



NELSON COLLEGE

TE KURA TAMATĀNE O WHAKATŪ

2025 SENIOR CURRICULUM



**NELSON COLLEGE**  
*pietas probitas et sapientia*

## Senior Curriculum 2025

Kia ora Student,

The 2025 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 2025.

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 2025, 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 2025.

Richard Washington  
TUMUAKI

# Contents

|   |                                      |   |
|---|--------------------------------------|---|
| The Structure of Courses – an overview .. 3 | Parent Sign in ..... 5               | Senior Qualifications..... 9              |
| Choosing a Course of Study ..... 3          | Financial Matters..... 6             | Te Kura Subjects (correspondence) ..... 8 |
| Course Selection Evening..... 3             | Uniform ..... 6                      | NCEA: A student and parent guide .. 10-11 |
| Timeline for Subject Selection..... 3       | <b>The Senior Curriculum ..... 7</b> | <b>The Wider Curriculum ..... 48</b>      |
| Curriculum Overview Chart..... 4            | Senior Courses of Study ..... 8      | Careers..... 47                           |
| Reports, Interviews ..... 5                 | University Entrance ..... 8          | Trades Academy..... 47                    |
| Technology in the Classroom ..... 5         |                                      |   |

## Course Easy-find

| <b>Level 1 Courses ..... Page</b>        | <b>Level 2 Courses ..... Page</b>        | <b>Level 3 Courses ..... Page</b>          |
|--|--|--|
| Art ..... 12                             | Accounting ..... 33                      | Accounting ..... 35                        |
| Art Design ..... 12                      | Art Design ..... 13                      | Art Design ..... 15                        |
| Art Photography ..... 12                 | Art Painting..... 13                     | Art Painting..... 15                       |
| Bconstructive Fine Wood..... 37          | Art Photography ..... 13                 | Art Photography ..... 15                   |
| Commerce..... 32                         | Automotive Engineering ..... 39          | Automotive Engineering ..... 42            |
| Computer Digital Technologies ..... 37   | Biology ..... 29                         | Biology ..... 30                           |
| Computer Studies ..... 37                | Business ..... 33                        | Business ..... 35                          |
| Design & CAD Technology ..... 38         | Chemistry ..... 29                       | Computer Digital Technologies ..... 43     |
| Drama ..... 12                           | Computer Digital Technologies ..... 39   | Computer Studies ..... 43                  |
| English ..... 17                         | Computer Studies ..... 39                | Chemistry..... 31                          |
| English Multimedia..... 17               | Design & CAD Technology ..... 40         | Design & CAD Technology ..... 43           |
| ESOL ..... 23                            | Drama ..... 14                           | Drama ..... 16                             |
| Food & Hospitality..... 38               | Earth & Space Science ..... 30           | Earth & Space Science ..... 31             |
| Geography ..... 32                       | Economics..... 33                        | Economics..... 35                          |
| Graphics ..... 38                        | English..... 18                          | English..... 19                            |
| Health ..... 20                          | ESOL ..... 24                            | ESOL ..... 25                              |
| History ..... 32                         | Finewood..... 40                         | Food & Hospitality..... 44                 |
| Japanese..... 23                         | Food & Hospitality..... 40               | Gateway..... 47                            |
| Mathematics ..... 26                     | Gateway ..... 47                         | Graphics ..... 44                          |
| Mechanical Engineering ..... 38          | Geography ..... 34                       | Geography ..... 36                         |
| Music..... 13                            | Graphics ..... 41                        | Health ..... 22                            |
| Outdoor Education ..... 20               | Health ..... 21                          | History ..... 36                           |
| Physical Education ..... 20              | History ..... 34                         | Industrial Engineering ..... 44            |
| Science ..... 28-29                      | Industrial Engineering ..... 41          | Industrial Skills Wood Technology ..... 45 |
| Te Reo Māori Te Ao Haka..... 23          | Japanese ..... 24                        | Japanese..... 25                           |
| Vocational Pathways & Education ..... 46 | Mathematics ..... 26-27                  | Mathematics ..... 27                       |
|  | Media Studies ..... 18                   | Media Studies ..... 19                     |
|  | Music..... 14                            | Music..... 16                              |
|  | Outdoor Education ..... 21               | Outdoor Education ..... 22                 |
|  | Physical Education ..... 21              | Physical Education ..... 22                |
|  | Physics ..... 30                         | Physics..... 31                            |
|  | Sports Extension Programme ..... 22      | Sports Extension Programme ..... 22        |
|  | Te Ao Haka ..... 14                      | Te Ao Haka ..... 16                        |
|  | Te Reo Māori..... 24                     | Te Reo Māori..... 25                       |
|  | TOTSTA ..... 47                          | TOTSTA ..... 47                            |
|  | Tourism..... 34                          | Tourism..... 36                            |
|  | Trade Building..... 41-42                | Trade Building..... 45                     |
|  | Vocational Pathways & Education ..... 46 | Vocational Pathways & Education ..... 46   |

# 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            |        |         |                            |  |   |
| Arts                      |        |         |                            |  |   |
| Skills Through Technology |        |         |                            |  |   |
| Optional courses          |        |         | Choose 3 full year courses | Choose 1 Literacy Subject plus 4 full year courses | Choose a minimum of 4 full year courses |

The structure of courses – an overview  
Choosing a course of study

## Choosing a course of study

Here is a formula that may help you:

|   |  |   |                       |
|---|--|---|-----------------------|
| <b>Ability +</b><br><small>How good are you at a subject?</small> | <b>Interest +</b><br><small>What do you enjoy?</small> | <b>Occupation =</b><br><small>If you don't know what you want to be, keep your options open by not specialising too soon.</small> | <b>Subject choice</b> |
|---|--|---|-----------------------|

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.

2025 Year 9 students and their parents/legal guardian will have an interview with members of the student support team during Term 4, 2024.

## 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. **Tuesday 6 August** in the school hall.

## Timeline for Subject Selection

Online Course Selection opens on **Wednesday 7 August** and closes on **Friday 23 August**.

# Senior Curriculum Overview Chart

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

## 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 2024

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.

# Approved for University Entrance (Level 3 credits)

p Pre-requisites

e Course can be endorsed with Merit or Excellence

L Literacy-rich subject, compulsory, Year 12 students must select at least one

## 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, Weekly and Term reports
- Financial information
- Course Selection (Term 3)

Login instructions are available on the [general information](#) page of the college website.

## Provisional report, interviews and exam practice timeline

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

# Financial Matters

## School Donations

Nelson College is part of the Ministry of Education Schools Donations Scheme and therefore the school does not ask parents or caregivers for a contribution towards the provision of additional support and resources for students.

## Voluntary Donations

Families still have the option to make voluntary tax-deductible donations to the school. Further information is available from the Nelson College finance office.

## Other Fees

Contributions towards the cost of overnight camps, or optional activities beyond the standard curriculum offered, should be paid for as requested. Some subjects that require such fee are Physical Education, Outdoor Education, Science, Technology and the Year 10 Mataki Camp.

## Sports and Extra-Curricular Activities

Fees for optional activities such as sport/extra-curricular activities are a direct reflection of the cost for participating in that sport or event. Payment continues to be required for these items and needs to be paid prior to participation.

# Uniform

Nelson College is adopting a new uniform in 2025. Year 7 and Year 9 students are to purchase and wear the new uniform, they will not be able to purchase and wear second hand uniform.

The new uniform will be worn by all students from 2026.

The Board of Trustees and College community have affirmed in a recent review of uniform that Nelson College is a College that wants a uniform and that it should be worn well.

Uniform helps instill a sense of identity and purpose. Self-esteem is enhanced by wearing a uniform with pride.

## Where to buy

Nelson College no longer has a uniform shop onsite. Uniforms can be purchased online or at the physical store of our supplier at:

### NZ Uniforms Nelson

8/38 Estuary Place

Richmond

Phone: 03 928 0757

Email: [nelson@nzuniforms.com](mailto:nelson@nzuniforms.com)

Website: <https://www.nzuniforms.com/>

## Opening Hours

Monday – Friday  
9.00am – 5.00pm

Saturday  
9.00am – 1.00pm



# The Senior Curriculum

Years 11, 12 & 13





## 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

One literacy-rich subject is compulsory. Subjects include:

**Approved for UE Literacy:** English Literature, English Language, Te Reo Māori, Drama, History, Media.

**Not Approved for UE Literacy:** English Communication, ESOL

*Please be aware that many tertiary courses require students to have University Entrance (UE) Literacy, this is 5 UE Writing Credits and 5 UE Reading credits. Please select your course carefully to ensure you are keeping all possible pathways open.*

#### 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.

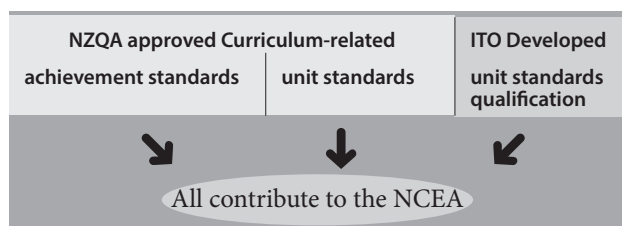
NCEA is academically stretching. Achievement standards have been designed so that satisfactory work, good work and truly excellent achievement can be recognised with Achieved, Merit and Excellence grades.

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.

# 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 Ultrahnet). 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 Co-ordinator 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

The Visual Arts is a medium to explore, discover and value. This mainstream Art course includes a traditional and contemporary approach to painting, collage, drawing and other media. Students will need to work independently as they work towards workbook assignments and a one panel folio.

Teacher in Charge: J. Clifton

| 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      |        |        |     |
| 91941 | Participate in creative strategies to create a drama           | L1/Int | 5      |        |        |     |
| 91942 | Perform a scripted role for an audience using drama techniques | L1/Ext | 5      |        |        |     |
| 91943 | Respond to a drama performance                                 | L1/Ext | 5      |        |        |     |

## MUSIC

### Level 1

**Recommended Prior Learning:** It is recommended that you have an interest or experience in producing both live and recorded music. Experience is not compulsory.

#### 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. There are 3 standards offered for a total of 15 credits. These standards involve songwriting and production, live performance and playing a song back by ear.

Teacher in Charge: N. Munn

| 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      |        |        |     |
| 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

Art Painting is a fine arts course 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 painting and mixed media. Students need to be able to work independently and be interested in the creative process.

Teacher in Charge: J. Clifton

| 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

The Art Photography 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.

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

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, characterization, 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. Literacy credits for reading and writing can be gained through level two achievement standards including script writing, substantial role, theatre form and the external exam. All standards are achievement standards. Students will develop skills in collaboration, creativity, building of confidence, empathy and communication. Studying Drama will benefit careers in law, medicine, project management, event organizing, production management and the creative industries.

Teacher in Charge: D. Moran

| AS    |  | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|--|--------|--------|--------|--------|-----|
| 91213 | Apply drama techniques in a scripted context                                     | L2/Int | 4      |        | 4r     |     |
| 91214 | Devise and perform a drama to realise an intention                               | L2/Int | 5      |        |        |     |
| 91216 | Use complex performance skills associated with a drama or theatre form or period | L2/Int | 4      |        | 4r     |     |
| 91218 | Perform a substantial acting role in a scripted production                       | L2/Int | 5      |        | 5r     |     |
| 91220 | Script a scene suitable for drama performance                                    | L2/int | 4      |        | 4w     |     |

## 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: N. Munn

| 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      |        |        |     |
| 91278 | Investigate an aspect of New Zealand music  | L2/Int | 4      |        |        |     |

## 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      |        | 6r,6w  |     |
| 91981 | Perform a Te Ao Haka item to respond to a local kaupapa    | L2/Int | 6      |        | 6r     |     |
| 91982 | Compare a Te Ao Haka performance and one other performance | L2/Ext | 4      |        | 4r,4w  |     |
| 91983 | Respond to a Te Ao Haka performance                        | L2/Ext | 4      |        | 4r,4w  |     |

## ART DESIGN

### Level 3

Recommended Prior Learning: Some understanding of Adobe Photoshop would be beneficial.

#### 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.

Any enquiries to Teacher in Charge if more clarification is needed.

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 decision making.

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

A commitment to the subject and prior art painting knowledge is preferable.

Teacher in Charge: J. Clifton

| 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

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.

A commitment to the subject and prior art photography knowledge is preferable.

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, script writing, creativity, building of confidence, empathy and communication. Studying Drama will benefit careers in law, medicine, project management, event organization production management and the creative industries.

Teacher in Charge: d. Moran

| AS    |  | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|--|--------|--------|--------|--------|-----|
| 91512 | Demonstrate understanding of live drama performance  | L3/Int | 4      |        | 4r     |     |
| 91513 | Devise and perform a drama to realise a concept  | L3/Int | 5      |        |        |     |
| 91514 | Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period | L3/Ext | 4      |        | 4r,4w  |     |
| 91517 | Perform a substantial acting role in a significant production                                      | L3/Int | 5      |        | 5r     |     |

## 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 Teacher in Charge of Music. Students are expected to be able to work independently to practice, analyse and perfect their work.

Teacher in Charge: N. Munn

| 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      |        |        |     |
| 91423 | Examine the influence of context on a substantial music work                                     | L3/Ext | 4      |        | 4r,4w  |     |
| 91424 | Create two arrangements for an ensemble  | L3/Int | 4      |        |        |     |
| 91425 | Research a music topic   | L3/Int | 6      |        | 6r     |     |
| 91849 | Compose three original songs that express imaginative thinking                                   | L3/Int | 8      |        |        |     |

## 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      |        | 5r,5w  |     |
| 91985 | Perform three categories within a discipline of Te Ao Haka           | L3/Int | 5      |        | 5r     |     |
| 91986 | Perform two Te Ao Haka disciplines                                   | L3/Ext | 5      |        | 5r     |     |
| 91987 | Demonstrate understanding of a key role within Te Ao Haka            | L3/Ext | 5      |        | 5r,5w  |     |

# 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                   | L2/Int | 2      |        |        |     |
| 26622 | Write to communicate ideas for a purpose and audience  | L1/Int | 4      |        |        |     |
| 26624 | Read texts with understanding                          | L1/Int | 3      |        |        |     |
| 26625 | Actively participate in spoken interactions            | L1/Int | 3      |        |        |     |
| 32403 | Read written texts to understand ideas and information | L1/Ext | 5      |        |        |     |
| 32405 | Write texts to communicate ideas and information       | L1/Ext | 5      |        |        |     |

## 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 2025 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     | L1/Ext | 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 language. 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 2025 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     | L1/Ext | 5      | Y      |        |     |
| 91927 | Demonstrate understanding of significant aspects of unfamiliar texts | L1/Ext | 5      | Y      |        |     |

## ENGLISH COMMUNICATION LITERACY

### Level 2

#### Course Description

This course is strongly recommended for students who have not yet achieved the Level 1 Literacy requirements. 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.

Teacher in Charge: A. Hassan

| 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 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: At least 5 Achievement Standard 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.

Teacher in Charge: A. Hassan

| 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: 10 or more Achievement Standard credits in Level 1 English..

#### Course Description

Level 2 English Literature is a 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.

Teacher in Charge: A. Hassan

| 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     |     |
| 91107 | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence | L2/Int | 3      | Y      |        |     |

## MEDIA STUDIES

### Level 2

Recommended prior learning: Level 1 English or Social Sciences.

#### Course Description

In this course we will explore the relationship between media products and audiences. We will think critically about emerging issues in our society that are related to media production and consumption.

Media Studies is a practical subject. During this course you will plan, research, record and edit your own podcast. You will also develop an understanding of audience theory and how audiences interact with media products.

Teacher in Charge: D. Hanson

| AS    |  | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|--|--------|--------|--------|--------|-----|
| 91248 | Demonstrate understanding of the relationship between a media product and its audience | L2/Ext | 3      |        | 3w     |     |
| 91253 | Complete a developed media product from a design and plan using a range of conventions | L2/Int | 6      |        |        |     |
| 91255 | Write developed media text for a specific target audience                              | L2/Int | 3      |        | 3w     |     |
| 91280 | Conduct a reflective social inquiry  | L2/Int | 5      |        | 5r     |     |

## 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 | L3/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: Media Studies, 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 |
|-------|---|--------|--------|--------|--------|-----|
| 91493 | Demonstrate understanding of a relationship between a media genre and society | L3/Ext | 4      |        | 4r,4w  |     |
| 91494 | Produce a design for a media product that meets the requirements of a brief   | L3/Int | 4      |        |        |     |
| 91495 | Produce a media product to meet the requirements of a brief                   | L3/Int | 6      |        |        |     |
| 91496 | Demonstrate understanding of a significant development in the media           | L3/Int | 3      |        |        |     |
| 91497 | Write a media text to meet the requirements of a brief                        | L3/Int | 3      |        | 3w     |     |

# HEALTH / PHYSICAL / OUTDOOR EDUCATION

## HEALTH

### Level 1

Recommended Prior Learning: A passion for health-related topics, well-being and care for others. Discussion and/or questions are welcomed by the Teacher in Charge of health.

#### 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/clinical sectors. 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. Students will also compare and analyze different health models i.e., Te Whare Tapu Wha and identify how these models can be interpreted from varying perspectives.

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      |        |        |     |
| 92009 | Demonstrate understanding of a decision-making process in a health-related situation | L1/Int | 5      |        |        |     |
| 92010 | Demonstrate understanding of factors that influence hauora                           | L1/Ext | 5      |        |        |     |
| 92011 | Demonstrate understanding of strategies that enhance hauora                          | L1/Ext | 5      |        |        |     |

## 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 practical in class time, plus up to 7 days out of school. 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 \$270: Sea Kayak \$130, Tramp \$100 and Rock climbing \$40.

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:

- Various sporting practical units through Futsal, Touch Rugby, Kio rahi and other sports
- Anatomy and Physiology concepts, learning about the body and human movement
- Biomechanical aspects in movement and Social Responsibility and Leadership in game situations
- Understanding how movement impacts through kotahitanga or unity and spirit

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 the application of strategies in movement                     | L1/Int | 5      |        |        |     |
| 92018 | Demonstrate understanding of the influence of a personal movement experience on hauora     | L1/Ext | 5      |        |        |     |
| 92019 | Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific | L1/Ext | 5      |        |        |     |

## 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 interested in the health, wellness or community sector. Students will take part in a broad learning program which examines current issues such as mental health, sexuality, alcohol and vaping alongside various other topics. Students will also develop and carry out an action plan designed to improve their wellbeing which includes practical elements. Individual research is complimented by a range of collaborative and group based tasks.

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      |        |        |     |
| 91236 | Evaluate factors that influence people's ability to manage change                              | L2/Int | 5      |        |        |     |
| 91237 | Take action to enhance an aspect of people's well-being within the school or wider community   | L2/Int | 5      |        |        |     |
| 91239 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues | L2/Int | 5      |        |        |     |

## OUTDOOR EDUCATION

### Level 2

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

#### 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.

This course requires total commitment and full attendance, especially for the weekly adventures. Lack of attendance will result in students not being able to go on the longer trips.

Course Contribution and Equipment: Total \$450: White water kayak \$200, Tramp \$110, Alpine trip \$40 and Rock climbing \$100

Teacher in Charge: S. Garside

| AS/US |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 32848 | Demonstrate paddling skills on moving water   | L2/Int | 2      |        |        |     |
| 20121 | Demonstrate paddling skills on Class 2 water  | L3/Int | 2      |        |        |     |
| 26249 | Demonstrate skills for an overnight tramp   | L2/Int | 2      |        |        |     |
| 32835 | Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors | L2/Int | 3      |        |        |     |
| 457   | Demonstrate mountain biking skills on grade 2 terrain   | L2/Int | 2      |        |        |     |
| 20817 | Demonstrate mountain biking skills on grade 3 terrain   | L3/Int | 2      |        |        |     |
| 32840 | Demonstrate knowledge of preparation for an outdoor activity  | L2/Int | 3      |        |        |     |
| 18132 | Demonstrate basic alpine skills on low-angled mountain terrain  | L3/Int | 2      |        |        |     |
| 91333 | Analyse the application of risk management strategies to a challenging outdoor activity                         | L2/Int | 3      |        |        |     |

## 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      |        |        |     |
| 91329 | Demonstrate understanding of the application of biophysical principles to training for physical activity           | L2/Int | 4      |        |        |     |
| 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      |        |        |     |
| 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. The course also offers 4 NCEA Achievement Standards under 3.9 to gain credits in a unit to devise strategies for a physical activity outcome.

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      |        |        |     |
| 31388 | Carry out pre-event preparation and apply the rules of the sport while officiating sports events | L3/Int | 10     |        |        |     |

## HEALTH

Level 3

Recommended Prior Learning: A passion for Health studies, well-being and a positive approach to lifelong learning. Negotiation/meeting with the TIC of Health is required to identify if this course is appropriate for you..

### Course Description

This course is suitable and important for students anticipating a career in the health/community/clinical sectors. Students will study a current NZ health issue; they will look and analyze different types of health practices currently used in NZ. They will compare philosophies, WSM to contemporary and traditional medicine. They will analyze 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      |        | 5r     |     |
| 91462 | Analyse an international health issue                          | L3/Ext | 5      |        | 5r,5w  |     |
| 91463 | Evaluate health practices currently used in New Zealand        | L3/Int | 5      |        | 5r     |     |
| 91464 | Analyse a contemporary ethical issue in relation to well-being | L3/Int | 4      |        | 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, instructor, skills for the police/army, 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 skills in leadership and safety management.

# Achievement Standard 91501 is also physical education these credits can not be gained twice and outdoor education will act as a reassessment opportunity.

Course Contribution and Equipment: Total \$570: White water kayak \$200, Two mountain bike trips \$140, Alpine tramp \$130 and Rock climbing \$100

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      |        |        |     |
| 91504 | Analyse issues in safety management for outdoor activity to devise safety management strategies | L3/Int | 3      |        | 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 practical's 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      |        |        |     |
| 91499 | Analyse a physical skill performed by self or others   | L3/Int | 3      |        |        |     |
| 91500 | Evaluate the effectiveness of a performance improvement programme                                | L3/Int | 4      |        | 4r     |     |
| 91501 | Demonstrate quality performance of a physical activity in an applied setting                     | L3/Int | 4      |        |        |     |
| 91502 | Examine a current physical activity event, trend, or issue and its impact on New Zealand society | L3/Int | 4      |        | 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 |
|-------|--|--------|--------|--------|--------|-----|
| 27996 | Write simple texts on everyday topics (EL)                                   | L1/Int | 5      |        |        |     |
| 30979 | Demonstrate understanding of simple spoken texts in everyday situations (EL) | L1/Int | 10     |        |        |     |
| 31005 | Read and understand a range of simple written texts independently (EL)       | L1/Int | 5      |        |        |     |
| 31013 | Participate in simple everyday spoken interactions (EL)                      | 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      |        |        |     |
| 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      |        |        |     |
| 91979 | Demonstrate understanding of elements within a Te Ao Haka performance  | L1/Ext  | 4      |        |        |     |
| 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 Level 2 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 Level 1 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 10 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      | Y      |        |     |
| 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 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 Level 3 English Language unit standards to demonstrate their progress in each of the core skills. If a student is at the level and is still requiring Level 1 Literacy, they can work through two internal standards to try and achieve Level 1 literacy.

Teacher in Charge: C. Armstrong-Hernandez

| US    |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 28068 | Write a connected text on a familiar topic (EL)                 | L3/Int | 5      |        |        |     |
| 31008 | Read and understand a range of written texts independently (EL) | L3/Int | 5      |        |        |     |
| 31021 | Participate in a formal interview in an applied context (EL)    | L3/Int | 5      |        |        |     |

## 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. It will focus on the skills required for Level 1 Literacy: reading, writing and grammar.

Teacher in Charge: C. Armstrong-Hernandez

| US    |  | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|--|--------|--------|--------|--------|-----|
| 28000 | Write a simple text for a practical purpose (EL)                       | L2/Int | 5      |        |        |     |
| 30995 | Read and understand a straightforward text on a familiar topic (EL)    | L2/Int | 5      |        |        |     |
| 31005 | Read and understand a range of simple written texts independently (EL) | L1/Int | 5      |        |        |     |
| 31026 | Present information on a familiar topic (EL)                           | L2/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 | Whakarongo kia mohio ki te reo Maori 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 for Numeracy, Mathematics with Applications or Mathematics with Algebra. Students will be placed on the basis of their Year 10 results and teacher recommendation.

## MATHEMATICS FOR 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 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. Progression from this course is to another Level 1 course, there is no direct Level 2 pathway. Optional Financial Capability Unit Standards papers 24697, 24709 will be available for students.

Teacher in Charge: L. Toynbee

| US/AS |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 24697 | Perform income-related calculations for personal finances   | L1/Int | 2      |        |        |     |
| 24709 | Produce a budget to manage personal finances  | L1/Int | 3      |        |        |     |
| 32406 | Use mathematics and statistics to meet the numeracy demands of a range of situations                    | L1/Ext | 10     |        |        |     |
| 91945 | Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific | L1/Int | 5      |        |        | Y   |

## MATHEMATICS WITH APPLICATIONS

Level 1

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

### Course Description

Mathematics with Applications is a course designed for students who have shown competence at most strands of the Junior Curriculum. It provides students with a broad mathematical foundation without a large algebraic component. It applies learning across number, measurement, geometry, statistics, and probability, and Optional Financial Capability Unit Standards papers 24697, 24709 will be available for students.

Teacher in Charge: L. Toynbee

| US/AS |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 24697 | Perform income-related calculations for personal finances   | L1/Int | 2      |        |        |     |
| 24709 | Produce a budget to manage personal finances  | L1/Int | 3      |        |        |     |
| 32406 | Use mathematics and statistics to meet the numeracy demands of a range of situations                    | L1/Ext | 10     |        |        |     |
| 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   |

## 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: L. Toynbee

| 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. Optional Financial Capability Unit Standard 28094 may be available for students.

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/US |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 28094 | Produce a household budget, set a financial goal and review and adjust the budget to achieve the goal | L2/Int | 3      |        |        |     |
| 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   |

## MATHEMATICS WITH ALGEBRA

Level 2

Recommended Prior Learning: 10 credits in Level 1 Mathematics, including 91945 and 91947

### 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   |
| 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.

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   |
| 91581 | Investigate bivariate measurement data                      | L3/Intl | 4      |        |        | 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 mathematics 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.

Note: Combining Mathematics courses at Level 3 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: L. White

| AS    |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 91580 | Investigate time series data  | L3/Int | 4      |        |        | Y   |
| 91581 | Investigate bivariate measurement data  | L3/Int | 4      |        |        | Y   |
| 91582 | Use statistical methods to make a formal inferences                                   | L3/Int | 4      |        |        | Y   |
| 91583 | Conduct an experiment to investigate a situation using experimental design principles | L3/Int | 4      |        |        | Y   |
| 91584 | Evaluate statistically based reports  | L3/Ext | 4      |        | 4r,4w  | Y   |
| 91586 | Apply probability distributions in solving problems                                   | L3/Ext | 4      |        |        | 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 chemical reactions in context                                 | L1/Int | 6      |        |        |     |
| 92022 | Demonstrate understanding of genetic variation in relation to an identified characteristic | L1/Ext | 5      | Y      |        |     |
| 92047 | Demonstrate understanding of a physical system using energy concepts                       | 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 chemical reactions in context                                 | L1/Int | 6      |        |        |     |
| 92022 | Demonstrate understanding of genetic variation in relation to an identified characteristic | L1/Ext | 5      | Y      |        |     |
| 92047 | Demonstrate understanding of a physical system using energy concepts                       | 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 chemical reactions in context                                 | L1/Int | 6      |        |        |     |
| 92022 | Demonstrate understanding of genetic variation in relation to an identified characteristic | L1/Ext | 5      | Y      |        |     |
| 92047 | Demonstrate understanding of a physical system using energy concepts                       | 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      |        |        |     |
| 92021 | Demonstrate understanding of chemical reactions in context                                 | L1/Int | 6      |        |        |     |
| 92022 | Demonstrate understanding of genetic variation in relation to an identified characteristic | L1/Ext | 5      | Y      |        |     |
| 92023 | Demonstrate understanding of how the physical properties of materials inform their use     | L1/Ext | 4      |        |        |     |
| 92045 | Demonstrate understanding of a physical phenomenon through investigation                   | L1/Int | 5      |        |        |     |
| 92047 | Demonstrate understanding of a physical system using energy concepts                       | 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 | L3/Int | 3      |        | 3r     |     |
| 91157 | Demonstrate understanding of genetic variation and change                                  | L2/Ext | 4      |        | 4w     |     |
| 91156 | Demonstrate understanding of life processes at the cellular level                          | L2/Ext | 4      |        | 4w     |     |
| 91155 | Demonstrate understanding of adaptation of plants or animals to their way of life          | L2/Int | 3      |        |        |     |
| 91153 | Carry out a practical investigation in a biology context, with supervision                 | L2/Int | 4      |        |        |     |

## 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 enables students with excellent problem solving skills in the context of an enhanced understanding of the world they live in. Chemistry is an essential pre-requisite for many professional courses at university, especially in Health Sciences and Engineering.

Teacher in Charge: A. Nyhoff

| AS    |  | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|--|--------|--------|--------|--------|-----|
| 91164 | Demonstrate understanding of bonding, structure, properties and energy changes                                 | L2/Ext | 5      |        |        |     |
| 91165 | Demonstrate understanding of the properties of selected organic compounds                                      | L2/Ext | 4      |        |        |     |
| 91166 | Demonstrate understanding of chemical reactivity   | L2/Ext | 4      |        |        |     |
| 91167 | Demonstrate understanding of oxidation-reduction   | L2/Int | 3      |        |        |     |
| 91910 | Carry out a practical investigation into a substance present in a consumer product using quantitative analysis | L2/Int | 4      |        |        |     |

## 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: J. Fraser

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

## PHYSICS

### Level 2

Recommended Prior Learning: 10 Achievement Standard credits in NCEA level 1 Science courses including the Physics Energy standard or by HOD approval.

#### Course Description

This is a challenging but exciting course. It aims to empower students with the ability to critically analyse a situation and approach new situations with confidence, while gaining knowledge of the fundamental concepts and principles of Physics. Topics covered include: electricity, magnetism, mechanics and wave concepts. Your teachers are keen to help you understand more about the Universe and to value the study of Physics.

Teacher in Charge: C. Johnston

| AS    |  | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|--|--------|--------|--------|--------|-----|
| 91168 | Carry out a practical physics investigation that leads to a non-linear mathematical relationship | L2/int | 4      |        |        |     |
| 91169 | Demonstrate understanding of physics relevant to a selected context                              | L2/Int | 3      |        |        |     |
| 91171 | Demonstrate understanding of mechanics   | L2/Ext | 6      |        |        |     |
| 91172 | Demonstrate understanding of atomic and nuclear physics  | L2/Int | 3      |        |        |     |
| 91173 | Demonstrate understanding of electricity and electromagnetism                                    | L2/Ext | 6      |        |        |     |

## 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 and medicine through to sports science, environmental science, marine science and anthropology.

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      |        | 4r,4w  |     |
| 91604 | Demonstrate understanding of how an animal maintains a stable internal environment             | L3/Int | 3      |        | 3r     |     |
| 91603 | Demonstrate understanding of the responses of plants and animals to their external environment | L3/Ext | 5      |        | 5r,5w  |     |
| 91602 | Integrate biological knowledge to develop an informed response to a socio-scientific issue     | L3/Int | 3      |        | 3r     |     |
| 91601 | Carry out a practical investigation in a biological context, with guidance                     | L3/Int | 4      |        |        |     |

## CHEMISTRY

### Level 3

Recommended Prior Learning: Minimum of 2 external standards achieved in Level 2 Chemistry

#### Course Description

This course builds upon the fundamentals learned in Level 2 Chemistry. It is designed to prepare and qualify students for professional university courses that require Chemistry, like Engineering and Health Sciences.

Teacher in Charge: A. Nyhoff

| AS    |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 91393 | Demonstrate understanding of oxidation-reduction processes  | L3/Int | 3      |        |        |     |
| 91392 | Demonstrate understanding of equilibrium principles in aqueous systems                                | L3/Ext | 5      |        |        |     |
| 91391 | Demonstrate understanding of the properties of organic compounds                                      | L3/Ext | 5      |        |        |     |
| 91390 | Demonstrate understanding of thermochemical principles and the properties of particles and substances | L3/Ext | 5      |        |        |     |
| 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: J. Fraser

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

## PHYSICS

### Level 3

Recommended Prior Learning: Minimum 15 credits in NCEA Level 2 Physics, including BOTH externally-assessed Achievement Standards.

#### Course Description

This course aims to empower students with the ability to critically analyse a situation and approach a new situation with confidence, while gaining knowledge of the fundamental concepts and principles of Physics. Topics covered include Mechanics, Electricity, Magnetism, Waves and Nuclear Physics. Students are encouraged to use scientific methods to challenge their current thinking. Your teachers are keen to help you understand more about the Universe and value the study of Physics.

Teacher in Charge: C. Johnston

| AS    |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 91522 | Demonstrate understanding of the application of physics to a selected context | L3/Int | 3      |        |        |     |
| 91523 | Demonstrate understanding of wave systems                                     | L3/Ext | 4      |        |        |     |
| 91524 | Demonstrate understanding of mechanical systems                               | L3/Ext | 6      |        |        |     |
| 91525 | Demonstrate understanding of Modern Physics                                   | L3/Int | 3      |        |        |     |
| 91526 | Demonstrate understanding of electrical systems                               | L3/Ext | 6      |        |        |     |



# 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   |
| 92029 | Demonstrate understanding of price determination for an organisation                             | L1/Int | 5      |        |        |     |
| 92030 | Demonstrate understanding of how interdependent financial relationships are affected by an event | L1/Exy | 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. The main topics covered will be human population, natural processes and land use. Three of the four available NCEA standards will be assessed. 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 may include the topics of forestry and river quality, but these will be confirmed at the start of 2025.

Teacher in Charge: D. Purdie

| AS    |  | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|--|--------|--------|--------|--------|-----|
| 91932 | Demonstrate understanding of the spatial distribution of a phenomenon and its impacts on place                 | L1/Int | 5      | Y      |        |     |
| 91933 | Explore te taiao using data  | L1/Int | 5      |        |        | Y   |
| 91935 | Demonstrate understanding of decision-making in response to a geographic challenge in the wider Pacific region | L1/Ext | 5      | Y      |        |     |

## HISTORY

### Level 1

#### Course Description

The theme for Year 11 History is Resistance. Students will learn valuable skills in research, formal writing, and analysis of historical perspectives. This will be achieved from study in the following four topics:

**Resisting Fascism in World War II** - Students will learn about key battles of World War II and engage in their own research of a chosen battle.

**Resistance and the French Revolution** - Students will learn about the causes and consequences of the 1789 French Revolution.

**Genocide and Passive Resistance** - Students will learn about the significance the Rēkohu massacre had for New Zealanders, at the time and today.

**Conflict in Israel/Palestine** - Students will learn about different perspectives in this ongoing and topical conflict, with a focus on its origin.

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      |        |        |     |
| 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: Level 1 NCEA, 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      |        |        |     |
| 91176 | Prepare financial information for an entity that operates accounting subsystems  | L2/Ext | 5      |        |        |     |
| 91179 | Demonstrate understanding of an accounts receivable subsystem for an entity      | L2/Int | 3      |        |        |     |
| 91386 | Demonstrate understanding of an inventory subsystem for an entity                | L2/Int | 3      |        |        |     |
| 91481 | Demonstrate understanding of a contemporary accounting issue for decision-making | L2/Int | 4      |        |        |     |

## BUSINESS

### Level 2

Recommended Prior Learning: NCEA Level 1, or at the discretion of the HOF.

#### 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: K. Severn

| AS    |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 90844 | Demonstrate understanding of how a large business responds to external factors            | L2/Ext | 4      |        |        |     |
| 90846 | Conduct market research for a new or existing product                                     | L2/Int | 3      |        |        |     |
| 90848 | Carry out, review and refine a business activity within a community context with guidance | L2/Int | 9      |        |        |     |
| 91868 | Demonstrate understanding of cash flow forecasting for a business                         | L2/Int | 4      |        |        |     |

## ECONOMICS

### Level 2

Recommended Prior Learning: NCEA Level 1, or at the discretion of the HOF.

#### 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      |        |        |     |
| 91224 | Analyse economic growth using economic concepts and models                        | L2/Ext | 4      |        |        |     |
| 91226 | Analyse statistical data relating to two contemporary economic issues             | L2/Int | 4      |        |        |     |
| 91227 | Analyse how government policies and contemporary economic issues interact         | L2/Int | 6      |        | 6r     |     |
| 91403 | Demonstrate understanding of macro-economic influences on the New Zealand economy | L3/Ext | 6      |        | 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      |        | 4r,    |     |
| 91241 | Demonstrate geographic understanding of an urban pattern                                | L2/Int | 3      |        |        |     |
| 91243 | Apply geography concepts and skills to demonstrate understanding of a given environment | L2/Ext | 4      |        |        |     |
| 91244 | Conduct geographic research with guidance   | L2/Int | 5      |        |        |     |
| 91246 | Explain aspects of a geographic topic at a global scale                                 | L2/Int | 3      |        |        |     |

# HISTORY

## Level 2

### Course Description

The theme for Year 12 History is East vs West. Students will learn about the historical forces and ideologies that have shaped the modern world.

This course will focus on the following four topics:

**The Crusades** - Students will learn about these "holy wars" and investigate perspectives from the Muslim capture of Christian Jerusalem in 1187.

**The Vietnam War** - Students will learn about this conflict and its global significance within the context of the cold war.

**Post-War New Zealand** - Students will undertake individual research on a topic of their choice, such as the Springbok Tour protests or the bombing of the Rainbow Warrior.

**The Bombing of Hiroshima** - Students will learn the causes and consequences of the nuclear bombing of Hiroshima, and debate the justification of this deadly event.

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      |        | 4r     |     |
| 91230 | Examine an historical event or place that is of significance to New Zealanders                              | L2/Int | 5      |        | 5r     |     |
| 91232 | Interpret different perspectives of people in an historical event that is of significance to New Zealanders | L2/Int | 5      |        | 5r     |     |
| 91233 | Examine causes and consequences of a significant historical event   | L2/Ext | 5      |        | 5r,5w  |     |
| 91234 | Examine how a significant historical event affected New Zealand society                                     | L2/Ext | 5      |        | 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: 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 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 Aotearoa 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      |        |        |     |
| 91407 | Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity | L3/Int | 5      |        | 5r,5w  |     |
| 91408 | Demonstrate understanding of management accounting to inform decision-making                              | L3/Ext | 4      |        |        |     |
| 91409 | Demonstrate understanding of a job cost subsystem for an entity   | L3/Int | 4      |        |        |     |

## BUSINESS

### Level 3

Recommended Prior Learning: Must have Level 2 NCEA, 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      |        | 4r,4w  |     |
| 91382 | Develop a marketing plan for a new or existing product  | L3/Int | 6      |        | 6r     |     |
| 91384 | Carry out, with consultation, an innovative and sustainable business activity                                       | L3/Int | 9      |        |        |     |

## 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      |        | 4r,4w  |     |
| 91401 | Demonstrate understanding of micro-economic concepts  | L3/Int | 5      |        | 5r     |     |
| 91402 | Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes | L3/Int | 5      |        | 5r     |     |
| 91403 | Demonstrate understanding of macro-economic influences on the New Zealand economy                                       | L3/Ext | 6      |        | 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      |        | 4r,4w  |     |
| 91429 | Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills | L3/Ext | 4      |        | 4r,4w  |     |
| 91430 | Conduct geographic research with consultation   | L3/Int | 5      |        |        |     |
| 91431 | Analyse aspects of a contemporary geographic issue  | L3/Int | 3      |        | 3r     |     |
| 91432 | Analyse aspects of a geographic topic at a global scale   | L3/Int | 3      |        | 3r     |     |

# HISTORY

## Level 3

### Course Description

The theme for Year 13 History is Imperialism. Students will learn about imperialism and colonisation and debate the extent to which this continues to impact society today. This course will focus on the following four topics:

**Turning Points** - Students will undertake research and present arguments in debates on key historical turning points, such as the fall of the Roman Empire, or World War Two.

**Stories of Te Tauihu** - Students will choose a topic from local History to explore and engage in field research as a professional historian.

**The British Empire** - Students will learn about the rise and fall of the British Empire and debate whether it was overall a force for good, or a force for evil.

**The Hell-Hole of the Pacific** - Students will learn the causes and impact of British empire building in Aotearoa New Zealand.

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      |        | 5r     |     |
| 91435 | Analyse an historical event, or place, of significance to New Zealanders                                     | L3/Int | 5      |        | 5r     |     |
| 91436 | Analyse evidence relating to an historical event of significance to New Zealanders                           | L3/Ext | 4      |        | 4r,4w  |     |
| 91437 | Analyse different perspectives of a contested event of significance to New Zealanders                        | L3/Int | 5      |        | 5r     |     |
| 91438 | Analyse the causes and consequences of a significant historical event  | L3/Ext | 6      |        | 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: career and study options available in tourism; guest speakers and field trips to Kaikōura (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. This course has a cost of \$50 to cover materials and consumables for take home projects.

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

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      |        |        |     |
| 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 | Experiment with different materials to develop a Materials and Processing Technology outcome                          | 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.

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

Recommended Prior Learning: Year 10 Graphics

### Level 1

#### 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. This course has a cost of \$50 to cover materials and consumables by agreement for take home projects.

Teacher in Charge: R. Ringwood

| US    |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 2432  | Manually construct plane geometric shapes for engineering                     | L2/Int | 3      |        |        |     |
| 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      |        |        |     |
| 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      |        |        |     |
| 30518 | Bleed a hydraulic brake system  | L3/Int | 2      |        |        |     |
| 30560 | Demonstrate knowledge of clutches and manual transmissions                                  | L3/Int | 3      |        |        |     |

## COMPUTER DIGITAL TECHNOLOGIES

Recommended Prior Learning: 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

### Level 2

#### 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      |        |        |     |
| 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      |        |        |     |
| 91899 | Present a summary of developing a digital outcome                        | L2/Ext | 3      |        |        |     |

## 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 | 4      |        |        |     |
| 29770 | Use the main features and functions of a spreadsheet application for a purpose  | L2/Int | 4      |        |        |     |
| 29771 | Use the main features and functions of a presentation application for a purpose   | L2/Int | 3      |        |        |     |
| 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 | 4      |        |        |     |
| 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

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.

### Level 2

#### 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 of 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      |        |        |     |
| 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      |        |        |     |

## FINE WOOD

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 2

#### 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.

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. This course has a cost of \$70 that covers materials and consumables for take home projects.

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      |        |        |     |

## FOOD AND HOSPITALITY

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.

### Level 2

#### 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.

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      |        |        |     |
| 91340 | Use the characteristics of a design movement or era to inform own design ideas   | L2/Int | 3      |        |        |     |
| 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. This course has a cost of \$79 to cover materials and consumables by agreement for take home projects.

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      |        |        |     |

# 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. There will be a cost of \$70 for the production of projects and some materials for take home projects.

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 |
|-------|--|--------|--------|--------|--------|-----|
| 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      |        |        |     |
| 21684 | Use a MIG welding plant in the automotive industry   | L3/int | 3      |        |        |     |
| 22899 | Demonstrate knowledge of mechanical power transmission   | L3/Int | 6      |        |        |     |
| 23992 | Use a gas metal arc welding plant in the automotive and related industries   | L3/Int | 3      |        |        |     |
| 25706 | Demonstrate and apply knowledge of intermediate light fabrication trade practice   | L3/Int | 10     |        |        |     |
| 32052 | Demonstrate knowledge of and produce development drawings and patterns for three-dimensional objects in MaPS environment | L3/Int | 4      |        |        |     |

## 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      |        |        |     |
| 21684 | Use a MIG welding plant in the automotive industry   | L3/int | 3      |        |        |     |
| 22899 | Demonstrate knowledge of mechanical power transmission   | L3/Int | 6      |        |        |     |
| 23992 | Use a gas metal arc welding plant in the automotive and related industries   | L3/Int | 3      |        |        |     |
| 25706 | Demonstrate and apply knowledge of intermediate light fabrication trade practice   | L3/Int | 10     |        |        |     |
| 32052 | Demonstrate knowledge of and produce development drawings and patterns for three-dimensional objects in MaPS environment | L3/Int | 4      |        |        |     |

## COMPUTER DIGITAL TECHNOLOGIES

Level 3

Recommended Prior Learning: 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      |        | 3w     |     |
| 91909 | Present a reflective analysis of developing a digital outcome    | L3/Ext | 3      |        |        |     |

## 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 | 5      |        |        |     |
| 29786 | Produce a spreadsheet for organisational use  | L3/Int | 5      |        |        |     |
| 29787 | Produce and use a database to provide a solution for organisational use                             | L3/Int | 5      |        |        |     |
| 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

Level 3

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.

### 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. There will be a cost that covers materials and consumables for take home projects.

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

Level 3

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

### 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. There will be a cost for the production of projects and some materials for take home projects \$79.00.

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

### Level 3

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 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. This course has a cost of \$70 that contributes to materials and consumables for take-home projects.

Teacher in Charge: C. Botes

| 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      |        |        |     |

## 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 16 credits from 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      |        |        |     |
| 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      |        |        |     |

## VOCATIONAL PATHWAYS & EDUCATION

### Level 2

#### Course Description

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

Students will do career planning, CV writing, interviewing, 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. Standards on offer can be flexible and where possible or applicable they can cater to each student's chosen pathway.

Students will also complete a Health and Safety in the Workplace Course which will offer them 5 Level 2 credits. Students can expect to be offered 17 credits in this class.

Teacher in Charge: V. Heays

| US    |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 3492  | Write a short report  | L2/Int | 3      |        |        |     |
| 4252  | Produce a personal targeted CV (curriculum vitae)   | L2/Int | 2      |        |        |     |
| 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      |        |        |     |
| 24695 | Explain taxation and other deductions relating to personal income   | L2/Int | 2      |        |        |     |
| 28097 | Explain and select banking products and services in relation to personal finances                               | L2/Int | 3      |        |        |     |

## VOCATIONAL PATHWAYS & EDUCATION

### Level 3

#### Course Description

This is a Unit Standard Level 3 course. The content is targeted at students who are seeking employment, trades and apprenticeship pathways. It offers students a chance to explore career options and write a report on their findings, interview people in career pathways they are interested in, gain some financial literacy skills and engage in some work experience. The course aims to develop a student's employability skills: positive attitude, communication skills, team work, self-management, a 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. Students in this class are also offered Health and Safety in the workplace training which will gain them 10 Level 3 credits.

It is expected that each student will engage in a minimum of 10 days work experience and gain 19 trades or pathways related credits. The standards below are indicative ONLY of what is available.

Teacher in Charge: V. Heays

| US    |   | Level  | Credit | L1 Lit | UE Lit | Num |
|-------|---|--------|--------|--------|--------|-----|
| 1279  | Write in plain English  | L3/Int | 3      |        |        |     |
| 1296  | Conduct informal interviews   | L3/Int | 3      |        |        |     |
| 1980  | Describe, from an employee perspective, ways of dealing with employment relationship problems | L3/Int | 3      |        |        |     |
| 3491  | Write a report  | L3/Int | 4      |        |        |     |
| 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      |        |        |     |

# TOP OF THE SOUTH TRADES ACADEMY (TOTSTA) PROGRAMME

## Level 2 & 3

Applications open on 1 August for the following year. Places are strictly limited to 20 students across Year 12 and Year 13.

### Course Description

The Top of the South Trades Academy (TOTSTA) offer a range of courses for students based at NMIT, Whenua Iti Outdoors, ETCO (Electrical Training Company).

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

These courses are one day per week (usually Fridays) for the school year. They run from mid February through to October during school term time only.

Courses likely to be available in 2025: Arts and Design, Automotive Engineering, Aeronautical Engineering (in Blenheim, transport provided), Beauty, Carpentry and Joinery, Cellar Operations, Creative Design for Hair and Make-up, Gamification, Hairdressing, Hospitality, Mechanical Engineering and Sport and Exercise.

### ETCO

This course is run by the Electrical Training Company Organisation. It is a pre-trade Electrical course that runs one day per week (usually Fridays) for the school year. It runs from mid February through to October during school term time only. A great option for those exploring an electrical trades pathway.

### WHENUA ITI

Courses are 16 days each. They are run as four camps, each camp consists of 4 days and 3 nights.

Courses include: Adventure Tourism, Emergency and Response, Environmental Sustainability, Manaaki Tapoi (Māori tourism), Tourism Operations. The camp dates are set in advance. Students must be able to attend all of the four camps to complete the credits.

All applicants are interviewed to ascertain their suitability for **TOTSTA** courses. Acceptance into these courses is subject to availability and ability to commit to the programme enrolling in.

All courses are FREE

**Enrol online** contact Mrs Phillips (Trades Academy Co-ordinator) in the Careers Hub. [pl@nelson.school.nz](mailto:pl@nelson.school.nz).



tude

## CAREERS

### The Careers Team at Nelson College

#### Services

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

These include:

- Career education
- Individual careers counselling (parents are welcome to attend)
- 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
- StudyLink and IRD information sessions
- Preparing for university sessions - Scholarship, Halls Applications

### Gateway Programme

Senior students to progress from school to the Gateway gives students the opportunity to blend school study with workplace learning and experience.

Gateway is a tailored programme for ākonga who want to explore particular career pathways AND who want to gain employability skills and experience to support their employment or apprenticeship goals. Our Gateway Programme is offered to selected students from Year 13 and Year 12 (if there are places available) who are enrolled across any trades based classes.

It requires a commitment to a minimum of 10 days work experience and to gaining at least 20 credits in industry (trade) related standards.

Students must APPLY and be ACCEPTED into this programme. To apply you need to contact Mrs Chris Phillips (Gateway Co-ordinator) on [pl@nelson.school.nz](mailto:pl@nelson.school.nz)





# 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

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 range of theatre and drama events including but not exclusive to: Sheilah Winn Shakespeare Festival and the Regional TheatreSports Competition. Senior Drama classes also produce full class productions every year.

Regular musicals and plays with music have been produced with Nelson College for Girls in the last three years including the junior production, 'Back to the 80's' and the senior production, 'One Man- Two Guvnors.' Students have completed NCEA credits in stage production and event technology standards while gaining credits for planning and producing shows behind the scenes.

## Sport

Our Sports Office is a hive of activity all year as a wide range of sports are offered by the school. Teams participate in locally run competitions with other secondary schools and through sports exchanges. Most sports offer both competitive and social grades.

There is usually a fee to cover cost of venue hire, uniforms, affiliations and transport to venues. The first point of contact for any general enquiries about sport in the school is the Director of Sport Alethea Stove.

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

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.

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                         | Theatre Sports       |
| Ngā Manu Kōrero                   |                      |
| Pacific Island Cultural Group     |                      |



# NELSON COLLEGE

TE KURA TAMATĀNE O WHAKATŪ

## ENQUIRIES

Ph: +64 3 548-3099  
Email: [enrol@nelson.school.nz](mailto:enrol@nelson.school.nz)

Postal Address:  
Private Bag 16, Nelson 7040  
New Zealand

Physical Address:  
67 Waimea Road, Nelson 7010  
New Zealand

[www.nelson.school.nz](http://www.nelson.school.nz)



START YOUR LEGACY