

Murupara Area School



LEVEL 3 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 tēnei e noho whakahihi ana kia ū, kia kaha, kia maia, kia manawanui.

Tēna koutou, tēna koutou, tēna koutou katoa.

Naku noa,

Arohanui.

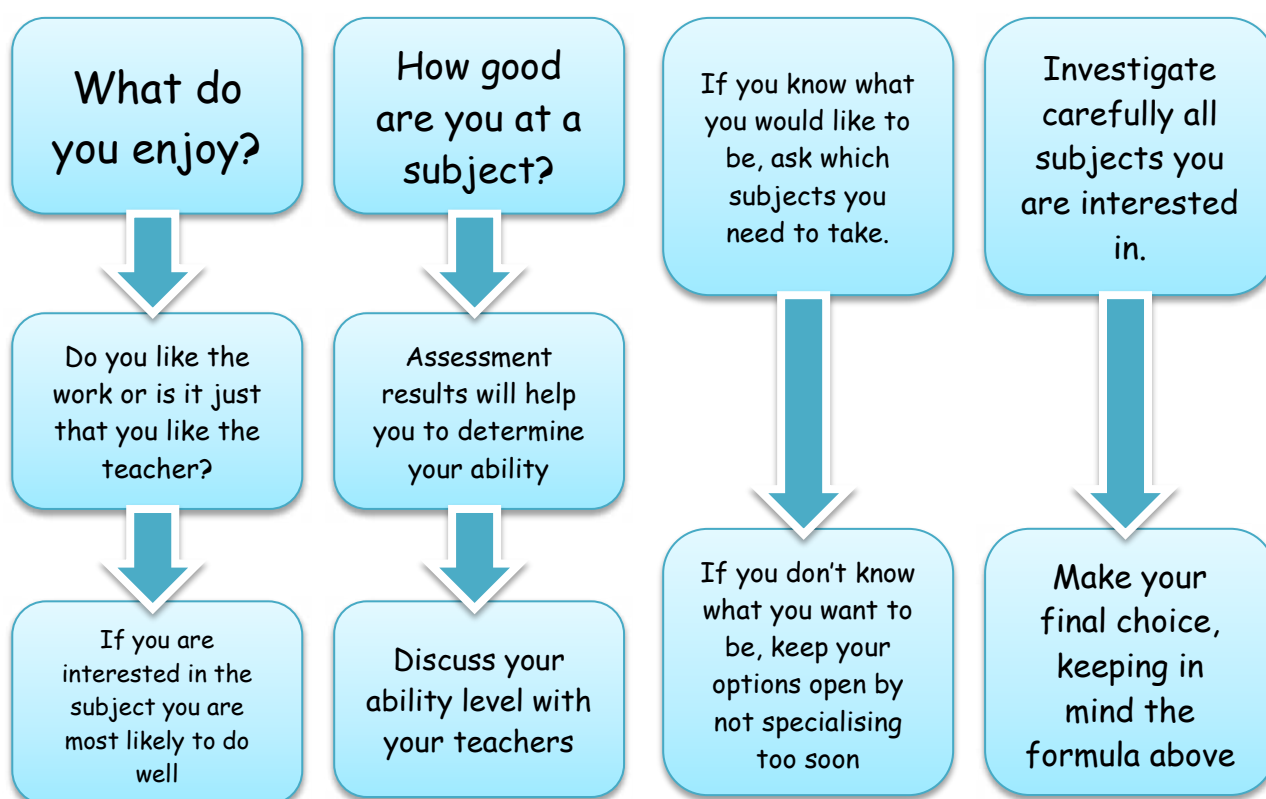
Kura Hingston
ACTING PRINCIPAL

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

NOTE:

NZQA fees must be paid annually for credits to be loaded onto individual's Record of Learning.

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 work place 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:

... **14 credits at Level 3 or higher** in each of **three** subjects from an approved subject list

The above credits must include

...**10 credits at Level 1 or higher** in *Mathematics* or *Pangarau*

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
14 credits at Level 3 or higher in no more

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.

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

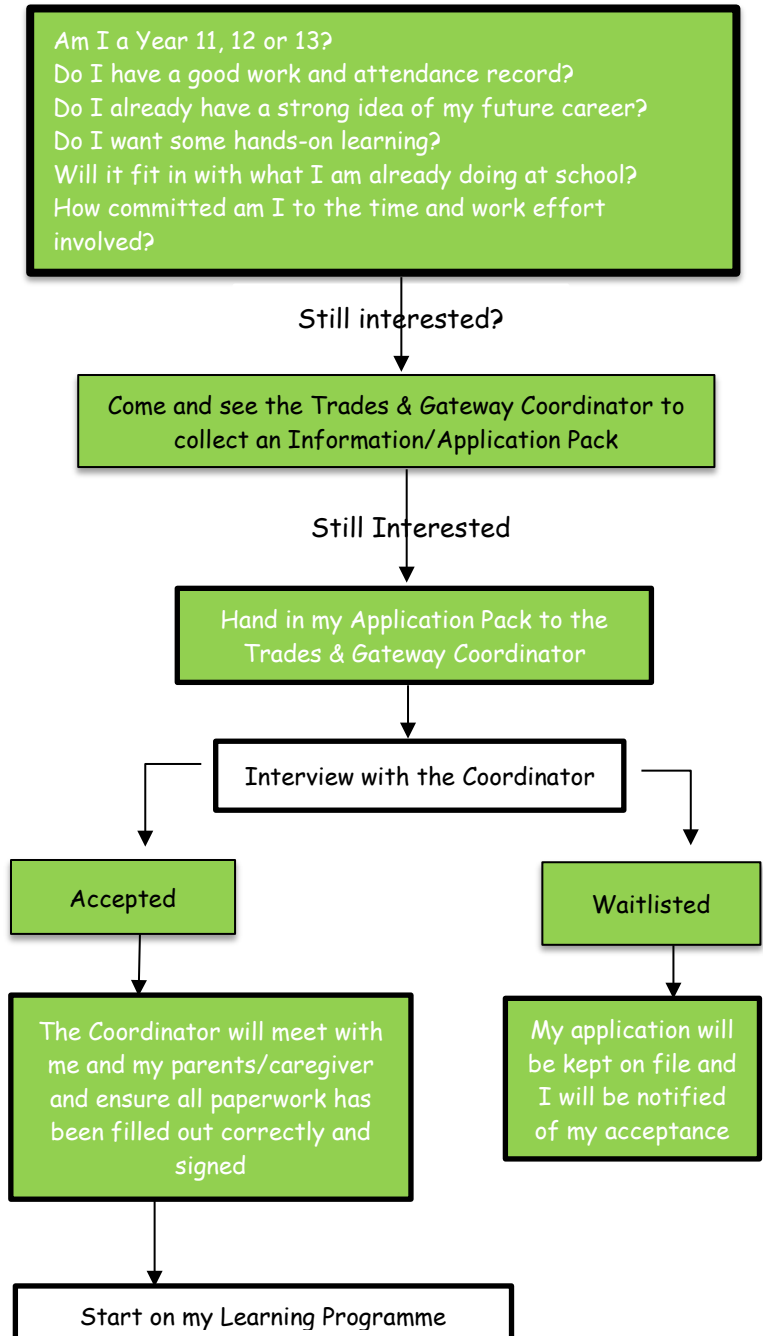
Courses are work based programmes full of learning and are hands-on, enables you to develop skills for work, life or future study, pathways to local workforce needs, includes industry visits and field trips, enables you to develop key skills and experience that employers are looking for and involves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



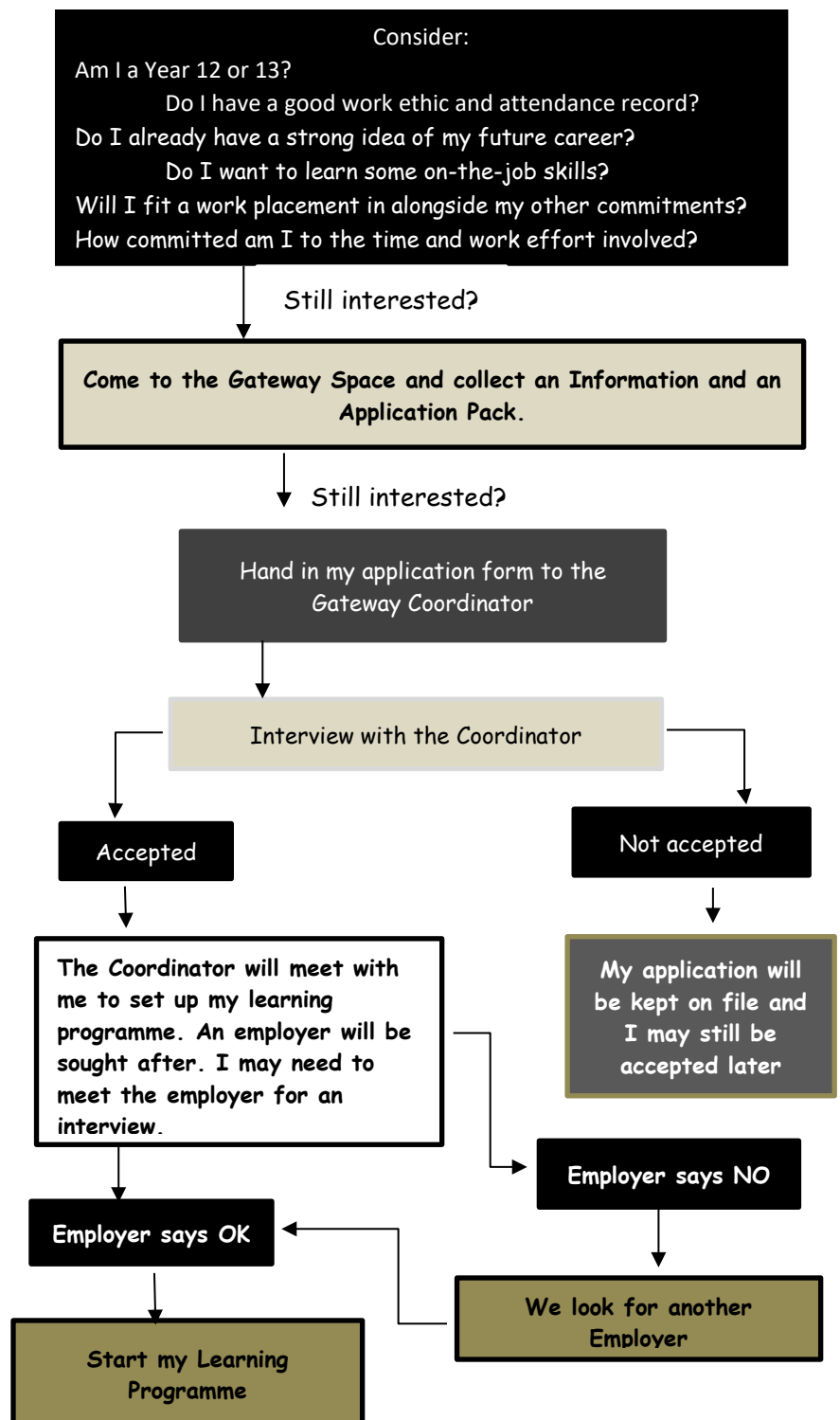
GATEWAY

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.

Year 13 Course Information

When selecting your subjects for 2024 you will need to consider the following points:

1. All Year 13 students must be undertaking a full time course of five subjects. Some students may choose six subjects but this decision requires very careful consideration and should be discussed with your Learning Advisor.
2. There are no compulsory subjects at this level but students intending to continue to tertiary study, should note which subjects are on the approved subject list for university entrance. See p6 for details of university entrance under NCEA.
3. Very few subjects can be started at Level 3. Please check the pre-requisites if you intend beginning a new subject.
4. Students having difficulty establishing a full course at Level 3 should consider choosing from multi-level and/or Levels 1 or 2 subjects as well.
5. All courses are offered subject to enough students entering them. Every attempt is made to provide students with their selection. Occasionally this is not possible and students will be required to choose an alternative subject.

Best wishes for an enjoyable and rewarding year.

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

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 **Miss Smith**. 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.



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

- To belong and make connections from ourselves to other and the environment
- Deliberate acts of teaching across the school
- Whakapapa, Mauri/rights and responsibilities, Tuakana/Teina

Manaakitanga

- To show kindness to ourselves, and others and the environment
- Deliberate acts of teaching across the school
- Hospitality, Empathy, Respect

Akoranga

- To become lifelong learners about ourselves, the Wider Community and Te Ao
- Deliberate acts of teaching across the school
- Goal setting, Resilience, Self-directed learning

Kotahitanga

- Kotahi te Whakaaro, Kotahi te hikoi - one vision same goal
- Deliberate acts of teaching across the school
- Ownership, Collaboration, Problem Solving

Tiakitanga

- To be a protector of ourselves, other and our environment
- Deliberate acts of teaching across the school
- Caring for our environment, Health communities

Whakapono/ Tumanako

- To believe and have hope in one's self, the mana of others and the man of the environment
- Deliberate acts of teaching across the school
- Perseverance, Integrity, Respect
- To accomplish one's dreams, support the dreams of others and the growth of our environment
- Deliberate acts of teaching across the school
- Confident (communicator), Adaptable to change, goal setting

Level 3 Subjects

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

Level 3 AS English

Content:

This course provides a programme focused on internal assessments and ONE external achievement standards.

What skills will I learn?

- To critically analyse a range of 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?

This course places particular emphasis on the development of advanced reading, writing and oral skills. Students are expected to participate fully in the programme and also able to work independently.

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

A minimum of 10 NCEA Level 2 credits in English. Students with fewer credits who wish to do the course will need to consult with the HOF and Dean.

Where does this lead?

Tertiary institutions offering degree and diploma courses. Level 3 English is recommended for Science, Applied Science, Humanities and Law degrees.

How is the course assessed?

By achievement standards and a unit standard internally (I) and externally (E) assessed

Other details (costs, field trips, etc.):

\$5 printing/photocopying costs.

End of course qualifications: 18 credits towards NCEA Level 3. NB: 14 credits count towards UE Literacy (Identified with an asterisk *)

Standard	Internal/External	Description	Credits	UE Reading	UE Writing
AS91475	I	Produce a selection of crafted and coherent writing	6*		Y
AS91477	I	Create a crafted and coherent visual text	3	N	N
AS91480	I	Respond critically to visual/oral texts through close reading, using supporting evidence	3	N	N
AS91476	I	Create and deliver a fluent and coherent oral text which develops sustains and structures ideas	3	N	N
AS91477	I	Create a fluent and coherent visual text which develops sustains and structures ideas using verbal and visual text	3	N	N

Level 3 Communication Skills

Content:

This course provides a programme focused on internal assessments

What skills will I learn?

- To understand and use oral, written and visual language effectively in a range of contexts and to a range of audiences.
- Report Writing
- Employment relation skill

How will I learn?

This course places particular emphasis on the development of reading, writing and oral skills. Students are expected to participate fully in the programme and also able to work independently.

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

A minimum of 10 NCEA Level 2 credits in English..

How is the course assessed?

By internally assessed standards.

Other details (costs, field trips, etc.):

End of course qualifications: 17 credits

COURSE DESCRIPTION

Standard Number	Assessment Title	Ver	Credit Value
US1980	Describe, from an employee perspective, ways of dealing with employment relation problems	9	3
US4251	Plan a career pathway	8	3
US3491	Write a report	7	4
US2990	Read texts to research information	7	4
US1279	Write in plain English	7	3

Level 3 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 have the opportunity to enrol and attend Trades in Hospitality.

Criteria - Recommended skills and knowledge for entry unit 167 - Practise food safety methods in food business under supervision

Unit Standard	Assessment Title	Credit Value	Assessment Type
30541	Prepare, cook, and present a range of dishes for manuhiri	15	Internal
30540	Plan, prepare, and produce a hangi as part of a team, in accordance with tikanga and kawa	5	Internal

End of course qualifications: 20 Credits

POSSIBLE FUTURE VOCATIONAL OR STUDY PATHWAYS. 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 3 Hard Materials

Content:

Students learn to design and manufacture products that meet the needs of clients and stakeholders. Focus is given to developing each students' skills in the use of machines, tools and processes to manipulate a range of materials. Development of key competencies including time management, planning, drawing and communication of design ideas.

What skills will I learn?

See standard descriptions below.

How will I learn?

By completing one major project, working cooperatively and/or independently.

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

Satisfactory completion of Year 12 Hard Materials course.

Where does this lead?

A future in a design career, and/ or a career in construction and building.

How is the course assessed?

Internally (I) by BCITO Unit standards.

Other details (costs, field trips, etc):

\$50 Student work booklets, materials for take home projects

End of course qualifications:

A total of ___ credits towards NCEA Level 3

Standard Number	Assessment Title	Credit Value
US29679	Develop and use the BCATS project documentation for a Stage 3 BCATS project	8
US29684	Undertake a Stage 3 BCATS project	12
US29678	Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project	4

Level 3 Mathematics Statistics

Level 3 Mathematics Statistics

Welcome to Level 3 Mathematics and Statistics. This handout is for your guidance and should cover most of the administrative matters of this course. **Keep this handout in the front of your book.**

Description of course:

This Level 3 mathematics course would benefit those students who will enter, for example, the business or financial sector. The content of the course will consist of external and/ or internal achievement standards up to a maximum of 15 credits. Ten of the fifteen credits will come from internally assessed standards.

Prerequisite: Level 2 MAT

Standard	Assessment Title	Credit Value	Assessment Type
AS91574 3.2	Apply linear programming methods in solving problems.	3	Internal
AS91587 3.15	Apply systems of simultaneous equations in solving problems.	3	Internal
AS91575 3.3	Apply trigonometric methods in solving problems.	4	Internal
AS91577 3.5	Apply the algebra of complex numbers in solving problems.	5	External

End of course qualifications: 15

Level 3 Physical Education

Content:

- The course is based around the concept of using physical activity as part of a balanced lifestyle and this will then enhance a student's wellbeing/ hauora.
- Plan a physical activity experience
- Participate in and evaluate, the physical activity
- Participate in, evaluate, and analyse a physical activity performance.
- Demonstrate performance in the skills of an approved sport.
- Analyse the need for physical activity in the community and take action to influence participation
- Research a current issue or trend

What skills will I learn?

Analysing movement in a scientific manner • Research
Specific physical activity skills • Communication
Social and Co-operative skills • Self-management
Planning, designing and implementing an activity programme

How will I learn?

Through practical involvement, individual research and assignment work. You will work individually, with teacher direction, on the activity experience. You will have the opportunity to take action on influencing members of the community on the values of physical activity.

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

NCEA Level 2 Physical Education is strongly recommended. Entry into the course without Level 2 Physical Education will be at the discretion of the Head of Faculty.

A positive attitude towards physical activity. Good time management and the ability to complete required tasks are essential.

Where does this lead?

Tertiary courses in Physical Education, Leisure, Sport and Recreation, Nursing, Radiology, Childcare etc.

How is the course assessed?

Internally by achievement standards.

Other details (costs, field trips, etc):

Pay as you go for field trips.

End of course qualifications: Credits count towards University Entrance*

19 credits towards NCEA Level 3

Standard Type	Course Description	External / Internal	Credit total
AS91501	Tough Guy/Girl-Demonstrate quality performance of a physical activity in an applied setting	Internal	4
AS91502	Examine a current activity event, trend, or issue and its impact on NZ society	Internal	4
A91499	Analyse A Physical skill performed by self or others	Internal	3
AS91498	Evaluate physical activity experienced to devise strategies for lifelong well-being	Internal	4
AS91500	Evaluate the effectiveness of performance improvement programme	Internal	4

Level 3 Science - Biology

Content

This course covers a range of achievement standards on Biology. All students in this class will be expected to also sit at least one external examination at the end of the year.

What skills will I learn?

Future development of biological skills (see year 12 Biology), application of knowledge and general scientific investigative skills

Achievement Aim

Students will:

- Understanding about science
- Communicating in science
- Participating and contributing
- Evolution

What should I have already done? (prerequisites) Year 12 Science

End of course qualifications: 17 credits

Standard number	Title	Credits	Type of assessment
AS 91601 3.1	Carry out a practical investigation in a biological context, with guidance	4	Internal
AS 91602 3.2	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	Internal
AS 91604 3.4	Demonstrate understanding of how an animal maintains a stable internal environment	3	Internal
AS 91607 3.7	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3	Internal
AS 91606 3.6	Demonstrate understanding of trends in human evolution	4	External

Level 3 Social Sciences

Content:

- New Zealand local history and the world

What skills will I learn?

- Processing information - vital for the business and professional world.
- Information gathering and presentation of information.
- Structuring arguments and using evidence.

How will I learn?

Seminars, lectures, research assignments, day trip to Rotorua Toi Ohomai, guest speakers - these are some of the techniques used.

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

Enjoy reading and writing and have an inquiring mind. NCEA Levels 1 & 2 History are not essential but students who have taken these courses will have an advantage. Several achievement standards in English Level 2 are recommended.

Where does this lead?

Study at tertiary level History is useful for careers in law, business, economics, teaching, travel, journalism and archaeology. History is also one of the language-rich subjects recommended for study of engineering, health sciences and architecture.

How is the course assessed?

By Internal and External Achievement Standards.

Other details (costs, field trips, etc):

To be confirmed.

End of course qualifications:

Credits count towards University Entrance*

32 credits towards NCEA Level 3

Standard	Assessment Title	Credit Value	Assessment Type
AS27843	Evaluate a concept of Law in relation to a specific situation	4	Internal
AS10347	Demonstrate knowledge of the development of the New Zealand legal system	5	Internal
AS91434	Research an historical event, or place, of significance to New Zealanders	5	Internal
AS91435	Analyse an historical event, or place of significance to New Zealanders	5	Internal
AS91436	Analyse evidence relating to an historical event of significance to New Zealanders	4	External
AS91438	Analyse the causes and consequences of significant historical event	4	External

Level 3 Te Reo Maori

Introduction

In Level 3 Te Reo Māori you will be working towards Level 3 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/	Credits
A.S91651	Kōrero kia whakamahi i te reo o te ao whānui	Internal	6
A.S91654	Waihanga Tuhinga i whai take i te reo Māori o te ao whānui	Internal	6
A.S91650	Whakarongo kia mohio ki te reo Maori o te Ao whanui	Internal	6

End of course qualifications: 16 Credits towards NCEA Level 3

Pathways Information

Students must pass all of Level Te Reo Maori to move onto University, 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 3 Visual Arts

Content:

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 three folio boards in different fields for assessment. This allows students to become skilled in the processes required for this type of external examination.

What skills will I learn?

Students will build on existing Painting skills and explore **advanced art understandings**. Students will develop original series of art works and creative thinking.

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. In 2021 this subject will be offered as a dual environment with NZ correspondence school to ensure best outcomes for students

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

A minimum of successful completion of Level 1 Art is recommended. Students will be expected to have a keen interest in making Art and a willingness to regularly practice Art skills to lift their understanding and ability. Critical enquiry is essential

Where does this lead?

This subject leads to a broad range of career opportunities and provides a sound base for a range of tertiary education opportunities.

How is the course assessed?

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

Other details (costs, field trips, etc):

Students are expected to provide quality paint brushes

End of course qualifications: 22 credits towards NCEA Level 3 *Credits count towards University Entrance

Standard	Assessment Title	Credit Value	Assessment Type
AS91451	Painting 3.3 – Systematically clarify ideas using drawings informed by established painting practice	4	Internal
AS91441	Painting 3.1 – Analyse methods and ideas from established painting practice	4	Internal
AS91456	Painting 3.4 – Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	14	External

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