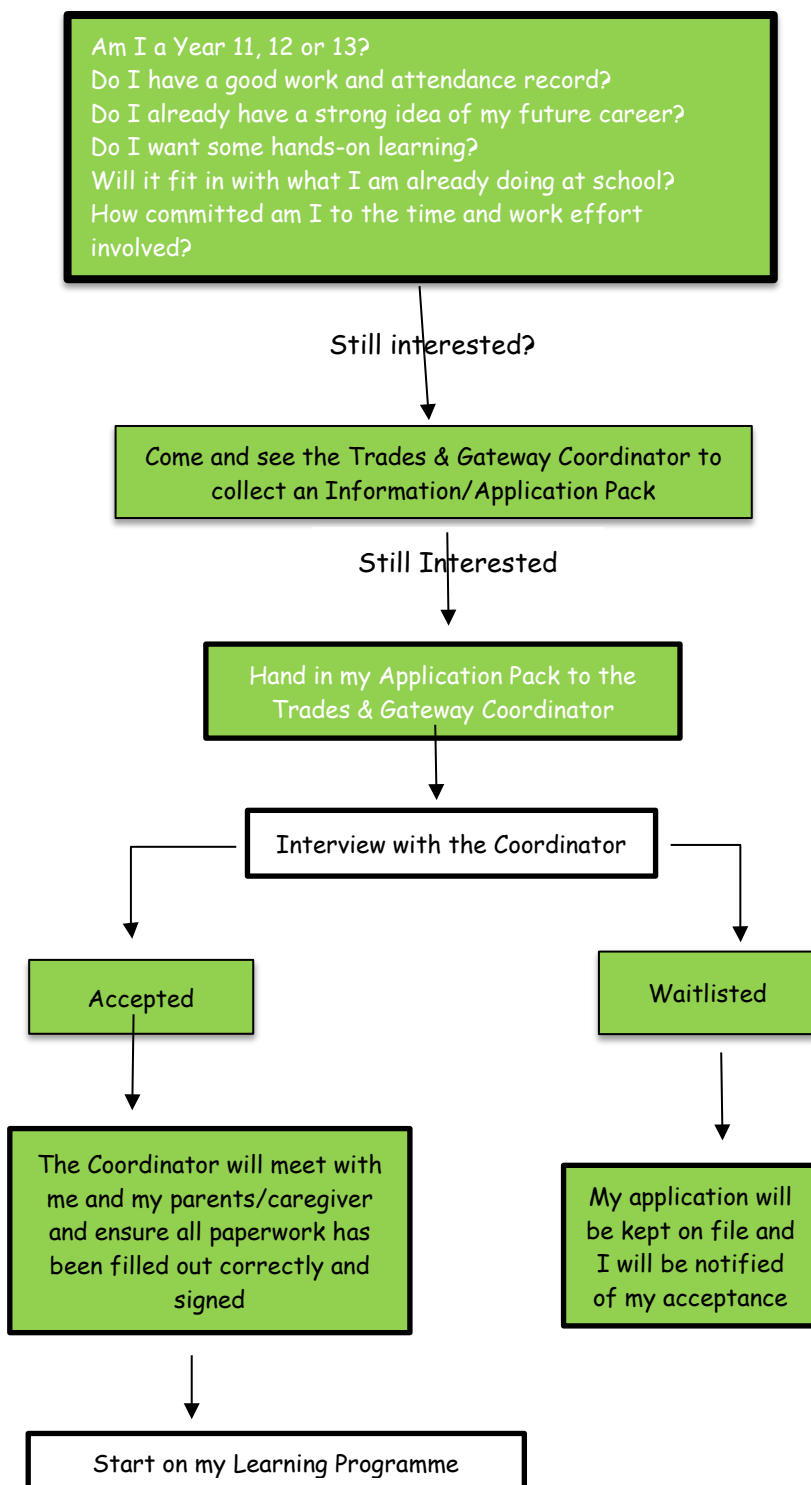
Courses are work based programmes full of learning and are hands-on, enables you to develop skills for work, life or future study, pathways to local workforce needs, includes industry visits and field trips, enables you to develop key skills and experience that employers are looking for and involves both theory and practical training.

So, in summary:

What opportunity does Trades Academy offer you?

- Trades-related experience while in school
- Valuable work skills, confidence, and experience that employer's value
- Credits that help you with both high school and tertiary achievement
- Try out tertiary education with no fees
- Use the experience as a pathway to further tertiary study and qualifications
- Develop skills for work and life

How Do I Get into Trades Academy?



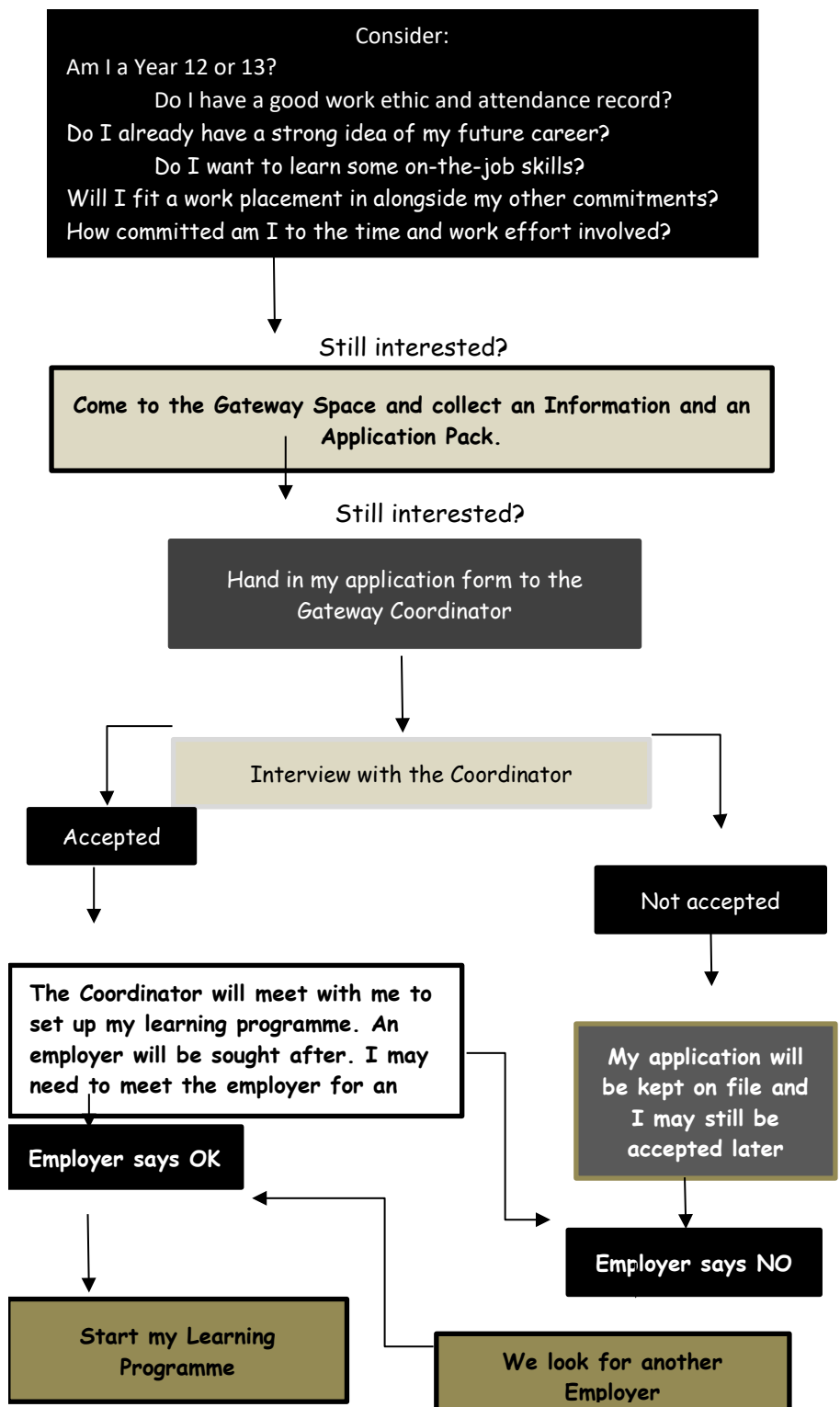
GATEWAY

Gateway has been designed to help schools meet the learning needs of senior students and enables them to participate in a structured learning workplace. With that are also Cultural Camps that give students the ultimate adventure tourism and Maori cultural experience.

Gateway supplements and complements the student's existing school programme. In addition, curriculum subjects studied at school, students will gain hands on experience in their preferred vocation. In a workplace environment the employer will take a mentoring role, something that current Gateway employers have found very satisfying. The work that students undertake will be assessed in their workplace, either by the employer or the student's subject teacher. Gateway students must have an existing career interest and obviously, a strong sense of commitment.

Gateway builds on what the school already has in place. Gateway provides a way to allow practical workplace experience. Assessments can also be more meaningful if it is occurring in a workplace rather than in a simulated situation. Students gain credits in core generic and industry specific standards of their choice. Their achievements are credited towards national qualifications, including National Certificate in Educational Achievement. (NCEA)

How Do I Get into Gateway?



For more information, please contact Fiona Hewett, Trades & Gateway Coordinator 07 3665 602

Careers Education

Murupara Area School is committed to offer an effective careers service to all students, building relationships and connections to whanau. We welcome and encourage Whanau to support their child on this journey, our door is always open, and invite you to visit anytime to see how your child is progressing, be part of their journey.

Year 7 - 13

Students will develop self-awareness, Develop career /education pathways. Explore opportunities, make decisions developing the skills to act on them, contribute and participate in activities offered, gain skills and confidence to transition to the next learning level.

Students will be offered opportunities to

- Develop a vocational pathway
- Attend Career seminars / assemblies / guest speakers / open days / Expos /
- Personal interviews to discuss career or study related problems
- Year 11-13 Trades (one or two days a week at a tertiary institution hands on learning about a trade of interest)
- Year 12-13 work exploration through Gateway, following academic learning of an occupation, then gaining work experience for that occupation.
- Resources to support Maori and Pasifika cultures

Year 9 - 13

Along with the students Learning Advisor, I will monitor student progress, students will set academic and career goals, be interviewed each term to evaluate their goals and set new ones if required.

Year 7 - 8

Students will focus on self-awareness - Look at what makes me "me" identify their interests, what they enjoy.

What can I do? Explore what jobs they have done already, learning what transferable skills they have.

Set goals to achieve and review goals each term.

Find out what a career is, look at employment in our community and surrounding area.

Discussions and programme activities

Finding careers that suit the student and completing basic career pathway planning - Vision of my future.

Planning and transitioning for secondary school.

Year 9-10

The focus for year 9-10 students is developing self-awareness, where students can recognise their strengths, interests, and values, explore opportunities, and understand the future of work.

Transferable employability skills.

CV building

Set Goals each term and review

Exploring career pathways

Developing an academic and career pathway action plan

Introduction to understanding NZQA what to expect when you are a year 11 -
Presentation for Students and Whanau.

NCEA, students and whanau need to understand the qualification system and what level of achievement is required, this will help them set realistic academic goals.

Exploring different career options helps students to understand subjects that are important in their career choice or further education.

Year 11

Employability / Academic Folder - Setting up documents required

Employability skills

CV building

Trades offered

Monitoring student achievement.

Developing capabilities -What skills do they need to develop to transition beyond school.

Keeping motivated

Subject selection

Year 12-13

Reflection on NCEA results, set goals

Putting plans into action

Understanding University Entrance and other tertiary providers.

Understanding the labour market for those looking at apprenticeships and entering the work market.

CV building

Interview Tools

Employability Skills

Work experience

Gateway / Trades

Subject selection

Employability / Academic Folder - Setting up documents required, Birth certificate, IRD number, Bank account, certificates etc

Scholarships

University / tertiary Planning - Where, costings, accommodation, study link, student allowance.



Nga Uara a Rohe o Murupara

Uara are central to us as Māori. They are the foundations to our thoughts, the decisions we make and the way we behave. Uara shape the relationships we form and are the blueprint for a healthy and purposeful life.

Whanaungatanga

Deliberate acts of teaching across the school

- To belong and make connections from ourselves to others and the environment
- Whakapapa, Mauri/rights and responsibilities, Tuakana/Teina

Manaakitanga

Deliberate acts of teaching across the school

- To show kindness to ourselves, and others and the environment
- Hospitality, Empathy, Respect

Akoranga

Deliberate acts of teaching across the school

- To become lifelong learners about ourselves, the Wider Community and Te Ao

- Goal setting, Resilience, Self-directed learning

Kotahitanga

Deliberate acts of teaching across the school

- Kotahi te Whakaaro, Kotahi te hikoi - one vision same goal
- Ownership, Collaboration, Problem Solving

Tiakitanga

Deliberate acts of teaching across the school

- To be a protector of ourselves, others, and our environment
- Caring for our environment, Health communities

Whakapono

Deliberate acts of teaching across the school

- To believe and have hope in one's self, the mana of others and the mana of the environment
- Perseverance, Integrity, Respect

Tumanako

Deliberate acts of teaching across the school

- To accomplish one's dreams, support the dreams of others and the growth of our environment
- Confident (communicator), Adaptable to change, goal setting

Level 2 Course Information

When deciding on your course for 2024, consider the following points:

1. Courses will be assessed by *achievement standards* (AS), *unit standards* (US) or a combination of both. Achievement standards may involve both internal and external assessment (which will normally be an end of year examination). Unit standards are internally assessed
2. All students in Year 12 are required to take an **English** subject (**Levels 1 or 2 English** or **Te Reo Maori**).
3. If you have not gained sufficient *literacy* and *numeracy* credits by the end of Year 11 to gain NCEA Level 1, you should be planning a programme that will give you the opportunity to catch up. Please see your Learning Advisor or subject teacher if you need assistance.
4. Year 12 is a foundation for Level 3 study in Year 13. If you wish to enter degree level tertiary study you should plan to study at least 3 subjects from the approved subject list.
5. Some subjects have pre-requisites. For example, a certain level of attainment in a Level 1 subject may be required. Alternatively, credit from a particular unit standard may be needed. For some subjects, all that is needed is your interest and commitment.
6. A wide variety of cross curriculum courses is on offer at Year 12. Please make sure to identify courses that will meet your learning needs as well as NCEA Level 2.
7. You have the opportunity of multi-level study to cater for varying strengths and interests. Naturally, this is only possible if you can be accommodated on the school timetable. Study at a higher level than Level 2 requires the approval of your parent, the subject teacher, the Dean and/or the Principal

In most cases universities will look at your Level 2 grades for entrance, and offer you placement subject to your gaining University Entrance. This could be the same for scholarship applications.

Good luck in your subject choices for 2024. You should make use of every bit of help and advice you can get.

NB: Courses are dependent on student numbers, teacher availability and are based on student interest. Therefore, standards offered may change.

Level 2 Subjects

1. English
2. Communication Skills English
3. Hospitality and Catering
4. Hard Materials (Materials Technology)
5. Social Science
6. Mathematics
7. Physical Education
8. Science
9. Te Reo
10. Visual Arts

Level 2 AS English

Content:

This course focuses on internal assessments with one external achievement standard offered. This programme is course endorsed.

What skills will I learn?

- To critically analyse literature and language genres.
- To understand and use oral, written and visual language effectively in a range of contexts and to a range of audiences.
- To read and understand unfamiliar written and visual texts

How will I learn?

Students will be expected to carry out a wide range of reading, writing, viewing and oral tasks set by teachers. Students will also learn about language by participating in production activities. These include producing a static image and research activities .

What should I have already done? (Pre-requisites)

It is recommended that students should have gained a minimum of 10 Level 1 credits in English including 10 Level 1 Literacy credits. Students with fewer credits will need to consult with the subject teacher.

Where does this lead?

NCEA Level 3 English and NCEA Level 3 Media Studies

How is the course assessed?

By internal (I) and external (E) achievement standards

Other details (costs, field trips, etc): \$5 printing/photocopying costs.

End of course qualifications:

19/23 internal credits towards NCEA Level 2

Standard	I or E	Description	Credits	UE Reading	UE Writing
AS 9100	E	Analyse significant aspects of unfamiliar written text through close reading supported by evidence	4*	Y	Y
AS91101	I	Produce a selection of crafted writing	6*	N	Y
AS91102	I	Construct and deliver a crafted a controlled oral text	3	N	N
AS91103	I	Create a crafted visual and verbal text	3		
AS91104	I	Analyse significant connections across texts, supported by evidence	4*	Y	N
AS91105	I	Use information literacy skills to form developed conclusions	3	Y	N
*Optional AS91106	I	Form developed personal responses to independently read texts, supported by evidence	4	Y	N

Level 2 Communication Skills English

Content:

This course focuses on internal assessments offered.

What skills will I learn?

- Research and understanding
- To understand and use oral, written and visual language effectively in a range of contexts and to a range of audiences.
- To write a short report
- CV. Production for a purpose
- Communicating for employment

How will I learn?

Students will be expected to meet deadlines for assignments in reading, showing understanding and writing

What should I have already done? (Pre-requisites)

It is recommended that students should have gained a minimum of 10 Level 1 Literacy credits.

Where does this lead?

NCEA Level 3 Communication Skills English

How is the course assessed?

By internal (I) and external (E) achievement standards

Other details (costs, field trips, etc):

End of course qualifications:

17 credits towards NCEA Level 2

COURSE DESCRIPTION

Standard Number	Assessment Title	Ver	Credit Value
US4261	Identify legal rights and obligations in relation to motor vehicle ownership and operation	6	3
US25073	Read text to recognize different points of view on a topic	3	3
US3493	Write a short report	7	3
US10781	Produce a plan for own future directions	6	3
US2989	Select, read, and assess texts on a topic	6	3
US4252	Produce a personal targeted CV (curriculum Vitae)	8	2

Level 2 Hospitality and Catering

Course description:

This course is designed for students who have an interest in the hospitality industry.

This course offers food safety, core practical cooking skills, presentation of food and identifies career opportunities within the industry. It creates a pathway for students into the trades in Years 12 and 13 for Hospitality. Students are offered taster courses in hospitality during this level.

Manaaki Marae Unit Standard

Unit Standard	Assessment Title	Context	Credit Value	Assessment Type
29566	Prepare fruit and vegetables to present for manuhiri	Vegetable and fruit cuts and presentation	3	Internal
29567	Prepare equipment and cook kai in the oven to present for manuhiri	Roasting, braising, stewing, grilling and baking	4	Internal
29568	Present equipment and fry kai to present for manuhiri	Deep fry, shallow fry and stir-fry	4	Internal
29569	Prepare equipment and cook kai with liquid to present for manuhiri	Boiling, braising, poaching, steaming and pot roast	6	Internal

End of the course qualifications: 17 credits

POSSIBLE FUTURE VOCATIONAL OR STUDY PATHWAYS: Graduates can pursue career opportunities in a wide range of organisations and roles in the hospitality and tourism industry, and related sectors. Graduates may become self-employed or progress to employment in advisory, team leader, supervisory or management roles in a variety of areas, including:

- Hotel/accommodation management, including sales and marketing, concierge and front desk operations
- Food and beverage, restaurants and catering
- Venue facilities management
- Tourism ventures and operations
- Planning and management
- Travel agencies and tourism information centres
- Destination management, and business and trade development

*Tourism, hotel and event

* Event and conference

*Reservations and ticketing

Brand and value proposition management

*Owner/Operator ventures

Level 2 Hard Materials (Materials Technology)

Content:

Students will develop knowledge of building practices through practical application of materials, tools and processes. Projects include Outdoor Furniture.

What skills will I learn?

- See the standards offered below.

How Will I learn?

By completing worksheets, projects, working cooperatively or independently.

What should I have already done? (Pre-requisites)

NCEA Level 1 Hard Materials.

Where does this lead?

Level 3 Hard Materials and Construction Trades Academy. A possible future in design or a career in construction and building

How is the course assessed?

By BCITO unit standards internally assessed.

Other details (costs, field trips, etc):

\$50 for student workbook and materials for take home projects.

End of course qualifications:

30 credits towards NCEA Level 2

Standard	Assessment Title	Credit Value	Assessment Type
US12927	Demonstrate knowledge of, select, maintain, and use, hand tools for BCATS projects	6	Internal
US12932	Construct timber garden furniture as BCATS project	8	Internal
US24350	Identify, select, use and maintain portable power tools for BCATS project	6	Internal
US24354	Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	4	Internal
US25921	Make a cupboard with a draw as a BCATS project	6	Internal

Level 2 Mathematics and Statistics

Level 2 Mathematics and Statistics

Description of course:

In Level 2 Mathematics and Statistics you will be working towards Level 2 credits for the National Certificate of Achievement in Education (NCEA). This course covers the following areas of learning: graphing, algebra, geometry, statistics and probability.

The course aims to avoid the more difficult algebra and calculus topics, but there is still a small amount with these standards. This is a great course for students still wanting to progress to Level 3 mathematics.

Prerequisite: Level 1 MAT

Standard	Assessment Title	Credit Value	Assessment Type
AS91256	Apply coordinate geometry methods in solving problems.	2	Internal
AS91259 2.4	Apply trigonometric relationships in solving problems.	3	Internal
AS91263 2.8	Design a questionnaire.	3	Internal
AS91264 2.9	Using statistical methods to make an inference.	4	Internal
AS91567 2.12	Apply probability methods in solving problems.	4	External

End of course qualifications: 18 credits

Level 2 Physical Education

Content:

Anatomy, exercise physiology, biomechanics, motor skill learning, contemporary issues in sport, fitness studies, Athletics, physiological responses.

What skills will I learn?

Physical	Self-management	Self esteem
Communication	Social and co-operative	Problem solving
Working with others		

How will I learn?

Through practical involvement, written work, research and assignment work, seminars, discussion work and laboratory testing.

What should I have already done? (Pre-requisites)

Successful completion of NCEA Level 1 Physical Education. A positive attitude towards physical activity and a willingness to help others is recommended. A reasonable level of fitness is required (minimum level 6 in the beep test). Level 1 and 2 sciences would complement this course.

Where does this lead?

Level 3 Physical Education

How is the course assessed?

All Standards are assessed INTERNALLY

Other details (costs, field trips, etc):

To be confirmed.

End of course qualifications:

21 credits towards NCEA Level 2

Standard	Assessment Title	Credit Value	Assessment Type
AS91328	Exercise prescription - Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	5	Internal
AS91330	Athletics - Perform a physical activity in an applied setting	4	Internal
AS91331	Event- Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	4	Internal
AS91329	Demonstrate understanding of the application of biophysical principles of training for physical activity	4	Internal
AS91501	Tough Guy/Girl - Demonstrate quality performance of a physical activity in an applied setting	4	Internal

Level 2 Science

Biology

This course covers a range of achievement standards on biology. Prerequisite: a minimum of 12 achievement standard science credits in year 11 at Level 1.

Achievement Aim

Students will:

- [Understanding about science](#)
- [Investigating in science](#)
- [Communicating in science](#)
- [Participating and contributing](#)

What should I have already done? (prerequisites)

Year 11 Science

Students must (ideally) also be enrolled in or have completed a Maths course

Where does this lead?

Level 3 courses in Biology

Other details (costs, field trips est.)

TBC

Standard Number	Assessment Title	Credit Value	Int/Ext
AS91154 2.2	Analyse the biological validity of information presented to the public	3	Internal
AS91155 2.3	Demonstrate understanding of adaptation of plants and animals to their way of life	3	Internal (field trip)
AS91160 2.8	Demonstrate understanding of genetic variation and change	3	Internal
AS 91156 2.4	Demonstrate understanding of life processes at the cellular level	4	External (optional)

One additional course to be confirmed.

Level 2 Social Science

Content:

- NZ History
- Local History and stories

What skills will I learn?

Information gathering, processing and presentation. Students should learn to organise and carry out tasks for developing these skills without close supervision, both individually and in groups.

How will I learn?

Research projects, seminars, guest speakers, data and cartoon analysis are just some of the techniques used.

What should I have already done? (Pre-requisites)

Level 1 History is useful but not essential along with an acceptable level of English. An interest in the past is essential and it helps greatly if you enjoy reading. The appropriate skills will be taught early in the year. Students who have taken Level 1 History will have an advantage.

Where does this lead?

NCEA Level 3 History. This course develops skills useful for careers in law, business, economics, teaching, travel, journalism, archaeology. It sustains and nourishes a life-long interest in understanding the world we live in.

How is the course assessed?

By Internal and External Achievement Standards.

End of course qualifications: 23 credits towards NCEA Level 2

Standard Number	Assessment Title	Credit Value	Assessment Type
AS91229	Carry out a planned inquiry of an historical event, or place, of significance to New Zealanders	4	Internal
AS91230	Examine an historical event, or place, of significance to New Zealanders	5	Internal
AS91232	Interpret different perspectives of people in an historical event of significance too New Zealanders	5	Internal
AS91233 v2	Examine causes and consequences of a significant historical event	5	External
AS91231 v2	Examine sources of an historical event that is of significance to New Zealanders	4	Externals

Level 2 Te Reo Maori

Introduction

In Level 2 Te Reo Māori you will be working towards Level 2 credits for the National Certificate of Achievement in Education (NCEA). The focus of this course is on understanding, applying and reflecting on Te Reo Māori in a practical context. It will include concepts relating to Kōrero, whakarongo, tuhituhi and pānui,

The work you do throughout the year will be assessed internally (I) or externally (e).

Course Description

Students will complete portfolios of work covering everyday activities in their life and school

Stationery Requirements

1. 1x WA4 exercise book
2. 1 Blue Pen, 1 Red Pen,
3. 1 Whiteout
4. 1 Ruler
5. 1 USB (16 GB)

Assessment Information

Standard Number	Assessment Title	Internal/External	Credit Value
A.S91285	Kōrero kia whakamahi i te reo o te ao torotoro	Internal	6
A.S91089	Waihanga tuhinga auaha, i te reo o te ao torotoro	Internal	6
A.S91284	Whakarongo kia mohio ki te reo o te Ao torotoro	Internal	6

End if course qualifications: 18 Credits towards NCEA Level 2

Pathways Information

Students must pass all of Level Te Reo Maori to move onto Level 3 Te Reo, ALL Achievement Standard credits can be crossed over to the Literacy credits which will help students to achieve both Te Reo Māori as well as Literacy. Career pathways could be a teacher, translator, kapa haka performer & a researcher for iwi.

Level 2 Visual Arts

Contents

Students study contemporary and established Painting practice. Paintings will be prepared for presentation on folio boards. Students will produce practical Art works using a thematic approach in series. Students will present two folio boards in different fields for assessment. This allows students to become skilled in the processes required for this type of external examination. A good level of English and research capability is required for the research standard. An art history assignment is optional

What skills will I learn?

Students will build on existing art skills and explore advanced art understandings. Students will produce original Art works in series and to think creatively.

How will I learn?

Students are expected to follow an art making process and keep a well-documented journal of their art investigation. Students will also learn through the study of the artist model and practical art making.

What should I have already done? (Pre-requisites)

No Art prerequisites are necessary, however, students will be expected to have a keen interest in Art and the making of Art and willingness to regularly practice Art skills to lift their understanding and ability. It is beneficial if the student has taken Level 1 Art and knows the process of using established artist models to inform their own work. Literacy Level 1 will also help

Where does this lead?

NCEA Level 3 Practical Art in Painting, Design and a variety of career options. This course may also be seen as beneficial for students wishing to study Art History at senior levels.

How is the course assessed?

By achievement standards, internally (I) and externally (E) assessed.

Other details (costs, field trips, etc):

A selection of quality paint brushes will be necessary

End of course qualifications:24 credits

Students will undertake an internal standard and a folio board presentation with the opportunity to do extension work to in Art History

Standard	Assessment Title	Credit Value	Assessment Type
AS91186	Art History 2.7 - Demonstrate understanding if art works in relation to their physical environment	4	Internal
AS91306	Visual Arts 2.1 - Demonstrate an understand of methods and ideas from established practices appropriate to painting	4	Internal
AS91316	Visual Arts 2.3 - Develop ideas in related series of drawings appropriate to established painting practice	4	Internal
AS91321	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	12	External

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