



WAIMATE HIGH SCHOOL

SENIOR COURSE HANDBOOK

2017

COURSE COUNSELLING

It is important to choose senior courses carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

All students in Year 10, 11 and 12 will receive advice by a course counsellor to ensure that a sensible and realistic course of study is planned. Parents will also be involved in this decision, and they must approve the proposed course. Course counselling will take place in Term 3 and 4.

If you need help with your choice of subjects please ask:-

- Your present subject teacher
- Your Learning Advisor
- Your Mentor
- A teacher who knows you well
- The Guidance Counsellor, Miss J Fisher
- The Careers Advisor, Mrs D McKenzie

Research shows that the two main influences on subject choices are:

- What courses your friends are taking
- Who is teaching a particular course

Neither of these should influence your course choice. Your friends may not be in the same class as you next year, even if you take the same courses; and no-one yet knows who will be teaching any course next year. So concentrate on what you need for your FUTURE.

As an overall plan, it is suggested that you choose courses that you:

- enjoy
- have achieved good results in
- reflect your interests and abilities
- help you reach your career and employment goals
- will develop skills, knowledge and attitudes useful throughout your life

Pre-requisites have been set to assist students in making realistic choices as their capability for a course must be considered to ensure success.

It is important that students keep this booklet.

- If your NCEA Credits or Unit Standard credits are not good enough to allow you to take the course you had planned, or if you change your mind about which courses you wish to study, you will be able to make changes before the start of next year. Staff work in the following fields:

Miss J Fisher	Guidance Counsellor
Mrs D Dooley	Level 3 Coordinator, University Liaison
Mrs D McKenzie	STAR Coordinator, Gateway Coordinator, Careers Advisor
Miss T Dollan	Distance Learning Coordinator

Literacy and Numeracy Requirements for NCEA Level 1

The Pathways for gaining Literacy and Numeracy credits in 2017 are as follows:

Literacy – there are two pathways

1. Through achievement standards across a range of subject areas (as listed on the NZQA website): a minimum of 10 credits from the list of achievement standards which meet the literacy requirements for NCEA Level 1
2. Through all three literacy unit standards 26622, 26624 and 26625

Numeracy – there are two pathways

1. Through achievement standards across a range of subject areas (as listed on the NZQA website): a minimum of 10 credits from the list of achievement standards which meet the numeracy requirements for NCEA Level 1
2. Through all three numeracy unit standards 26623, 26626 and 26627

A list of the NCEA Level 1 achievement standards for Literacy and Numeracy is published on the NZQA website.

Literacy and /or Numeracy can be achieved by completing **specified** standards in the following courses: Accounting, Agriculture and Horticulture, Art History, Biology, Business Studies, Chemistry, Classical Studies, Dance, Drama, Economics, English, Geography, Health, History, Home Economics, Latin, Maths and Statistics, Media Studies, Music, Physical Education, Physics, Religious Studies, Science, Social Studies, Technology, Construction and Mechanical Technologies, Design and Visual Communication, Digital Technologies, Processing Technologies, Te Reo Maori, Te Reo Rangatira, Visual Arts.

For further information refer to the NZQA website: www.nzqa.govt.nz or contact the Assessment Manager

HOW DO I GET NCEA QUALIFICATIONS?

When you have achieved 80 credits at Level 1, you'll qualify for NCEA Level 1, as long as ten of those credits show numeracy skills and ten other credits show literacy skills. These skills can be shown in a range of courses across the curriculum. Your course teachers will be able to tell you which standards qualify for numeracy and literacy skills.

NCEA Level 2 requires a minimum of 60 credits at level 2 or above **and** 20 credits at any other level. Credits can be used for more than one qualification so some of your NCEA Level 1 credits can count towards NCEA Level 2. For NCEA Level 2 or 3 you will not need to achieve extra credits for literacy or numeracy skills, but you need to have Level 1 literacy and numeracy. You do not have to complete the Level 1 or 2 qualifications before starting on Level 2 or 3, but it is recommended.

NCEA Level 1, 2 and 3 certificates will receive endorsement. Students will require 50 credits at Excellence to gain an NCEA endorsed with Excellence.

Students will require 50 credits at Merit and Excellence to gain an NCEA endorsed with Merit. Students who achieve 14 or more credits at Merit or Excellence in a course (subject) will receive a course endorsement.

We encourage students to set and work towards these goals.

Students could consider entering the New Zealand Scholarship in one or more subjects if they are experiencing success in their Level 3 studies. Scholarship awards range from \$500 to \$10,000.

Scholarship is a monetary award to recognize top students. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship will appear on the Record of Learning. The scholarship examinations are additional to the external exams in November.

Scholarship will enable students to be assessed against challenging standards, and will be demanding for the most able students in each subject. Scholarship students will again be expected to demonstrate high-level critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

NCEA Waimate High School courses will offer at least 15 credits. Standards will be tailored to meet the needs and ability of the students. Not all students will attempt all the credits offered.

Student Progress / Assessment Reviews

Waimate High School has procedures which ensure that you and your parents or caregivers are informed about the assessment of your work during the year. Opportunities are provided for discussions with teachers about progress. In particular circumstances, you or your parents may wish to contact the teacher in charge of a subject, the Learning Advisor, Level Co-ordinator, Deputy Principal or the Principal.

USE THIS FORMULA TO CHOOSE YOUR COURSE

ABILITY	INTEREST
<p>Firstly, take your ability – how good you are at a subject. How easily you understand it.</p> <p>Your assessment marks and your work will help you to estimate your ability</p> <p>Discuss your ability with your teacher as you might have a false idea of how well you are doing.</p> <p>Be careful not to under-rate your ability.</p>	<p>Add to your ability your interest – what you enjoy doing.</p> <p>Reasons for enjoyment might be because of the work, the teacher, or because you seem good at it. You gain more satisfaction and probably reach a higher standard in your work if you are interested in it.</p>
OCCUPATION	COURSE CHOICE
<p>You may not know what work you would like to do – the majority don't.</p> <p>But if you do know or if you have ideas about what you might do, you can find out what courses might be needed.</p> <p>Maths is necessary in so many careers that you should include it if at all possible.</p> <p>Guidance and Careers staff are most willing to help you to think this through.</p>	<p>Go through the possible courses as listed.</p> <p>Put a big tick alongside each possibility and investigate those subjects thoroughly.</p>

WHAT IS NETNZ?

NetNZ is a community of secondary and area schools in the Canterbury, Otago and Southland regions that engages in eLearning to better meet the needs of students and teachers.

How does it work?

Each of our schools offers at least one course with a teacher(s) which then allows them to enrol students in courses offered by NetNZ and schools across the Virtual Learning Network (NZ).

Generally a course consists of 8-15 students who are taught by an **eTeacher** (who will be from a participating school) using an approach that blends face to face style video conference tutorials with a mix of online and paper based learning. You would typically find a course consists of students from 5-7 different schools throughout the country. Much of the learning will be accessed through an online space where students can receive work, download assignments, and interact with the teacher and other students.

Each participating school also provides an eDean whose role is to support the students on site and provide an important line of communication between teacher and students. This means students are not just left on their own to cope if they are having difficulties

Our commitment

- All courses will be aligned with the New Zealand curriculum and NZQA requirements
- All schools will provide an on-site support person (eDean) for students
- All courses will be taught by a qualified and registered teacher from a school in NZ
- All courses will provide engaging, flexible learning using digital tools and resources blended with video conference tutorials

Why take an online course?

- If the course / subject you want to take is not available in your own school
- If the subject you want to take clashes with another timetabled class
- If you want to develop your ability to self-manage your learning
- If you want to experience a course that is fully online and enables you to interact with students across the country

What students need to consider

Learning online often requires a change in thinking from students who are used to a structured lesson by lesson day. You will need to be willing to learn how to manage

your own time effectively and to direct your learning more than in a traditional classroom. With this comes a lot more flexibility, especially if you are taking more than one online course (some students have up to three), but also more responsibility for your learning. Students need to be able to take the initiative and ask the teacher, the eDean and other students for help when they need it. Learning online does not mean the absence of the teacher. In fact, because of the small number of students in a course, eTeachers can often provide more feedback than in a traditional classroom, but this feedback is usually not instant and students need to go into the programme understanding this.

Courses in 2017

Most courses offered this year will be offered next year. There will some minor changes, but often a course we can't offer can be found through the Virtual Learning Network.

Course details are available at netnz.org under "Courses"

NetNZ course 2016	Teacher	School
Languages		
Beginner's Japanese	Shona Salomen	Fiordland College
L1 Japanese	Sara Lake	Marian College
L2 Japanese	Chris Teague	Catholic Cathedral College
L3 Japanese	Midori Sasaki	Southland Boys' High School
L1 French	Guillaume Charton	Wakatipu High School
L2 French	Morgan Patterson	Central Southland College
L1 Spanish	Rhonda Knight	Cheviot Area School
L1 Te Reo Maori	Sharon Melrose	Timaru Boys' High School
Social Sciences		
L1 History	Garry Brittenden	Akaroa Area School
L2 History	Darren Sudlow	NetNZ
L3 History	Natalie Wright	Blue Mountain College
L1 Geography	Justin Thompson	Oxford Area School
L2 Geography	Heather Eccles	Ormiston College
Introduction to Classical Studies (L1)	Rebecca Jeffrey-Jones	Mount Hutt College
L2 Classical Studies	Nick Schumacher	Waimate High School

L3 Classical Studies	Graham Cox	St Thomas of Canterbury College
L1 Economics	Marina Krijgsman	Rangiora New Life School
L2 Psychology	Liz Hannah	Waiau Area School
Maths		
L1 Accounting	John Douglas	South Otago High School
L3 Mathematics	Ken Pullar	NetNZ
L3 Calculus	Mike Ferguson Di Ferris	Waitaki Girls' High School Cromwell College
L3 Statistics	Tony Jenkins	East Otago High School
The Arts		
L1 Art	Sabin Perkins	The Catlins Area School
Introduction to Art History (L1)	Maryann Darmody	Mackenzie College
L2 Art History	Nicky Lewis	Ashburton College
L3 Art History		
L2 Photography	Jenny Owens	Ashburton College
Science		
L1 Chemistry	Christian Alino	Amuri Area School
L2 Chemistry	Maree Pullar	Roxburgh Area School
L3 Chemistry	Maree Pullar	Roxburgh Area School
L2 Biology	Allan Easte	Hurunui College
L3 Biology	Denise Arkless	Twizel Area School
L2 Physics	Trish Dollan Kelvin Robertson	Waimate High School Maniototo Area School
L3 Physics	Peter Cattell	Darfield High School
L3 Agriculture	Kat Nichol	Lawrence Area School
Technology		
L1 Design and Visual Communication	Damer Farrell	Kaikoura High School
L2 Design and Visual Communication	Dave Ellena	Opihi College
L3 Design and Visual Communication	Norm Wing	Cromwell College

L1 Digital Technology	Owen Cambridge	Tokomairiro High School
L2 Media Studies	Sonya Walters	Southland Girls' High School
L3 Media Studies	Laura Williamson	Mount Aspiring College
Health and Physical Education		
L2 Physical Education	Linda Walsh-Pasco	Roxburgh Area School
L3 Physical Education	Linda Walsh-Pasco	Roxburgh Area School

Other levels and subjects that aren't covered here will be available through the Virtual Learning Network (www.vln.school.nz) under "Learning Exchange".

CORRESPONDENCE COURSES

A number of courses are available through the Te Kura.

However these may only be studied by students if we, as a school, are

- a) unable to provide the course a student requires thru face to face or NetNZ
- b) satisfied that the student is capable of the amount of individual study needed to complete the course and has shown the self-discipline required.

You are advised to take a Te Kura Course **ONLY** if you are unable to choose from the subjects offered by the school. 'Extra' courses may just add stress to those in Levels 1-3.

Remember that any Te Kura Course is treated exactly the same as one taken at school. You have been given time (3 periods per week) to study your chosen subject and usually you are expected to complete and return work **every three weeks**.

NB Te Kura monitors student progress very strictly and has no hesitation in removing students from a course if they are not keeping up with the required study.

For Further Information see: Miss T Dollan

COURSE OF STUDY

Level 1

Course Selection

Students at Waimate High School will take a course working towards a qualification called the National Certificate in Educational Achievement (NCEA), Taumata Matauranga a Motu Kua Taea.

Science is highly recommended. In special cases an application can be made to the Principal to amend this requirement.

To complete an NCEA Level 1 certificate students must earn 80 credits including a minimum of 10 literacy and 10 numeracy credits. They gain credits by meeting standards in their chosen course areas. Some standards will be assessed by external exams, others will be assessed by internal assessment.

Course Completion

To receive a grade in a subject you must first satisfactorily meet all individual subject requirements.

Level 2

Students at Level 2 level usually study six courses. The courses will usually be at Level 2 but they may be at a lower or higher level. A course can be studied at one level only, except in special circumstances.

All full time students must study a course in English. All students in Year 12 will discuss their course selections with the careers staff to ensure that they have met the standards for study at this level and their choices are appropriate for their future plans.

Course Completion

In order to progress into Level 2 courses you will need to have satisfactorily completed a course of study. To do this you must:-

- show a satisfactory attitude to work
- fulfill a reasonable homework level
- complete any assignments that are required
- meet necessary Level 3 course pre-requisites

Assessment Courses

Level 2 courses will be assessed by Achievement standards and / or some unit standards. Most courses taught at Level 2 work towards qualifications registered on the National Qualification Framework. Achievement standards and/or unit standards that are completed and achieved gain credits towards National Certificates. The most important is the National Certificate in Educational Achievement. To gain this qualification a student must gain 80 credits - at least 60 at Level 2 or above. Merits and Excellences at this level can be beneficial for students going onto Tertiary Education.

Level 3

Students wishing to return to school beyond Level 2 can choose between:

- full-time enrolment in Level 3
- part-time enrolment (not recommended, special cases only)

Students wishing to enrol as full-time students in Level 3 must:

- enrol for 21 hours of structured learning per week (i.e. 5 full subjects, or the equivalent if correspondence study is part of the programme.)
- meet the work requirements in each course for which they are enrolled.

A standard Level 3 course will involve 5 subjects and a study line.

INFORMATION FOR STUDENTS PLANNING TO MOVE TO FULL TIME UNIVERSITY STUDY

Students intending to move to full-time university study are advised to take **five** Level 3 subjects

ENTRY TO HALLS OF RESIDENCE

Students apply in Term 3. They are advised of the result of their applications in late October. There is competition for places and decisions are based on:

- academic performance in Level 2 certificate supported by the school's assessment of work in Level 3. (Merits and Excellences will help you get into your choice of Hall).
- indications of students' sense of responsibility and of wise use of their leisure time. Parents should note that hall administrators are quite intolerant of alcohol-related concerns and request specific comments from schools in this area.

University Entrance requirement

To be able to do a degree course at a University or Polytechnic you need to meet the minimum requirements.

- attain NCEA Level 3
- achieve 14 credits at Level 3 in **each of three subject from the list of approved subjects**. The list of approved subjects will consist of subjects derived from the *New Zealand Curriculum* with achievement standards at Level 3.
- Achieve UE numeracy – 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy unit standards.
- Achieve UE literacy – 10 credits (five in reading and five in writing) at Level 2 and

above from specific standards.

Note: Many Polytechnic courses require 12 Level 1 or above credits in both literacy and numeracy.

STAR Funded Courses

STAR funding is available for students to take up courses that will help them to explore a career pathway, to provide a course which will meet student needs or to help facilitate a smooth pathway into the workforce.

For information see: Mrs D McKenzie

Approved Subjects for University Entrance

Applicants to New Zealand universities require credits in approved subjects. Here is a list of the subjects. To check the field, sub field, domain and standards visit: nzqa.govt.nz/qualifications-standards/awards/.../approved-subjects-for-university-entrance

Accounting	Agriculture & Horticulture
Biology	Business Studies
Calculus	Chemistry
Chinese	Classical Studies
Computing	Construction and Mechanical Technologies
Cook Islands Maori	Dance
Design (Practical Art)	Design and Visual Communication
Digital Technologies	Drama
Earth and Space Science	Economics
Education for Sustainability	English
French	Geography
German	Graphics
Health Education	History
History of Art	Home Economics
Indonesian	Japanese
Korean	Latin
Mathematics	Mathematics with Calculus
Statistics and Modelling	Media Studies
Music Studies	Painting (Practical Art)
Photography (Practical Art)	Physical Education
Physics	Printmaking (Practical Art)
Processing Technologies	Religious Studies
Samoan	Science

Sculpture (Practical Art)	Spanish
Social Studies	Statistics
Technology	Te Reo Māori
Te Reo Rangatira	

WAYS TO TRAIN IN NEW ZEALAND			
INSTITUTION	TYPE OF TRAINING	ENTRY REQUIREMENTS	METHODS OF STUDY
SCHOOLS	<p>All levels of training are offered at school including:</p> <ul style="list-style-type: none"> NCEA Level 1, Level 2 , Level 3 Work based Training Gateway Programme 	<ul style="list-style-type: none"> You need the appropriate grade in the previous level of subject An assessment of your ability level Adults over 18 years have their entry level assessed by their ability/motivation 	<ul style="list-style-type: none"> Full-time or part-time By attending a secondary school By correspondence through The Correspondence School By correspondence through the Open Polytechnic of New Zealand and Massey University
INDUSTRY	<ul style="list-style-type: none"> Apprenticeships Cadetships Scholarships Work-based training Traineeships 	<ul style="list-style-type: none"> Entry requirements are set by specific industry training organisations Some entry levels are also set by specific employers 	<ul style="list-style-type: none"> On the job training By attending polytechnic on block course By correspondence through the Open Polytechnic of New Zealand By attending university
POLYTECHNIC	<ul style="list-style-type: none"> Foundation/Bridging courses Pre-apprenticeship courses National/New Zealand Certificate/Diplomas/ Degrees Institution-owned Certificates/Diplomas/ Degrees 	<ul style="list-style-type: none"> Industry/NZ Qualifications Authority/or specific Polytechnics set the entry levels for certain courses 	<ul style="list-style-type: none"> Full-time or part time study By attending a polytechnic By correspondence through The Open Polytechnic of New Zealand

WAYS TO TRAIN IN NEW ZEALAND <i>continued</i>			
UNIVERSITY	<ul style="list-style-type: none"> • Bridging/Continuing Education courses • Undergraduate Certificates, Diplomas and Degrees • Postgraduate Certificates and Diplomas • Institution-owned Certificates/Diplomas/Degrees 	<p>There is a range of ways to enter university:</p> <ul style="list-style-type: none"> • By NCEA Level 3 • By special admission (if you are over 20 years old) • By Provisional Entry (for those in Yr 12 or Yr 13) • Ad Eundem at Entrance Level (for those educated wholly or partly outside New Zealand) 	<ul style="list-style-type: none"> • Full-time or part-time study • By attending a university • By correspondence through Massey University Extramural Programme. Also University of Otago, University of Waikato and one course at Victoria University
COLLEGES/ SCHOOLS OF EDUCATION	<p>Bachelors Degrees and/or Certificates in:</p> <ul style="list-style-type: none"> • Early Childhood Teaching • Secondary Teaching • Tertiary Teaching • Specialist Teaching • Advanced Teaching 	<p>Entry varies for each teaching category:</p> <ul style="list-style-type: none"> • Adult entry possible for people over 18 with relevant experience 	<ul style="list-style-type: none"> • Full-time by attending a College or School of Education • Some correspondence training is available • On-the-job training for Early Childhood Teaching
PRIVATE TRAINING ESTABLISHMENTS	<ul style="list-style-type: none"> • Provider-owned Certificates and Diplomas • Industry-owned Certificates and Diplomas • National Certificate/National Diploma (Units of Learning) 	<ul style="list-style-type: none"> • Other courses set by training institution/industry, or NZ Qualifications Authority • There is often open entry • Some training providers require portfolios 	<ul style="list-style-type: none"> • By attending the training establishment • By courses that vary in length and hours of study • By correspondence
DISTANCE EDUCATION Correspondence School Video Conferencing The Open Polytechnic of New Zealand Massey University, University of Otago, University of Waikato, Victoria University	<ul style="list-style-type: none"> • NCEA Level 1,2,3 & 4 • Pre-requisite courses for tertiary training • Vocational training courses • National/NZ Certificates, Diplomas and Degrees • Certificates, Degrees, Diplomas (under and post graduate qualifications) 	<ul style="list-style-type: none"> • First three requirements under Schools apply • The same as other polytechnics (see above) • The same as other universities (see above) 	<ul style="list-style-type: none"> • By lessons on paper, sent out at regular intervals • By interactive study units, audio/visual tapes, teleconferencing • By interactive study units on paper, live-in courses at Massey, and audio/visual tapes, DVD's, teleconferencing and video conferencing.

ACCOUNTING (by Distance Learning)

Level 1, 2 & 3

Objectives

This course of study offers an introduction to the Accounting process.

Topics Studied

- This course studies the subsystems that go to make up an Accounting system in some detail. They are: Cash systems, Accounts receivable, Accounts payable, Inventory, Fixed assets.
- Credit based transactions
- Accounting reports - statements
- Analysis and interpretation of account statements.

Method of Assessment

This course will prepare students for the NCEA examination at the end of the year. There are both internal and external assessments for Accounting, and there will be regular tests and school examinations to enable students to monitor their progress.

Advancement Opportunities

Accounting at Level 1 will form the introduction to Level 2 and 3 study for those wishing to proceed to University or to Polytech.

As well, Accounting at this level will be very useful for those seeking a career in the Office, Secretarial, Administration or Management fields.

Those intending to own their own farm or business will also find it invaluable.

Accounting can offer several career paths

- Another step on the path toward Accounting at University and becoming a Chartered Accountant.
- Polytech courses could lead to the nationally recognised qualification of Accounting Technician. Accounting is a compulsory subject in most Polytech business orientated courses.
- Those intending to go into the business sector will be well served by a knowledge of Accounting at this level

For Further Information see: Careers Advisors or Course Counsellors

AGRICULTURE

Level 1

This course focuses on level 6 of the Agriculture curriculum. The course aims to improve student knowledge and understanding of New Zealand's primary agricultural industries over a wide range of contexts. Aspects of livestock feeding, health and breeding are investigated. Pasture and crop production practices are studied as well as how soil properties influence plant growth. Farming management practices and the marketing of primary products are investigated along with the impacts of farming systems on the New Zealand environment. Practical farming skills will be practiced and assessed. A practical investigation regarding fertiliser application is conducted and students will develop their practical skills and knowledge of agricultural products, equipment, materials and conditions.

- Carry out a practical agricultural or horticultural investigation
- Demonstrate practical skills used in agricultural or horticultural production.
- Demonstrate knowledge of soil management practices
- Demonstrate knowledge of the impact on the environment of primary management practices.
- Demonstrate knowledge of the geographic distribution of agricultural and horticultural primary production in NZ.
- Demonstrate knowledge of livestock management practices.
- Demonstrate knowledge of pasture/crop management practices.

AGRICULTURE

Level 2

This course focuses on level 7 of the Agriculture curriculum. The course aims to improve student knowledge and understanding of New Zealand's primary agricultural industries over a wide range of contexts. Aspects of livestock feeding, health and breeding are investigated. Pasture and crop production practices are studied. A practical investigation is conducted involving propagation and knowledge of plant species is developed for landscaping purposes.

- Carry out an extended practical agricultural or horticultural investigation
- **Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand**
- Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand
- Demonstrate understanding of how NZ commercial management practices influence livestock growth and development

- Produce a landscape plan
- Report on the environmental impact of the production of a locally produced primary product

AGRICULTURE

Level 3

This course focuses on level 8 of the Agriculture curriculum. The course aims to improve student knowledge and understanding of New Zealand's primary agricultural industries over a wide range of contexts. Aspects of production, profitability, market requirements and the environment are investigated.

- Carry out an investigation into an aspect of a New Zealand primary product or its production
- Research and report on the impact of factors on the profitability of a New Zealand primary product
- Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products
- Analyse a New Zealand primary production environmental issue

For Further Information see: Mr S Albrey

BIOLOGY

Level 2

In studying biology, students will further develop their scientific investigative skills and attitudes related to living things.

Pre-requisites

Students need at least the Biology part of Level 1 Science or with approval from the HOD and TIC. This pre-requisite will provide each student the best opportunity to succeed in Level 2 Biology.

Topics covered

- Ecology
- Cells
- Animals
- Genetics
- Plants
- Microscopes

How will I be assessed?

Assessment will be by Achievement Standards that are registered on the National Qualifications Framework.

Cost

There will be associated costs for field trips, course books etc.

Advancement opportunities

Level 3 Biology, Medicine, Veterinary work, Dentistry, Agriculture, Nursing, Science technician, Zoology, Osteopath, Physiotherapy, Podiatry, Horticulture, Forestry, Food handling and processing, Occupational Therapy, Optometry, Informed citizen, parent and survivor!

For Further Information see: Mrs D Dooley

BIOLOGY

Level 3

In studying biology, students will further develop their scientific investigative skills and attitudes related to living things.

Pre-requisites

Students need to have gained at least gained 14 credits from Level 2 Biology. Students can also gain approval from the HOD and TIC. This pre-requisite will provide each student the best opportunity to succeed in Level 3 Biology.

Topics Covered

- Animal Behaviour
- Plant Responses
- Genetics
- Contemporary techniques in molecular biology or biotechnology.
- Practical work carried out on an animal
- Evolution

Methods of Assessment

Assessment will be by Achievement & Unit Standards. Units will be offered at Level 3.

Cost

There will be associated costs involved in Level 3 Biology for such things as field trips, course books etc.

Advancement Opportunities

Other than producing a better informed citizen, a study of biology can lead to many University and Polytechnic courses including:

Biology, Medicine, Veterinary Science, Physiotherapy, Podiatry, Agriculture, Horticulture, Forestry, Consumer and Applied Science, Optometry, Food Technology, Conservation, Oceanography, Marine Biology, Resource Management, Nursing, Teaching, Pharmacy, Biotechnology PLUS MANY OTHERS.

For Further Information see: Mrs D Dooley

CHEMISTRY

Level 2

Objectives

Students will be able to: investigate and describe the production, properties, and uses of groups of related substances and the ways they interact with people and the environment;

- Carry out simple qualitative and quantitative investigations to obtain, interpret, and use a range of chemical information;
- Understand and use the central concepts and patterns appropriate to the study of chemistry at this level.

Pre-requisites

Students need the Chemistry part of Level 1 Science and Level 1 Algebra or approval from the HOD and TIC. These pre-requisites will provide each student with the best opportunity to succeed in Level 2 Chemistry.

Topics Studied

Atomic structure

Bonding and related properties

Chemical reactions - acid and base chemistry

Energetics

Oxidation and reduction

Organic chemistry/Quantitative chemistry.

Assessment

Assessment is by Achievement Standards at Level 2 registered on the National Qualifications Framework.

Advancement Opportunities

15 credits at Level 2 Chemistry are a pre-requisite for studying Level 3 Chemistry.

Careers: Courses involving engineering, science, nursing, health sciences, consumer and applied science, laboratory work require a Chemistry background.

For Further Information see: Mr D Neve

CHEMISTRY

Level 3

Subject Objectives

Chemistry is the study of the composition of matter, and the changes it undergoes. Chemistry is a science that develops through people investigating matter in both living and non-living systems.

Pre-requisites

Students need to have gained at least 15 credits at Level 2 Chemistry or approval from the HOD and TIC. These pre-requisites will provide each student with the best opportunity to succeed in Level 3 Chemistry.

Topics Studied

Atomic structure

Bonding and related properties

Inorganic chemistry

Energetics of chemical and physical processes

Oxidation - reduction reactions/Organic chemistry.

Type of Work

There is an emphasis on practical work which allows theories and ideas to be demonstrated and tested.

Methods of Assessment

Assessment is by Achievement Standards at Level 3 registered on the National Qualifications Framework.

Advancement Opportunities

Chemistry is essential for Health Science subjects, Engineering and may be required for other subjects such as Agriculture, Consumer sciences, Laboratory Technician for both degree and diploma courses.

For Further Information see: Mr D Neve

CLASSICAL STUDIES

Level 2

Objectives: Level 2 Classical Studies will examine the civilisations of Ancient Greece and Ancient Rome without the study of its language. Using historical methodology, ancient literature and modern and ancient historiography, students will study ancient social life and organisation, and learn about the sources and development of much of our own art, science, literature, law, philosophy, politics and religion. Classical Studies is a 'multi-disciplinary' subject, including a number of different types of study, such as history, literature and art, which are normally separated in the curriculum. Students will therefore gain experience at making connections between different intellectual disciplines.

Pre-requisites: Students who wish to take Level 2 Classical Studies must have achieved a minimum of 12 credits in Level 1 English, or in History and other Social Science subjects and with approval by the HoD and TiC.

Topics Studied

Classical Mythology - The mythology of the Greeks with particular reference to the gods, heroes, and selected myths and their themes.

The Odyssey – Homer's sequel to the Iliad.

The Persian Wars – Beginning with the Battle of Marathon in 490BC.

Greek Art and Architecture – The Architecture and Sculpture of Fifth-century BC Athens.

Roman Political Life: The political structure, processes and people involved in running the Roman Republic from the Kings to the Empire.

Type of Work

Special emphasis in this course is placed on developing skills in research, interpretation, and communication. It is possible for students to take Classical Studies for the first time in Year 12.

Methods of Assessment

Students will be assessed to Level 2 Achievement Standards. Most Achievement Standards are worth 5 Credits towards a National Certificate in Educational Achievement at Level 2. There is the possibility of earning up to 24 credits in this course.

Advancement Opportunities

a) **School** Level 3 Classical Studies

b) **Career** Teaching, Advertising, Broadcasting, Journalism, Library work, Local body administration, Publishing and bookselling, Publicity, and Public Relations, Travel, Research assistants, plus a variety of other jobs for which specific subject qualifications are not required.

For Further Information see: Mr N Schumacher

CLASSICAL STUDIES

Level 3

Objectives: Level 3 Classical Studies will examine the civilisations of Ancient Greece and Ancient Rome without the study of its language. Using historical methodology, ancient literature and modern and ancient historiography, students will study ancient social life and organisation, and learn about the sources and development of much of our own art, science, literature, law, philosophy, politics and religion. Classical Studies is a 'multi-disciplinary' subject, including a number of different types of study, such as history, literature and art, which are normally separated in the curriculum. Students will therefore gain experience at making connections between different intellectual disciplines.

Pre-requisites: Students who wish to take Level 3 Classical Studies must have achieved a minimum of 12 credits in Level 2 Classical Studies, or in approved standards in History, English and other Social Science subjects and with approval by the HoD and TiC.

Topics Studied

Four topics will be studied:

- Classical Mythology. The mythology of the Greeks, with particular reference to the gods, heroes, and selected myths and their themes.
- Aristophanes' Comedies, *Wasps* and *Frogs*, including a general knowledge of socio-historical background, staging, techniques of humour, structure, characterisation, and theme or Virgil's *Aeneid*.
- Greek Vase Painting: the development of Attic vase painting of the 6th and 5th centuries BC, covering the black-figure, red-figure and white-ground techniques.
- Augustus. The career of the emperor Augustus including his rise to power, his constitutional settlements, his government of the empire, his religious and moral programmes, the imperial family and the succession.

Type of Work

Special emphasis in this course is placed on developing skills in research, interpretation, and communication. It is possible for students to take Classical Studies for the first time in Year 13.

Methods of Assessment

Students will be assessed to Level 3 Achievement Standards.

Advancement Opportunities

Teaching, Advertising, Broadcasting, Journalism, Library work, Local body administration, Publishing and bookselling, Publicity, and Public relations, Travel, Research assistants, plus a variety of other jobs for which specific subject qualifications are not required.

For Further Information see: Mr N Schumacher

DIGITAL TECHNOLOGIES

Level 1 – Achievement Standards

Objectives:

To develop an awareness of Computer and Information Technology and learn the tools necessary to operate a wide range of software which can be used for either personal or vocational situations.

Level 1 Digital Technologies

This course will be looking at various digital concepts and tools.

- **Information Management:** integrating information from two pieces of software.
- **Digital Media:** Image manipulation and either web design or print media
- **Programming:** An introduction into basic programming.
- **Digital and Electronic environment and systems:** computer hardware and software

Assessment

Internal and External Achievement standards.

General

- This course is Endorseable, provided an External is successfully completed.
- Two of the Achievement Standards also have Literacy credits.
- It is highly recommended that you have completed the Year 10 programme of study for this course. If you are new to the subject, you must be highly self-motivated and have a willingness to build skills in your own time.

For Further Information see: Ms J Simpson

DIGITAL TECHNOLOGIES

Level 1 – Unit Standards

Objectives:

To develop an awareness of Computer and Information Technology and learn the tools necessary to operate a wide range of software which can be used for either personal or vocational situations.

Level 1 Computing

This course will be looking at various digital concepts and tools.

- **Digital Media:** Creating a desktop presentation and Web Design
- **Digital and Electronic environment and systems:** computer hardware and software

Assessment

All Unit Standards are internally assessed.

General

- This course is **not** Endorseable.
- This course is suitable for beginners to the subject. However, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time where necessary.

For Further Information see: Ms J Simpson

DIGITAL TECHNOLOGIES

Level 2 – Achievement Standards

Objectives:

To provide students with a choice of tools and skills necessary to operate a wide range of technological equipment and software packages competently, for either personal or vocational use. Emphasis at this level is on computer maintenance and security, advanced information management, advanced graphic design skills, web design/print media and programming.

Level 2 Digital Technologies

This course will be looking at various digital concepts and tools.

- **Information Management:** integrating information from two pieces of software.
- **Digital Media:** Image manipulation and either web design or print media
- **Programming:** Intermediate programming using a text based language.
- **Digital and Electronic environment and systems:** computer hardware and software

Assessment

Internal and External Achievement standards.

General

- This course is Endorseable, provided an External is successfully completed.
- Two of the Achievement Standards also have Literacy credits.
- It is highly recommended that you have completed the Year 11 programme of study for this course. If you are new to the subject, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time.

For Further Information see: Ms J Simpson

DIGITAL TECHNOLOGIES

Level 2 – Unit Standards

Objectives:

To provide students with a choice of tools and skills necessary to operate a wide range of technological equipment and software packages competently, for either personal or vocational use. Emphasis at this level is on advanced information management, advanced graphic design skills, web design/print media and programming.

Level 2 Computing

This course will be looking at various digital concepts and tools.

- **Information Management:** Skills and application in Word Processing and Spreadsheets
- **Digital Media:** Creating a desktop presentation, Web Design, Desktop Publishing

Assessment

All Unit Standards are internally assessed.

General

- This course is **not** Endorseable.
- This course is suitable for beginners to the subject. However, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time.

For Further Information see: Ms J Simpson

DIGITAL TECHNOLOGIES

Level 3 – Achievement Standards

Objectives:

To provide students with a choice of tools and skills necessary to operate a wide range of technological equipment and software packages competently, for either personal or vocational use. Emphasis at this level is on computer maintenance and security, advanced information management, advanced graphic design skills, web design/print media and programming.

Level 3 Digital Technologies

This course will be looking at various digital concepts and tools.

- **Information Management:** integrating information from two pieces of software.
- **Digital Media:** Image manipulation and either web design, print media, animation
- **Programming:** Advanced programming using a text based language.
- **Digital and Electronic environment and systems:** computer hardware and software

Assessment

Internal and External Achievement standards.

General

- This course is Endorseable, provided an External is successfully completed.
- It is a UE approved subject.
- Two of the Achievement Standards also have Literacy credits.
- It is highly recommended that you have completed the Year 12 programme of study for this course. If you are new to the subject, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time.

For Further Information see: Ms J Simpson

DIGITAL TECHNOLOGIES

Level 3 – Unit Standards

Objectives:

To provide students with a choice of tools and skills necessary to operate a wide range of technological equipment and software packages competently, for either personal or vocational use. Emphasis at this level is on advanced information management, advanced graphic design skills, web design/print media and programming.

Level 3 Computing

This course will be looking at various digital concepts and tools.

- **Information Management:** Skills and application in Word Processing, Database, Spreadsheets
- **Digital Media:** Desktop Publishing

Assessment

All Unit Standards are internally assessed.

General

- This course is **not** Endorseable.
- This course is suitable for beginners to the subject. However, you must be highly self-motivated; have a willingness to succeed and to build skills in your own time.

For Further Information see: Ms J Simpson

DRAMA

Why do it?

Drama develops the following skills: control, confidence, focus, making connections, the ability to view the world from different perspectives, development of arts literacies (creating, listening, viewing, presenting, interpreting) and literacy in general, analytical thinking in relation to historical, cultural and performance contexts. Senior courses also contain practical standards with students choosing to design and make props, costume, make up, set and lighting design. The senior course is designed year by year, tailoring to student interest, talents and the skill set.

Level One

Performances will include improvisations, extracts from plays, devised drama and staging a performance evening for an outside audience. Each assessment has a small written component that must be completed to achieve the standard. You will explore the use of movement, voice, scripted drama, techniques, elements, conventions, and different forms of theatre, whilst having the chance to gain skills in the technical and production aspects of drama and performance.

Level Two

The Level 2 course develops skills, control and confidence, which are valuable to you in all of your studies and in whatever careers you choose to follow. You will participate in a public production, performing either in an acting or technical role, or both. You will continue to develop drama techniques, improvisation skills, and learn to structure and express ideas in written form.

Level Three

The Level 3 course develops skills, control and confidence, which are valuable to you in all of your studies and whatever careers you might choose to pursue. You will participate in a public production of a significant play in either an acting or production capacity. You will continue to develop your acting techniques in order to be able to effectively convey ideas through performance. Students have the opportunity to write and direct performances at Level 3 also.

You will continue to extend your knowledge by exploring further a variety of styles and genres of theatre and performance as well as investigating the theory that underpins them. You will also extend your ability to integrate the various acting techniques in order to convey ideas compellingly through performance.

NCEA Accreditation

Students will obtain a maximum of 24 credits in class time. Although students have the opportunity to gain extra credits for participating in the following co-curricular activities: Stage Challenge, School Production, FairGo Ad Awards, Shakespeare Festival and the 48 Hour Film Festival, and script writing competitions. The Achievement Standards available in Senior Drama come from the following areas of study:

- Drama Achievement Standards
- Performing Arts Technology Unit Standards (these Unit Standard credits count towards endorsement)
- Media Studies Achievement Standards
- Dance Achievement Standards

The Senior Drama program offers Achievement Standards with a high number of literacy credits in reading, writing and a combination of the two. Drama is a great way of working towards literacy at Level 1, 2, and 3.

For further information see: Mr D Shea

EARTH AND SPACE SCIENCES

Level 2 and Level 3

This subject covers a number of geological and astronomy topics, for example geological processes, the star cycle, how organisms survive in harsh environments.

There are no pre-requisites for this subject except a willingness to work hard and think about the world around you. Depending on the topics selected there maybe field trips.

This subject is a mixture of internal and external Achievement Standards the balance of which will depend on student preference.

Earth and Space Sciences can be taken as a stand-alone subject or in combination with the other three Sciences. It also works well with Geography.

For further information see: Miss T Dollan

ECONOMICS (by Distance Learning)

Level 1, 2 & 3

Course Outline and Assessment

This course focuses on how two groups in the economy (households and firms) interact in the marketplace. This interaction results in economic decisions about what will be produced and the process of production. The market is a central component of New Zealand's mixed economy; by studying the mechanism that allocates scarce resources and determines prices, you should understand the forces that impinge on your own economic participation.

Key Outcomes

At the completion of this course you should be able to:

- 1 Describe concepts related to consumer choice and demand.
- 2 Describe producers, production and resources.
- 3 Understand the concept of supply.
- 4 Demonstrate an understanding of the market.
- 5 Describe relationships between sectors of the economy.
- 6 Understand and use the consumer decision-making model.
- 7 Carry out an economic investigation.

Each Level is covered in four Sections of work.

Each section is assessed against one or more Achievement Standards.

Section A	Consumer Decisions
Section B	Producers' Decisions and Supply
Section C	The Market & Sectors of our economy
Section D	Skills - Internally assessed

Advancement Opportunities

- Within School: Directly on to Level 2 and 3 Economics
- Tertiary: Economics is a compulsory part of many Polytechnic courses and Diplomas in the Banking, Business Administration, Insurance and Office-work type areas. University Economics leads to degrees in Commerce, Business Administration, Financial Management and Marketing.
- Careers in the business world benefit by a sound knowledge of Economics, particularly in the fields of Actuary, Law, Economics, Sociology, Accountancy, Statistics, Farming, Banking, Insurance, Stock Broking, Financial Management and many more.

For Further Information see: Miss T Dollan

ENGLISH NCEA Level 1

Objectives – Course Outline

This course aims to teach and assess student's understanding of literature and language topics across a range of texts. The ability to create and make meaning is both experienced and assessed. In English, Achievement Standards will be the method of assessment for Level 1 students. The course will be taught in blocks with assessment events occurring throughout the year. It is expected that students taking this course will sit external examinations.

NOTE: There is the capacity for English courses to be tailored to suit student requirements for those for whom a two year approach to Level 1 is advisable.

Students who do not work to a satisfactory level in this Level 1 course would not expect to gain automatic entry to the Level 2 course.

Advancement Opportunities

Achievement Standards generate credits towards a National Certificate in Educational Achievement and all credits are registered on a student's Record of Learning.

English is desirable at Level 1.

To be allowed to enter Level 2 English, students must have gained at least 15 credits at Level 1, preferably at least 1 of these should have been in externally assessed standards

For Further Information see: Ms A Harvey

ENGLISH Level 2

Objectives

This course aims to increase students' understanding of themselves as individuals and as part of the world in which they live. Students will study literature and language as a means of improving understanding of themselves and society.

To be allowed to enter Level 2 full English class, students must have gained at least 15 credits in Level 1 English, History, other approved subject or a combination of these. Students must have passed an externally assessed standard in order to enter the full Level 2 course. There is flexibility for students to study personally tailored courses in Level 2. These can incorporate Level 1 standards as well as Level 2. It is an expectation that students will not attempt a Level 2 standard until they have passed the Level 1 version.

Assessment:

Assessments during the year allow students to gain Achievement Standard. Credits which count towards a National Certificate in Educational Achievement.

Advancement Opportunities

To advance to Level 3 NCEA English, students should gain 12 credits at Level 2. Students must have passed an externally assessed examination at Level 2 to progress to Level 3 English.

Students who do not meet these requirements will only be accepted into a composite Level 3 course.

Many job applications and training programmes require English to be included as part of grade or credit total for their screening processes.

For Further Information see: Ms A Harvey

ENGLISH

Level 3

Objectives

Level 3 English aims to improve essay writing skills, improve close analysis skills, comprehension and awareness of the relationship between writer, language and reader. It also aims to improve awareness of uses of language in context, to develop an appreciation of the importance of literature in its own right and as a reflection and insight into the human condition and society in general.

Students will be challenged to discuss and evaluate their own and others' perspectives on a range of literature, subjects and ideas.

Pre-requisites

Students need 18 credits in English, 9 at Level 2 consisting of at least 2 credits from externally based examination.

Students not meeting this requirement but wishing to study at Level 3 will be offered a reduced Level 3 course, which also allows for re-assessment of Level 2 standards where appropriate. Acceptance into the full Level 3 course is at the discretion of the HOD.

Assessment

School examinations are held in the third term. Achievement Standards are the main form of assessment. There is opportunity for students to sit a Scholarship English.

The main form of assessment in external examinations is essay writing, so students need to be fairly confident of their essay writing ability for the course. It is not recommended that students who have struggled with English at Level 2 take the full Level 3 course.

Advancement Opportunities

Close analysis and reading skills, along with essay writing techniques are useful aspects for further study and employment. This is the last opportunity for most students to improve their English skills and to extend their interests in literature and language.

For Further Information see: Ms A Harvey

HOME ECONOMICS

Level 1

This course involves assessment papers and practical classes in the planning and preparation of healthy and nutritious meals.

Level 1 Home Economics Course will be made up of Achievement Standards; both internal and external.

1. Demonstrate knowledge of an individual's nutritional needs.
2. Demonstrate knowledge of practices to address food handling issues.
3. How packaging information influences individual choices and well-being.

Level 1 Technology in Food Processing is available. Products are experimented with, photographed and recorded using technological devices.

Introduction to 'Front of House' Star course is offered to all students at ARA Institute of Canterbury Timaru during the year. An opportunity to prepare food and beverages in the Polytechnic restaurant with a qualified chef.

A contribution of **\$80 per year** is asked to assist with ingredients used in practical classes.

Career Options

Studies in Home Economics can lead to opportunities in: Food Technology, Kitchen Hand, Restaurant Chef, Childcare, Waiter/Waitress, plus skills for a lifetime of living. Entry into other Tertiary courses.

For Further Information see: Mrs R Bell, Food Tech Department

FOOD and HOSPITALITY

Level 2

This course provides students with practical skills to adapt to the commercial kitchen and home lifestyle. The programme involves a number of Unit standards in partnership with ARA Institute of Canterbury.

Standards include:

- Practice food safety methods in a food business
- Handling and maintenance of knives in a commercial kitchen
- Demonstrate basic knowledge of contamination hazards and control methods used in a food business
- Preparation and presentation of fruit/vegetable cuts and salad making, grilling techniques
- Preparing espresso beverages (barista training)

Home Economics/Technology (processing) Achievement Standards are available covering units on local food sustainability and baking techniques. These are presented using audio visual and technological devices.

Star courses provided by the Aoraki Polytechnic will also be available to students throughout the year. These are run in partnership with the Polytechnic where students are tutored in Timaru from profession chefs then assessed at Waimate High School or other South Canterbury schools.

A contribution of **\$90 per year** is asked to assist with food costs.

Career Options

Hospitality – cooking/catering, Tourism, Food Processing, Food promotion/marketing. Offers qualifications – school unit based, industry unit based. Entry into other Tertiary courses.

For Further Information see: Mrs R Bell, Food Tech Department

FOOD and HOSPITALITY

Level 3

This course is designed to cater for students interested in the Food Industry in both theory and practical tutoring.

Level 3 Unit Standards available in conjunction with ARA Institute of Canterbury, Timaru.

1. Demonstrate knowledge of food contamination hazards, and control methods used in a food business (food safety)
2. Preparation and cooking of pasta products for service
3. Barista coffee making – preparing espresso beverages

An opportunity to gain University Entrance (14 credits) Achievement Standards in Home Economics. This involves multi organizational planning/nutritional benefits of breakfast processing units and research/providing an action plan for presentation

Achievement Standards Level 3 (external)

Analyse the influences of food advertising on well-being

Achievement Standards (Level 3) in Processing Technology

A contribution of **\$100 per year** is asked to assist with catering opportunities, meal preparation and service throughout the year.

Career Options

Hospitality - cooking/catering, Tourism, Food Processing, Food Promotion/Marketing. Offers qualification - unit (school/industry based). Other Tertiary courses at ARA Institute of Technology, Queenstown Hospitality College etc.

For Further Information see: Mrs R Bell, Food Technology Department

GATEWAY PROGRAMME

Waimate High School is part of the National Gateway Programme which involves workplace learning and assessment while still at school.

This programme is for senior students and provides valuable learning and work opportunities. For example, students can gain specific vocational skills leading to future employment and can benefit from making significant progress towards qualifications.

The programme will possibly be:

- i. Four days in school studying up to five subjects. (This can be flexible to meet individual needs, and may involve half days.)
- ii. One day out on work placement and practical training. There is a requirement that the student is working towards Industry based Unit Standard qualifications.

The work placement can be in any suitable area that can be arranged according to the particular interests of the student.

The scheme involves paying for students' on-job requirements and qualifications as well as safety gear and travel.

Students need to approach Mrs McKenzie to complete an application form.

For further information see: Mrs D McKenzie

HARD MATERIALS
“Building Construction Allied Trade Skills”
BCATS Level 1

About this course

This course is based around practical hand skills in the creation of wood based products. Students learn to use a variety of hand tools and machines in a step by step follow the Teacher approach, Elements of Drawing and Design are incorporated and students learn by doing.

Methods of Assessment

Level 1 & 2 BCATS Unit Standards are internally assessed. These will be assessed on practical skills, written assignments and oral questioning to confirm knowledge.

Type of Work

Students will be shown how to make a variety of projects such as cabinets, ladders and tables. All written work will relate to the practical work being done such as Workshop Safety, Use of joints, Use of materials etc.

Advancement Opportunities

A National Certificate can be obtained at the completion of this course. The hand skills and knowledge gained lead onto Level 2 and form a background that will assist students entering the Trades and Apprenticeships once leaving school.

Course cost: \$120

For Further Information see: Mr B Carlaw

HARD MATERIALS

“Building Construction Allied Trade Skills”

BCATS Level 2

About this course

This course is based on continued skill and knowledge advancement. Building on Level 1 students will continue this practical wood based subject. Once again **ALL** theory will relate to the practical. Students will be expected to work more independently and incorporate more individual design aspects into their practical.

Methods of Assessment

All internal assessments. Students will be assessed on practical skills and related study assignments. Oral questioning is also used to inform judgement on student knowledge.

Types of Work

This will depend on the skill and background knowledge of each individual. If students have completed the full Year 11 course then projects maybe negotiated with the teacher. This is a wood based course , however a variety of materials may be used. A design, draw make approach will be used for more capable students. Incorporating Technology Achievement Standards could be an option for some.

Advancement Opportunities

The completion of the full course will see students obtaining a National Certificate in BCATS at Level 2. This course can lead onto Gateway Building placements at Year 13, Polytech courses in the Construction Trade and or Apprenticeships in Building when leaving school.

Course cost: \$120

For Further Information see: Mr B Carlaw

GEOGRAPHY

LEVEL 1

Objectives

This course would appeal to students interested in a study of the environment as the home of people, an interpretation of the world and how it changes over time. It explores relationships and connections between people and both the natural and cultural environments. In particular, students will learn Geographic skills and concepts alongside knowledge that will provide them with the ability to think critically. Overall, it encourages students to ask questions about the world around them.

Pre-requisites

Students who wish to take Level 1 Geography must have gained an Achieved in Year 10 Social Studies, or with approval by the TiC and HoD.

Topics

This course covers a wide range of topics and skills with real life application. The focus is on how the environment and humans interact, with studies on extreme natural events, and population, as well as research into geographic issues of national and international significance. Practical work and field work are important parts of the course, with data collection taken in the local area.

Methods of Assessment

There are 10 credits available through the internal assessment component, and 12 credits through external assessment. One of the assessments involves a field trip to Hanmer Springs for which a cost is involved.

Advancement Opportunities

Geography in Level 1 is designed to provide a base of skills and concepts that could be of use to students considering careers in fields such as tourism, farming, forestry, soil-conservation, planning and resource management, as well as for those with a general interest in the environment. It is broad and practical course which can also be taken in Level 2 and Level 3.

For Further Information see: Miss A Geddes

GEOGRAPHY LEVEL 2

Objectives

This course is designed to build on the skills and ideas of Level 1 Geography, with a focus on how people use the environment. It explores relationships and connections between people and both the natural and cultural environments. In particular, students will build on Geographic skills and concepts alongside knowledge that will provide them with the ability to think critically. Overall, it encourages students to ask questions about the world around them.

Pre-requisites

Students who wish to take Level 2 Geography must have achieved a minimum of 12 credits in Level 1 Geography, or in approved subjects History, English, or another Social Science subject, and with approval by the TiC and HoD.

Topics Studied

Level 2 Geography builds on the understanding of how humans and the environment interact. Students will build on the population concepts from Level 1 with a study into the differences in development around the world. There are investigations into geographic issues of national and international significance.

Methods of Assessment

There are 11 credits available through the internal assessment component, and 8 credits available through the external assessment. One of the assessments includes a field trip for which a cost is involved.

Advancement Opportunities

This course leads on to Level 3 Geography. It develops skills for use in careers such as planning, tourism, architecture, commerce, teaching, soil-conservation, agriculture, resource management and surveying.

For Further Information see: Miss S Prescott

GEOGRAPHY

LEVEL 3

Objectives

This course is designed to build on the skills and ideas of Level 1 and 2 Geography, with a focus on the environment as the home of people, and how it changes over time. It explores relationships and connections between people and both the natural and cultural environments. In particular, students will apply Geographic skills and concepts to geographic problems and issues. Overall, it encourages students to ask questions about the world around them.

Pre-requisites

Students who wish to take Level 3 Geography must have achieved a minimum of 12 credits in Level 2 Geography, or in approved subjects History, English, or another Social Science subject, and with approval by the TiC and HoD.

Topics Studied

Level 3 Geography explores the processes that operate the cultural environment of New Zealand. The cultural process that is studied is tourism development, with an emphasis on how tourism development has shaped an area. Geographic research is undertaken in the cultural environment, so field work is an important component of this course. Geographic issues at a national and international level are explored, with differing perspectives highlighted.

Methods of Assessment

There are 11 credits available through the internal assessment component and 12 credits available through the external assessment. One of the assessments includes a field trip for which a cost is involved.

Advancement Opportunities

The Level 3 course links to a variety of tertiary studies, and has relevance to a broad range of careers. These include economic research, meteorology, forestry, government positions, surveying, farming, town planning, resource management, journalism, tourism, agriculture, water management, teaching, market research, cartography, architecture, landscape architecture, law, climatology, geology, geophysics etc.

For Further Information see: Miss A Geddes

HISTORY

Level 1

Objectives

History enables students to gain a knowledge of the past that will help them make informed decisions about their present and future. This course helps students to see differing perspectives of people of different times and relate them to the modern era. Students will also be able to evaluate the different causes and consequences of events that have shaped New Zealand and the wider world.

An important part of History is the development of formal writing skills and essay writing. Students will also practice research skills and evaluate the effectiveness of this as well as displaying knowledge of appropriate methods to present research.

Themes studied

- Conflict
- Gender Roles
- Injustice
- Religion
- Racism
- Nationalism
- Protest
- Identity

Type of Work

Variety of work activities such as task sheets, group work, research, use of diagrams, documents and evidence

Methods of Assessment

Students will be assessed to Level 1 Achievement standards. Each Achievement standard is worth credits towards a National Certificate of Educational Achievement Level 1. Three Achievement standards are assessed internally and three are assessed by external exam

Advancement Opportunities

a) School: Levels 2 and 3 History

b) Career: Teaching, Advertising, Broadcasting, Journalism, Library work, Local Body Administration, Publishing and Bookselling, Publicity and Public relations, Travel, Research assistants, plus a variety of other jobs for which specific subject qualifications are not required.

For Further Information see: Mr N Schumacher

HISTORY

Level 2

Objectives

History deals with facts but also opinion and controversy, helping people to develop higher level thinking and problem solving skills. Students will also be able to evaluate the different causes and consequences of events that have shaped New Zealand and the wider world.

An important part of History is the development of formal writing skills and essay writing. Students will also practice research skills and evaluate the effectiveness of this as well as displaying knowledge of appropriate methods to present research.

Themes studied

- Conflict
- Gender Roles
- Injustice
- Religion
- Racism
- Nationalism
- Protest
- Identity

Pre-requisites

Students who wish to take Level 2 History must have gained 12 credits in Level 1 History, in approved standards in English or another Social Science subject or at the discretion of the Level 2 teacher.

Type of Work

Special emphasis is placed on developing skills in research, interpretation, and communication. For the special studies the emphasis will be on research skills and may involve field trips, visits to museums, newspapers, points of historical interest and interviews. It is possible for students to take history for the first time in Level 2.

Methods of Assessment

Students will be assessed to Level 2 Achievement standards. Three Achievement standards are assessed internally and three are assessed by external exam.

Advancement Opportunities

a) **School** Level 3

b) **Career** Teaching, advertising, broadcasting, Journalism, library work, local body administration, publishing and bookselling, publicity and public relations, travel, research assistants, plus a variety of other jobs for which specific subject qualifications are not required.

For Further Information see: Mr N Schumacher

HISTORY

Level 3

Objectives

History deals with facts but also opinion and controversy, helping people to develop high level thinking and problem solving skills. History forms a valuable part of a student's education, helping to provide balanced, well-adjusted citizens of the future. Students will also be able to evaluate the different causes and consequences of events that have shaped New Zealand and the wider world.

An important part of History is the development of formal writing skills and essay writing. Students will also practice research skills and evaluate the effectiveness of this as well as displaying knowledge of appropriate methods to present research.

Themes studied

- Conflict
- Gender Roles
- Injustice
- Religion
- Racism
- Nationalism
- Protest
- Identity

Pre-requisites

Students who wish to take Level 3 History must have gained 12 credits in Level 2 History, in approved standards in English or another Social Science subject or at the discretion of the Level 3 teacher.

Type of Work

More research work, wider reading, students are expected to be more independent. Field Trip to Central Otago.

Methods of Assessment

Students will be assessed to Level 3 Achievement Standards. Each Achievement Standard is worth credits towards a National Certificate in Educational Achievement at Level 3.

Advancement Opportunities

Teaching, advertising, broadcasting, Journalism, library work, local body administration, law, publicity, and public relations, publishing and bookselling, travel, research, and a variety of other jobs for which specific qualifications are not required.

For Further Information see: Mr N Schumacher

MATHEMATICS AND STATISTICS

Level 1

Option 1

Numeracy course – for learners who would be at risk of not being able to achieve Level 1 NCEA Mathematics and Statistics. Suitability of this course to be discussed with Ms Brooks. This course covers the 3 Numeracy Unit Standards worth 10 credits altogether. Learners in this course need to achieve all 3 Unit Standards, Number, Measurement and Statistics to achieve in this course. Learners who achieve well in this course may be able to progress to the Level 1 NCEA course in 2018.

Option 2

Level 1 NCEA. Most learners will be in this group.

Learners will work through 6 Achievement Standards. All learners will do the Internal Number Standard and the External Probability Standard. For their other 4 Standards there will be some choice. These standards cover the other strands of Algebra, Geometry, Measurement and Statistics.

For Further Information see: Mrs E Brook

MATHEMATICS

Level 2

Course Structure

This course covers the three External Achievement Standards available at Level 2, Algebra, Calculus and Probability. It also includes Internal Achievement Standards in Trigonometry and Graphing.

Pre-Requisites

To take Level 2 Mathematics students must have achieved a minimum of 14 credits in Level 1 Mathematics and Statistics courses including 1.2 (Algebra), 1.3 (Tables Equations and Graphs).

Advancement Opportunities

Students who achieve in this course will be able to progress on to Level 3 Mathematics with Calculus and/or Mathematics with Statistics.

For Further Information see: Mrs E Brook

STATISTICS

Level 2

Course Structure

This course covers one External Achievement Standard in Probability. It also includes Internal Achievement Standards in Statistics using the PPDAC cycle, and some new Mathematics topics.

There may also be an opportunity for students who have not achieved a full Level 1 course to do a mixture of Levels 1 and 2.

Pre-Requisites

To take Level 2 Statistics students should have achieved a minimum of 14 credits in Level 1 Mathematics and Statistics courses including 2 of 1.10, 1.11, and 1.12 (the Statistics Achievement Standards at Level 1). Learners should also have achieved Level 1 Literacy.

Advancement Opportunities

Students who achieve in this course will be able to progress on to Level 3 Mathematics with Statistics.

For Further Information see: Mrs E Brook

MATHEMATICS WITH STATISTICS

Level 3

Course Structure

This course covers one or two External Achievement Standards in Probability. It also includes Internal Achievement Standards in Statistics using the PPDAC cycle, and some other Mathematics topics, as decided in discussion with the class.

Pre-Requisites

To take Level 3 Mathematics with Statistics students should have achieved a minimum of 14 credits in Level 2 Mathematics or Statistics courses including the External 2.12 (Probability)

Advancement Opportunities

Students who achieve in this course will be able to progress on to courses in the tertiary sector which use Statistics.

For Further Information see: Mrs E Brook

MATHEMATICS WITH CALCULUS

Level 3

Course Structure

This course covers three External Achievement Standards in Calculus and Algebra. It also includes Internal Achievement Standards in Trigonometry and possibly some other Mathematics topics, as decided in discussion with the class.

Pre-Requisites

To take Level 2 Statistics students must have achieved a minimum of 14 credits in the Level 2 Mathematics course including 2.6 (Algebra) and 2.7 (Calculus).

Advancement Opportunities

Students who achieve in this course will be able to progress on to Mathematics and other Science courses at University.

For Further Information see: Mrs E Brook

MUSIC

Level 1

Objectives

This course provides students with skills and understanding in a wide range of musical styles through performance, composition and appreciation activities.

Prerequisite

Year 10 music or with HoD approval.

Assessment

Achievement Standards

- | | | |
|------------|--|-----------------|
| 1.1 | Perform two pieces of music as a featured soloist | |
| | 6 credits | Internal |
| 1.2 | Demonstrate ensemble skills through performing a piece of music as a member of a group | |
| | 3 credits | Internal |
| 1.3 | Compose two pieces of music | |
| | 6 credits | Internal |
| 1.4 | Demonstrate aural and theoretical skills through transcription | |
| | 3 credits | External |
| 1.5 | Demonstrate knowledge of conventions used in music scores | |
| | 4 credits | External |

Total of 22 credits

Students need to be either learning an instrument OR be prepared to take lessons.

For Further Information see: Mr D Shea

MUSIC

Level 2

Objectives

This course provides students with skills and understanding through performance, composition and analysis tasks.

Prerequisite

Music credits at Level 1 or with the approval of HOD Music

Students will be offered the following Achievement standards and will develop an individual course of study suited to their strengths and career aspirations. Their course will be approved by parent/caregiver and HOD Music.

Internally assessed standards

2.1 Perform two substantial pieces of music as a featured soloist.

6 credits

2.2 Perform a substantial piece of music as a featured soloist on a second instrument

3 credits

2.3 Demonstrate ensemble skills by performing a substantial piece of music as a member of a group

4 credits

2.4 Compose two substantial pieces of music

6 credits

2.8 Devise an instrumentation for an ensemble

4 credits

Externally assessed standards

2.6 Demonstrate knowledge of conventions in a range of music scores

4 credits

2.7 Demonstrate understanding of two substantial contrasting music works

6 credits

For Further Information see: Mr D Shea

MUSIC

Level 3

This course gives students the opportunity to develop their strengths in performance, composition and appreciation. This course of study is individually negotiated between the student and the HOD Music.

Prerequisite

Credits at Music Level 2 or in consultation with the HOD Music

There are other Unit and Achievement standards available, but the following are the basic standards for Level 3.

For Further Information see: Mr D Shea

OUTDOOR PURSUITS

Level 2

This course is experiential. It aims to improve student's self-confidence, responsibility and leadership and introduce them to adventure through practical activities in New Zealand. The outstanding recreational opportunities offered by the local environment will be explored. A risk management approach to the outdoor pursuits will be used.

Objectives: The student will be expected to improve their skills in

- Mountain Biking / Maintenance
- Rock climbing and abseiling
- Tramping, navigation and camping
- First Aid
- Risk management
- Leadership
- Optional PADI Open Water Diver Course

Assessment

Assessment will usually be via Unit Standards and some Achievement Standards where possible, with approximately 26 credits at Level 2.

Cost

The School Board of Trustees have stipulated an up front financial cost of \$500 per student. Refunds will be given only if funds are left over at the end of the year and not if a student drops the course or leaves school. These costs cover facility and instructor hire, accommodation and travel on cycle and tramping trips and equipment hire for rock climbing.

Parental help

For external trips parental help with transport and supervision will be essential.

Prerequisites

Students require a good level of fitness and will require appropriate outdoor gear for some activities.

Class size limit

Due to the nature of the activities that are involved in Year 12 Outdoor Pursuits the class size is limited to 11 students. If more than 11 students are interested in taking the subject then interviews with students will be conducted involving the Guidance Counsellor, a member of the Senior Management Team and the Teacher in Charge of Outdoor Pursuits. Criteria for successful applicants will include academic progress and career preference and Year 12 students will take priority.

For Further Information see: Mr M Simonsen

PHYSICAL EDUCATION

Level 1

Physical Education is being offered as a full time course of study.

The course is 50% practical and 50% theoretical and will be 100% internally assessed using Achievement Standards.

The following Achievement Standards will be used:

- 1.1** Participate actively in a variety of physical activities and explain factors that influence own participation
- 1.2** Demonstrate understanding of the function of the body as it relates to the performance of physical activity
- 1.3** Demonstrate the quality movement in the performance of a physical activity
- 1.5** Demonstrate interpersonal skills in a group and explain how these skills impact on others
- 1.6** Demonstrate strategies to improve the performance of a physical activity and describe the outcomes
- 1.9** Demonstrate self management strategies in a practical setting.

This course will lead directly into the Level 2 Physical Education programme and will provide qualifications for movement into the fitness, leisure and sport industries.

For Further Information see: Mr S Albrey

PHYSICAL EDUCATION

Level 2

Objectives

To give the students a knowledge, understanding and appreciation of the human body as it relates to movement and performance. To allow students to apply their knowledge and understanding through a range of learning experiences. To gain an appreciation of the contribution that physical activity has to the development of healthy living. To develop students' performance in motor skill activity. To provide opportunities for personal and social development activities.

Pre-requisite

A minimum of 14 credits in Level 1 Physical Education

Topics Studied

- 2.2 Demonstrate understanding of how biophysical principles relate to the learning of physical skills
- 2.3 Demonstrate understanding of the application of biophysical principles to training for physical activity
- 2.4 Perform a physical activity
- 2.8 Demonstrate social responsibility through applying the Hellisons model of social responsibility in physical activity
- 2.9 Demonstrate understanding of the implementation and outcome(s) of a physical activity event or opportunity

Methods of Assessment

The course is 100% internally assessed.
Level 2 Achievement standards

Advancement Opportunities

Refer to Level 3 Physical Education page

For Further Information see: Mr S Albrey

PHYSICAL EDUCATION

Level 3

Objectives

Students will:

- Appraise specialized motor skills and adapt them to extend physical competence.
- Analyses ways that events and social organizations promote healthy communities and will evaluate the effects they have.
- Apply the principles of exercise to enhance personal health and evaluate the results.

Pre-requisites

A minimum of 14 credits in Level 2 Physical Education.

Topics Studied

- 3.1** Analyse a physical skill performed by self or others
- 3.2** Evaluate the effectiveness of a performance improvement programme
- 3.3** Demonstrate quality performance of a physical activity in an applied setting
- 3.4** Examine a current physical activity event or trend or issue and its impact on New Zealand Society
- 3.7** Analyse issues in safety management for outdoor activity to devise safety management strategies

Method of Assessment

Level 3 Achievement Standards. The course is 100% internally assessed.

Advancement Opportunities

Promotes learning through movement. Through frequent, enjoyable physical activity, total well being is developed. Basic skills acquired provide a foundation for extension into sport, recreation and leisure pursuits. Tertiary study is available at Otago University (Degree in Physical Education), Lincoln College (Degree in Recreation Management) and Auckland College of Education, University of Canterbury (Bachelor of Ed in PE). Part-time study towards the Diploma of Sport and Recreation is available at most Polytechnics, and the University of Otago offers part-time Certificate/Diploma in Fitness Sport Admin. Courses, Armed Forces P.T. instruction, Physiotherapy, Occupational Therapy.

For Further Information see: Mr S Albrey

PHYSICS

Level 2 and Level 3

Objectives

Students are taught to have a critical awareness of laws, models and theories, an ability to judge whether or not they are valid in different situations, an ability to apply knowledge and understanding to familiar and unfamiliar situations within the bounds of prescription, and understanding of experiments appropriate to the course, an understanding of the use of simple mathematics as a language to describe relationships between physical quantities during the first year of formal Physics.

Level 2 pre-requisites

Students need at least the physics part of Level 1 Science or Algebra (Level 1 Maths) or with approval from the HOD and TIC. Depending on numbers this maybe offered by Distance Learning in 2017.

Level 3 pre-requisites

Students need to have passed the majority of the Level 2 Physics course or have approval from the HOD and TIC. This course will probably be done through Distance Learning in 2017.

Topics Studied

Light, waves and pulses, kinematics, vectors, mechanics, forces, conservation laws, work and power, electrostatics, electricity, magnetic fields, electro magnetic induction, radioactivity and modern physics.

Type of Work

Theory in class, assignments, experiments and projects. A reasonable standard of mathematics is required, especially Algebra and Trigonometry.

Methods of Assessment

Assessment towards N.Z.Q.A. Achievement standards tests and experimental reports.

Advancement Opportunities

Essential for: Engineering - mechanical, electrical, agricultural etc., Flying, Technology careers, Draughting - CAD Draughting, Electronics, Communications -inclusive of optical, Electrical careers - robotics, Physicist, Meteorology, Computer Engineering, Veterinary/Medicine/Radiography, Audio Engineering.

For Further Information see: Miss T Dollan

SCIENCE NCEA
Level 1
(Highly recommended)

Pre-requisites

The student's ability and performance during Year 10 at or above 'Achieved' level, the needs of the students and course counselling. This prerequisite will provide each student the best opportunity to succeed.

Science enables students to develop attitudes, skills and knowledge so they can have confidence in society in which we live. **Science is a highly recommended subject for all students in Level 1.**

Science has students explore and seek answers by experimentation. Science opens up the minds of students to discovering the truth for themselves instead of always relying on others for judgment.

Learning science is fundamental to understanding the world in which we live and work. Science is a major influence in our daily lives, at work, at play and at home.

Students interested in a **career** in Engineering, Nursing, Medical, Beauty Therapy, Agriculture, Electronics, Conservation, Geology, Astronomy, Biology, Physics, Chemistry and many more are all recommended to complete a Level 1 Science course.

In 2015 we will be offering students the opportunity to design a course that suits them and their careers choices or interests.

Periodically students will have a chance to select from two topics. Each topic will have a mixture of internal and external credits available.

The topics available will be:

- Biology 1:** Demonstrate biological ideas about the life cycle of flowering plants
- Biology 2:** Demonstrate biological ideas about mammals as consumers
- Chemistry:** Demonstrate understanding of aspects of Acids and Bases
- Physics:** Demonstrate understanding of Mechanics
- Geology:** Demonstrate an understanding of the formation of NZ and the carbon cycle
- Astronomy:** Demonstrate an understanding of astronomical cycles on Earth

Progression into Level 2 Biology, Chemistry and Physics will be possible dependent which topics students chose to select.

For Further Information see: Mrs D Dooley

SKILLS for LIFE

Level 1 and Level 2

Objectives

The Skills for Life programme aims to:

- Provide students with information and guidance needed for a successful transition from school/home to work/tertiary study and living away from home.
- Enable students to gain experience of skills and knowledge that complement their formal study.
- Encourage students to plan for their future, understand the choices they need to make and develop an understanding of issues that will concern them.

For Further Information see: Mr M Simonsen

TOURISM Level 2

On completion of the programme the students gain a National Certificate in Tourism and Travel (Introduction Level 2). It is provided by an outside Tourism and Travel trainer. Most motivated students complete the course in 1 year.

Objectives

To give students an integrated level 2 course which covers Tourism and Travel through basic skills in Computing, English, Maths, Social Sciences (Economics, Geography, History) and Cultural studies.

Pre-requisites

Students who wish to take Level 2 Tourism must have achieved a minimum of 12 credits in Level 1 English or other Social Science subjects and with approval by the HOD and TIC.

Assessment

Units can count towards NCEA Level 2 and contribute to National Certificate in Tourism and Travel (Level 2).

Cost

This is paid for through STAR funding at a cost in excess of \$300. Students who subscribe to this course but do not meet requirements will be expected to repay the course costs. Students will be expected to participate in a 3 day field trip to the Queenstown Lakes District. The minimum fee for this will be \$150.

Career and Advancement Opportunities:

This course can lead to Travel and Tourism tertiary programmes and institutions, or a career in the Travel and Tourism industry, doing things from hotel work, travel agent, service industry, and many more.

For Further Information see: Ms J Simpson

TOURISM Level 3

Objectives

To allow students to complete the Level 2 Tourism course, as well as completing three Unit standards at Level 3.

These Unit standards are to complement the ones completed in the Level 2 Certificate.

Students study:

- Destination Australia
- Destination South Pacific
- Destination New Zealand

Pre-requisites

Students who wish to take Level 3 Tourism, it would be advantageous to have successfully completed Level 2 Tourism.

Course Requirements:

You must have completed the Level 2 Certificate in Travel and Tourism to do this course. It is three Unit standards with the possibility of 20 Credits. It is a full on course and requires a lot of effort and work to complete. This is to complement the work done at Level 2, and especially for those who wish to finish off the Level 2 Course and add to their Tourism Knowledge.

Cost:

This is paid for through STAR funding, and if numbers require we may need a small fee for one of the three Unit Standards. Students who subscribe to this course but do not meet the requirements will be expected to repay the course costs.

Career and Advancement Opportunities

This course is ideal for students wishing to continue on in the Travel and Tourism Industry. This includes Hospitality!

Students doing this course can also move on to tertiary studies at anyone of several Travel and Tourism schools to complete Level 3 and 4 Certificates.

For Further Information see: Ms J Simpson

VISUAL ARTS

Level 1 Visual Arts

Level 1 Art involves bringing the practical knowledge acquired in year 10 Art into the context of an individual year-long project. The end result of this is 22 level 1 credits – 10 credits from two internals, and 12 credits from the external submission of a portfolio. There is also the option of an additional 4 credit internal, depending on the time management and interest of individuals.

The programme begins with an exploration of still life objects of your own choice, and so from the beginning of the year you can shape the project to work for you. You will be using the media of drawing, painting and photography. This sets students up in the best way possible to choose an Art subject at level 2, where painting and photography are separate options. You will learn about and apply the influence of a variety of contemporary artists to your own production of art works. Level 1 Art is an excellent opportunity to learn to think outside the box, develop practical skills and involve personal interests in the work you produce.

Level 2 Painting and Photography

At level 2, students choose to further their study of Art within the separate fields of painting and/or photography. Students have the option of generating and developing their own theme to work with for the year, or following a teacher-led programme. The year-long programme involves two internals worth a total of 8 credits, and an external portfolio submission worth 12 credits. Students can therefore gain 20 credits total at level 2, with the option of extending themselves with another internal worth 4 credits depending on individual interest. Building on the opportunities of level 1 Art, students should use level 2 Art to refine their skills and conceptual development, to best prepare for level 3.

Level 3 Painting or Photography

In level 3 Art, students have the opportunity to truly develop their strengths in Painting and/or Photography. Students will have the freedom to take influence from Art that really inspires them, and respond to themes and ideas that they consider most relevant to themselves as individuals. At this level of study, there is a larger workload than previous years in order to earn 8 internal and 14 external credits at level 3. Again, there is the option of an additional 4 credit internal depending on interest. Students will need to have good time management skills, and commitment to the subject to pursue the Visual Arts at this level. However, the result will be a fantastic skill set in the creation of art, and the ability to apply a deep level of conceptual thought to the production of work.

VOCATIONAL PATHWAYS

Through the Youth Guarantee, some of our students may have the opportunity to participate in the Vocational Pathways being offered to us through ARA Institute of Canterbury.

The aim of the programme is to strengthen achievement, retention and transition for secondary school students. NCEA Level 2 (or equivalent) is the minimum qualification that you need to show that you are ready to enter and progress to further study, training or work.

Achieving NCEA Level 2 with Vocational Pathways means you have some interest, knowledge and skills related to industry. It shows you have:

- Achieved the required number of credits to achieve NCEA Level 2
- Achieved the required industry related credits that align with a particular industry
- A broad understanding of industry
- Or interest and skills that relate to a particular industry

There are six pathways (Primary Industries, Services Industries, Social and Community Services, Manufacturing and Technology, Construction and Infrastructure, Creative Industries) which represent new ways to structure and achieve NCEA Level 2 and provide a more coherent framework for foundation vocational education and training. The pathways will help students to develop their own individual education plan, so they are better informed and able to make better choices to meet their goals. For more information go to www.youthguarantee.net.nz

Ara Institute of Canterbury are proposing to offer the following Level 2 courses in 2017:

Introduction to Retail, Business Administration and Technology (1 day per week July to November)

Sustainability and Outdoors (1 day per week all year)

Early Childhood Education (1 day per week all year)

Social and Community Services (2 days per week all year)

Beauty Therapy and Salon Skills (1 day per week all year)

Introduction to Beauty Therapy Industry (1 day per week July to November)

NZ Certificate in Salon Skills (Introductory) (2 days per week all year)

Introduction to Construction (1 day per week all year)

Introduction to Agricultural Engineering and Automotive (1 day per week all year)

Introduction to Automotive (1 day per week all year)

Introduction to Cookery, Hospitality and Beverage Service (1 day per week all year)

NZ Certificate in Hospitality (1 day per week all year)

Digital Technologies (1 day per week all year)

Electro-technology (1 day per week all year)

Level 3 proposed offerings:

NZ Certificate in Allied Trades – Carpentry (2 days per week all year)

Hospitality Career Pathway (1 day per week all year)

Sustainability and Outdoors (1 day per week all year)

The students attend Waimate High School on the days they don't go to Ara Institute of Canterbury to attend their course. Some courses are held in Timaru and the others are in Oamaru.

The students enrolling in these courses would need to give a full commitment for the full year.

There is an enrolment and acceptance process for students to go through to get into these courses.

If you require more information about any of these courses please see Mrs McKenzie.