



TEMPUS FUGIT



NELSON COLLEGE

TE KURA TAMATĀNE O WHAKATŪ

2024 CURRICULUM



NELSON COLLEGE  
*pietas probitas et sapientia*

## Curriculum 2024

Kia ora Student,

The 2024 Curriculum booklet outlines the subjects available to students and explains how they are structured into a year's course of study. It outlines qualification frameworks and lists the co-curricular activities available to you. Reading this booklet is the first step in the process of choosing your course of study for 2024.

The decisions you make now will impact on your future, so it is important to consider them carefully. Discuss the options with your parents or legal guardian. Gather as much information as you can so that you can make an informed decision that is right for you.

There are a number of people at Nelson College who can offer you invaluable advice: your homeroom teacher, a subject teacher, year level Dean, a Faculty Leader, the Careers Advisor or a member of the Leadership Team.

In considering what subjects you wish to take in 2024, think about your possible future career and/or study plans.

Begin by asking yourself some important questions:

- What do I enjoy?
- What will I want to do in the future?
- How can I turn what I enjoy into a pathway for my future?
- What do I have to do to enter this pathway?
- What will I be doing in ten years time?

Make sure you understand what qualification you may gain from each of the subjects you take and whether each subject choice moves you along your chosen pathway.

At Nelson College we believe that balance is important. We believe that students who experience success are students who accept opportunities, have focus and involve themselves in school life, whether it be in the classroom, on the sports field, in a band or on stage. Whatever choices you make and activities you choose to be involved in, ensure that you give them your full commitment and in time you will reap the rewards.

Most of all, once you have made the choices, accept and enjoy the challenges that will be offered in and out of the classroom in 2024.

Richard Dykes  
TUMUAKI

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# The Structure of Courses – an overview

Courses are structured at all levels of the College to ensure that students have the necessary academic and skills background for whatever future (tertiary training and/or career) they may decide on.

In Year 9, most of the course is compulsory, whereas by Year 13, there is no compulsory element. By their fifth year, students should have some idea of a future course for themselves.

Subject	Year 9	Year 10	Year 11	Year 12	Year 13
English					
Mathematics					
Science					
Health Education					
Physical Education					
Social Studies					
Art (combo)					
Skills Through Technology					
Optional courses	Choose 1 1/2 year course	Choose 4 1/2 year courses	Choose 3 full year courses	Choose 5 full year courses	Choose a minimum of 4 full year courses

## Choosing a course of study

Here is a formula that may help you:



Also refer to the double page Course Overview chart which shows how subjects progress through the year levels from general to specialist programmes.

### Course Guidance Team

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

- Your present subject teacher
- Teachers in charge of subjects
- Your Dean
- A Guidance Counsellor
- Careers Advisor

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

- What subjects your friends are taking
  - Who is teaching a particular subject
- Neither of these should influence your subject choice.

Your friends may not be in the same class as you next year even if you take the same subjects and no one yet knows who will be teaching any subject next year, so concentrate on what you need for your future.

2024 Year 9 students and their parents/legal guardian will have an interview with members of the student support team during Term 4, 2023.

## Course Selection Evening

This is an opportunity for students and their caregivers to view curriculum displays and talk to subject teachers to discuss future options. **Wednesday 26 July** in the school hall.

## Timeline for Subject Selection

Online Course Selection opens on **Monday 24 July** and closes on **Friday 25 August**.

# Curriculum Overview Chart

LEARNING AREA	YEAR 9 SUBJECTS	YEAR 10 SUBJECTS
<b>The Arts</b>	Art Design and Photography Drama Performance Music Performance <b>ARTS COMBO</b> <b>Musical Awareness</b> <b>Art</b> <b>Drama</b>	Art Art Design and Photography Drama Music Performance
<b>Health and Physical Well-being</b>	<b>Physical Education Health</b>	<b>Physical Education Health</b> p Rugby Athlete Development program (Full or Half year course) p Athlete Development Program
<b>English / Media Studies</b>	<b>English</b>	<b>English</b>
<b>Languages</b>	<b>ESOL</b> ESOL Immersion Japanese Te Reo Māori	<b>ESOL</b> ESOL Immersion p Japanese p Te Reo Māori           } Full or half year course
<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>
<b>Science</b>	<b>Science</b>	<b>Science</b> Investigative Science
<b>Social Sciences</b>	<b>Social Studies</b>	<b>Social Studies</b> History/Classics Accounting / Business Economics
<b>Technology</b>	<b>Skills through Technology</b> <b>Computing</b> <b>Graphics</b> <b>Metal</b> <b>Wood</b>	Computer Digital Technologies Graphics ( Full or half year course) Technology Design Technology Metal OR Design Technology Wood Food Studies
<b>Careers and Communication/Life Skills</b>		

## Notes:

**BOLD type** indicates compulsory subject.

Other subjects listed are options that students may **choose** to take.

**NB** This information is correct as at July 2022

Please note we reserve the right to change, withdraw or add to courses offered before the start of the next school year.

Information regarding such changes will be made available as appropriate.



# Where does your learning lead?

LEVEL 1 SUBJECTS	LEVEL 2 SUBJECTS	LEVEL 3 SUBJECTS
<p>e Art Design OR</p> <p>e Art Painting</p> <p>e Art Photography</p> <p>e Drama</p> <p>p e Music</p>	<p>p e Art Design</p> <p>e Art Painting</p> <p>e Art Photography</p> <p>p e Drama</p> <p>p e Te Ao Haka</p> <p>p e Music</p>	<p>p e # Art Design</p> <p>p e # Art Painting</p> <p>p e # Art Photography</p> <p>p e # Drama</p> <p>p e # Te Ao Haka</p> <p>p e # Music</p>
<p>e Physical Education</p> <p>e Health</p> <p>p Outdoor Education</p>	<p>p e Physical Education</p> <p>p e Health</p> <p>p Outdoor Education</p> <p>p Sports Extension Programme Rugby (selected entry)</p>	<p>p e # Physical Education</p> <p>p e # Health</p> <p>p Outdoor Education</p> <p>p Sports Extension Programme Rugby (selected entry)</p>
<p><b>English Communication Literacy</b></p> <p>e <b>English Literature</b></p> <p>e <b>English Multimedia</b></p>	<p><b>English Communication Literacy</b></p> <p>p <b>English Language</b></p> <p>p e <b>English Literature</b></p> <p>e Media Studies</p>	<p>p # English Language</p> <p>p e # English Literature</p> <p>p e # Media Studies</p>
<p>p <b>ESOL</b></p> <p>p e Japanese</p> <p>p e Te Reo Māori - Te Ao Haka</p>	<p>p <b>ESOL</b></p> <p>p e Japanese</p> <p>p e Te Reo Māori</p>	<p>p ESOL</p> <p>p Senior ESOL Immersion</p> <p>p e # Japanese</p> <p>p e # Te Reo Māori</p>
<p>p e <b>Mathematics with Numeracy</b></p> <p>p e <b>Mathematics with Algebra</b></p>	<p>p Mathematics with Applications</p> <p>p e Mathematics with Algebra</p>	<p>p e # Mathematics with Calculus</p> <p>p e # Mathematics with Statistics</p> <p>p # Mathematics</p>
<p>e <b>Practical Science</b></p> <p>e <b>Applied Science</b></p> <p>e <b>Science</b></p> <p>e Science Extension</p>	<p>p e Biology</p> <p>p e Chemistry</p> <p>p e Earth and Space Science</p> <p>p e Physics</p>	<p>p e # Biology</p> <p>p e # Chemistry</p> <p>p e # Earth and Space Science</p> <p>p e # Physics</p>
<p>e Geography</p> <p>e History</p> <p>e Commerce</p>	<p>e Geography</p> <p>e Classics</p> <p>e History</p> <p>p e Accounting</p> <p>e Business</p> <p>p e Economics</p> <p>Tourism</p>	<p>e # Geography</p> <p>e # Classics</p> <p>e # History</p> <p>p e # Accounting</p> <p>p e # Business</p> <p>p e # Economics</p> <p>Tourism</p>
<p>e Computer Digital Technologies</p> <p>p e Computer Studies</p> <p>p e Graphics</p> <p>p e Design and CAD Technology</p> <p>Mechanical Engineering</p> <p>BConstructive Fine Wood</p> <p>Food and Hospitality</p>	<p>p e Computer Digital Technologies</p> <p>p e Computer Studies</p> <p>p e Graphics</p> <p>p e Design and CAD Technology</p> <p>Automotive Engineering</p> <p>p Industrial Engineering</p> <p>p Fine Wood</p> <p>p Trade Building</p> <p>Food and Hospitality</p>	<p>p e # Computer Digital Technologies</p> <p>p e # Computer Studies</p> <p>p e # Graphics</p> <p>p e # Design and CAD Technology</p> <p>Automotive Engineering</p> <p>p Industrial Engineering</p> <p>p Industrial Skills Wood Technology</p> <p>p Trade Building</p> <p>Food and Hospitality</p>
<p>Vocational Pathways &amp; Education</p>	<p>Vocational Pathways &amp; Education</p> <p>Gateway Programme</p> <p>TOTSTA (Trades Academy)</p>	<p>Vocational Pathways &amp; Education</p> <p>Gateway Programme</p> <p>TOTSTA (Trades Academy)</p>

# Approved for University Entrance (Level 3 credits)  
 p Pre-requisites  
 e Course can be endorsed with Merit or Excellence

## Student evaluation, reviews, interviews, examinations and reports

The academic progress of students is constantly being evaluated throughout the year through a variety of assessments. Senior students are given a schedule of assessments in each subject.

### All Year Levels

Regular Deans' meetings monitor the progress of individual students.

Weekly feedback reports are posted on the parent portal each Friday. Academic grades are assessed throughout the year and reports are issued Week 1 of Terms 2, 3 and 4. Parent-Teacher interviews are held three times a year.

### Years 11 – 13

Practice exams are in Term 3. Internal results are available to be viewed via the parent portal.

## The importance of homework, home study and review

Nelson College endorses the importance of home study as an essential component in the learning process. Students can expect home study tasks on a regular basis from all their subject areas.

Common forms of homework include:

- Completing a task from the day's class.
- Practising new skills or reinforcing new content learnt during the day.
- Completing assignment work.
- Preparing for an assessment.

If there is no set task students are encouraged to review and revise completed units of work or spend time on personal reading. Latest research shows that these activities are essential for committing knowledge to long term memory and building vital literacy skills.

## Technology in the classroom

The use of computers is necessary for all students at Nelson College. Students are required to have access to their own device at school. It is recommended that students bring devices to school each day for use in classes and to enable a smooth transition between school and home learning.

Whilst there are a number of devices available to students, students are strongly encouraged to bring their own device (BYOD), this enables the use of devices in every class as well as at home. BYOD is embedded into our curriculum where students use devices to access their education in a range of subjects to develop knowledge and skills.

Digital fluency is one of these skills and is a key skill for the 21st century and enables students effectively use technology through productivity tools in the form of apps and programs, as well as develop higher order thinking skills in terms of critical thinking, problem solving and computational thinking (programming).

For more information on BYOD at Nelson College such as device recommendations, where to buy, finance, security and FREE Microsoft Office 365 visit: <https://nelson.school.nz/academic/technology-in-the-classroom/>

## Parent Portal Sign In

### Sign in to PARENT PORTAL

- Check Contact Details (update if necessary)
- Timetables and Attendance
- NCEA entries and results
- Reports
- Financial information
- Course Selection (Term 3)

Usernames and passwords will be sent at the start of the year for new students.

## Provisional report and exam practice timeline

	Parent Teacher Interviews	Reports
<b>Term 1</b>	Year 9,10,11 Homeroom teachers  Week 3 - In Person	Weekly feedback report
<b>Term 2</b>	Year 9 - 13 Classroom teachers  Week 2 - Online	Weekly feedback report  Week 1 - Grade summary report (9-13) Week 6 - Grade summary report (11-13)
<b>Term 3</b>	Year 11,12,13 Classroom teachers  Week 2 - Online	Weekly feedback report  Week 1 - Grade summary report (9-13) Week 6 - Grade summary report (11-13)
<b>Term 4</b>	Year 9,10 Classroom teachers  Week 2 - Online	Weekly feedback report  Week 1 - Grade summary report (9-13) Week 6 - Grade summary report (9-10)



# The Junior Curriculum

Years 9 & 10

Be strong and of  
a good courage:  
for the Lord thy God  
is with thee whither  
soever thou goest



# 2024 YEAR 9 COURSE OF STUDY

A broad balanced course, which is largely compulsory in structure to ensure a comprehensive introduction to the first year of secondary education and national curriculum requirements.

COMPULSORY		OPTIONS
Full Year Courses	Hrs	Half Year Options (3 hours/week)
English OR ESOL Mathematics Science Social Studies Physical Education / Health Skills through Technology	4 4 4 4 3 3	Select ONE option
		Art Design and Photography
		Drama Performance
		Japanese
		Music Performance
		Te Reo Māori
Half Year Course		Māori Immersion Programme
Arts Combo (Music, Art, Drama)	3	(by interview and selection only)

## GUIDANCE NOTES

- **Arts Combo** is a combined approach to the study of the Arts requirement of the National Curriculum where students will study a core course of six weeks in each Arts discipline.
- **The Physical Education/Health Education** combination enables the PE Department to use creative timetabling to establish the best possible programme.
- **Skills through Technology** provides students with a core course of four skills-based modules – Graphics, Design (Wood & Metal) Technology, Digital Technology through which to experience the application of technology in society.
- **Māori Immersion Programme** - At Nelson College, we’re excited to work with Nelson College for Girls, whānau and local iwi to run our Māori Immersion Programme. Building on existing Māori medium programmes in our community, our hope is to develop the mana and rangatiratanga of our ākonga, at the same time enjoying the benefits of mainstream education such as specialist subjects and co-curricular opportunities. We will continue to partner with Mana Whenua to guide our vision and implementation of this unique programme.
-

# YEAR 9 COMPULSORY COURSES – FULL YEAR COURSES

## ENGLISH

### Course Description

English at Nelson College is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language. In the Year 9 Junior English programme, each term will explore one of the four concepts of *tūrangawaewae*, *pono*, *manaaki*, and *kairangi*. Units of work will include a range of text types. Students will access these through key questions linked to each concept. Over the course of the year, students will develop their foundation skills in analysing, organising, producing text and using language. Boys are encouraged to explore the well-resourced library and read widely for enjoyment. They will have one reading assignment per term which is to be completed independently.

The aims of English is to encourage and enable rangatahi to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative, and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Teacher in Charge: A. Reeves

## ESOL

### Course Description

Junior ESOL is a combined class which caters to both Year 9 and Year 10 language students. It is now a comprehensive program for students who are placed from upper Stage 1 to Stage 3 of the English Language Learning Progressions or MYP Capable level. This is a rigorous program of study focused on a range of literary and cultural perspectives. Students have two opportunities during the year to complete summative assessments for each of the course objectives: Criterion A: Listening, B: Reading, C: Speaking, D: Writing

Teacher in Charge: C. Armstrong-Hernandez

## ESOL IMMERSION

### Course Description

The ESOL Emergent course offers up to 8 hours of English language support for junior or senior students who have entered the college with little or no English. Language acquisition is supported through the exploration of different topics and language skills. Students will access concepts and language from core areas of the New Zealand curriculum such as Maths, Science and English. They are also provided with units of work and projects which allow them to explore media, film, music, art etc.

When students have reached a level of English that allows them to participate in mainstream lessons, including asking and answering questions, they transition to an ESOL (Capable) class and a standard timetable.

Teacher in Charge: C. Armstrong-Hernandez

## MATHEMATICS

### Course Description

The first year of a two year course that explores number, measurement, geometry, probability, statistics and algebra concepts. Students will encounter these concepts within a range of meaningful and rich contexts. The emphasis at Year 9 is on developing a deep understanding of number and considering how that can be extended into algebra. Students will learn to think logically, develop number strategies and solve problems.

Teacher in Charge: A. Crisp

## PHYSICAL EDUCATION / HEALTH

**Physical Education:** This MYP course aims to provide learning experiences for all students in a wide range of fundamental physical activities at Year 9. There is a strong focus on the 4 strands of the Health and Physical Education Curriculum: personal health and development, self management, movement concepts and motor skills, relationships with other people, and healthy communities and environments. This is the first of a 2 year junior physical education programme aimed at Levels 4 and 5 of the Physical Education Curriculum. The course also caters for students who are looking to develop their skills and talents towards our Nelson College Sports Athletic Development Programs ( ADP's/ Sports Academies ) in Year Ten.

Teacher in Charge: R. Anderson

**Health:** This MYP course aims to provide students with the necessary skills, knowledge and attitudes to make informed decisions that will contribute positively to their personal well-being, the well-being of other people and that of society as a whole. Students will look at how the 4 areas of wellbeing: physical, mental/emotional, social and spiritual can be impacted and maintained.

This is the first year of a two year programme and leads to Year 10 Health.

This course is aimed at developing skills necessary for a healthy lifestyle. Emphasis will be on: drugs and alcohol, nutrition, mental health, healthy relationships, interpersonal skills and positive sexuality awareness.

Teacher in Charge: J. Glazier

## SCIENCE

### Course Description

Science is a way of thinking and communicating knowledge about the world and the wider universe. Science is able to inform problem solving and decision making in many areas of life.

Junior Science develops an understanding of relationships in the natural, physical world and the skills to explain how and why things happen. This includes gathering and interpreting data, using and critiquing evidence, and the use of models to represent data to engage with science in everyday life.

Year 9 Science will assist students to carry out investigations, present and interpret data, and identify patterns and trends related to biological, chemical and physical processes. A variety of contexts from everyday life are used to encourage all students to become scientifically literate problem-solvers. Contexts and topics may include space exploration, electromagnetic radiation, chemical reactions, botany, energy transformations, biodiversity and scientific controversies.

Teacher in Charge: D. Stuart

## SOCIAL STUDIES

### Course Description

This course develops essential skills needed to be an active citizen in New Zealand and to succeed in NCEA. Skills include reading and writing, research and communication, critical thinking, group work and leadership. Students will develop these skills by learning about the following themes of work:

- Industry and Economy – local and New Zealand industries and their relationship to global markets.
- Transforming the Land – the shaping of the modern New Zealand environment and peoples' responses to this.
- Power and Protest – citizens' rights in different types of governments including democracy and dictatorship.
- Migration - exploring why people move either by choice or without choice, and the consequences of this.

Teacher in Charge: D. van der Velden

## SKILLS THROUGH TECHNOLOGY

### Course Description

This course provides a broad skills-based experience of the application of technology in society. Students will learn skills and processes which will be applied to developing creative solutions to technological problems in a practical situation using a wide range of technologies, including workshop tools and equipment, CAD, 3-D printing and Laser cutting machines.

Students will study four core modules: Graphics, Design (Metal & Wood) Technology, Digital Technology and Future Technologies.

Teacher in Charge: K. Cleary

## ARTS COMBO

### Course Description

#### ART

#### 6 week module

This is a basic taster course for the Visual Arts. Students are given the experience of traditional and contemporary painting, drawing and print. Students are encouraged to explore, discover, express and value.

#### DRAMA

#### 6 week module

This is a fun course that introduces students to the fundamental elements of drama while teaching basic skills. Students will develop their creativity and presentation skills in group settings. Looks at stage combat, Melodrama and Improvisation – to name a few!

#### MUSICAL AWARENESS

#### 6 week module

This introductory music course involves:

- Gaining an understanding of music and its place in our world
- Learning basic skills on instruments - guitars/keyboards (extending those with prior knowledge)
- Concentrated listening (elements of music)
- Reading basic notation / guitar tab
- Creating original music
- An introduction to music technology

Teacher in Charge: D. Kelly

## YEAR 9 OPTION SUBJECTS - HALF YEAR COURSES

## ART DESIGN AND PHOTOGRAPHY

### Course Description

This is a foundation course introducing graphic design and visual communication where students will have the opportunity to participate in the creative advertising industry including photography. They will communicate their own artistic ideas using curiosity, critical thinking, and creativity, using a range of platforms including classroom-based activities and Adobe Software.

Teacher in Charge: D. Kelly

## DRAMA PERFORMANCE

### Course Description

This is a practical course focused on the essential speaking and movement skills associated with drama. The elements and techniques of Drama are taught so students can gain confidence in problem solving, group process and public speaking. Students work on short scripts to develop performance skills and are taught the process of creating their own scenes around important themes, relevant to them. The elements, techniques and conventions which students will learn are linked to the NCEA senior Drama curriculum which is a literacy based subject.

Teacher in Charge: D. Moran

## JAPANESE

### Course Description

This course is for students wishing to explore an interest in Japanese language and culture. The course will be structured to meet the needs of both beginners and those with some prior language experience.

Topics covered include: Self-introductions, including basic greetings and terms of respect; Numbers, dates, animal zodiac, ages, some basic family information; Hobbies and spare time, likes and dislikes; Hiragana alphabet.

Teacher in Charge: F. Keyanonda

## MUSIC PERFORMANCE

### Course Description

Students selecting this course must be prepared to put time into the learning of a musical instrument. This course will meet the needs of both beginners and those with prior music learning as students will gain skills to take them forward as musicians on their chosen instrument. They will create original music using a variety of technologies to express their imaginative ideas. Students will gain greater awareness of the importance of written notation and a deeper understanding of the importance of music in our lives through study of a major work.

Topics covered include: Performance on an instrument; identifying symbols of music/guitar tab; discussion and analysis of music by recognised artists; concentrated listening (aural skills); creating own music and writing this down in some form.

Teacher in Charge: A. Yorkstone

## TE REO MĀORI

### Course Description

This course is for students wanting to learn Te Reo Māori. We cover Levels 1 –3 of the curriculum.

Topics covered include: My family and home; Leisure; School; Anatomy.

Some prior knowledge of Te Reo is a bonus but not expected. Teacher in Charge: W. Hippolite

# 2024 YEAR 10 COURSE OF STUDY

This programme has a broad and balanced compulsory core and allows students flexibility in the option section to taste possible senior courses through either half or full year courses.

COMPULSORY				
Full year Courses		Hours/week		
English or ESOL		4		
Mathematics		4		
Science		3		
Social Studies		3		
Physical Education/ Health		3		
OPTIONS (4 hours/week)				
Choose the equivalent of <b>four half year</b> options from the categories below. ** <b>A maximum of <u>two choices</u></b> from any one category.				
Technology	Languages	The Arts	Social/Sciences	Sport
Computer Digital Technologies	Japanese <i>Half or full year</i>	Art	Accounting/ Business	Rugby Athlete Development program <i>Half or full year</i>
Design Technology Wood <u>or</u> Metal	Te Reo Māori <i>Half or full year</i>	Art Design and Photography	Economics	Athlete Development Program
Food Studies		Drama	History/Classics	
Graphics <i>Half or full year</i>		Music Performance	Investigative Science	
Technology				

## GUIDANCE NOTES

- **Design Wood or Metal** only one can be chosen, NOT BOTH
- **Graphic** is a **HALF** year or **FULL** year option
- **Languages** are **HALF** year or **FULL** year options.
- **FULL** year courses count as **TWO** options
- **Rugby Athlete or Athlete Development program** only one program can be chosen, NOT BOTH

\*\* Permission to enrol for more than two options in one line requires the Deans permission.

# YEAR 10 COMPULSORY COURSES – FULL YEAR COURSES

## ENGLISH

### Course Description

This course develops skills in written, oral and visual language through the study of novels and nonfiction, short stories, poems, film, drama and media.

Specific areas include:

- Reading: Building on Year 9 content. Encouraging and supporting personal reading across a range of texts through regular engagement with the school library, individual and whole class text study and personal reading tasks.
- Writing: Building on Year 9 content with a focus on student self reflection and assessment to improve style, structure and ideas.
- Oral and Visual: Building viewing and presenting skills through designing and developing presentations and fostering an increasing awareness of the form and function of a variety of texts such as film, media, static images, speeches and debates.

Teacher in Charge: A Reeves

## ESOL

### Course Description

Junior ESOL is a combined class which caters to both Year 9 and Year 10 language students. It is now a comprehensive program for students who are placed from upper Stage 1 to Stage 3 of the English Language Learning Progressions or MYP Capable level. This is a rigorous program of study focused on a range of literary and cultural perspectives. Students have two opportunities during the year to complete summative assessments for each of the course objectives:

Criterion A: Listening, B: Reading, C: Speaking, D: Writing

Teacher in Charge: C. Armstrong-Hernandez

## ESOL IMMERSION

### Course Description

The ESOL Emergent course offers up to 8 hours of English language support for junior or senior students who have entered the college with little or no English. Language acquisition is supported through the exploration of different topics and language skills. Students will access concepts and language from core areas of the New Zealand curriculum such as Maths, Science and English. They are also provided with units of work and projects which allow them to explore media, film, music, art etc.

When students have reached a level of English that allows them to participate in mainstream lessons, including asking and answering questions, they transition to an ESOL (Capable) class and a standard timetable.

Teacher in Charge: C. Armstrong-Hernandez

## MATHEMATICS

### Course Description

The second year of a two year course. At Year 10 we continue to develop number, geometry, statistics, probability, algebra, and measurement concepts. Students will encounter these concepts within a range of meaningful and rich contexts. They will explore geometry – shapes, angles and an introduction to right-angled triangle concepts. Statistics will provide an opportunity to consider the role that data plays in our lives. The mathematics of relationships will be considered through the concepts of algebra and graphs.

Teacher in Charge: A. Crisp

## PHYSICAL EDUCATION / HEALTH

Year 10 Physical Education builds on the learning experiences of the Year 9 course with continued emphasis on participation in a range of physical activities focusing on team sports.

The four key strands from the Health and Physical Education Curriculum are explored, with an emphasis on sports education and social responsibility in team situations. This course leads on to Year 11, Year 12 and Year 13 Physical Education looking at anatomy, biomechanics of movement in sport and sports leadership and coaching models.

Teacher in Charge: R. Anderson

Year 10 Health Education aims to provide students with the necessary skills, knowledge and attitudes to make informed decisions that will contribute positively to their personal well-being, the well-being of other people and that of society as a whole.

Students will look at how the 4 areas of wellbeing: physical, mental/emotional, social and spiritual can be impacted and maintained.

Topics covered reflect a follow on the year 9 Health and include: drugs and alcohol, nutrition, mental health, healthy relationships and positive sexuality.

Teacher in Charge: J. Glazier

## SCIENCE

### Course Description

Year 10 Science continues to develop the skills that were introduced in Year 9 that foster curiosity and an understanding of relationships in the natural and physical world. The focus is on students appreciating that science is a way of explaining the world and that science knowledge is based on evidence and logical argument. Students continue to develop awareness of working scientifically by carrying out investigations, developing and using models, and identifying patterns and trends related to biological, chemical and physical processes. A variety of contexts from everyday life are used to encourage all students to become scientifically literate problem-solvers.

Student learning will be achieved via practical experiments, individual and group research and hands-on activities. Topics explore Geology, Body Systems, Chemistry, Biochemistry, Reproduction and Electricity through a variety of contexts.

Teacher in Charge: D. Stuart

## SOCIAL STUDIES

### Course Description

This course continues to develop the skills that have been introduced in Year 9. These are reading and writing, research and communication, critical thinking, group work and leadership. Students will develop these skills by learning about the following themes of work:

- Colonisation - colonising forces in the local area, Waikato and Samoa
- Making New Zealanders – local settler groups, Chinese migrants, war and our identity.
- Human Rights – may include USA, South Africa, Australia, and New Zealand
- Pollution & Consumption – exploring our consumption habits and how we can make them more environmentally sustainable.

Teacher in Charge: D. van der Velden



# YEAR 10 OPTION COURSES – HALF OR FULL YEAR COURSES

## ACCOUNTING/BUSINESS

Half year

### Course Description

This course provides an introduction to Accounting and Business Enterprise. Students will learn how business enterprise operates. The course promotes financial literacy and an enterprise culture through operating a small business for profit. Students develop skills including: teamwork, problem solving, managing resources, basic accounting, adding value, running a business. Students are expected to participate and run an enterprise.

Teacher in Charge: S. Mardon

## ART

Half year

### Course Description

This course is designed to develop and extend students' ability and interest in a variety of visual art activities including drawing, painting and print. Both traditional and contemporary approaches will be explored to communicate their own artistic ideas using curiosity, critical thinking, and creativity.

Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds.

Teacher in Charge: D. Kelly

## ART DESIGN AND PHOTOGRAPHY

Half year

### Course Description

This course develops skills towards the creative industries exploring a wide range of activities that include conceptual thinking, the design process, developing digital outcomes, and photography skills using digital cameras. The Adobe Creative Suite will be available for all student during this course. Through engaging in this visual arts course, students also learn how to discern, participate in, and celebrate their own and others' visual worlds.

Teacher in Charge: D. Kelly

## COMPUTER DIGITAL TECHNOLOGIES

Half year

### Course Description

In this course students will build on the Digital Technology skills introduced in the Year 9 course. They will explore problem solving using a range of skills and software. Students will have the chance to create animation using Adobe Animate, design websites using HTML, develop programming and building skills in robotics and investigate 3D modelling using Blender.

Teacher in Charge: H. Allan

## DESIGN TECHNOLOGY - METAL

Half year

### Course Description

This course involves the development of skills with hand and machine tools to produce practical project work that has a design input. Students will learn to operate effectively with metal and a range of alternative materials.

Covered Shoes are a compulsory requirement.

Teacher in Charge: C. Botes

## DESIGN TECHNOLOGY - WOOD

Half year

### Course Description

This course involves the development of skills in hand and machine tools to produce practical wood work projects that have a design input. Students will learn to operate effectively with wood and a range of alternative materials.

Teacher in Charge: C. Botes

## DRAMA

Half year

### Course Description

This year 10 course is a continuation of building the elements, techniques and conventions of Drama. The skills learnt are taught through the historical focus of Commedia dell'arte (comedy) Melodrama theatre form. Further creativity is developed through devising and building on improvisations skills. The Drama technologies are introduced to develop students' skills in lighting, sound and theatre design. These aspects are linked to the NCEA senior Drama curriculum which is a literacy based subject.

Teacher in Charge: D. Moran

## ECONOMICS

Half year

### Course Description

This course looks at how Economics relates to students and their families in a New Zealand context through individual and household choice, demand and spending patterns with a specific emphasis on saving and investment. Students will also compare New Zealand's economy with economies from not only around the world but throughout history to give them a greater breadth of understanding in economic concepts..

Teacher in Charge: N. Withers

## FOOD STUDIES

Half year

### Course Description

In this course students will develop their knowledge and practical skills in food planning and preparation, creative thinking, team work and the ability to manage resources. Students will gain an appreciation of the skills required to enter the food and hospitality industry plus gain an understanding of the procedures involved in the production of food at home.

Teacher in Charge: Q. Gately

## GRAPHICS

Half year or Full year

### Course Description

Graphics will enable students to communicate design ideas in a range of media, establish the basic skills of drawing, reading plans and problem solving in the areas of architectural design, product design, technological, environmental and media design. It includes model making. This course also includes concept modelling and CAD design.

For students to gain access to a range of experiences, it is advisable for students to take the full year course. Areas of study will differ in each course.

Teacher in Charge: D. Moon

**HISTORY/CLASSICS****Half year****Course Description**

This course involves one term each of History and Classics.

**History** explores important events and perspectives in our past and their relation to our modern world. In Year 10 the focus is on a general overview of world history from the Dark Ages into the twentieth century.

Contact: Simon Powrie

**Classics** explores ancient civilization and its connection to our modern world. Year 10 students are introduced to Classical Rome and Greece and their legacy today.

Contact: Stuart Roxburgh

**INVESTIGATIVE SCIENCE****Half year****Course Description**

This is an optional course for students that have a keen interest in practical, hands-on science. The course will build scientific skills in a range of scenarios. Students will improve their practical, investigative and reporting skills, as well as develop an insight into what scientists actually do in the field and laboratory. Students may be engaged in topics such as rocketry, mouse-trap cars, combustion, microscopy, chemical reactions, and marine biology.

Sitting alongside the compulsory Year 10 general science course, this option will provide students with an excellent knowledge base for Year 11 NCEA sciences.

Teacher in Charge: J. Fraser

**JAPANESE****Half year or Full year****Course Description**

This course is for students who are interested in learning more about Japanese. Language topics and skills are integrated with cultural studies. The course builds on the introductory course of Year 9 and extends listening, speaking, reading and writing skills. Hiragana will be reviewed and mastered, and Katakana will be taught over the course.

Topics covered include:

- school life for students
- family and home life
- The body clothing, sports, describing people
- food and drink, ordering in a restaurant, cooking, and eating with chopsticks
- Katakana alphabet

Students taking the half year option must take in the first half of the year.

Teacher in Charge: F. Keyanonda

Recommended Prior Learning: Year 9 Japanese or equivalent.

**MUSIC PERFORMANCE****Half year****Course Description**

It is highly recommended that students taking this course be receiving music lessons either privately or through the college. This course will be structured to meet the needs of both beginners and those with prior music learning. Topics covered include: Performance as a soloist or in a group; identifying symbols of music/guitar tab; discussion and analysis of music by recognised artists; concentrated listening (aural skills); creating own music and writing this down in some form.

Extension students may be accepted into Level 1 Music at the discretion of the TiC of Music and if the timetable allows.

Teacher in Charge: A. Yorkstone

**RUGBY ATHLETE DEVELOPMENT PROGRAM****Half year or Full year****Course Description**

**Half Year** - This course is available to ALL boys playing rugby for Nelson College teams.

The course will focus on the six pillars of rugby development: Physical, Technical, Tactical, Mental, Nutrition, Holistic Development.

**Full Year** - Students who take this course would be identified as our top rugby players in the College. They will be our potential 1st XV players and work with the Nelson College 1st XV coaches and trainer to achieve to their potential. Course content includes learning about the technical and tactical skills of rugby, strength and conditioning, video analysis and skill development.

Master in Charge: M. Cochrane

Selected entry by application.

**ATHLETE DEVELOPMENT PROGRAM** **Half year****Course Description**

**Cricket, Basketball, Football, Hockey, Mountain Biking, Volleyball**

Students who take these courses are expected to be some of our accomplished sportsmen in one of these codes. They may have already have been identified as experienced athletes/riders and would have the potential to become future Nelson College Senior participants or top individual sportsmen.

The course involves many of the important factors about succeeding in their chosen sport: technical and tactical awareness, nutritional information, sports psychology, coaching and leadership potential, video analysis and the fitness requirements and technical abilities of the sport.

25% of periods – generic sport science sessions/ plus endorsed coaching/leadership qualifications

75% of periods – practical small group skills sessions with resource coaches specific to the boy's needs.

This course leads onto Year 11 Physical Education as well as towards Year 12 and 13 Physical Education where there is a pathway for athletes to follow their individual sporting code of choice through NC co-curricular teams. These courses are available dependent on sufficient numbers of students enrolled in the course.

Teacher in Charge: R. Anderson

Selected entry by application

**TECHNOLOGY****Half year****Course Description**

Students build on the technical skills and terms they gained in the Year 9 compulsory programme. They use practical skills to create purposeful outcomes following a design process. The key emphasis in this course is the social and environmental impact of Technology. Knowledge of how to manipulate materials from students' ideas are balanced with the constraints of functional structures and mechanisms with an understanding of the environmental implications.

Teacher in Charge: D. Moon

**TE REO MĀORI****Half year or Full year****Course Description**

This course builds on the introductory course of Year 9 and extends students' listening, speaking, reading and writing skills. Language topics and skills are integrated with cultural studies. The process of language learning will enhance the students' understanding and appreciation of other cultures.

Teacher in Charge: W. Hippolite

Recommended Prior Learning: Year 9 Te Reo Māori or equivalent.



# The Senior Curriculum

Years 11, 12 & 13

Be strong and of  
a good courage:  
for the Lord thy God  
is with thee whither  
soever thou goest

## Senior School Courses

The number of compulsory courses required is fewer in Years 11, 12 and 13. Personal strengths, more idea of future directions and course counselling will help students to plan their options carefully and build up a meaningful and personalised academic and vocational pathway.

Students of any year group may undertake courses from different levels, depending on their individual needs.

### Level 1 – Course of study

#### Compulsory Studies

Level 1 English, Mathematics and a Science subject (each 4 hours/week all year).

#### Optional Studies

Three full year Level 1 courses.

#### Guidance Notes

- The Curriculum Overview Chart on pages 4 & 5 lists your option choices. Note that English, Maths and Science have more than one Level 1 course offered. **Seek guidance as to the courses best suited to you.**
- Students are reminded that a well balanced, broad choice of subjects is recommended at Year 11. Do not narrow your range of choices too early.
- Entry requirements and course costs will be stated if applicable.

### Level 2 – Course of study

#### Compulsory studies

English (4 hours/week all year)

#### Optional Studies

Five full year courses. Selected courses can be at Level 1 or Level 2 provided the stated pre-requisites have been completed.

#### Guidance Notes

- The Curriculum Overview Chart on pages 4 & 5 lists your option choices.
- Students should consider what subjects they may study in Level 3 in order to enroll for the appropriate pre-requisite subjects in Level 2.
- Students intending to study at university should also consider which courses in Years 12 or 13 will enable them to gain the 10 credits required for UE literacy.
- Entry requirements and course costs will be stated if applicable.

### Level 3 – Course of study

There are no compulsory studies.

#### Optional Studies

Five full year courses.

#### Guidance Notes

You may choose from any Level 3, Level 2 or Level 1 course on the Curriculum Overview Charts (pages 4 & 5) provided the appropriate pre-requisites have been completed.

Permission to select a minimum of four courses requires Headmaster approval.

### University Entrance

UE requires

- Level 3 NCEA.
- 14 credits from three approved subjects.
- Numeracy requirements: A minimum of 10 credits at Level 1 or above in specified numeracy Achievement Standards.
- Literacy requirements: A minimum of 10 credits at Level 2 or above from specified literacy Achievement Standards - 5 credits in reading and 5 credits in writing.

### Approved subjects offered at Nelson College

Accounting	Health
Biology	History
Business Studies	Japanese
Chemistry	Mathematics
Classical Studies	Calculus
Design (Practical Art)	Statistics
Design Visual	Media Studies
Communication (Graphics)	Music Studies
Digital Technologies (Computing)	Painting (Practical Art)
Drama	Photography (Practical Art)
Earth Space Science	Physical Education
Economics	Physics
English	Technology
Geography	Te Ao Haka
	Te Reo Māori

### Literacy and Numeracy

Levels 1, 2 and 3 require achievement of 10 credits in specified literacy and 10 credits in specified numeracy standards.

University Entrance requires achievement of 5 reading credits and 5 writing credits in specified achievement standards.

The subjects and standards which contribute to literacy and numeracy are indicated in the Course Descriptors from page 20.

### Te Kura Subjects (correspondence)

Nelson College can register domestic students that meet the entry criteria with Te Kura for government-funded dual tuition. Te Kura offer a wide range of learning programs and courses, mostly delivered online, from early childhood to NCEA Level 3.

Talk to either your year level dean or the Te Kura Co-ordinator to find out more details.



# Qualifications in the Senior School

## The National Certificate of Education Achievement

### How does NCEA Work?

To complete an NCEA certificate students must earn credits. They gain credits by meeting standards in their chosen subject areas. Some standards will be assessed by the external exams, others will be assessed by internal assessment.

NCEA allows students to work towards a national qualification at the pace that suits them best.

NCEA recognises achievement in a wide range of studies. It means schools can offer a broader range of subjects and students can get credits from standards developed by industry.

Achievement/Unit standards make clear to teachers, students and parents the standard of skills and knowledge necessary to earn credit. These standards encourage high expectations.

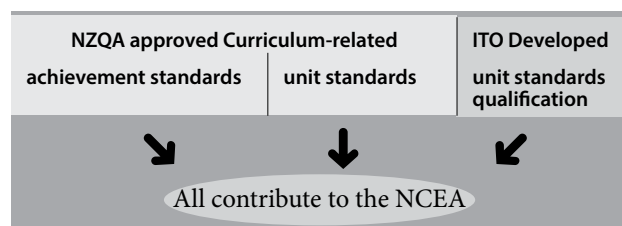
NCEA is academically stretching. Achievement standards have been designed so that satisfactory work, good work and truly excellent achievement can be recognised with Achieved, Merit and Excellence grades.

Students will be told how well they have performed in each part of each subject with grades for both externally examined components and internally assessed work.

NCEA links well to learning options beyond school. School-leavers are able to complete or build on their NCEA at polytechnics, universities and other accredited private training establishments.

NCEA results are recognised by employers throughout New Zealand and overseas. NCEA is used for entrance and selection purposes for tertiary courses.

Exam results contribute credits to the NCEA qualification, as do results from internal assessment. This combination of external exams and internal assessment leads to more accurate and fairer reporting of a student's strengths.



## National Certificate of Educational Achievement

### 1 All NCEA Level Certificates

From January 2024 NCEA Level 1, Level 2 and Level 3 will each require 60 credits at certificate level or above.

To be awarded any level of NCEA, students will need to achieve either 20 credits from a small list of literacy and numeracy rich standards, or achieve the new 20 credit co-requisite.

### 2 NCEA Certificate Endorsement

NCEA Certificates at all levels can be endorsed with Merit and Excellence.

To qualify for an endorsement with Excellence, students require 50 credits at Excellence. An endorsement with Merit requires 50 credits at Merit and above.

An endorsed certificate can be gained over more than one year.

### 3 Subject Endorsement

Students can gain Merit or Excellence endorsement in single subjects by gaining:

- 14 credits at Merit or above for a Merit endorsement
- 14 credits at Excellence for an Excellence endorsement
- A minimum of 3 credits must be from internally assessed standards and a minimum of 3 credits must be from externally assessed standards

The Curriculum Overview Chart shows which subjects are endorseable (refer to pages 4 & 5)

### 4 University Entrance

Refer to details on page 16.

### 5 NZQA Scholarship

Scholarship exams are the highest academic level of assessment in NCEA. Students may enter one or a number of scholarship exams in their Level 3 subjects. Extra study and tutorials are required to succeed at this level. Top scholars gain financial awards for success.



# Subject specific, trades and vocational qualifications

Students can work towards a number of subject specific qualifications at Nelson College within and beyond their study towards NCEA. These include, but are not limited to: ITO (Industry Training Organisation) qualifications, apprenticeships, vocational pathways, national and New Zealand certificates. These qualifications can be useful to students who want to demonstrate they have attained specific skills to potential employers or who have a specific career path in mind.

## ITO/ pre-apprenticeship qualifications

Nelson College offers standards and qualifications provided by a range of Industry Training Organisations including:

- BCITO (Building and Construction)
- Competenz (Technical Trades, Engineering)
- Lincoln University
- MITO (Motor Vehicle Industry Training Organisation)
- NMIT (Nelson Marlborough Institute of Technology)
- PRO+MED (Health and Safety)
- Service IQ (Hospitality, Travel and Tourism)
- Skills Active (Recreation, Sport and Fitness)
- Triple One Care (First Aid)
- Waikato Institute of Sport
- Whenua Iti (Outdoors)

## National Certificates

National Certificates are available in specific subject areas and provide an entry level qualification for students. National Certificates can lead to tertiary study towards certificates or diplomas. Some National Certificates are being phased out but the following are current at the time of publication.

**Students at Nelson College can work towards the following National Certificates:**

- Level 2 Computing User Fundamentals

## Vocational Pathways

### What are Vocational Pathways?

The Vocational Pathways align standards with six industries and help students see how their learning and achievement is valued in the 'real world'.

### Vocational Pathways

- Construction & Infrastructure
- Manufacturing & Technology
- Primary Industries
- Service Industries
- Social & Community Service
- Creative Industries

### How to Achieve a Vocational Pathways Award

To achieve a Level 2 Vocational Pathway Award students need to:

- Achieve NCEA Level 2
- Meet the NCEA Literacy and Numeracy requirements (10 Numeracy/10 Literacy)
- Achieve 60 Level 2 credits from 'recommended' standards
- A minimum of 20 credits out of the 60 need to be from Sector Related Standards

NCEA Level 2 (or equivalent) is the minimum qualification that students need to achieve to show that they are ready to enter and progress to further study, training or work.

Achieving NCEA level 2 with Vocational pathways show students 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
- An interest or skills that relate to a particular industry

Students can use the Vocational Pathways to plan their studies, and there are many options. By mapping their pathway, students will be able to make an informed decision about their future and identify where their interests can take them.

A student's Vocational Profile, found on their Record of Achievement, shows how their NCEA credits are mapped to Vocational Pathways. The Profile Builder is a clever tool that helps students to explore their study options and plan their programme.

Students can check out their Vocational Profile at [www.nzqa.govt.nz/login/](http://www.nzqa.govt.nz/login/) or at [www.youthguarantee.net.nz/vocational-pathways/](http://www.youthguarantee.net.nz/vocational-pathways/) or see Vikki Heays for more information.

# Student and Parent Guide to NCEA Levels 1-3

## Course Statement and Assessment Plan

Students will be given a course statement and an assessment plan for each subject at the beginning of the year telling them the achievement or unit standards in the course, details of resubmission procedures and further assessment opportunities, a calendar of internal assessments and assessments leading to external assessments (eg portfolios, practice exams and tests). They must read this information carefully as not all standards will have a further assessment opportunity. Students will be given at least TWO WEEKS notice of the exact date of an assessment. This could be an assignment deadline or a checkpoint date for a project, or a test.

## Course completion

When students enter a course they are expected to attend all classes and participate fully in all activities. This includes completion of all tasks assigned by the teacher during the course. Students will gain a grade for every internally assessed standard in a course they have entered (except where standards are optional as set out in a course guide).

## Moderation of internally assessed work

Subject departments have systems of internal moderation to ensure assessment work is marked fairly and to the national standard. Samples of marked assessment are also sent away to National Moderators in each subject.

## Missed assessments and extensions of time

Students must make sure they understand the conditions of the assessment (for example, whether assessment work can be taken home and/or whether they can work with other students) and the deadlines that apply to each assessment. Late work for assessment will not be accepted except for the reasons outlined below. All work must be handed in on the due date and all tests and in-class assessments must be completed on the given date.

If students cannot hand in an assessment on time or complete an in-class test or practical activity on the day, they must fill in a 'Missed Assessment/Extension Application' form (available from the Student Office as soon as they know they will be late with an assignment or will be absent; or as soon as they return to school, and give it to their subject teacher (not required for a school sponsored activity).

Valid reasons for requesting an extension of time, or a new assessment date include:

- Sickness: supply a medical certificate
- Family or personal trauma: supply a signed note from Guidance Counsellor or Dean
- School sponsored activity: Sporting, Cultural, Academic or similar.

In all cases, it is the students responsibility to fill in a 'Missed Assessment/Extension Application' form and give it to the teacher whose assessment has been missed/ will be missed.

The Head of Faculty will either grant the extension and set a new assessment date or decline the extension.

Note that a request for an extension of time must be made BEFORE the due date for a planned absence, such as a sports trip. Furthermore 'Self-interest Leave' including personal time off and family holidays during term time are not acceptable reasons for an extension or reassessment.

If a student has been given an adequate opportunity for assessment but misses it or does not hand work in without a valid reason (as above) a Not Achieved grade will be reported to NZQA.

## Breaches of rules/Authenticity

All work submitted for assessment must be a student's own original and independent work. Students will be required to sign a statement to affirm that work handed in has been completed by them. They must not accept undue assistance from anyone else (eg. other students (past or present), caregivers, teachers or tutors) when completing assessments.

Students will be required to reference their work and acknowledge any sources consulted. Plagiarism or copying from people (eg. students) or sources (eg. books or websites) is not acceptable in NCEA.

You could have your grade withdrawn if there is evidence that any breach of assessment rules has occurred, including inappropriately helping or hindering other students.

The course teacher will consult with the HOF and Principal's Nominee

and any suspected incident will be investigated.

Where cheating or other misconduct or dishonest practice is found to have occurred in an internally assessed standard, you will be awarded a Not Achieved grade for the standard. Other penalties may be imposed by the Principal's Nominee or the Senior Leadership Team.

## Resubmissions

Schools may offer a resubmission opportunity to students only when a minor error prevents them from reaching an 'Achieved' grade.

The only change in grade boundary available for resubmissions is from 'Not Achieved' to 'Achieved'. The resubmission will only be offered when students have made mistakes that they should be capable of discovering and correcting on their own. A resubmission will be limited to specific aspects of the assessment and no more than one resubmission will be provided per assessment opportunity.

## Further Assessment Opportunity

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment of a standard within a year. This is outlined on the course statement for each subject (see the subject page on Ultranet). Students that choose to complete the reassessment will be awarded the highest grade of the two assessments completed.

## Appeals - internal assessments

The appeal process can be used if a student disagrees with any decision relating to assessment: a grade awarded, provision of an assessment opportunity or extension of time or an allegation of breach of rules.

Appealing grades awarded: teachers will explain the criteria for each grade for an assessment when it is handed back. If a student thinks the decision is wrong he should discuss the grade with his teacher before appealing his grade.

An appeal must be made within two weeks of the assessment being returned, using the Appeal form available from the Student Office, giving it to the HOF or Principal's Nominee. The Deputy Principal (Academics) is the final adjudicator in internal appeal decisions.

## Appeals - external assessments

Students can apply for a reconsideration or review of an external grade when they receive their external examination booklets. They can do this by logging onto the NZQA website.

## Privacy

In keeping with the Privacy Act 2003, student names and results will not be posted in any form for others to view. Student work may be used as an exemplar only with permission of the student.

## School Exams

These will be held in Term 3 under the same conditions as the end of year exams. Results will be reported to students and parents. Evidence from school exams may be used to determine a derived grade at the end of the year if a student misses their exam or has their performance affected.

## Derived Grades

If an external exam is missed for health or compassionate reasons you can apply for a derived grade. See the Student Office or Principal's Nominee for more information on this process.

## Special Assessment Conditions

These are provided for students with identified needs for internal and external assessments as appropriate. Please see the Special Needs Coordinator for further information.

## Fees

Fees apply to foreign fee paying students only.

## Results and National Student Number (NSN)

Each student will be given a National Student Number (NSN) which can be used to log into NZQA to check personal details, exam entries, results and Record of Achievement. Students and parent/caregivers can also access assessment via the Parent Portal.

Each term students will be issued with an end of term credit summary and results will also accompany the two sets of progress reports issued throughout the school year. Students will be required to sign to confirm their internal assessment results with their teachers to ensure they are reported accurately.

## Further information

- Search the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz)
- Contact the Principals Nominee or the Student Office.

# THE ARTS

**Note: Level 1 students can only choose one Visual Arts subject: Art Design, Art Painting or Art Photography.**

## ART DESIGN

### Level 1

#### Course Description

This course gives students the opportunity to participate in the creative advertising industry - Art Design. Students will communicate their own artistic ideas using curiosity, critical thinking, and creativity, using a range of media platforms, including Adobe Software and Photography. Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. Teacher in Charge: D. Kelly

AS		Level	Credit	L1 Lit	UE Lit	Num
91912	Use practice-based visual inquiry to explore Aotearoa New Zealand's Maori context and another cultural context	L1/Int	5			
91913	Produce resolved artwork appropriate to established art making conventions	L1/Int	5			
91914	Explore Visual Arts processes and conventions to inform own art making	L1/Ext	5			
91915	Create a sustained body of related artworks in response to an art making proposition	L1/Ext	5			

## ART PAINTING

### Level 1

#### Course Description

This course gives students the opportunity to participate in the creative advertising industry - Art Design. Students will communicate their own artistic ideas using curiosity, critical thinking, and creativity, using a range of media platforms, including Adobe Software and Photography. Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. Teacher in Charge: D. Kelly

AS		Level	Credit	L1 Lit	UE Lit	Num
91912	Use practice-based visual inquiry to explore Aotearoa New Zealand's Maori context and another cultural context	L1/Int	5			
91913	Produce resolved artwork appropriate to established art making conventions	L1/Int	5			
91914	Explore Visual Arts processes and conventions to inform own art making	L1/Ext	5			
91915	Create a sustained body of related artworks in response to an art making proposition	L1/Ext	5			

## ART PHOTOGRAPHY

### Level 1

#### Course Description

Level 1 Art Photography is an introduction course to Digital Photography exploring a range of creative processes. Students will study the camera, studio techniques, history and principles of photography. Students will be required to work independently using Photography as a platform to communicate their own ideas, using curiosity, critical thinking, and creativity. Teacher in Charge: J Conly

AS		Level	Credit	L1 Lit	UE Lit	Num
91912	Use practice-based visual inquiry to explore Aotearoa New Zealand's Maori context and another cultural context	L1/Int	5			
91913	Produce resolved artwork appropriate to established art making conventions	L1/Int	5			
91914	Explore Visual Arts processes and conventions to inform own art making	L1/Ext	5			
91915	Create a sustained body of related artworks in response to an art making proposition	L1/Ext	5			

## DRAMA

### Level 1

#### Course Description

Students will work collaboratively in groups to study scripts and create their own scenes around a concept. Students will enhance their practical knowledge in devised theatre by developing techniques using movement, creativity, characterisation and performance skills. They will develop self-confidence with regards to performing and study the theory of theatre. Teacher in Charge: D. Moran

AS		Level	Credit	L1 Lit	UE Lit	Num
91940	Explore the function of theatre Aotearoa	L1/Int	5	Y		
91941	Participate in creative strategies to create a drama	L1/Int	5	Y		
91942	Use drama techniques to perform a scripted role for an audience	L1/Ext	5	Y		
91943	Respond to a drama performance	L1/Ext	5	Y		

## MUSIC

### Level 1

Recommended Prior Learning: Performance on a musical instrument for two years in a group situation. Entry is at the discretion of the TIC Music.

#### Course Description

This course consists of solo and group performance, creating music, analysing music, understanding the language of music and aural perception. Students are expected to have knowledge of an instrument at this level. All standards are offered but an individual program can be arranged with the Teacher in Charge of Music.

Teacher in Charge: A. Yorkstone

AS		Level	Credit	L1 Lit	UE Lit	Num
91948	Use music skills in a music style	L1/Int	5			
91949	Demonstrate performance skills	L1/Int	5			
91950	Demonstrate understanding of music in relation to contexts	L1/Ext	5	Y		
91951	Shape music ideas to create an original composition	L1/Ext	5			

## ART DESIGN

### Level 2

Recommended Prior Learning: Good computer navigation skills is desirable and the ability to work creatively and independently.

#### Course Description

Level 2 Art Design is a study of contemporary design and creative industry practice. Students explore their own artistic ideas using curiosity, critical thinking and creativity using Adobe software as the main computer platform. Students will complete a workbook and folio that covers a range of projects for both internal and external Achievement standards.

Teacher in Charge: D. Kelly

AS		Level	Credit	L1 Lit	UE Lit	Num
91310	Use drawing methods to apply knowledge of conventions appropriate to design	L2/Int	4			
91315	Develop ideas in a related series of drawings appropriate to established design practice	L2/Int	4			
91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	L2/Ext	12			

## ART PAINTING

### Level 2

#### Course Description

This is a fine arts course in Art Painting that gives students the opportunity to communicate their own artistic ideas using curiosity, critical thinking and creativity. Students will prepare a two-panel folio and develop a wide range of skills while studying both modern and traditional art and art making. Students need to be able to work independently and be interested in the creative process.

Teacher in Charge: D. Kelly

AS		Level	Credit	L1 Lit	UE Lit	Num
91311	Use drawing methods to apply knowledge of conventions appropriate to painting	L2/Int	4			
91316	Develop ideas in a related series of drawings appropriate to established painting practice	L2/Int	4			
91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	L2/Ext	12			

## ART PHOTOGRAPHY

### Level 2

#### Course Description

This course covers picture taking, studio work, composition, computer and digital presentation. Students complete a two-page folio through the study of photography traditions and also modern digital techniques. Adobe software is used to complement traditional photography methods. Students will communicate their own artistic ideas using curiosity, critical thinking, and creativity.

Teacher in Charge: J. Conly

AS		Level	Credit	L1 Lit	UE Lit	Num
91312	Use drawing methods to apply knowledge of conventions appropriate to photography	L2/Int	4			
91317	Develop ideas in a related series of drawings appropriate to established photography practice	L2/Int	4			
91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	L2/Ext	12			

## DRAMA

### Level 2

Recommended Prior Learning: 12 Level 1 Drama credits but this is not an essential requirement.

#### Course Description

This course extends students in vocal communication, characterisation, teamwork, confidence and self management skills. There are a number of performance opportunities, where students will work collaboratively in small groups and a major class production. Students will explore different genres of theatre and use these in their application of drama conventions to convey messages and themes in their performance. Students will develop skills in collaboration, creativity, building of confidence, empathy and communication. Studying Drama will benefit careers in law, medicine, project management, event organising, production management and the creative industries.

Teacher in Charge: D. Moran

AS		Level	Credit	L1 Lit	UE Lit	Num
91219	Discuss drama elements, techniques, conventions and technologies within live performance	L2/Ext	4	Y		
91218	Perform a substantial acting role in a scripted production	L2/Int	5	Y	5r	
91214	Devise and perform a drama to realise an intention	L2/Int	5	Y		
91213	Apply drama techniques in a scripted context	L2/Int	4	Y	4r	

## TE AO HAKA

### Level 2

Co-requisites: Level 1 Te Reo Māori - Te Ao Haka

#### Course Description

This is a mainly practical course which focuses on extending knowledge and skills in Te Ao Haka - the World of Haka.

Teacher in Charge: W. Hippolite

AS		Level	Credit	L1 Lit	UE Lit	Num
91980	Explore elements to create a section of a Te Ao Haka item	L2/Int	6			
91981	Perform a Te Ao Haka item to respond to a local kaupapa	L2/Int	6			
91982	Compare a Te Ao Haka performance and one other performance	L2/Ext	4	Y		
91983	Respond to a Te Ao Haka performance	L2/Ext	4	Y		

## MUSIC

### Level 2

Recommended Prior Learning: Performance on a musical instrument for three years, in a group situation. Ability to read symbol music. Entry is at the discretion of the TIC of Music.

#### Course Description

This course consists of solo and group performance, composing music, organising existing music for a group, understanding the language of music and aural perception, as well as investigating a New Zealand music topic. Other standards may be offered but they will be part of an individualised program at the discretion of the Teacher in Charge of Music.

Teacher in Charge: A. Yorkstone

AS		Level	Credit	L1 Lit	UE Lit	Num
91270	Perform two substantial pieces of music as a featured soloist	L2/Int	6			
91271	Compose two substantial pieces of music	L2/Int	6			
91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	L2/Int	4			
91273	Devise an instrumentation for an ensemble	L2/Int	4			
91276	Demonstrate knowledge of conventions in a range of music scores	L2/Ext	4	Y		
91278	Investigate an aspect of New Zealand music	L2/Int	4	Y		



## ART DESIGN

### Level 3

Recommended Prior Learning: Students must have completed Level 2 Art Design or Level 2 Art Photography.

#### Course Description

This course involves a three-page folio and workbook presentation, exploring and developing a thematic and personal individual program. Through the study of existing Design practice and developing skills using Adobe software, students will find this a creative and challenging course. This course encourages independent thinking, curiosity, critical thinking, and creative thinking, preparing students for the creative industries.

Teacher in Charge: D. Kelly

AS		Level	Credit	L1 Lit	UE Lit	Num
91445	Use drawing to demonstrate understanding of conventions appropriate to design	L3/Int	4			
91450	Systematically clarify ideas using drawing informed by established design practice	L3/Int	4			
91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	L3/Ext	14			

## ART PAINTING

### Level 3

Recommended Prior Learning: Level 2 Art Painting is desirable.

#### Course Description

This Level 3 Fine Arts Painting course involves the submission of a workbook and a three-panel folio. Students will systematically develop an idea through a study of established practice, exploring materials, and techniques. They will have the opportunity to explore a self-directed creative proposal using their own artistic ideas, including critical thinking and discussion making.

This course will encourage self-expression and creativity and can build confidence as well as a sense of individual identity.

Teacher in Charge: D. Kelly

AS		Level	Credit	L1 Lit	UE Lit	Num
91446	Use drawing to demonstrate understanding of conventions appropriate to painting	L3/Int	4			
91451	Systematically clarify ideas using drawing informed by established painting practice	L3/Int	4			
91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	L3/Ext	14			

## ART PHOTOGRAPHY

### Level 3

Recommended Prior Learning: Level 2 Art Design or Level 2 Photography is desirable.

#### Course Description

This course involves a three-page folio and workbook presentation exploring and developing ideas based upon a study of photographic Level 3 Photography explores digital photography processes through workbook discussion and a three-page folio. Students will have the opportunity to explore a self-directed proposal exploring their own artistic ideas, using curiosity, critical thinking through the study of established practice. Being able to work independently and being interested in the creative industry is desirable..

Course Equipment: Access to a SLR digital camera would be an advantage.

Teacher in Charge: D. Kelly

AS		Level	Credit	L1 Lit	UE Lit	Num
91447	Use drawing to demonstrate understanding of conventions appropriate to photography	L3/Int	4			
91452	Systematically clarify ideas using drawing informed by established photography practice	L3/Int	4			
91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	L3/Ext	14			

## DRAMA

### Level 3

**Recommended Prior Learning: 12 Level 2 credits in Drama but this is not an essential requirement.**

#### Course Description

This course combines in-depth theoretical theatre studies and performance opportunities. Students will devise, direct and perform in original dramas while developing technical and production skills. There are a number of performance opportunities, where students may opt to work on solo pieces, collaboratively in small groups and a major class production. Students will explore different genres of theatre and use these in their application of drama conventions to convey messages and themes in their performance. Students will develop skills in collaboration, creativity, building of confidence, empathy and communication. Studying Drama will benefit careers in law, medicine, project management, event organisation production management and the creative industries.

Teacher in Charge: d. Moran

AS		Level	Credit	L1 Lit	UE Lit	Num
91518	Demonstrate understanding of live drama performance	L3/Ext	4	Y	4w	
91517	Perform a substantial acting role in a significant production	L3/Int	5	Y	5r	
91513	Devise and perform a drama to realise a concept	L3/Int	5	Y		
91512	Interpret scripted text to integrate drama techniques in performance	L3/Int	4	Y	4r	

## TE AO HAKA

### Level 3

**Recommended Prior Learning: Level 2 Te Ao Haka**

#### Course Description

This is a mainly practical course which focuses on extending knowledge and skills in Te Ao Haka - the World of Haka.

Teacher in Charge: W. Hippolite

AS		Level	Credit	L1 Lit	UE Lit	Num
91984	reflect on a personal learning journey in a discipline of Te Ao Haka	L3/Int	5	Y		
91985	Perform three categories within a discipline of Te Ao Haka	I3/Int	5			
91986	Perform two Te Ao Haka disciplines	L3/Ext	5			
91987	Demonstrate understanding of a key role within Te Ao Haka	L3/Ext	5	Y		

## MUSIC

### Level 3

**Recommended Prior Learning: Performance on a musical instrument. Entry is at the discretion of the TIC of Music.**

#### Course Description

This course consists of solo and group performance, composing music including song writing, arranging music, and researching a music topic. Other standards may be offered but they will be part of an individualised program at the discretion of the TIC of Music. Students are expected to be able to work independently to practice, analyse and perfect their work.

Teacher in Charge: A. Yorkstone

AS		Level	Credit	L1 Lit	UE Lit	Num
91416	Perform two programmes of music as a featured soloist	L3/Int	8			
91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	L3/Int	4			
91419	Communicate musical intention by composing three original pieces of music	L3/Int	8			
91421	Demonstrate understanding of harmonic and tonal conventions in a range of music scores	L3/Ext	4			
91422	Analyse a substantial music work	L3/Int	4	Y		
91423	Examine the influence of context on a substantial music work	L3/Ext	4	Y	4r,4w	
91424	Create two arrangements for an ensemble	L3/Int	4			
91425	Research a music topic	L3/Int	6	Y	6r	
91849	Compose three original songs that express imaginative thinking	L3/Int	8			

# ENGLISH / MEDIA STUDIES

**All Year 11 students are required to study English.** Students will be guided by teacher recommendation for English Communication Literacy or ESOL courses. Otherwise, they will choose from either English Multimedia or English Literature.

## ENGLISH COMMUNICATION LITERACY

### Level 1

#### Course Description

This is a practical English course that will support students to achieve the Literacy Unit Standards while achieving Level 1 Communication Unit Standards as well.

Teacher in Charge: C. Elliott

US		Level	Credit	L1 Lit	UE Lit	Num
3483	Fill in a form	L1/Int	2			
3490	Complete an incident report	L1/Int	2			
10792	Write formal personal correspondence	L1/Int	2			
26622	Write to communicate ideas for a purpose and audience	L1/Int	4	Y		
26624	Read texts with understanding	L1/Int	3	Y		
26625	Actively participate in spoken interactions	L1/Int	3	Y		
32403	Read written texts to understand ideas and information	L1/Ext	5	Y		
32405	Write texts to communicate ideas and information	L1/Ext	5	Y		

## ENGLISH LITERATURE

### Level 1

Recommended Prior Learning: Satisfactory results in Year 10 English and teacher's recommendation.

#### Course Description

A literature and language-based course comprised of Level 1 Achievement Standards. A range of skills will be covered including reading and responding to a range of written and visual/verbal texts, as well as writing for a range of purposes to prepare for Level 2 English courses.

With the new NCEA standards being introduced in 2024 at Level One, the 11ELT course in 2024 will assess three of the four standards.

This will require a broader understanding of the links between topics, which we hope will result in better learning outcomes for our akonga.

Teacher in Charge: C. Elliott

AS		Level	Credit	L1 Lit	UE Lit	Num
91924	Demonstrate understanding of how context shapes verbal language use	L1/Int	5	Y		
91925	Demonstrate understanding of specific aspects of studied text	L1 Int	5	Y		
91926	Develop ideas in writing using stylistic and written conventions	L1Ext	5	Y		
91927	Demonstrate understanding of significant aspects of unfamiliar texts	L1/Ext	5	Y		

## ENGLISH MULTIMEDIA

### Level 1

Recommended Prior Learning: Satisfactory results in Year 10 English and teacher's recommendation.

#### Course Description

An English course assessing Level 1 Achievement Standards which covers a range of different media, including film, social media and podcasting. Students will investigate the form and purpose of language in these mediums as well as the concepts of genre and audience.

With the new NCEA standards being introduced in 2024 at Level One, the 11 English Multimedia course in 2024 will assess three of the four standards. This will require a broader understanding of the links between topics, which we hope will result in better learning outcomes for our akonga.

Teacher in Charge: D. Hanson

AS		Level	Credit	L1 Lit	UE Lit	Num
91924	Demonstrate understanding of how context shapes verbal language use	L1/Int	5	Y		
91925	Demonstrate understanding of specific aspects of studied text	L1 Int	5	Y		
91926	Develop ideas in writing using stylistic and written conventions	L1Ext	5	Y		
91927	Demonstrate understanding of significant aspects of unfamiliar texts	L1/Ext	5	Y		

# ENGLISH COMMUNICATION LITERACY

## Level 2

### Course Description

In this English Communication Literacy course, a selection of standards will be offered in reading, writing, researching and analysing in order to communicate confidently and proficiently.

Students will be guided by teacher recommendation for English Communication Literacy or ESOL courses. Otherwise, they will choose from either English Language or English Literature.

Teacher in Charge: C. Elliott

US		Level	Credit	L1 Lit	UE Lit	Num
1280	Use graphics in communication	L2/Int	2			
2989	Select, read, and assess texts on a topic	L2/Int	3			
3492	Write a short report	L2/Int	3			
8824	Research a topic using oral, visual and written sources, and evaluate the research process	L2/Int	3			
24871	Complete complex forms	L2/Int	2			
25073	Read texts to recognise differing points of view on a topic	L2/Int	3			

# ENGLISH LANGUAGE

## Level 2

Recommended Prior Learning: Between 8 and 12 credits at Level 1 English.

### Course Description

Level 2 English Language is a course aimed at students who would benefit from a fully internally assessed course which focuses on building basic skills.

Students will be guided by teacher recommendation for English Communication Literacy or ESOL courses. Otherwise, they will choose from either English Language or English Literature.

Teacher in Charge: C. Elliott

AS		Level	Credit	L1 Lit	UE Lit	Num
91101	Produce a selection of crafted and controlled writing	L2/Int	6	Y	6w	
91102	Construct and deliver a crafted and controlled oral text	L2/Int	3	Y		
91104	Analyse significant connections across texts, supported by evidence	L2/Int	4	Y		
91106	Form developed personal responses to independently read texts, supported by evidence	L2/Int	4	Y	4r	
91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	L2/Int	3	Y		

# ENGLISH LITERATURE

## Level 2

Recommended Prior Learning: 12 or more credits in Level 1 English, including 3 credits in writing.

### Course Description

Level 2 English Language is comprehensive course of study covering a range of English skills at Level 2 with a strong emphasis on reading and writing. Analytical and interpretative skills are encouraged and developed.

Students will be guided by teacher recommendation for English Communication Literacy or ESOL courses. Otherwise, they will choose from either English Language or English Literature.

Teacher in Charge: C. Elliott

AS		Level	Credit	L1 Lit	UE Lit	Num
91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	L2/Ext	4	Y	4r,4w	
91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	L2/Ext	4	Y	4r,4w	
91101	Produce a selection of crafted and controlled writing	L2/Int	6	Y	6w	
91104	Analyse significant connections across texts, supported by evidence	L2/Int	4	Y		
91106	Form developed personal responses to independently read texts, supported by evidence	L2/Int	4	Y	4r	

# MEDIA STUDIES

## Level 2

Recommended prior learning: Level 1 English or Social Sciences.

### Course Description

This course is suited to students who are creative, who enjoy watching and analysing films as well as engaging with other media. If you like writing, design, photography or making films and like to analyse what you see in the media, you will also enjoy this subject.

Media Studies is a blend of theory and production. During this course you will design and create your own media product (a short film). You will also study a film genre and analyse a media issue.

This course will develop both your critical thinking skills and media production skills.

Teacher in Charge: D. Hanson

AS		Level	Credit	L1 Lit	UE Lit	Num
91251	Demonstrate understanding of an aspect of a media genre	L2/Ext	4	Y	4w	
91252	Produce a design and plan for a developed media product using a range of conventions	L2/Int	4	Y		
91253	Complete a developed media product from a design and plan using a range of conventions	L2/Int	6	Y		
91254	Demonstrate understanding of an ethical issue in the media	L2/Int	3	Y		
91255	Write developed media text for a specific target audience	L2/Int	3	Y	3w	

## ENGLISH LANGUAGE

### Level 3

Recommended Prior Learning: Minimum of 9 Level 2 English credits. Exceptions dependent on an interview with the HOF

#### Course Description

This is a guided senior English course. This course develops skills in using language and covers a range of texts. There is a provision within this course to modify the Achievement Standards completed based on individual student's UE requirements including extension through the exchange or supplementation of A.S. 91479 - Develop an informed understanding of literature and/or language using critical texts. All assessments are internally assessed.

Teacher in Charge: C. Elliott

AS		Level	Credit	L1 Lit	UE Lit	Num
91475	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	L3/Int	6	Y	6W	
91476	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	L3/Int	3	Y		
91478	Respond critically to significant connections across texts, supported by evidence	L3/Int	4	Y		
91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	L2/Int	3	Y		

## ENGLISH LITERATURE

### Level 3

Recommended Prior Learning: Minimum 12 Level 2 English credits including 91100. Only exceptions dependent on an interview with the HOF

#### Course Description

This is an academic senior English course for independent learners. This course demands a high level of understanding of language and style, and focuses on the study of literature from established works.

Teacher in Charge: C. Elliott

AS		Level	Credit	L1 Lit	UE Lit	Num
91473	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	L3/Ext	4	Y	4w	
91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	L3/Ext	4	Y	4r,4w	
91475	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	L3/Int	6	Y	6w	
91476	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	L3/Int	3	Y		
91479	Develop an informed understanding of literature and/or language using critical texts	L3/Int	4	Y	4r	
91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	L3/Int	3	Y		

## MEDIA STUDIES

### Level 3

Recommended Prior Learning: Level 2 Media Studies, but not compulsory. Level 2 English or Social Sciences.

#### Course Description

If you're a creative student who enjoys watching and analysing films as well as engaging with other media then Media Studies will appeal to you. If you like writing, design, photography, animation or making films and like to debate what you see in the media, you will also enjoy this subject.

Media Studies is a blend of theory and practical production. During this course you will design and create your own media product (a short film). You will also study a feature film from a variety of different perspectives and examine a film genre and its close relationship with society. Scholarship Media Studies is offered to 13MED students through an additional programme of learning.

This course will develop both your critical thinking skills and media production skills.

Teacher in Charge: D. Hanson

AS		Level	Credit	L1 Lit	UE Lit	Num
91491	Demonstrate understanding of the meaning of a media text through different readings	L3/Int	3	Y		
91493	Demonstrate understanding of a relationship between a media genre and society	L3/Ext	4	Y	4r,4w	
91494	Produce a design for a media product that meets the requirements of a brief	L3/Int	4	Y		
91495	Produce a media product to meet the requirements of a brief	L3/Int	6	Y		
91497	Write a media text to meet the requirements of a brief	L3/Int	3	Y	3w	



# HEALTH / PHYSICAL / OUTDOOR EDUCATION

## HEALTH

### Level 1

#### Course Description

This is a course for students aiming to explore Health Education and who may be interested in a career in the health/community sector. Students will develop skills and strategies for achieving and maintaining their own wellbeing. This involves taking action to enhance wellbeing and also developing strategies to support wellbeing. Students will study current issues such as interpersonal skills, relationships and hauora. This course is UE accredited.  
Teacher in Charge: J. Glazier

AS		Level	Credit	L1 Lit	UE Lit	Num
92008	Demonstrate understanding of wellbeing through the application of a model of health	L1/Int	5	Y		
92009	Demonstrate understanding of a decision-making process in a health-related situation	L1/Int	5	Y		
92010	Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora	L1/Ext	5	Y		
92011	Demonstrate understanding of strategies that enhance hauora	L1/Ext	5	Y		

## OUTDOOR EDUCATION

### Level 1

Recommended Prior Learning: Proven responsibility, enthusiasm and organisational skills.

#### Course Description

If you love adventures and want to develop skills in a range of outdoor pursuits then this is the course for you. You will develop skills in kayaking, mountain biking, rock climbing and tramping. Alongside technical skills you will build resilience, organisational and leadership skills and develop a passion for the outdoor environment. This course involves a weekly two hour practical in class time, plus a total of 7 days out of school. Assessments are a mixture of unit and achievement standards. Leads to Year 12 and then 13 Outdoor Education where you become more independent in the outdoors and develop your outdoor skills and attitudes to a higher level.

This course requires total commitment and full attendance, especially for the weekly practical's and longer adventures. Regular attendance is compulsory to go on the longer trips.

Course Contribution and Equipment: Total \$247: Sea Kayak \$75, Tramp \$75 and Rock climbing \$97.

Teacher in Charge: S. Garside

US		Level	Credit	L1 Lit	UE Lit	Num
425	Participate in a day tramp	L1/Int	2			
426	Participate in an overnight camp	L1/Int	2			
20137	Demonstrate mountain biking on grade 1 terrain	Li/Int	2			
20210	Demonstrate skills for introductory rock climbing	L1/Int	2			
20818	Demonstrate kayaking skills on sheltered or slow-moving water	L1/Int	2			
32834	Demonstrate introductory knowledge of weather, the Land Safety Code, and maps in the outdoors	L1/Int	3			
32842	Demonstrate personal awareness and positive behaviour during a group outdoor activity	L1/Int	3			

## PHYSICAL EDUCATION

### Level 1

#### Course Description

This course consists of both practical and theoretical elements to give a comprehensive understanding of physical education at this level.

Topics include: Anatomy, Physiology, Biomechanics and Video analysis, Social Responsibility and Leadership.

It is an ideal course for those students wishing to pursue Physical Education further into the senior school. The course comprises of methods to improve performance in sport as well as anatomy, exercise physiology and motor skill learning. There is a focus on interpersonal skills with the view to exercising social responsibility in sports groups and teams. There are 2 optional 1 day non-curriculum related trips included in this course: Skiing/Snowboarding, Paintball and Flip Out Trampolining.

Approximate cost of activities: Total \$150: Skiing \$90, Paintballing \$45 and Flip Out trampolining \$15.

Teacher in Charge: R. Townsend

AS		Level	Credit	L1 Lit	UE Lit	Num
92016	Apply movement strategies in an applied setting	L1/Int	5			
92017	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies	L1/Int	5			
92018	Demonstrate understanding of the influence of a personal movement experience on hauora	L1/Ext	5	Y		
92019	Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific	L1/Ext	5	Y		

## HEALTH

### Level 2

Recommended Prior Learning: A passion for Health Studies and in negotiation with the Teacher in Charge of Health.

#### Course Description

This is a course suitable for students anticipating a career in the health/community sector. Students will study current issues such as resiliency, gender and sexuality and analyse a New Zealand health issue. Students will also develop and carry out an action plan designed to improve wellbeing in our school community.

This course offers a total of 20 credits, literacy credits and is UE accredited.

Teacher in Charge: J. Glazier

AS		Level	Credit	L1 Lit	UE Lit	Num
91235	Analyse an adolescent health issue	L2/Ext	5	Y		
91236	Evaluate factors that influence people's ability to manage change	L2/Int	5	Y		
91237	Take action to enhance an aspect of people's well-being within the school or wider community	L2/Int	5	Y		
91239	Analyse issues related to sexuality and gender to develop strategies for addressing the issues	L2/Int	5	Y		

## OUTDOOR EDUCATION

### Level 2

Recommended Prior Learning: Proven responsibility, enthusiasm and organisational skills. This course requires total commitment and full attendance, especially for the weekly adventures and expeditions.

#### Course Description

If you love learning outside the classroom, new experiences and challenges, then this course is for you. You will develop skills in a range of outdoor pursuits including kayaking, mountain biking, rock climbing, tramping and mountaineering. You will develop transferable leadership and risk analysis skills, as well as an appreciation for the outdoor environment. This course involves a weekly practical in class time, plus a total of 8 days out of school. The course is internally assessed, with a combination of unit & achievement standards.

Course Contribution and Equipment: Total \$405: White water kayak \$132, Tramp \$102, Alpine trip \$74 and Rock climbing \$97.

Teacher in Charge: S. Garside

AS/US		Level	Credit	L1 Lit	UE Lit	Num
457	Demonstrate mountain biking skills on a grade 2 terrain	L2/Int	2			
18132	Demonstrate basic alpine skills on low-angled mountain terrain	L3/Int	2			
20121	Demonstrate paddling skills on Class 2 water	L3/Int	2			
20817	Demonstrate mountain biking skills on grade 3 terrain	L3/Int	2			
26249	Demonstrate skills for an overnight tramp	L2/Int	2			
32848	Demonstrate paddling skills on moving water	L2/Int	2			
91330	Perform a physical activity in an applied setting	L2/Int	4			
91333	Analyse the application of risk management strategies to a challenging outdoor activity	L2/Int	3	Y		

## PHYSICAL EDUCATION

### Level 2

Recommended Prior Learning: 12 Level 1 credits in Physical Education or negotiation with HOF.

#### Course Description

This course combines theoretical components with practical applications and is a course designed for those wishing to pursue possible future career pathways in the sporting world. The course covers the methods and principles behind the training for sporting disciplines. It involves the physiological, anatomical and biomechanical analysis of sporting movements as well as an emphasis of coaching and leadership in group situations. It is ideal for students wishing to pursue Physical Education in Year 13 and a career in a sporting pathway for the future.

Teacher in Charge: J. Brown

AS		Level	Credit	L1 Lit	UE Lit	Num
91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	L2/Int	5	Y		
91329	Demonstrate understanding of the application of biophysical principles to training for physical activity	L2/Int	4	Y		
91330	Perform a physical activity in an applied setting	L2/Int	4			
91332	Evaluate leadership strategies that contribute to the effective functioning of a group	L2/Int	4	Y		
91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	L2/Int	3			

## SPORTS EXTENSION PROGRAMME - RUGBY

Level 2 & 3

Recommended Prior Learning: Selected entry by application to the Master in charge of Rugby.

### Course Description

Selected students work with coaches and invited specialists to cover fitness work, individual skills, team skills and coaching. The programme is based around the six pillars of rugby development: technical, tactical, physical, mental, nutrition and personal leadership. This course is designed to help our top rugby players excel by providing them with the time and expertise to take their chosen sport to the next level.

Master in Charge: M. Cochrane

US		Level	Credit	L1 Lit	UE Lit	Num
22768	Conduct and review a beginner level coaching session	L2/Int	4			
22771	Plan beginner-level coaching sessions for sport participants	L3/Int	6			
91789	Devise strategies for a physical activity outcome	L3/Int	4			

## HEALTH

Level 3

Recommended Prior Learning: A passion for Health Studies and in negotiation with the TIC Health.

### Course Description

This is a course suitable for students anticipating a career in the health/community sector. Students will study a current NZ health issue, they will look at different types of health practise - comparing WSM to contemporary and traditional medicine. They will analyse a contemporary ethical issue and look at an international health issue.

This course offers a total of 19 credits, literacy credits and is UE accredited.

Teacher in Charge: J. Glazier

AS		Level	Credit	L1 Lit	UE Lit	Num
91461	Analyse a New Zealand health issue	L3/Int	5	Y	5r	
91462	Analyse an international health issue	L3/Ext	5	Y	5r,5w	
91463	Evaluate health practices currently used in New Zealand	L3/Int	5	Y	5r	
91464	Analyse a contemporary ethical issue in relation to well-being	L3/Int	4	Y	4r	

## OUTDOOR EDUCATION

Level 3

Recommended Prior Learning: Level 2 OED (minimum 12 credits) or equivalent experience at discretion of Teacher in Charge

### Course Description

If you want to become an independent outdoor adventurer, then this course is for you. The topics studied are kayaking, mountain biking, rock climbing and alpine tramping. This course is fully internally assessed and will involve a weekly in class two hour practical and four expeditions (kayaking, mountain biking, alpine tramping and rock climbing) resulting in a total of 10 days out of school. You will develop transferable leadership and safety management skills.

# Achievement Standard 91789, 4 Credits, level 3 is offered to students doing physical education as well as outdoor education as they will do achievement standard 91501 in physical education and not outdoor education.

Course Contribution and Equipment: Total \$532: White water kayak \$132, Two mountain bike trips \$137, Alpine tramp \$126 and Rock climbing \$137.

Teacher in Charge: S. Garside

AS/US		Level	Credit	L1 Lit	UE Lit	Num
28516	Prepare for, participate in, and evaluate an outdoor experience as a member of a group	L3/Int	15			
91501	Demonstrate quality performance of a physical activity in an applied setting	L3/Int	4			Y
91504	Analyse issues in safety management for outdoor activity to devise safety management strategies	L3/Int	3	Y	3r	

## PHYSICAL EDUCATION

Level 3

Recommended Prior Learning: 12 Level 2 credits in Physical Education or negotiation with HOF.

### Course Description

This course is designed for those wishing to pursue possible future career pathways in Sports Science, Physical Education and other future opportunities in the vast sporting world. The course covers many important sporting concepts and includes: Physical activity experiences with evaluation based on video analysis techniques in the performance of golf using biomechanical concepts. The course covers the many benefits of sport throughout life (well being/ Hauora) through a variety of various sporting concepts and practicals covered across the many sports codes. Students will research the acclaimed TGFU/ Game sense coaching approach through a Games for Understanding based model in a Basketball unit. This course is also fully internally assessed with 2 weekly practical's. Students will be part of the popular golf program where local professionals assist and coach our students over 2 terms for during practicals to help them improve their golfing skills for their future. The course includes optional programmes such as the golf unit. Costs associated with this unit are approximately \$110 per student.

Teacher in Charge: J. Brown

AS		Level	Credit	L1 Lit	UE Lit	Num
91498	Evaluate physical activity experiences to devise strategies for lifelong well-being	L3/Int	4	Y	4r	Y
91499	Analyse a physical skill performed by self or others	L3/Int	3	Y		
91500	Evaluate the effectiveness of a performance improvement programme	L3/Int	4	Y		Y
91501	Demonstrate quality performance of a physical activity in an applied setting	L3/Int	4			Y
91502	Examine a current physical activity event, trend, or issue and its impact on New Zealand society	L3/Int	4	Y	4r	

# LANGUAGES

## ESOL

### Level 1

Recommended Prior Learning: Testing and assessment on entry.

#### Course Description

This course focuses on building literacy skills in English through the study of a range of literature and non-fiction. Students will read and view a range of different texts and work through English Language unit standards to demonstrate their progress in each of the core skills.

Teacher in Charge: C. Armstrong-Hernandez

US		Level	Credit	L1 Lit	UE Lit	Num
31005	Read and understand a range of simple written texts independently (EL)	L1/Int	5			
31025	Present simple information on an everyday familiar topic (EL)	L1/Int	5			
31041	Write basic texts for practical purposes relevant to self (EL Foundation)	L1/Int	10			

## JAPANESE

### Level 1

Recommended Prior Learning: Full year of Year 10 Japanese.

#### Course Description

Students will learn to write in their second language and learn the tools to speak Japanese in everyday situations. Themes include: leisure activities, school life and events, family life and routines, the world around us, and health.

Teacher in Charge: F. Keyanonda

AS		Level	Credit	L1 Lit	UE Lit	Num
91956	Interact in spoken Japanese to share and respond to information, ideas, and opinions	L1/Int	5			
91957	Communicate in Japanese for a chosen purpose	L1/Int	5			
91958	Demonstrate understanding of written Japanese related to everyday contexts	L1/Ext	5			
91959	Demonstrate understanding of spoken Japanese related to everyday contexts	L1/Ext	5			

## TE REO MĀORI - TE AO HAKA

### Level 1

Recommended Prior Learning: Year 9 & full year of Year 10 Te Reo Māori (or equivalent).

#### Course Description

Te Reo Māori covers the four core language skills of Tuhituhi (writing), Pānui (comprehension), Whakarongo (aural), and Kōrero (oral). Te Ao Haka introduces students to the world of Haka and investigates the key elements of performance.

Teacher in Charge: W. Hippolite

AS		Level	Credit	L1 Lit	UE Lit	Num
91976	Demonstrate understanding of key features of Te Ao Haka	L1/Int	6	Y		
91977	Perform an item from a Te Ao Haka discipline	L1/int	6			
91978	Demonstrate understanding of categories within a Te Ao Haka discipline	L1/ Ext	4	Y		
91979	Demonstrate understanding of elements within a Te Ao Haka performance	L1/Ext	4	Y		
92092	Te tautohu i etahi panga o mua ki te mauri ora o te reo	L1/Int	6	Y		
92093	Te whakamahi i nga momo ahuatanga o te reo e rere ai te reo	L1/Int	4	Y		
92094	Te tautohu i etahi matapono Maori kei roto i te reo	L1/Ext	4	Y		
92095	Te whakaatu i te maramatanga ki te tika o te reo	L1/Ext	6	Y		

## ESOL

### Level 2

Recommended Prior Learning: Testing and assessment on entry.

#### Course Description

This course focuses on building literacy skills in English through the study of a range of literature and non-fiction. Students will read and view a range of different texts and work through L2 English Language unit standards to demonstrate their progress in each of the core skills. This course flows on to the Year 13 ESOL course or into Level 1 English mainstream, where they can gain L1 literacy.

Teacher in Charge: C. Armstrong-Hernandez

US		Level	Credit	L1 Lit	UE Lit	Num
27999	Write a simple connected text on a familiar topic (EL)	L2/Int	5			
31006	Read and understand a range of straightforward written texts independently (EL)	L2/Int	5			
31020	Participate in an interview on a familiar topic (EL)	L2/Int	5			
31026	Present information on a familiar topic (EL)	L2/Int	5			

## JAPANESE

### Level 2

Recommended Prior Learning: A minimum of 12 credits in Level 1 Japanese.

#### Course Description

This course takes students from the survival skills stage towards demonstrating real competence in Japanese. Language topics and skills are integrated with cultural studies and new topics include: family life, eating and drinking, the Japanese education system, leisure and recreation.

Teacher in Charge: F. Keyanonda

AS		Level	Credit	L1 Lit	UE Lit	Num
91133	Demonstrate understanding of a variety of spoken Japanese texts on familiar matters	L2/Ext	5			
91134	Interact using spoken Japanese to share information and justify ideas and opinions in different situations	L2/Int	5			
91135	Give a spoken presentation in Japanese that communicates information, ideas and opinions	L2/Int	4			
91136	Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters	L2/Ext	5			
91137	Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts	L2/Int	5			

## TE REO MĀORI

### Level 2

Recommended Prior Learning: Level 1 Te Reo Māori.

#### Course Description

This is a comprehensive course that develops language skills. Integrated assessment is incorporated throughout.

Teacher in Charge: W. Hippolite

AS		Level	Credit	L1 Lit	UE Lit	Num
91284	Whakarongo kia mohio ki te reo o te ao torotoro	L2/Int	4			
91285	Korero kia whakamahi i te reo o te ao torotoro	L2/Int	6	Y		
91286	Panui kia mohio ki te reo o te ao torotoro	L2/Ext	6	Y	6r	
91287	Tuhi i te reo o te ao torotoro	L2/Ext	6	Y	6w	
91288	Waihanganga tuhinga auaha, i te reo o te ao torotoro	L2/Int	6	Y	6w	

**ESOL****Level 3**

Recommended Prior Learning: Testing and assessment on entry.

**Course Description**

This course is for students who are working towards Level 2 University Entrance Literacy. They will have completed the first half of their literacy requirements in the 12ESOL course.

Teacher in Charge: C. Armstrong-Hernandez

US		Level	Credit	L1 Lit	UE Lit	Num
28070	Write a response for a specific purpose (EL)	L3/Int	5			
30997	Read and understand a text on a familiar topic (EL)	L3/Int	5			
31027	Deliver a developed presentation on a familiar topic (EL)	L3/Int	5			
91101	Produce a selection of crafted and controlled writing	L2/Int	6	Y	6w	

**SENIOR ESOL IMMERSION****Level 3**

Recommended Prior Learning: Testing and assessment on entry.

**Course Description**

Nelson College's ESOL Immersion programs provide English language support for students with little or no English. Senior Immersion is a 4-hour a week course that takes the place of English and/or other core subjects. The key focus of the course is building literacy skills which can be transferred to the workplace.

Students in this course may range from Year 11 to Year 13. Students placed in this program may gradually transition out to other subjects as they acquire the level of English needed to cope with the rest of the curriculum.

Teacher in Charge: J. D'Ath

US		Level	Credit	L1 Lit	UE Lit	Num
3483	Fill in a form	L1/Int	2			
26625	Actively participate in spoken interactions	L1/Int	3	Y		
31005	Read and understand a range of simple written texts independently (EL)	L1/Int	5			

**JAPANESE****Level 3**

Recommended Prior Learning: A minimum 12 credits in Level 2 Japanese.

**Course Description**

Students will build competence in social settings by using language patterns to develop and support their point of view. Reading and writing skills will be further developed with Kanji and grammar structures used in realistic settings. Topics include: travel and tourism, technology and social media, the environment and future plans.

Teacher in Charge: F. Keyanonda

AS		Level	Credit	L1 Lit	UE Lit	Num
91553	Demonstrate understanding of a variety of extended spoken Japanese texts	L3/Ext	5			
91554	Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material	L3/Int	3			
91555	Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations	L3/Int	6			
91556	Demonstrate understanding of a variety of extended written and/or visual Japanese texts	L3/Ext	5			
91557	Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives	L3/Int	5			

**TE REO MĀORI****Level 3**

Recommended Prior Learning: Minimum 12 Level 2 credits in Te Reo Māori.

**Course Description**

This is a comprehensive course that develops language skills covered in intermediate Māori. This course is for students who wish to extend their practical knowledge of Māori language.

Teacher in Charge: W. Hippolite

AS		Level	Credit	L1 Lit	UE Lit	Num
91650	Waihanga tuhinga whai take i te reo Māori o te ao whanui	L3/Int	4	Y		
91651	Korero kia whakamahi i te reo Māori o te ao whanui	L3/Int	6	Y		
91652	Panui kia mohio ki te reo Māori o te ao whanui	L3/Ext	6	Y	6r	
91653	Tuhi i te reo Māori o te ao whanui	L3/Ext	6	Y	6w	
91654	Waihanga tuhinga whai take i te reo Māori o te ao whanui	L3/Int	6	Y	6w	



# MATHEMATICS

**Year 11 students are required to study Mathematics** and will be placed in one of the following courses: Mathematics with Applications or Mathematics with Algebra. Students will be placed on the basis of their Year 10 results and teacher recommendation. With the new NCEA standards being introduced in 2024 at Level One, Level One Mathematics courses in 2024 will assess three of the four standards. This will require a broader understanding of the links between topics, which we hope will result in better learning outcomes for our akonga.

## MATHEMATICS WITH NUMERACY

Level 1

Recommended Prior Learning: Working at Levels 4-5 of the NZ Curriculum in Mathematics.

### Course Description

This course focuses on numeracy and the application of mathematical concepts. Students will be supported to further develop their numeracy skills and and prepare for the Numeracy common assessment activity. The course links to the strands from the NZ Curriculum and covers various aspects of number, algebra, geometry, measurement, statistics and probability.

Teacher in Charge: A. Crisp

US/AS		Level	Credit	L1 Lit	UE Lit	Num
32406	Use mathematics and statistics to meet the numeracy demands of a range of situations	L1/Ext	10			Y
91944	Explore data using a statistical enquiry process	L1/Int	5			
91945	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	L1/Int	5			Y

## MATHEMATICS WITH ALGEBRA

Level 1

Recommended Prior Learning: Working at Level 5 or above of the NZ curriculum in Mathematics

### Course Description

Mathematics with Algebra is a course designed for students who have shown they are confident with all strands of the Junior Curriculum. It provides students with a broad mathematical foundation and covers number, algebra, graphs, measurement, geometry, statistics, and probability.

Teacher in Charge: S. McLean

AS		Level	Credit	L1 Lit	UE Lit	Num
91944	Explore data using a statistical enquiry process	L1/Int	5			Y
91945	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	L1/Int	5			Y
91947	Demonstrate mathematical reasoning	L1/Ext	5			Y

## MATHEMATICS WITH APPLICATIONS

Level 2

Recommended Prior Learning: 10 credits in Level 1 Maths Achievement Standards.

### Course Description

This course extends the concepts learned in previous years. The course links to the strands from the NZ Curriculum and covers internally assessed standards of networks, linear algebra, trigonometry and statistics & probability.

For many it will be a terminating course. However, students who do well may be able to take Level 3 Mathematics with the approval of Mathematics Faculty Leader.

Teacher in Charge: C. Staig

AS		Level	Credit	L1 Lit	UE Lit	Num
91256	Apply co-ordinate geometry methods in solving problems	L2/Int	2			Y
91258	Apply sequences and series in solving problems	L2/Int	2			Y
91259	Apply trigonometric relationships in solving problems	L2/Int	3			Y
91260	Apply network methods in solving problems	L2/Int	2			Y
91268	Investigate a situation involving elements of chance using a simulation	L2/Int	2	Y		Y

## MATHEMATICS WITH ALGEBRA

Level 2

Recommended Prior Learning: 16 credits in Level 1 Maths including 91027 and 91028, preferably with Merit

### Course Description

This course is designed for able mathematicians with good basic algebraic skills. It further extends algebraic understanding, introduces calculus, and broadens knowledge of graphs and probability concepts.

Teachers in Charge: A. Crisp

AS		Level	Credit	L1 Lit	UE Lit	Num
91257	Apply graphical methods in solving problems	L2/Int	4			Y
91261	Apply algebraic methods in solving problems	L2/Ext	4			Y
91262	Apply calculus methods in solving problems	L2/Ext	5			Y
91267	Apply probability methods in solving problems	L2/Ext	4	Y		Y
91269	Apply systems of equations in solving problems	L2/Int	2			Y

## MATHEMATICS

### Level 3

Recommended Prior Learning: Minimum 16 credits in Level 1 Maths or higher including 91029.  
Entry is by consultation with the Mathematics Facility Leader

#### Course Description

Level 3 Mathematics is for students who wish to continue with maths at Year 13 as a complement to studies in other areas. This is a generalist course that is designed for students following a variety of different pathways. The course covers a range of concepts including critical path analysis, statistical analysis and linear programming. Whilst the course is university approved, to achieve university entrance students will need to be confident and hard-working.

Teacher in Charge: A Crisp

AS		Level	Credit	L1 Lit	UE Lit	Num
91574	Apply linear programming methods in solving problems	L3/Int	3			Y
91576	Use critical path analysis in solving problems	L3/Intl	2			Y
91580	Investigate time series data	L3/Intl	4	Y		Y
91581	Investigate bivariate measurement data	L3/Intl	4	Y		Y
91587	Apply systems of simultaneous equations in solving problems	L3/Intl	3			Y

## MATHEMATICS WITH CALCULUS

### Level 3

Recommended Prior Learning: 15 credits in Level 2 Maths, including 91261, 91257 and 91262. Merit in these standards is recommended.

#### Course Description

This university approved course is for students who enjoy maths and can work at an advanced level. Mathematics with Calculus is a specialist course that is designed for students following an academic pathway. It is essential that students who choose this course have strong algebra skills. This course covers advanced algebra, calculus and trigonometry concepts.

Restriction: Students may not take Level 3 Mathematics

Note: Combining Calculus and Statistics & Modelling may qualify for 3 UE Subjects. (Calculus, Statistics & Mathematics)

Teacher in Charge: L. Toynbee

AS		Level	Credit	L1 Lit	UE Lit	Num
91575	Apply trigonometric methods in solving problems	L3/Int	4			Y
91577	Apply the algebra of complex numbers in solving problems	L3/Ext	5			Y
91578	Apply differentiation methods in solving problems	L3/Ext	6			Y
91579	Apply integration methods in solving problems	L3/Ext	6			Y

## MATHEMATICS WITH STATISTICS AND MODELLING

### Level 3

Recommended Prior Learning: 10 credits at Level 2, including 91267. Merit in several achievement standards is desirable.

#### Course Description

This university approved course is for students who enjoy statistics and can work at an advanced level. Mathematics with statistics is a specialist course that is designed for students following an academic pathway. It is recommended that students who choose this course have strong literacy skills. This course covers a range of concepts including advanced statistics and probability and operations research.

Restriction: Students may not take Level 3 Mathematics

Note: Combining Calculus and Statistics & Modelling may qualify for 3 UE Subjects. (Calculus, Statistics & Mathematics)

Teacher in Charge: S. McLean

AS		Level	Credit	L1 Lit	UE Lit	Num
91586	Apply probability distributions in solving problems	L3/Ext	4			Y
91585	Apply probability concepts in solving problems	L3/Ext	4			Y
91584	Evaluate statistically based reports	L3/Ext	4	Y	4r,4w	Y
91582	Use statistical methods to make a formal inferences	L3/Int	3	Y		Y
91574	Apply linear programming methods in solving problems	L3/Int	3			Y

# SCIENCE

**All Year 11 students are required to study science.** You can select the optional extension science course, or you will be placed into one of the following Level 1 courses: Practical Science, Applied Science or Science.

## PRACTICAL SCIENCE

### Level 1

Students will be selected on their Year 10 results and teacher recommendation.

#### Course Description

The Practical Science course is able to focus on those Level 1 standards that gain credits through practical and hands-on investigations across a variety of science fields. Topics will be selected based on the interest and ability of the students in the class and may include chemical reactions, heat transfer related to hangi or home insulation, horticulture, and microbiology and disinfectants. This makes the course suitable for students who are not planning on taking Level 2 Science courses.

Teacher in Charge: J. Fraser

AS		Level	Credit	L1 Lit	UE Lit	Num
92021	Demonstrate understanding of a chemical reaction in a specific context	L1/Int	6	Y		
92022	Demonstrate understanding of genetic variation in relation to an identified characteristic	L1/Ext	5	Y		
92047	Demonstrate understanding of energy in a physical system	L1/Ext	5			Y

## APPLIED SCIENCE

### Level 1

Students will be selected on their Year 10 results and teacher recommendation.

#### Course Description

The Applied Science course is designed to enable students to gain credits through a balance of practical, hands-on investigations and research-based investigations. Students will cover a broad range of scientific skills and knowledge across a variety of science fields. Students in this course may be able to continue onto some Level 2 Science courses through discussion with the Head of Faculty.

Teacher in Charge: J. Fraser

AS		Level	Credit	L1 Lit	UE Lit	Num
92021	Demonstrate understanding of a chemical reaction in a specific context	L1/Int	6	Y		
92022	Demonstrate understanding of genetic variation in relation to an identified characteristic	L1/Ext	5	Y		
92047	Demonstrate understanding of energy in a physical system	L1/Ext	5			Y

## SCIENCE

### Level 1

Students will be selected on their Year 10 results and teacher recommendation unless they opt for the Extension Science course.

#### Course Description

This is a general science course for those wishing to continue in science or not which includes aspects of Biology, Chemistry, Physics while covering a broad range of scientific skills and knowledge required to develop scientific literacy.

Teacher in Charge: J. Fraser

AS		Level	Credit	L1 Lit	UE Lit	Num
92021	Demonstrate understanding of a chemical reaction in a specific context	L1/Int	6	Y		
92022	Demonstrate understanding of genetic variation in relation to an identified characteristic	L1/Ext	5	Y		
92047	Demonstrate understanding of energy in a physical system	L1/Ext	5			Y

## SCIENCE EXTENSION - TWO OPTION COURSE 8 HRS

### Level 1

Students who opt for this course will not be placed into the other science courses

#### Course Description

This exciting course is designed to give students a comprehensive science knowledge base. It allows students to explore elements of physics, biology, chemistry, geology and astronomy alongside learning the relevance of science to their everyday lives. It will consist of a variety of science standards taught by specialist teachers and allow students to gain a thorough understanding of the different disciplines of science. This is an 8-hour course and is highly recommended for those students who want to develop their scientific literacy, investigative, and research skills and/or are planning to continue with Science in Level 2 and 3.

The content of this course is flexible and innovative as it offers a selection of standards based on the interests of the students.

Contexts could include, marine biology, sports and medical science, astronomy, biochemistry, forensics, botany, acoustics, e-bikes, or other contexts of interest.

Teacher in Charge: J. Fraser

AS		Level	Credit	L1 Lit	UE Lit	Num
92020	Demonstrate understanding of the relationship between a microorganism and the environment	L1/Int	5	Y		
92021	Demonstrate understanding of a chemical reaction in a specific context	L1/Int	6	Y		
92022	Demonstrate understanding of genetic variation in relation to an identified characteristic	L1/Ext	5	Y		
92023	Demonstrate understanding of how the properties of chemicals inform their use in a specific context	L1/Ext	4	Y		
92045	Demonstrate understanding of a physical phenomenon through investigation	L1/Int	5	Y		
92047	Demonstrate understanding of energy in a physical system	L1/Ext	5			Y

## BIOLOGY

### Level 2

Recommended Prior Learning: 12 Level 1 Science credits

#### Course Description

Biology is the scientific study of life. It is a subject which explores the living world: its ecology, processes and relationships.

Through this study, students gain an understanding of themselves, the planet, and how organisms survive and live together. They also develop essential scientific knowledge, methods and techniques. From here, students are able to analyse scientific information effectively and discuss the wide range of implications biology has on their world, including medical and environmental issues. Biology is a fascinating subject and is important for careers in a variety of areas including medicine, sports science, environmental science, marine biology and forensics.

Y12 topics include:

- Cell Biology: learning about the amazing complexity in the structure and function of cells.
- Genetics: examining the mechanisms behind inheritance and genetic variation.
- Anatomy and Physiology: exploring the powerful theory of evolution and its relationship with the structure and function in animals and plants.

Teacher in Charge: J. Fraser

AS		Level	Credit	L1 Lit	UE Lit	Num
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	L1/Int	3	Y	3r,3w	
91157	Demonstrate understanding of genetic variation and change	L2/Ext	4	Y		
91156	Demonstrate understanding of life processes at the cellular level	L2/Ext	4	Y		
91155	Demonstrate understanding of adaptation of plants or animals to their way of life	L2/Int	3	Y		
91153	Carry out a practical investigation in a biology context, with supervision	L2/Int	4			Y

## CHEMISTRY

### Level 2

Recommended Prior Learning: Minimum of 16 credits in any Level 1 Science subject.

#### Course Description

This course should be considered as part one of a two-year course in Chemistry. It focuses on preparing students with the fundamental skills that they will need for Level 3 Chemistry and beyond.

Achievement standard 91165 is optional but requires additional work outside of class time.

Teacher in Charge: S. Currie

AS		Level	Credit	L1 Lit	UE Lit	Num
91164	Demonstrate understanding of bonding, structure, properties and energy changes	L2/Ext	5	Y		
91165	Demonstrate understanding of the properties of selected organic compounds	L2/Ext	4	Y		
91166	Demonstrate understanding of chemical reactivity	L2/Ext	4	Y		
91388	Demonstrate understanding of spectroscopic data in chemistry	L3/Int	3			
91911	Carry out an investigation into chemical species present in a sample using qualitative analysis	L2/Int	3			

## EARTH AND SPACE SCIENCE

### Level 2

Recommended Prior Learning: 12 credits from NCEA Level 1 Science, Physics or Biology. Students not meeting this requirement may be admitted at the discretion of the HOF.

#### Course Description

This course covers aspects of Astronomy, Marine Science and Earth Science while developing students understanding of the nature of science. It is an exciting Level 2 general science course for students that want to continue to study science but don't want to specialise. It leads on to the Level 3 Earth and Space course in Year 13.

Teacher in Charge: M Chamberlain

AS		Level	Credit	L1 Lit	UE Lit	Num
91192	Demonstrate understanding of stars and planetary systems	L2/Ext	4	Y		
91191	Demonstrate understanding of the causes of extreme Earth events in New Zealand	L2/Ext	4	Y		
91190	Investigate how organisms survive in an extreme environment	L2/Int	4	Y		
91188	Examine an Earth and Space Science issue and the validity of the information communicated to the public	L2/Int	4	Y		
91187	Carry out a practical Earth and Space Science investigation	L2/Int	4	Y		Y

## PHYSICS

### Level 2

Recommended Prior Learning: Minimum of 12 credits in any Level 1 Science subject, which must include Science 90940. Mathematics 91029 or equivalent is advisable.

#### Course Description

This is a challenging but exciting course covering electricity, magnetism, radioactivity, light, sound and motion.

Teacher in Charge: C. Allen

AS		Level	Credit	L1 Lit	UE Lit	Num
91173	Demonstrate understanding of electricity and electromagnetism	L2/Ext	6	Y		Y
91172	Demonstrate understanding of atomic and nuclear physics	L2/Int	3	Y		
91171	Demonstrate understanding of mechanics	L2/Ext	6	Y		Y
91170	Demonstrate understanding of waves	L2/Ext	4	Y		Y
91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	L2/Int	4	Y		Y

## BIOLOGY

### Level 3

Recommended Prior Learning: Minimum 12 Level 2 credits in Biology.

#### Course Description

Biology is the scientific study of life. It is a subject which explores the living world: its ecology, processes and relationships. Through this study, students gain an understanding of themselves, the world, and how organisms survive and live together. They also develop essential scientific knowledge, methods and techniques. From here, students are able to analyse scientific information effectively and discuss the wide range of implications science has on their world, including medical and environmental issues. Biology is a fascinating subject and is important for careers and in a variety of areas, from health through to sports science, environmental science and zoology.

This course focuses on: Studying how human physiology controls our bodies; Investigating the evolution of modern and ancient humans and how their journey has shaped our modern world and anatomy; Examining how plants and animals detect and respond to their environments and each other; Running practical investigations into animal behaviour; Developing the skills to analyse information from the net around a contentious scientific issue.

Teacher in Charge: J. Fraser

AS		Level	Credit	L1 Lit	UE Lit	Num
91606	Demonstrate understanding of trends in human evolution	L3/Ext	4	Y	4r,4w	
91604	Demonstrate understanding of how an animal maintains a stable internal environment	L3/Int	3	Y	3r	
91603	Demonstrate understanding of the responses of plants and animals to their external environment	L3/Ext	5	Y	5r,5w	
91902	Integrate biological knowledge to develop an informed response to a socio-scientific issue	L3/Int	3	Y	3r,3w	
91601	Carry out a practical investigation in a biological context, with guidance	L3/Int	4	Y		Y

## CHEMISTRY

### Level 3

Recommended Prior Learning: Minimum 12 credits in Chemistry

#### Course Description

This course builds upon the fundamentals learned in Level 2 Chemistry. It is an examination-focused course, designed to prepare students to follow Chemistry into their tertiary study.

Achievement standard 91388 is optional if not achieved in Year 12. This will require additional time and study outside of class.

Teacher in Charge: S. Currie

AS		Level	Credit	L1 Lit	UE Lit	Num
91393	Demonstrate understanding of oxidation-reduction processes	L3/Int	3	Y		
91392	Demonstrate understanding of equilibrium principles in aqueous systems	L3/Ext	5	Y		Y
91391	Demonstrate understanding of the properties of organic compounds	L3/Ext	5	Y		
91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	L3/Ext	5	Y		
91388	Demonstrate understanding of spectroscopic data in chemistry	L3/Int	3			

## EARTH AND SPACE SCIENCE

### Level 3

Recommended Prior Learning: 12 credits from any Year 12 Science subject or Year 12 Geography or at the discretion of the HOF.

#### Course Description

This course covers aspects of Astronomy, Marine Science and Earth Science while developing students understanding of the nature of science. It is an exciting Level 3 general science course for students that want to continue to study science but don't want to specialise. Five standards from the Earth and Space selection will be offered.

Teacher in Charge: M. Chamberlain

AS		Level	Credit	L1 Lit	UE Lit	Num
91415	Investigate an aspect of astronomy	L3/Int	4	Y	4r	
91414	Demonstrate understanding of processes in the atmosphere system	L3/Ext	4	Y	4r,4w	
91413	Demonstrate understanding of processes in the ocean system	L3/Ext	4	Y	4r,4w	
91412	Investigate the evidence related to dating geological event(s)	L3/Int	4	Y		
91411	Investigate a socio-scientific issue in an Earth and Space Science context	L3/Int	4	Y	4r,4w	
91410	Carry out an independent practical Earth and Space Science investigation	L3/Int	4	Y	4r,4w	Y

## PHYSICS

### Level 3

Recommended Prior Learning: Minimum 12 Level 2 credits in Physics.

#### Course Description

Students will study the observation and explanation of events of electricity, magnetism, light, sound, motion and atomic structure.

Teacher in Charge: C. Allen

AS		Level	Credit	L1 Lit	UE Lit	Num
91526	Demonstrate understanding of electrical systems	L3/Ext	6	Y		
91525	Demonstrate understanding of Modern Physics	L3/Int	3	Y		
91524	Demonstrate understanding of mechanical systems	L3/Ext	6	Y		
91523	Demonstrate understanding of wave systems	L3/Ext	4	Y		
91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	L3/Int	4	Y		



# SOCIAL SCIENCES

## COMMERCE

### Level 1

#### Course Description

Commerce is the use and exploration of accounting, economic, and business concepts and models to make sense of society and solve problems. In this subject, students will build the knowledge, skills, and values they need to navigate, and participate in, the economic world. They will learn how participants in the economic world make decisions, and they will analyse how these decisions impact on sustainability.

Students will learn that decision-making is necessitated by scarcity and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine different approaches to commerce, and business models from whānau and organisation contexts. Teacher in Charge: S. Mardon

AS		Level	Credit	L1 Lit	UE Lit	Num
92028	Demonstrate understanding of an organisation's financial decision making	L1/Int	5	Y		Y
92029	Demonstrate understanding of price determination for an organisation	L1/Int	5	Y		
92030	Demonstrate understanding of how interdependent financial relationships are affected by an event	L1/Exy	5	Y		
92031	Demonstrate understanding of how an organisation's financial viability is affected by an event	L1/Ext	5	Y		

## GEOGRAPHY

### Level 1

#### Course Description

Course theme: people and the environment. This is an introduction to Geography. Students will learn how the world's natural and cultural environments interact. With the new NCEA standards being introduced in 2024 at Level One, the 11GEO course in 2024 will assess three of the four standards. This will require a broader understanding of the links between topics, which we hope will result in better learning outcomes for our ākonga..

There will be at least two, one day field trips based on the curriculum, which will be confirmed at the start of 2024.

Teacher in Charge: D. Purdie

AS		Level	Credit	L1 Lit	UE Lit	Num
91932	Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao	L1/Int	5	Y		
91933	Explore te taiao using data	L1/Int	5	Y		Y
91934	Describe understanding of how natural processes operate within te taiao	L1/Ext	5	Y		
91935	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific	L1/Ext	5	Y		

## HISTORY

### Level 1

#### Course Description

This course covers major historical events related to the theme of resistance. After an introductory subject decided on by the class, topics may include: American and French Revolutions; Israel and Palestine; The World at War; Resistance in New Zealand. Students will learn research methods and investigate different perspectives.

Teacher in Charge: S. Powrie

AS		Level	Credit	L1 Lit	UE Lit	Num
92024	Engage with a variety of primary sources in a historical context	L1/Int	5	Y		
92025	Demonstrate understanding of the significance of a historical context	L1/Int	5	Y		
92026	Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand	L1/Ext	5	Y		
92027	Demonstrate understanding of perspectives on a historical context	L1/Ext	5	Y		

## ACCOUNTING

### Level 2

Recommended Prior Learning: Minimum of 12 NCEA credits in Level 1 Accounting, or HOF approval.

#### Course Description

This course looks at accounting systems, principles and processes for business organisations, both in theory and through the practical application of MYOB accounting software.

Year 12 Accounting gives students the tools to make real life financial decisions in a constantly changing and uncertain world. It looks at processes for preparing and communicating financial information to a range of users, while enhancing financial literacy.

Accounting enables students to develop the knowledge and skills to manage the financial affairs of individuals, communities and businesses.

Teacher in Charge: S. Mardon

AS		Level	Credit	L1 Lit	UE Lit	Num
91175	Demonstrate understanding of accounting processing using accounting software	L2/Int	4			Y
91176	Prepare financial information for an entity that operates accounting subsystems	L2/Ext	5			Y
91179	Demonstrate understanding of an accounts receivable subsystem for an entity	L2/Int	3	Y		Y
91386	Demonstrate understanding of an inventory subsystem for an entity	L2/Int	3	Y		Y
91481	Demonstrate understanding of a contemporary accounting issue for decision-making	L2/Int	4	Y		

## BUSINESS

### Level 2

#### Course Description

This course aims to give students theoretical and practical skills in setting up and running a small business. Students are expected to participate in running a business, with the opportunity to engage in the Young Enterprise Scheme (YES) to enhance their learning. Topics include: running a business; marketing; motivation; external influences on a business; strategic planning. Students are required to start up and run a business. This may require them to source their own initial investment for their activity.

Some equity funding may be available by approval from the TIC of Business.

Course Costs and Equipment: Cost: \$35 for YES Registration.

Teacher in Charge: S. Mardon

AS		Level	Credit	L1 Lit	UE Lit	Num
90844	Demonstrate understanding of how a large business responds to external factors	L2/Ext	4	Y		
90846	Conduct market research for a new or existing product	L2/Int	3	Y		Y
90847	Investigate the application of motivation theory in a business	L2/Int	3	Y		
90848	Carry out, review and refine a business activity within a community context with guidance	L2/Int	9	Y		

## CLASSICS

### Level 2

#### Course Description

This is an intermediate study of Greek and Roman civilisation linked to today including: The battle of Leonidas and 300 - why is it still immortalised? The original Odysseus as a hero and Joseph Campbell's 'Hero's Journey'; The contrast of modern and ancient hero-making; How what looks like a building - The Parthenon - is a symbol of Athens' supreme imperial domination in Iron Age Greece.

Teacher in Charge: S. Roxburgh

AS		Level	Credit	L1 Lit	UE Lit	Num
91200	Examine ideas and values of the classical world	L2/Ext	4	Y	4r,4w	
91201	Examine the significance of features of work(s) of art in the classical world	L2/Ext	4	Y	4r,4w	
91202	Demonstrate understanding of a significant event in the classical world	L2/Int	4	Y	4r	
91204	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures	L2/Int	6	Y	6r	

## ECONOMICS

### Level 2

Recommended Prior Learning: NCEA Level 1 Commerce.

#### Course Description

This course focuses on employment, trade, growth, inflation and inequality through the discussion of local and world-wide economic issues.

An optional Year 13 Macro Economics paper 91403 will be available for students.

Teacher in Charge: N. Withers

AS		Level	Credit	L1 Lit	UE Lit	Num
91223	Analyse international trade using economic concepts and models	L2/Ext	4	Y		
91224	Analyse economic growth using economic concepts and models	L2/Ext	4	Y		
91225	Analyse unemployment using economic concepts and models	L2/Int	4	Y	4r	
91226	Analyse statistical data relating to two contemporary economic issues	L2/Int	4	Y		Y
91227	Analyse how government policies and contemporary economic issues interact	L2/Int	6	Y	6r	
91403	Demonstrate understanding of macro-economic influences on the New Zealand economy	L3/Ext	6	Y	6r,6w	

# GEOGRAPHY

## Level 2

### Course Description

Course theme: landscapes and land use. Students will explore real and relevant contemporary contexts, undertake field work and relate it to the geographic processes and patterns that shape our world. Topics may include: natural landscapes; environmental monitoring; resource management; urban patterns; global issues; geographic skills; spatial analysis using GIS.

This course will include a significant, multi-day field trip based on the curriculum and linked to the natural landscapes and research topics.

Course Costs and Equipment: Donations may be requested to help cover student costs for overnight trips associated with the course.

Teacher in Charge: D. Purdie

AS		Level	Credit	L1 Lit	UE Lit	Num
91240	Demonstrate geographic understanding of a large natural environment	L2/Ext	4	Y	4r,	
91241	Demonstrate geographic understanding of an urban pattern	L2/Int	3	Y		
91243	Apply geography concepts and skills to demonstrate understanding of a given environment	L2/Ext	4	Y		
91244	Conduct geographic research with guidance	L2/Int	5	Y		Y
91246	Explain aspects of a geographic topic at a global scale	L2/Int	3	Y		

# HISTORY

## Level 2

### Course Description

This course covers historical forces and ideologies which helped shape the modern world. The focus is on the conflict between East and West. Topics may include: The Bombing of Hiroshima, The Crusades, and The Vietnam War. Students will examine the significance of events and different perspectives.

Teacher in Charge: S. Powrie

AS		Level	Credit	L1 Lit	UE Lit	Num
91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	L2/Int	4	Y	4r	
91230	Examine an historical event or place that is of significance to New Zealanders	L2/Int	5	Y	5r	
91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders	L2/Int	5	Y	5r	
91233	Examine causes and consequences of a significant historical event	L2/Ext	5	Y	5r,5w	
91234	Examine how a significant historical event affected New Zealand society	L2/Ext	5	Y	5r,5w	

# TOURISM

## Level 2

### Course Description

This course provides students with a broad introduction to the exciting world of tourism, traditionally one of New Zealand's biggest employers and export industries. Students will understand how tourism should be managed by discovering why tourists travel, where they travel and what they do when they travel. This may include: an introduction to careers within the tourism industry; New Zealand and overseas destinations, tourism impacts, guest speakers; field trips to experience what it is like to be a tourist; visits to accommodation providers.

Teacher in Charge: D. Purdie

US		Level	Credit	L1 Lit	UE Lit	Num
24726	Describe and compare social and cultural impacts of tourism	L2/Int	2			
24727	Describe and compare impacts of tourism on the physical environment	L2/Int	3			
24728	Demonstrate knowledge of work roles in tourism	L2/Int	3			
24729	Demonstrate knowledge of world tourist destinations	L2/Int	4			
24730	Demonstrate knowledge of the business of tourism	L2/Int	4			
24731	Demonstrate knowledge of destination New Zealand	L2/Int	4			
24732	Demonstrate knowledge of tourist characteristics and needs	L2/Int	3			

## ACCOUNTING

### Level 3

Recommended Prior Learning: 12 Level 2 Accounting credits or at the discretion of the HOF.

#### Course Description

This course covers both Financial and Management Accounting. The emphasis is on providing financial and non-financial information relating to partnerships, companies financial statements, and the costing of products / services with focus on using this for financial decision making.  
Teacher in Charge: S. Mardon

AS		Level	Credit	L1 Lit	UE Lit	Num
91405	Demonstrate understanding of accounting for partnerships	L3/Int	4			Y
91407	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	L3/Int	5	Y	5r,5w	Y
91408	Demonstrate understanding of management accounting to inform decision-making	L3/Ext	4	Y		Y
91409	Demonstrate understanding of a job cost subsystem for an entity	L3/Int	4	Y		Y

## BUSINESS

### Level 3

Recommended Prior Learning: Satisfactory completion of Level 2 Business Studies, or at discretion of the HOF.

#### Course Description

This course develops students' theoretical and practical skills in setting up and running a small business with the option to further develop business participation through the Young Enterprise Scheme (YES). Topics include: running a business; marketing; global influences on business; external factors; human resource issues; strategic planning. Students are required to start up and run a business. This may require them to source their own initial investment for their activity. Some equity funding may be available by approval from HOF Commerce.

Course Costs and Equipment: Cost: \$35 for YES Registration.

Teacher in Charge: S. Mardon

AS		Level	Credit	L1 Lit	UE Lit	Num
91380	Demonstrate understanding of strategic response to external factors by a business that operates in a global context	L3/Ext	4	Y	4r,4w	
91382	Develop a marketing plan for a new or existing product	L3/Int	6	Y	6r	
91384	Carry out, with consultation, an innovative and sustainable business activity	L3/Int	9	Y		

## CLASSICS

### Level 3

#### Course Description

Advanced study of Greece and Rome, linked to today, including: The huge struggle to switch from Republic to Emperor Augustus; Public propaganda by Augustus and subsequent emperors; Greek philosophy of science, politics and ethics; Comedy/Epic through millennia.

Teacher in Charge: S. Roxburgh

AS		Level	Credit	L1 Lit	UE Lit	Num
91395	Analyse the significance of a work(s) of art in the classical world	L3/Ext	4	Y	4r,4w	
91396	Analyse the impact of a significant historical figure on the classical world	L3/Ext	6	Y	6r,6w	
91397	Demonstrate understanding of significant ideology(ies) in the classical world	L3/Int	6	Y	6r	
91398	Demonstrate understanding of the lasting influences of the classical world on other cultures across time	L3/Int	6	Y	6r	

## ECONOMICS

### Level 3

Recommended Prior Learning: Students who have not studied Economics at Years 11 or 12 may study this subject at this level at the discretion of the Teacher in Charge.

#### Course Description

This course provides an analytical study of the market and the public sector as well as an understanding of overall resource allocation in the economy. Students are provided with the opportunity to take part in the UC STAR Program, run through Canterbury University, offering a level one University Economics Paper.

Teacher in Charge: N. Withers

AS		Level	Credit	L1 Lit	UE Lit	Num
91399	Demonstrate understanding of the efficiency of market equilibrium	L3/Ext	4	Y	4r,4w	
91401	Demonstrate understanding of micro-economic concepts	L3/Int	5	Y	5r	
91402	Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes	L3/Int	5	Y	5r	
91403	Demonstrate understanding of macro-economic influences on the New Zealand economy	L3/Ext	6	Y	6r,6w	

## GEOGRAPHY

### Level 3

#### Course Description

Course theme: managing global issues. Students will study the complex nature of present environmental challenges and possible solutions. These may include: the effects of human activities on different environments; cultural processes (tourism); natural processes within a coastal environment with field research; global issues such as human trafficking and conflict diamonds; geographic skills; spatial analysis using GIS. This course will include a significant, multi-day field trip based on the curriculum and linked to the coastal processes and research topics. Course Costs and Equipment: Donations may be requested to help cover student costs for overnight trips associated with the course.

Teacher in Charge: D. Purdie

AS		Level	Credit	L1 Lit	UE Lit	Num
91426	Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment	L3/Ext	4	Y	4r,4w	
91429	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills	L3/Ext	4	Y	4r,4w	
91430	Conduct geographic research with consultation	L3/Int	5	Y		Y
91431	Analyse aspects of a contemporary geographic issue	L3/Int	3	Y	3r	
91432	Analyse aspects of a geographic topic at a global scale	L3/Int	3	Y	3r	

## HISTORY

### Level 3

#### Course Description

This course will consider the impact of empire and colonialism globally and in a range of possible contexts from India, Australia, South Africa, China, New Zealand and others. Students will research and analyse historical debates and contested or controversial events.

Teacher in Charge: S. Powrie

AS		Level	Credit	L1 Lit	UE Lit	Num
91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	L3/Int	5	Y	5r	
91435	Analyse an historical event, or place, of significance to New Zealanders	L3/Int	5	Y	5r	
91436	Analyse evidence relating to an historical event of significance to New Zealanders	L3/Ext	4	Y	4r,4w	
91437	Analyse different perspectives of a contested event of significance to New Zealanders	L3/Int	5	Y	5r	
91438	Analyse the causes and consequences of a significant historical event	L3/Ext	6	Y	6r,6w	

## TOURISM

### Level 3

#### Course Description

This course enables students to deepen their understanding of how tourism works and its significance for New Zealand, the Pacific Islands and the world. Students do this by examining the economic, environmental and socio-cultural aspects of tourism. This may include: an introduction to career and study options available in tourism; guest speakers and field trips to Kaikoura (two nights) and the Abel Tasman National Park.

Course Costs and Equipment: Donations may be requested to help cover student costs for overnight trips associated with the course.

Teacher in Charge: D. Purdie

US		Level	Credit	L1 Lit	UE Lit	Num
3727	Demonstrate knowledge of Pacific Island countries as visitor destinations	L3/Int	5			
23755	Identify and self-evaluate the demands of a specific role in a tourism workplace	L3/Int	3			
23766	Demonstrate knowledge of the tourism industry	L3/Int	5			
24725	Describe and analyse the economic impact of tourism	L3/Int	4			
24733	Describe and promote a New Zealand tourist destination	L3/Int	5			

# TECHNOLOGY

## BCONSTRUCTIVE FINE WOOD

### Level 1

#### Course Description

Bconstructive Fine Wood develops skills in safe working practices, sound hand tool techniques, accuracy and problem-solving. Both the standard projects and student's variations build on motivation, decision-making and craftsmanship.

Covered shoes are compulsory. All individual projects completed as an extension to the course projects, will be available for purchase by agreement, prior to commencement of construction by students if they wish.

Teacher in Charge: C. Botes

US		Level	Credit	L1 Lit	UE Lit	Num
24352	Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project	L1/Int	2			
24355	Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	L1/Int	4			
24356	Apply elementary procedures and processes for a BCATS project	L1/Int	8			
25919	Use hardware and fastenings for a BCATS project	L1/Int	2			
25920	Use joints for a BCATS project	L1/Int	3			

## COMPUTER DIGITAL TECHNOLOGIES

### Level 1

#### Course Description

This course is for students who are interested in computational thinking and developing skills in basic planning, programming, web design and the field of Computer Science.

Teacher in Charge: H. Allan

AS		Level	Credit	L1 Lit	UE Lit	Num
92004	Create a computer program	L1/Int	5			
92005	Develop a digital technologies outcome	L1/Int	5			
92006	Demonstrate understanding of usability in human-computer interfaces	L1/Ext	5	Y		
92007	Design a digital technologies outcome	L1/Ext	5			

## COMPUTER STUDIES

### Level 1

#### Course Description

This is a Unit Standard course for students who do not wish to enter the achievement standards course but prefer a more general coverage of various topics. Students will select standards based on their interests from the options available.

Students should be aiming to complete enough standards to gain 16 – 20 credits for the year.

Teacher in Charge: H. Allan

US		Level	Credit	L1 Lit	UE Lit	Num
2792	Produce simple desktop published documents using templates	L1/Int	2			
5946	Use computer technology to create and deliver a presentation from given content	L1/Int	3			
18734	Create a web page using a template	L1/Int	2			
18739	Create and use simple command sequences in a procedural computer language	L1/Int	2			
18743	Produce a spreadsheet from instructions using supplied data	L1/Int	2			
18758	Find information using the Internet	L1/Int	2			
25659	Create a web page using a mark-up language with a text editor	L1/Int	2			
32000	Enter prescribed text accurately using basic keyboarding skills and identify safe ergonomic practices	L1/Int	3			
32001	Compose and manage text to produce documents using basic keyboarding and layout skills	L1/Int	3			



## DESIGN AND CAD TECHNOLOGY

Recommended Prior Learning: A strong desire to utilise technological and theory knowledge as well as skills in a workshop environment and to create designs that display creativity and inventiveness.

### Level 1

#### Course Description

This course is an introduction into CAD, designing and working with wood-based projects. The Main unit introduces the students to CAD (Computer Aided Design using SolidWorks) and gives them an opportunity to design (with CAD if they want) and make something in wood for a take home project.

Course Costs and Equipment: Contribution by prior arrangement towards larger projects with take home value may be required. Covered shoes are Compulsory for practical sessions. Access to a computer at home will be required for One Note and CAD assignments.

Teacher in Charge: R. Ringwood

AS		Level	Credit	L1 Lit	UE Lit	Num
92012	Develop a Materials and Processing Technology outcome for an authentic context	L1/Int	6			
92013	Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials	L1/Int	6			
92014	Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design	L1/Ext	4			
92015	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome	L1/Ext	4			

## FOOD AND HOSPITALITY

There is no prior learning required for this course. An interest in the preparation and presentation of food would be an advantage.

### Level 1

#### Course Description

Students investigate basic cookery techniques and issues relating to food to enable them to plan, prepare and present food that is appropriate for a range of people and situations. Food and personal safety and hygiene are developed as part of the kitchen basic routines. Table service skills are introduced, which may combine with other skills to create a training restaurant. Students are encouraged to participate in catering events within the school environment.

A selection of standards will be offered from the following to a maximum of 19 credits.

Teacher in Charge: Q. Gately

US		Level	Credit	L1 Lit	UE Lit	Num
15900	Prepare, cook, and present meat in the hospitality industry	L1/Int	4			
15901	Prepare and present fruit and vegetables in the hospitality industry	L1/Int	3			
15919	Prepare and present hot finger food in the hospitality industry	L1/Int	2			
15920	Prepare and present sauce and soup in the hospitality industry	L1/Int	2			
15921	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	L1/Int	3			
19770	Prepare and present egg and cheese dishes in the hospitality industry	L1/Int	3			
21059	Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry	L1/Int	2			

## GRAPHICS

### Level 1

Recommended Prior Learning: Year 10 Graphics

#### Course Description

This course enables students to have the freedom and choice to focus on the design and development of ideas and creativity in a range of areas. Students will utilise skills including graphic techniques and computer applications in Architectural/Spatial Design –The development and design of a product in the style of an influential designer of choice.

A selection of standards will be offered.

Teacher in Charge: K. Cleary

AS		Level	Credit	L1 Lit	UE Lit	Num
92000	Generate product or spatial design ideas using visual communication techniques in response to design influences	L1/Int	5			
92001	Use representation techniques to visually communicate own product or spatial design outcome	L1/Int	5			
92002	Develop product or spatial design ideas informed by the consideration of people	L1/Ext	5			
92003	Use instrumental drawing techniques to communicate own product or spatial design outcome	L1/Ext	5			

## MECHANICAL ENGINEERING

### Level 1

#### Course Description

This is an introductory level broad based engineering course. Students will gain precision marking out skills, learn to fabricate a metal toolbox, and making a variety of hand tools while learning the basics on the lathe, milling machine, pedestal drill, aluminum casting and bench skills.

Course Equipment: Covered shoes are compulsory.

Teacher in Charge: R. Ringwood

US		Level	Credit	L1 Lit	UE Lit	Num
2432	Manually construct plane geometric shapes for engineering	L2/Int	2			
4433	Select, use, and care for simple measuring devices used in engineering	L1/Int	2			
4436	Select, use, and care for engineering marking-out equipment	L2/Int	3			
22923	Demonstrate basic engineering workshop skills under close supervision	L1/Int	12			
22926	Demonstrate knowledge of safety procedures in a specific engineering workshop	L1/Int	2			

## AUTOMOTIVE ENGINEERING

### Level 2

#### Course Description

This course is aimed at students who want to gain a basic understanding of the principles and concepts involved in automotive engineering. The course will cover topics such as: safe work practices; knowledge of vehicle systems; cleaning automotive parts; knowledge of hand tools and workshop equipment used in the automotive industry; and disassembly and re-assembly of engines.

Course Equipment: Covered shoes are compulsory.

Teacher in Charge: J. Classen

US		Level	Credit	L1 Lit	UE Lit	Num
229	Identify the general locations and functions of motor vehicle systems and main components	L2/Int	4			
239	Demonstrate knowledge of automotive manual transmissions	L2/Int	3			
242	Change the fluid and bleed a brake hydraulic system	L2/Int	2			
16113	Demonstrate knowledge of safe working practices in an automotive workshop	L2/Int	2			
21668	Demonstrate knowledge of cleaning automotive components	L2/Int	2			
21669	Demonstrate knowledge of hand tools and workshop equipment for motor industry applications	L2/Int	2			
21688	Demonstrate knowledge of disassembling and reassembling a four stroke multi-cylinder engine	L2/Int	3			
21859	Select and use hand tools and workshop equipment for an automotive application	L2/Int	4			

## COMPUTER DIGITAL TECHNOLOGIES

### Level 2

Recommended Prior Learning: Study in Level 1 CDT is recommended but not essential. Students who have not previously studied Computer Digital Technologies may be admitted to Level 2 at the discretion of the TIC. A high level of literacy is required

#### Course Description

This course is for students who are interested in extending the skills and knowledge they gained in year 11. The course involves computational thinking and developing skills in planning, programming, web design and the field of Computer Science. The course will include a selection of the standards listed below.

Teacher in Charge: H. Allan

AS		Level	Credit	L1 Lit	UE Lit	Num
91891	Apply conventions to develop a design for a digital technologies outcome	L2/Int	3	Y		
91893	Use advanced techniques to develop a digital media outcome	L2/Int	4			
91896	Use advanced programming techniques to develop a computer program	L2/Int	6			
91897	Use advanced processes to develop a digital technologies outcome	L2/Int	6			
91898	Demonstrate understanding of a computer science concept	L2/Ext	3	Y		
91899	Present a summary of developing a digital outcome	L2/Ext	3	Y		

## COMPUTER STUDIES

### Level 2

#### Course Description

This is a Unit Standard course for students who do not wish to enter the achievement standards course but prefer a more general coverage of various topics. Students will select standards based on their interests from the options available.

Students should be aiming to complete enough standards to gain 16 – 20 credits for the year.

Teacher in Charge: H. Allan

US		Level	Credit	L1 Lit	UE Lit	Num
29769	Use the main features and functions of a word processing application for a purpose	L2/Int	3			
29770	Use the main features and functions of a spreadsheet application for a purpose	L2/Int	3			
29771	Use the main features and functions of a presentation application for a purpose	L2/Int	2			
29773	Produce digital images for a range of digital media	L2/Int	3			
29774	Use the main features and functions of a desktop publishing application to create documents	L2/Int	3			
29776	Use the main features of an HTML editor to create a website	L2/Int	4			
29777	Use the main features and functions of a database application to create and test a database	L2/Int	3			
29779	Create and test a software-controlled device built from components	L2/Int	3			
29781	Use the internet and common digital devices and software to gather information and connect with other users and devices	L2/Int	7			

## DESIGN AND CAD TECHNOLOGY

### Level 2

Recommended Prior Learning: Minimum 8 credits in both literacy and numeracy or 12 credits in technology. Experience in Design Technology necessary with a strong desire to be creative using technological knowledge and skills in the workshop environment.

#### Course Description

This course is project based and covers design and manufacturing in a material of your choice. You will be designing and building a product for yourself, a close friend or a member of your family. During the design process you will need regular meetings with your Stakeholders regarding your designs and how they may need developing to become fit for purpose. The product you develop and make must not be a direct copy of an existing product. This is a design course so there needs to be an element of personal design throughout the development and production the final item. Throughout the course you will be developing your Computer Aided Design (Solid Works) skills. You will be expected to use this when modelling the designs in your final presentation to the stakeholders including a 3D printed model (where appropriate). You will also use CAD to produce your working drawings.

Course Costs and Equipment: Contribution by prior arrangement towards larger projects with take home value may be required. Covered shoes are compulsory for practical sessions. Access to a computer at home will be required for One Note and CAD assignments.

Teacher in Charge: R. Ringwood

AS		Level	Credit	L1 Lit	UE Lit	Num
91344	Implement advanced procedures using resistant materials to make a specified product with special features	L2/INT	6			
91354	Undertake brief development to address an issue	L2/Int	4	Y		
91356	Develop a conceptual design for an outcome	L2/Int	6			
91359	Demonstrate understanding of the role of material evaluation in product development	L2/Ext	4	Y		

## FOOD AND HOSPITALITY

### Level 2

Recommended Prior Learning: To achieve credits in the Cookery strand at Level 2 or higher there is a prerequisite in place that learners must have Unit Standard 167 - Food Safety.

#### Course Description

The aim of this course is to prepare students with entry level skills for either work or study in the hospitality area. Students will gain an understanding of the hospitality industry and gain a wide range of food safety, personal hygiene and practical cookery skills. An emphasis for this course is on learning a variety of cookery methods and developing food safety skills that industry requirements.

A selection of standards will be offered from the following to a maximum of 18 credits.

Teacher in Charge: Q. Gately

US		Level	Credit	L1 Lit	UE Lit	Num
167	Practise food safety methods in a food business under supervision	L2/Int	4			
13271	Cook food items by frying	L2/Int	2			
13272	Cook food items by baking	L2/Int	2			
13273	Cook food items by boiling	L2/Int	2			
13274	Cook food items by poaching	L2/Int	2			
13275	Cook food items by steaming	L2/Int	2			
13276	Cook food items by grilling	L2/Int	2			
13285	Handle and maintain knives in a commercial kitchen	L2/Int	2			

## GRAPHICS

### Level 2

Recommended Prior Learning: Level 1 Graphics.

#### Course Description

This course enables students to utilise a range of skills including graphic techniques and computer applications. They will challenge existing knowledge to review, refine and describe creative ideas in Architectural and Spatial Design through the development and design of a Modular Architectural building, and a product related to 'The Kitchen'. As well as an in depth study of a design Movement or Era.

Teacher in Charge: K. Cleary

AS		Level	Credit	L1 Lit	UE Lit	Num
91342	Develop a product design through graphics practice	L2/Int	6			
91341	Develop a spatial design through graphics practice	L2/Int	6	Y		
91340	Use the characteristics of a design movement or era to inform own design ideas	L2/Int	3	Y		
91339	Produce instrumental perspective projection drawings to communicate design ideas	L2/Ext	3			
91337	Use visual communication techniques to generate design ideas	L2/Ext	3			

## INDUSTRIAL ENGINEERING

### Level 2

Recommended Prior Learning: Minimum 8 credits in both literacy and numeracy or 12 credits in a technology subject.

#### Course Description

This course is designed to enhance and build on the skills learnt in Level 1 Mechanical Engineering. Through fabrication, machining, aluminium casting and using oxyacetylene gas equipment, students will be producing an engine which will run off steam or compressed air. The options are a Stationary engine or a Traction engine, both of which are based on the original Mamod designs.

Course Equipment: Covered shoes are compulsory.

Teacher in Charge: R. Ringwood

US		Level	Credit	L1 Lit	UE Lit	Num
2395	Demonstrate and apply knowledge of the selection, use, and care of engineering hand tools	L2/Int	4			
2433	Produce engineering component drawings using CAD software	L2/Int	6			
32053	Demonstrate knowledge of and apply good work practices when performing machining operations in MaPS environment	L2/Int	7			
32055	Demonstrate knowledge of and apply good work practices when performing simple fabrication operations in MaPS environment	L2/Int	7			

## FINE WOOD

### Level 2

Recommended Prior Learning: Students who have not yet reached 10 credits in level 1 Wood, Metal or Level 2 & 3 Design Technology, will be required to interview with the TIC prior to approval. If approved they will be encouraged to complete the units that have not yet been achieved, before continuing onto Level 2 standards.

#### Course Description

Students will be instructed in the safe and competent use of tools and machinery enabling them to create a variety of complexed projects. This course focuses on cabinetry, woodturning, attention to detail and accuracy. The course work is made up from a range of Competenz unit standards.

\* LEVEL 2 Standards will be selected and offered.

Course Costs and Equipment: Covered shoes are compulsory. The course will be in co-operative learning groups, working together on set projects. These projects will be sold to cover course costs and/or be available for purchase by students if they wish. There is also an option for an individual project. A budget will be written up by the student and all costs must be met prior to building it.

Teacher in Charge: C. Botes

US		Level	Credit	L1 Lit	UE Lit	Num
2199	Prepare, use and maintain hand tools for furniture making	L2/Int	4			
9785	Set and operate a flat bed sander to sand wooden furniture components	L2/Int	4			
16232	Use basic portable power tools for furniture making	L2/Int	4			
18917	Construct hand joints for furniture	L2/Int	3			
18918	Construct a furniture carcass	L2/Int	6			
20047	Hand turn wood to produce furniture articles	L2/Int	4			
25536	Operate a bandsaw to produce furniture components	L2/Int	3			

## TRADE BUILDING - ONE OPTION COURSE

### Level 2

#### Course Description

This course is designed for students who want to improve their woodworking skills and potentially seek involvement in the building and construction industry as a future career pathway. Building and construction unit standards that count toward Level 2 NCEA will be delivered.

\* This is a single option subject (4 hours per week) for students who are not undertaking the 8 hour Trade Building option.

Course Costs and Equipment: Safety gear and tools are provided. Students are expected to have their own boots which must be worn in all practical lessons and site visits. Theory will be completed and assessed in a digital format.

Teacher in Charge: W. Bosnich

US		Level	Credit	L1 Lit	UE Lit	Num
12927	Demonstrate knowledge of, select, maintain, and use, hand tools for BCATS projects	L2/Int	6			
12932	Construct timber garden furniture as BCATS projects	L2/Int	8			
24350	Identify, select, use and maintain portable power tools for BCATS projects	L2/Int	6			
24354	Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	L2/Int	4			

## TRADE BUILDING - TWO OPTION COURSE 8 HRS

Level 2

Recommended Prior Learning: An interview process will apply.

### Course Description

This is a course designed for Year 12 students who seek involvement in the building and construction industry as a future career path. Building and construction unit standards that count toward Level 2, NCEA will be delivered. Students will be exposed to a variety of processes and conditions typically encountered in the building trade and practical building work will take place in the Nelson College Trade Centre. Industry visits are incorporated into the course.

\* This is a double option subject (8 hours per week) and takes up two option lines.

Course Costs and Equipment: Safety gear and tools are provided. Students are expected to have their own boots which must be worn in all practical lessons and site visits.

Teacher in Charge: W. Bosnich

US		Level	Credit	L1 Lit	UE Lit	Num
12927	Demonstrate knowledge of, select, maintain, and use hand tools for BCATS projects	L2/Int	6			
12936	Construct a non-consent timber framed utility building as a BCATS project	L2/Int	8			
22607	Read and interpret plans, working drawings and specifications for BCATS projects	L2/Int	3			
24350	Identify, select, use and maintain portable power tools for BCATS projects	L2/Int	6			
24351	Demonstrate knowledge of and use fixed machinery in the construction of BCATS projects	L2/Int	6			
24354	Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	L2/Int	4			
24360	Demonstrate knowledge of timber and other construction materials used in BCATS projects	L2/Int	5			

## AUTOMOTIVE ENGINEERING - ONE OPTION COURSE

Level 3

### Course Description

This is a course designed for Year 13 students who seek involvement in the Automotive and Engineering industry as a future career path. Automotive as well as Engineering standards will be delivered. Skills common to both industries such as safe use of machinery, hand tools and MIG welding will be included.

The students will construct Grass Karts in small groups and be able to race them in the local inter-school competition.

\* This is a single option subject (4 hours) for students who are not undertaking the 8 hour Automotive Engineering option.

Course Equipment: Covered shoes are compulsory.

Teacher in Charge: J. Classen

US		Level	Credit	L1 Lit	UE Lit	Num
3856	Identify emergency procedures in the motor and related industries	L3/Int	2			
22908	Demonstrate and apply knowledge of manually controlled machining operations	L3/Int	10			
23992	Use a gas metal arc welding (GMAW) plant in the motor and related industries	L3/Int	3			

## AUTOMOTIVE ENGINEERING - TWO OPTION COURSE 8HRS

Level 3

### Course Description

This is a course designed for Year 13 students who seek involvement in the Automotive and Engineering industry as a future career path.

Automotive as well as Engineering standards will be delivered. Skills common to both industries such as safe use of machinery, hand tools and MIG welding will be included. Topics such as: knowledge of vehicle systems, setting up steering, brakes and gear ratios. The students will construct Grass Karts in small groups and be able to race them in the local inter-school competition.

Course Equipment: Covered shoes are compulsory.

Teacher in Charge: J. Classen

US		Level	Credit	L1 Lit	UE Lit	Num
2678	Join steel using the oxyacetylene welding process	L3/Int	3			
3856	Demonstrate knowledge of carrying out emergency procedures in the automotive and related industries	L3/Int	2			
4797	Demonstrate knowledge of the composition of common engineering metals	L3/Int	5			
20799	Demonstrate knowledge of common engineering metals	L3/Int	4			
21910	Interpret mechanical engineering drawings	L3/Int	5			
22908	Demonstrate and apply knowledge of manually controlled machining operations	L3/Int	10			
23992	Use a gas metal arc welding plant in the automotive and related industries	L3/Int	3			

## COMPUTER DIGITAL TECHNOLOGIES

Level 3

Recommended Prior Learning: Previous study in Level 2 Computer Digital Technologies is recommended or students may be admitted at the discretion of the TIC. A high level of literacy is required.

### Course Description

This course is for students who wish to continue extending the skills and knowledge they gained in previous years. The course involves computational thinking and developing advanced skills in planning, programming, databases, web design and the field of Computer Science.

The course will include a selection of the standards listed below.

Teacher in Charge: H. Allan

AS		Level	Credit	L1 Lit	UE Lit	Num
91902	Use complex techniques to develop a database	L3/Int	4			
91903	Use complex techniques to develop a digital media outcome	L3/Int	4			
91906	Use complex programming techniques to develop a computer program	L3/Int	6			
91908	Analyse an area of computer science	L3/Ext	3	Y	3w	
91909	Present a reflective analysis of developing a digital outcome	L3/Ext	3	Y		

## COMPUTER STUDIES

### Level 3

#### Course Description

This is a Unit Standard course for students who do not wish to enter the achievement standards course but prefer a more general coverage of various topics. Students will select standards based on their interests from the options available. Students should be aiming to complete enough standards to gain 16 – 20 credits for the year. This is a developing course so more options/standards may be added during the year.

Teacher in Charge: H. Allan

US		Level	Credit	L1 Lit	UE Lit	Num
29785	Use a word processing application to integrate images, spreadsheet and database data into documents	L3/Int	4			
29786	Produce a spreadsheet for organisational use	L3/Int	3			
29787	Produce and use a database to provide a solution for organisational use	L3/Int	3			
29788	Develop and evaluate an interactive website for organisational use	L3/Int	5			
29789	Use a presentation application to produce an interactive multimedia presentation	L3/Int	3			
29791	Capture and prepare digital media for integration into other applications	L3/Int	2			

## DESIGN AND CAD TECHNOLOGY

Recommended Prior Learning: Experience in Design Technology necessary with a strong desire to be creative using technological knowledge and skills in the workshop environment Minimum 8 credits in numeracy and literacy or 12 in Technology.

### Level 3

#### Course Description

This course is based on designing, modelling and presenting your ideas to a client of your choice or one supplied by the school. With the approval of your design, you will manufacture the design to meet client specifications. This is an academic course which leads on to university and a degree in design, engineering and manufacturing. You will be expected to use CAD throughout the design process and in the presentation to your client. This will include 3D images, 2D working drawings, 3D animation and 3D printed models (where appropriate). Course Equipment: Covered shoes are compulsory. Access to a computer at home will be required for One Note and CAD assignments.

Teacher in Charge: R. Ringwood

AS		Level	Credit	L1 Lit	UE Lit	Num
91608	Undertake brief development to address an issue within a determined context	L3/Int	4	Y		
91610	Develop a conceptual design considering fitness for purpose in the broadest sense	L3/Int	6	Y		
91613	Demonstrate understanding of material development	L3/Ext	4	Y	4r,4w	
91620	Implement complex procedures to integrate parts using resistant materials to make a specified product	L3/Int	6			

## FOOD AND HOSPITALITY

Recommended Prior Learning: Students are required to have completed 167 Food Safety Unit Standard to enter this course or by prior arrangement.

### Level 3

#### Course Description

The aim of this course is to develop and extend students' understanding of and interest in the Food and Hospitality industry. Students will have the opportunity to become familiar with the knowledge, skills and techniques required to produce a range of food and beverage consistent with industry standards, and demonstrate these skills to create a product suitable for sale. Catering events will be carried out during the year which students will be required to participate in.

Teacher in Charge: Q. Gately

US		Level	Credit	L1 Lit	UE Lit	Num
13282	Prepare, assemble, and present complex sandwiches for service in a commercial kitchen	L3/Int	2			
13316	Prepare and cook basic pasta dishes in a commercial kitchen	L3/INT	3			
13331	Prepare and cook pickles, chutneys, and preserves in a commercial kitchen	L3/Int	4			
18497	Demonstrate knowledge of culinary products, terms, and food preparation methods	L3/Int	8			



## GRAPHICS

### Level 3

Recommended Prior Learning: Level 2 Graphics.

#### Course Description

This course enables students to focus on the design areas that they can pursue at tertiary level. They will utilise a range of skills including graphic techniques and computer applications to analyse and reinterpret creative ideas and thinking in Architectural/ Spatial and Product Design related to 'The Great Taste Trail'.

Teacher in Charge: K. Cleary

AS		Level	Credit	L1 Lit	UE Lit	Num
91631	Produce working drawings to communicate production details for a complex design	L3/Ext	6			
91629	Resolve a spatial design through graphics practice	L3/Int	6			
91628	Develop a visual presentation that exhibits a design outcome to an audience	L3/Int	6			
91627	Initiate design ideas through exploration	L3/Ext	4			

## INDUSTRIAL ENGINEERING

### Level 3

Recommended Prior Learning: Year 11 or Year 12 Engineering or Design Technology.

#### Course Description

This course will further enhance the student's ability to manufacture and assemble components to a high standard. Students will be given the opportunity to manufacture and produce a project from a choice of a Stirling engine or a Steam engine or a Twin cylinder overhead rotary cam air engine.

The students will continue to develop their skills in CAD (Computer Aided Design - SolidWorks), creating 3D components, 2D instrumental drawings and assembly drawings of an engine, which they have produced in terms 1 and 2.

Course Equipment: Covered shoes are compulsory.

Teacher in Charge: R. Ringwood

US		Level	Credit	L1 Lit	UE Lit	Num
2436	Create three-dimensional engineering models using CAD software under supervision	L3/Int	5			
20802	Produce detailed two-dimensional engineering drawings using CAD software under supervision	L3/Int	6			
32054	Produce components by performing engineering machining operations in MaPS environment	L3/Int	7			

## INDUSTRIAL SKILLS WOOD TECHNOLOGY

Recommended Prior Learning: Students who have not yet reached 10 credits in level 1 Wood, Metal or Level 2 & 3 Design & Technology, will be required to interview with the TIC prior to approval. If approved, they will be encouraged to complete the units that have not yet been achieved, before continuing onto Level 2 standards.

### Level 3

#### Course Description

Students will be instructed in the safe use of tools and machinery enabling them to design and construct a range of projects in a range of materials using industry practices. Standards will be selected from a range available including BCITO, B/Constructed and Competenz appropriate to the learning level and needs of individual students.

\* LEVEL 3 Standards will be selected and offered.

Course Costs and Equipment: Covered shoes are compulsory. The course will be in co-operative learning groups, working together on set projects. These projects will be sold to cover course costs and/or be available for purchase by students if they wish. There is also an option for an individual project. A budget will be written up by the student and all costs must be met prior to building it.

Teacher in Charge: C. Botes

## TRADE BUILDING - TWO OPTION COURSE 8 HRS

### Level 3

Recommended Prior Learning: An interview process will apply.

#### Course Description

This is a course designed for Year 13 students who seek involvement in the building and construction industry as a future career path. Building and construction unit standards that have been developed for schools by the Building Construction Industry Training Organisation will be delivered and count towards Level 3, NCEA. Students will be exposed to a variety of processes and conditions typically encountered in the building trade and practical building work will take place in the Nelson College Trade Centre. Industry visits are incorporated into the course. This is a double option subject (8 hours per week) and takes up two option lines.

Course Costs and Equipment: Safety gear and tools are provided. Students are expected to have their own boots which must be worn in all practical lessons and site visits. Theory will be completed and assessed in a digital format.

Teacher in Charge: W. Bosnich

US		Level	Credit	L1 Lit	UE Lit	Num
29677	Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment	L3/Int	2			
29678	Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project	L3/Int	4			
29679	Develop and use BCATS project documentation for a Stage 3 BCATS project	L3/Int	8			
29680	Communicate and work collaboratively in a Stage 3 BCATS project	L3/Int	5			
29681	Measure and calculate for a Stage 3 BCATS project	L3/Int	3			
29682	Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project	L3/Int	4			
29684	Undertake a Stage 3 BCATS project	L3/Int	12			

# CAREERS TRANSITION / PRE-EMPLOYMENT

## VOCATIONAL PATHWAYS & EDUCATION

### Level 1

#### Course Description

This is a Level 1 Unit Standards course. It offers students a chance to consider career options and to develop employability skills alongside life skills. Individual pathways and needs are considered. The standards below are examples of what is available. Students should expect to be able to gain 20 credits over the year in this class.

Teacher in Charge: V. Heays

US		Level	Credit	L1 Lit	UE Lit	Num
496	Produce, implement, and reflect on a plan to improve own personal wellbeing	L1/Int	3			
497	Demonstrate knowledge of workplace health and safety requirements	L1/Int	3			
543	Work in a new workplace	L1/Int	3			
1293	Be interviewed in an informal, one-to-one, face-to-face interview	L1/Int	2			
1978	Describe basic employment rights and responsibilities, and sources of information and/or assistance	L1/Int	3			
3503	Communicate in a team or group to complete a routine task	L1/Int	2			
4248	Describe requirements and expectations faced by employees within the workplace	L1/Int	3			
4249	Describe obligations as an employee	L1/Int	3			

## VOCATIONAL PATHWAYS & EDUCATION

### Level 2

#### Course Description

This is a Level 2 Unit Standards course aimed at students who are considering a vocational pathway. It provides students a chance to consider career options, develop employability skills, gain an understanding of the world of work and develop some life skills.

Standards on offer are flexible and where possible will cater to each student's chosen pathway. In addition to this students will develop practical skills such as CV writing, interviewing, career planning and some basic financial literacy skills. Where students demonstrate work readiness/basic employability skills they will be offered work experience opportunities. The standards below are indicative ONLY of what is available. Students can expect to be offered 20 credits in this class.

Teacher in Charge: V. Heays

US		Level	Credit	L1 Lit	UE Lit	Num
1294	Be interviewed in a formal interview	L2/Int	2			
4252	Produce a personal targeted CV (curriculum vitae)	L2/Int	2			
4253	Demonstrate knowledge of job search skills	L2/Int	3			
4261	Identify legal rights and obligations in relation to motor vehicle ownership and operation	L2/Int	3			
9677	Communicate in a team or group which has an objective	L2/Int	3			
12354	Describe legal implications of living in rented accommodation and means to prevent and resolve related problems	L2/Int	4			
12383	Explore career options and their implications	L2/Int	3			

## VOCATIONAL PATHWAYS & EDUCATION

### Level 3

#### Course Description

This is a US Level 3 course and the content is targeted at students who are wishing to pursue a vocational pathway. It offers students a chance to consider career options, gain a more in depth understanding of the world of work and develop their employability skills through content developed by the NZ Youth Employability Programme. Specifically it aims to develop: positive attitude, communication, team work, self management, willingness to learn, thinking skills and resilience in the context of being an employee.

Standards on offer are flexible and where possible will cater to each student's chosen pathway. In addition to this students are offered health and safety in the workplace training, interview skills, and basic financial planning skills. It is expected that each student will engage in a minimum of 10 days work experience and 4 hours of voluntary work in the community. The standards below are indicative ONLY of what is available. Students can expect to be offered 20 credits in this class.

Teacher in Charge: V. Heays

US		Level	Credit	L1 Lit	UE Lit	Num
1296	Conduct informal interviews	L3/Int	3			
1980	Describe, from an employee perspective, ways of dealing with employment relationship problems	L3/Int	3			
4251	Plan a career pathway	L3/Int	3			
9681	Contribute within a team or group which has an objective	L3/Int	3			
28099	Analyse credit options and select strategies to manage personal finances	L3/Int	3			
30906	Plan and engage in an activity intended to benefit the community	L3/Int	6			

## GATEWAY PROGRAMME

### Level 2 & 3

#### Course Description

This Gateway programme is designed to strengthen the pathway for Senior students to progress from school to the workplace or Tertiary study. It provides students with structured workplace learning, across a range of industries and businesses of their choice, while they continue to study at school. Gateway is offered to selected work ready students in Year 13 and Year 12 who are enrolled across any trade's classes. Gateway requires a commitment to work experience (a minimum of 10 days) and to gaining at least 20 credits in vocational/trades standards.

Students must APPLY and be ACCEPTED into this programme.

To apply contact Mrs Phillips (GATEWAY Co-ordinator) in the Careers Hub

## TOP OF THE SOUTH TRADES ACADEMY (TOTSTA) PROGRAMME

### Level 2 & 3

Applications for these courses close in October 2023 for the 2024 year. Places are strictly limited to 20 students across Year 12 and Year 13. See your Trades Academy Co-ordinator at the Careers Hub.

#### Course Description

The Top of the South Trades Academy (TOTSTA) offer a range of courses for students at NMIT or Whenua Iti.

These courses are designed for students who want to remain at school, but are also wanting to gain some vocational or trades training. Courses are offered at NCEA Level 2 and Level 3 and are targeted at Year 12 and Year 13. Each course offers around 20 credits.

**NMIT** courses are one day per week (Fridays) from February through to October during school term time.

Courses include: automotive, mechanical, beauty, hairdressing, hospitality, sport and fitness, art and design, social and community service, joinery and carpentry.

**WHENUA ITI** courses are 16 days each. They are run as 4 camps, each camp consists of 4 days and 3 nights.

Courses include: Adventure Tourism, Manaaki Tapoi (Māori tourism), Tourism operations, Conservation Studies and Emergency and Response.

The camp dates are set in advance. Students must be able to attend all of the 4 camps to complete the credits.

All applicants are interviewed to ascertain their suitability for **TOTSTA** courses. Acceptance into these courses is based on attendance, attitude and ability to commit to the programme enrolling in.

All courses are FREE

**Enrol online** contact (Mrs Phillips (GATEWAY Co-ordinator) in the Careers Hub.

# CAREERS

## Career Education at Nelson College

Nelson College has a school wide, integrated, culturally responsive careers programme that enables students to achieve their potential and be a positive contributor to the community and nation as a whole. This programme supports students to self-manage their learning to enable them to successfully transition from school into further study or work.

The Career Education Plan focuses on the development of career management competencies which will enable students to build their:

- self-awareness skills, in particular their strengths and interests
- knowledge about a range of careers and pathways and identify possibilities and opportunities
- understanding of consequences of choices and decisions
- ability to make plans and to take action.

## The Careers Team at Nelson College

### Services

The Careers team at Nelson College provides a range of services, opportunities and experiences that encourage students to make informed choices about their future career pathways:

- Career education
- Individual careers counselling (parents are welcome to attend)
- Gateway Programme for senior students
- Trades Academy programmes
- Interview skills, CV writing
- Preparation for applications to University or Polytechnics
- Subject selection advice
- Annual Careers Roadshow
- Provision of specialist speakers from industry or tertiary institutes to provide career information to students
- Tertiary scholarship advice
- Work experience
- Work exploration/shadowing
- specialist programmes for Maori and Pasifika from outside providers
- StudyLink and IRD information sessions
- Preparing for university sessions - Scholarship, Halls Applications

The Careers team work with teachers, Deans and Guidance staff.



## Top of the South Trades Academy (TOTSTA)

The Top of the South Trades Academy was set up to help secondary students succeed. The goal is to give students:

- more reason to stay at school
- a greater chance of career success
- an easy transition into work or tertiary education straight from school

The Academy is a partnership between secondary schools such as Nelson College across the Top of the South, the Nelson Marlborough Institute of Technology (NMIT), and Whenua iti Outdoors.

More information is available on the [TOTSTA](#) website.



## Gateway Programme

Gateway is a government funded programme designed to strengthen the pathway for students to progress from school to workplace learning. It provides students with structured workplace learning across a range of industries and businesses in our region while students continue to study at school. Gateway builds students' employability skills, helping them move smoothly from school to the workplace.

Enquiries to the Gateway Coordinator, Nelson College

# THE WIDER CURRICULUM

Apart from the subjects and courses listed for each year level in the Course Overview Chart, other programmes are offered as part of the total curriculum of the school and these are described below. Some are integrated into the year's programme and all students take them. Others are on an optional basis (eg sports, musical productions).

## Gifted and Talented and Highly Motivated Students

Throughout the year a variety of opportunities targeting the needs of Gifted and Talented and Highly Motivated students will be offered. This will occur both as part of class programmes and as activities outside of regular class time and not limited to the Enrichment classes or students.

## Music Tuition and Performances

All students are encouraged to participate in the music life of the college. We collaborate with Nelson College for Girls on two large ensembles which are the string orchestra and concert band. As well as these ensembles we provide opportunities for students to partake in choir, jazz band, jazz combo, chamber music groups, rock bands and saxophone quartet. Individual students are invited to perform at the two concerts during the year and at other music events such as the Nelson Arts Festival, concerts at other venues and during assembly to the college.

## Outdoor Education - The Mataki Experience

All Year 10 students attend a week long camp at Mataki Lodge. This camp provides an introductory outdoor experience in this spectacular mountainous area (essentially Nelson Lakes National Park). Senior outdoor education options and field work in selected subjects in the senior school will provide students with the opportunity to build on these experiences.

## Overseas Trips

A number of subject areas and sports codes offer students the opportunity of broadening their education by travelling overseas. Recent and upcoming examples of such expeditions are:

- Japanese language students to Japan
- UK Rugby 7's
- Peru
- Eastern Europe
- Vietnam 2024

Students are expected to participate actively in fundraising and essentially raise their own travel funds but the effort is well worth it for the fun and unique experiences gained.

## School Productions

Students have the opportunity to engage in a wide range of theatre, drama and dance events including but not exclusive to: Sheilah Winn Shakespeare Festival, Laugh Nelson, Showquest, Theatresports Competition and Vast Dance. Senior Drama classes also produce full class productions every year.

Regular large-scale musical and dramatic productions with Nelson College for Girls have included, Chicago, Grease, Fame, Romeo & Juliet, MacBeth and Witches of Eastwick, with students involved on stage and behind the scenes.

## Sport

A wide range of sports is offered by the school. The first point of contact for any general enquiries about sport in the school is the Director of Sport Alethea Stove.

Teams usually participate in locally run competitions with other secondary schools and through sports exchanges. There is usually a fee to cover cost of venue hire, uniforms, affiliations and transport to venues.

The school holds annual athletics, cross-country and swimming sports events where inter-house competition features prominently. Many sports codes participate in junior and senior inter-house competition.

Nelson College has a proud record of achievement at national secondary school level in a number of codes. These "first" teams demand an extra commitment from their members in terms of time, money and effort but the benefits are substantial.

At present the following sports and recreational activities are offered as school and/or house activities:

Athletics	Hockey	Squash
Badminton	Indoor Cricket	Swimming
Basketball	Inline Hockey	Table Tennis
Beach Volleyball	Ki-o-Rahi	Tennis
Cricket	Lawn Bowls	Touch
Croquet	Mountain Biking	Triathlon
Cross Country	Multi Sport	Ultimate Frisbee
Cycling	Rowing	Underwater
Football	Rugby	Hockey
Futsal	Sailing	Volleyball
Golf	Skiing	

## Cultural and 'Club' Groups

Brass Ensemble	Piano Chamber
Chess	Music Group
Choir	Rockquest
Debating	Speech
FPS National Competition	Saxophone Quartet
Inter-school Christian Fellowship	String Group
Jazz Band	Shakespeare Festival
Kapa Haka group	Theatre Sports
Ngā Manu Kōrero	Vast Dance Festival
Pacific Island Cultural Group	Showquest



# NELSON COLLEGE

TE KURA TAMATĀNE O WHAKATŪ

## ENQUIRIES

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