



St. Oran's College

Year 11 Course Handbook

2012

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Dear Students and Parents,

This Course Handbook for Year 11 students contains information to assist our Year 10 students to make informed decisions as they move into Year 11 and take up courses of study which are then assessed according to the requirements set down for national qualifications. It is a good idea for both students and parents to first read thoroughly all the material presented here about making useful choices and it also gives an overview of all subjects currently available at St. Oran's College.

St. Oran's College has a philosophy of providing a well balanced curriculum with emphasis on high academic achievement. At this first level of NCEA, there are three core subjects [English, Mathematics, Science] that are compulsory for all our Year 11 students as they provide all the generic skills common to all careers. For their other three choices, our students are encouraged to choose as broad a selection as they can rather than specialize too early in one particular skill area. It is also important they do not choose courses simply to acquire NCEA credits. As part of the special character of St. Oran's College all our students at all levels also participate in Christian Studies.

When choosing subjects, students should look towards their strengths, choosing what they do well in, what they like and what may possibly be required for future studies.

All subjects contained in this handbook are possible options for 2012, but it must be clearly understood that should there be insufficient students to make a viable class, a subject may not be timetabled or may have reduced teacher contact hours or be combined with another year level. Numbers can also be restricted because of limited facilities available.

All the best to all students as you think about and plan for 2012.

Yours sincerely



Dawn Ackroyd
Principal

Choosing A Course

This booklet is to help you plan your course of study for next year and beyond. To make useful decisions you need to reflect on your skills, seek advice from trusted adults and seek up-to-date information on courses and careers. The younger you are, the more important it is to keep your options open by choosing as widely as possible so as to have as wide a range of knowledge and skills as possible when you do make up your career mind. Specialising too early in one curriculum area has the disadvantage that, should your career plans change, you may be left without the skills and knowledge you need for your selected tertiary course.

Overall, the subjects you choose this year should provide you with a course that is:

- Suited to your interests and abilities
- Challenging and achievable
- Relevant to your career aspirations
- Providing pathways for future study at a high level (where that is appropriate)

ASK YOURSELF...

1. What subjects do I really enjoy?

2. What subjects do I achieve well at?

3. What career/s am I thinking of following?

What subject/s will I need to study at school if I wish to have the choice at polytechnic/university to pursue that career?

Remember....

the higher your grades, the more choices you have.

the quality of grades counts.

RESEARCHING TO MAKE INFORMED DECISIONS

When we want to purchase new clothes, we go out and research the market – what is available and at what price. Setting up the academic foundation for their future is so much more important than buying clothes yet sometimes students just let their choices ‘happen’ to them. Students need to take the initiative to plan and prepare for their future and parents can be really helpful by also being up-to-date on what is happening now rather than what it was like when they were at school.

It is helpful to browse websites such as those listed below – just to get some ideas to get started with **or** to research for detailed career information **or** to find out what grades you need in order to get into a course **or** to find activities students can do which will steer them in the direction of their interests and skills. Try the CAREERS QUIZ on the Weltec site listed below.

www.nzqa.govt.nz

Everything you need to know about New Zealand’s qualifications system in general and NCEA in particular. These are very clear explanations of all the details.

www.2careers.govt.nz/

Provides good information on planning a career, including CAREER QUEST – a quiz to help you identify your interests. Another section is EDUCATION & TRAINING which covers choosing school subjects, a tertiary course database and what subjects lead to what careers. It also lists what jobs are the most in demand – quite a good idea to think about as it is not necessarily a good idea to qualify for a job that is NOT in demand at all.

www.auckland.ac.nz/careers

This is the most useful university site – covers the whole range of aspects for career planning.

www.weltec.ac.nz

Many enjoy and succeed in practical areas – and this site covers a large range of practical courses for students who do not want to have a job at a desk. There is also a CAREERS QUIZ – which asks you about your interests etc – are you more like Bill Gates, Mother Teresa or Daniel Carter? Very useful for career ideas.

www.futureintech.org.nz

This is an excellent site for information on careers in Engineering, Technology & Science. There are long lists of careers/jobs based on such subjects as Mathematics, Biology, Chemistry, Physics, ICT and Technology. There are profiles of people who do these jobs – their educational history, their experience – and what they actually do. Many of these jobs are on the list of where there are skills shortages in New Zealand.

www.studyit.org.nz

This is a student focused website set up especially for NCEA Science, Mathematics and English students. It contains all sorts of information about what students need to know about how to achieve in particular standards, exam and study advice and there is a discussion forum. Some students may find it useful.

National Qualifications at Year 11

All students at New Zealand secondary schools follow courses of study which follow the principles and values and key competencies and knowledge of learning areas as set down in the New Zealand Curriculum document. Course outlines are drawn up –and that is what students follow in their learning in each subject area.

When students reach Year 11 (sometimes in some subject areas in Year 10), these courses of learning are assessed through a national system of assessment registered on NZ’s National Qualifications Framework (NQF) and overseen by the NZ Qualifications Authority (NZQA).

There are a range of certificates New Zealanders study for but at our school, the national qualification all our students participate in is the NCEA (National Certificate of Educational Achievement). There are mainly three levels at most NZ secondary schools: Level 1, level 2 and Level 3.

Year 11 students at St Oran’s are mainly assessed at Level 1. At the beginning of the year students in any particular subject are given an assessment outline of the **standards** that will be used to assess what they have learnt in different aspects of their subject. Each standard covers a particular area of learning in that subject. Eg Algebra in maths or Electricity in science or Creative Writing in English. For each of these standards – called **Achievement Standards(AS)** – students build up credits at varying levels of difficulty – achieved, merit and excellence. Some standards are assessed by your teachers –**Internals**-(because it happens ‘in school’- and some are assessed at the end of year in an exam in the Hall and marked by people outside the school at the NZQA-**Externals**. Some subjects eg Art have **portfolios**. The same methods of assessment occur at all of Levels 1, 2 and 3.

To be awarded a Level 1 NCEA	Students must have 80 credits at Level 1 or above. Included in this total must be at least 10 credits in Literacy (English) from particular standards and 10 credits in Numeracy (mathematics) made up from particular standards. Students who get more than 80 Level 1 credits can put 20 of these extra L1 credits towards their Level 2 certificate in the following year.
What are standards and credits	The key ingredients in NCEA are things called ‘ standards ’ and other things attached to those standards called ‘ credits ’. Subjects are divided into blocks of learning which cover everything you need to know about that subject (standards) and each standard is worth so much (credits). You need to understand all the learning involved in these standards and, when you ‘reach the standard’, you get credits. Some standards are worth 2 credits, some 3 or 4 or 6: portfolios can be as many as 12. If you do not ‘reach the standard, you get NA and get no credits.

Endorsements

A Certificate of Endorsement at any particular NCEA level is awarded to acknowledge students who achieve at a high level across all their subjects.

A Course endorsement provides recognition for students who perform at a high level in a particular subject area. A course/subject endorsement can be gained whether a student gains a full NCEA Level qualification or not.

To Qualify for a <i>Certificate</i> Endorsement	Students are assessed against standards that add up to a total across a all six subjects approximately 115 to 120 credits in the year. It is important that students not only work towards the number of credits they get but also the quality of their credits ie endeavouring to get as many MERITS and/or EXCELLENCES they can. For an L1 Certificate endorsed with Excellence means a student needs to gain a total of 50 excellences across all their subjects . For a certificate endorsed with merit, they need 50 merit credits.
To Qualify for a <i>Course</i> Endorsement	A ‘course’ means a subject. A course (subject) will be endorsed with excellence when a student achieves 14 or more credits with excellence in that subject. A subject will be endorsed with merit when a student achieves 14 or more credits with merit or excellence in that subject.
How to Enter	All students taking each subject are entered by the NZQA Liaison Representative at the school. The cost currently is \$76.60 for any level no matter how many subjects or how many standards. The school will tell you when you need to finalise your entry and pay your fees.
Your Record of Achievement	All the credits you gain and the quality of these (A,M,E) are entered on your personal Record of Achievement(ROA). This is held on the NZQA website and as the year progresses, you can get a password to access your record. All students have a number – your National Student Number (NSN) which follows you all the way through school and you use this to go into externals and to go online. Next January you will get provisional results for both you internals and external. Each year the standards you achieve will be added.

As you come to each new skill or topic in a subject, your teacher will explain what is going to be assessed and what you will need to do to be able to get an Achieved, a merit or an excellence. You can inquire for further clarification any time.

For further information on NCEA.

For the simplest explanation:

Go into Google and type “How NCEA works”. You will reach a page where you can click into a video that will cover most aspects. There is also a transcript of this if you want specific detail.

For a more detailed explanation:

<http://www2careers.govt.nz>.

- Click at the top “Education & Training”
- Then “still at school”: then “How to understand NCEA”.

Choosing for Year 11

All Year 11 students must study **six** subjects

Courses in Year 11 are divided into two sections:

1. Compulsory subjects and
2. Option subjects

Compulsory subjects:

1. English
2. Mathematics
3. Science

Options subjects:

Students should choose **THREE** subjects from the Subject Progression Chart to make up a full programme of study.

Certain pre-requisites may be required to enter a particular subject class e.g. 11 Art requires 10 Art – or entry subject to the approval of the HOF.

In some subjects a maximum number of students taking a class applies e.g. a Computing class cannot be more than the number of computers in the room i.e. 24.

Note Well:

1. **‘Courses of Study’.** A student takes a course to develop the knowledge, skills and key competencies associated with that course. It is not just to collect credits. Thus, a student is expected to be involved in learning in ALL parts of the course, whether being assessed for NCEA or not. When a student does choose a course, there is an expectation that ALL the Achievement Standards offered in each subject will be enrolled for an attempted – subject to the discretion of the HOF/Dean. Students will be expected to attend all classes in that subject for the whole year unless there is a legitimate reason for absence.

Students will be given a course outline for each subject at the beginning of the school year.

2. **Assessment:** With the Level 1 courses, there is an outline of possible Achievement Standards available at St. Oran’s. Which combination you actually do will be outlined for you on your first day next year. All students taking a course will be expected to participate in all assessments delivered.

If you are to succeed in year 11 it is important to have good self-management: this includes time management, study skills and other independent learning skills.

Other Factors to Think About...

(in no particular order)

- You **MUST** take English, Mathematics and Science. These subjects are made compulsory to ensure you gain the basic skills necessary for any workplace. These essential core skills are transferrable across the whole range of courses and careers.
- Do not choose a subject because your friends are choosing it – their talents may be quite different from yours.
- Do not believe anyone who says some subjects are better than others. Different people simply have different talents and all talents are valuable: some people have strengths in some subjects and some in others. It is knowing what your strengths are that counts. The key is to know where **YOUR** strengths lie.
- You achieve best in subjects that you have a natural ability in or which you are passionate about – so follow that direction.
- If you are good at languages, try to continue in year 11. They are excellent for developing flexible thinking and will always be an asset in our global, multi-cultural world.
- Keep your choices varied – more specialized job-specific courses are better done at tertiary when you are more certain of your pathway. CORE skills are important at school.
- Choose subjects that provide a balance of Internals and Externals. Do not choose subjects because they are all internals and you worry about sitting externals. Internals can take over your life and create a huge workload. Learning how to sit externals is an important skill which all students should have.
- Many option subjects can be started at Level 1 or Level 2, some indeed at Level 3. So don't worry about not fitting them all in in year 11. Just pick it up next year!
- Be careful not to drop subjects that you cannot pick up later e.g. French, Art – unless you have decided you do not want to study in that direction again. Indeed, some subjects you will not pick up until tertiary (polytechnics/universities).
- Not as important at Year 11 as in later years but it is worth finding out the subjects you need for any particular career course you might be thinking of. Often there are pre-requisites. If you change your mind, it doesn't matter.
- Don't forget that high grades are important for success/job/course applicants but it is also essential to develop other important transferable skills to be a useful and successful employee/person. Many of these are developed through extra-curricular activities.

A recent survey identified the following skills as those most valued by employers:

1. *Excellent people skills*
2. *Good verbal and written communication skills*
3. *An adaptable can-do attitude*
4. *Sound academic achievement*
5. *Being self-motivated*
6. *A team player*
7. *Energetic and enthusiastic*
8. *Problem-solving skills*
9. *Analytical and conceptual skills.*

Subject Progression Chart

Year 11	Year 12	Year 13
Visual Art	Visual Art	Painting
	Design Photography	Design
		Art History
Computing	Computing	Computing
Drama	Drama	Drama
Economics	Economics	Economics
	Business Studies 12/13	Business Studies 12/13
English*	English*	English
Hospitality	Hospitality	Hospitality
French	French	French
Spanish		
Te Reo Māori		
Geography	Geography	Geography
History	History	History
Mathematics*	Mathematics Mathematics with Statistics	Calculus Statistics and Modelling
Music	Music	Music
Physical Education	Physical Education	Physical Education
Science*	Biology Chemistry Physics	Biology Chemistry Physics
Materials Technology	Materials Technology	Materials Technology Fashion Design

* Compulsory at this level

LEVEL 1 COMPUTING

The Course Outline in the left column represents the content that will be covered at Level 1. Assessment will be drawn from the NCEA Assessments outlined in the other columns.

COURSE OUTLINE	NCEA ASSESSMENT	ASSESSMENT TASK	TYPE	CREDITS
Describe how all hardware and software on a computer interact. Keep information safe on a computer. Effective storage, retrieval, backup. Also covers ethics.	AS 91070 Digital Technologies 1.40 Demonstrate understanding of basic concepts of information management	Report	External	3
Learn basic functions and formulae in Excel spreadsheet program and any combination of word processing or desktop publishing programs. Integrate spreadsheet information into other programs. Learn basic functions and formulae in Excel spreadsheet program and apply to create solutions to given situations.	AS 91071 Digital Technologies 1.41 Implement basic procedures to produce a specified digital information outcome	Project	Internal	4
	AS 91070 Digital Technologies 1.40 Demonstrate understanding of basic concepts of digital information	Project/Test/Report	Internal	3
Create a web page from information given using XHTML.	Assessment is part of other digital media assessments			
Learn about computer animation and graphics and the areas in which they are applied. Create computer generated graphics to meet the requirements of a specific outcome. May include creation of a web page from information given using XHTML	AS 91072 Digital Technologies 1.42 Demonstrate understanding of basic concepts of digital media	Project/Test/Report	Internal	3
	AS 91073 Digital Technologies 1.43 Implement basic procedures to produce a specified digital media outcome	Project	Internal	4
Understand the basics of computer science in terms of such concepts as algorithms, programming languages, machine languages, compilers and user interfaces	AS 91074 Digital Technologies 1.44 Demonstrate understanding of basic concepts from computer science	Portfolio (TBC)	External	3
	AS 91075 Digital Technologies 1.45 Construct an algorithmic structure for a basic task	Project	Internal	3
Maximum Number of Credits Offered: 20				

Note: Entry to this class is not guaranteed. Computer classes at this level are restricted to the number of machines available. Allocation of places is up to the discretion of the Dean.

Approximate Cost: Stationery Charge \$5.00

LEVEL 1 DRAMA

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Drama performance.	1.1 AS90006 Apply drama techniques in a dramatic context.		Internal	4
Drama creation.	1.2 AS90007 Devise and perform a drama.		Internal	5
Drama performance.	1.4 AS90999 Select and use features of a drama/theatre form in a performance.		Internal	4
Drama performance.	1.6 AS90009 Perform an acting role in a scripted production.		Internal	5
Drama studies.	1.7 AS90011 Demonstrate understanding of the use of drama aspects within live performance.		External	4
Maximum Number of Credits Offered: 22				

Pre-requisites: Interest and enthusiasm.

Course Costs: The class will attend a live theatre production, if available.

Additional Information:

The course combines the practical knowledge of drama techniques with performance in both improvised and script-based presentations.

Students are required to keep a journal for reflecting on drama processes and performance experiences. The journal provides supporting evidence for internal assessment and forms the basis of study notes for the external written exam.

LEVEL 1 ECONOMICS

Your course will be chosen from the following Achievement Standards:

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Overview of Consumer Demand and how choices are made by households.	ECO 1.1 AS90983 Demonstrate understanding of consumer choices, using scarcity and/or demand.		External	4
How and why producers use resources in production and how different types of producers behave.	ECO 1.2 AS90984 Demonstrate understanding of decisions a producer makes about production.	How production decisions are made at McDonald's Restaurant (NZ) Ltd. Research activity including field trip and written report.	Internal	5
Overview of how and why firms make production decisions using Supply	ECO 1.3 AS90985 Demonstrate understanding of producer choices using supply.		External	3
Overview of how buyers and sellers interact in the market place.	ECO 1.4 AS90986 Demonstrate understanding of how consumer, producer and/or government choices affect society using market equilibrium.		External	5
The big picture of how the economy works.	ECO 1.6 AS90988 Demonstrate understanding of the interdependence of sectors of the New Zealand economy.	TBA	Internal	3
Maximum Number of Credits Offered: 20				

Pre-requisites: Nil.

Approximate Costs: Workbook \$30.00

LEVEL 1 ENGLISH

The course in 2012 will be composed of the following Achievement Standards.

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Novel study	1.1 (AS90849) Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	Formal essay on one topic from a selection of questions	External	4
Film study	1.2 (AS90850) Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	Formal essay on one topic from a selection of questions	External	4
Study of language features in a variety of short texts	1.3 (AS90851) Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	Short answer questions based on three extracts (prose and poetry)	External	4
Oral communication skills	1.6 (AS90857) Construct and deliver an oral text	Oral presentation of at least 3 minutes	Internal	3
Written communication skills	1.5 (AS90053) Produce formal writing	Portfolio of formal writing from a variety of tasks	Internal	3
Visual communication skills	1.7 (AS90855) Create a visual text	Static image based on a studied text	Internal	3
Max number of credits offered: 21				

Pre-requisites: None

Approximate costs: Nil

LEVEL 1 HOSPITALITY

Summary of Unit Standards the course may be chosen from:

COURSE OUTLINE	UNIT STANDARDS	ASSESSMENT TASK	TYPE	CREDITS
This is a theory and practical based course for those considering a career in the hospitality/ catering industry.	US 15620 Apply knowledge of food hygiene and safety in the preparation, serving, and storage of food.	HSI workbook and compulsory practical component	Internal	6
	US 15919 Prepare and present hot finger food in the hospitality industry.	HSI workbook and compulsory practical component	Internal	2
	US 15901 Prepare and present fruit and vegetables in the hospitality industry.	HSI workbook and compulsory practical component	Internal	2
	US 19770 Prepare and present egg and cheese dishes in the hospitality industry.	HSI workbook and compulsory practical component	Internal	2
	US 15920 Prepare and present stock, sauce and soup in the hospitality Industry.	HSI workbook and compulsory practical component	Internal	3
	US 15921 Prepare and cook a cake, a sponge and scones in the hospitality industry.	HSI workbook and compulsory practical component	Internal	3
	US 21057 Prepare and present mock tails in the hospitality industry.	HSI workbook and compulsory practical component	Internal	2
	US 15900 Prepare and present meat in the hospitality industry	HSI workbook and compulsory practical component	Internal	3
	Max Number of Credits Offered: 20			

Pre-requisites: Nil.

Approximate Cost: \$160.00 per year billed in two portions – Term 2 and 3 accounts.

LEVEL 1 FRENCH

The course will be chosen from the following:

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Listen and Respond	1.1 AS90878 Demonstration understanding of a variety of spoken French texts relating to areas of most immediate relevance.	External examination	External	5
Speak, Present	1.2 AS90879 Give a spoken presentation in French that communicates a personal response.	Recorded speech	Internal	4
Interact	1.3 AS90880 Interact using spoken French to communicate personal information, ideas and opinions in different situations.	Recorded portfolio of spoken interactions	Internal	5
View and Respond	1.4 AS90881 Demonstrate understanding of a variety of French texts on areas of most immediate relevance.	External examination	External	5
Write	1.5 AS90882 Write a variety of text types in French on areas of most immediate relevance.	Portfolio of writing examples	Internal	5
Maximum Number of Credits Offered: 24				

Pre-requisites: Year 10 French

Approximate Costs:

Renash Booklet	\$10.00
Vocabulary and Structures Level 1	
Language Perfect	\$10.00
(Vocabulary Website)	

LEVEL 1 SPANISH

The course will be chosen from the following:

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Listen and Respond	1.1 AS90878 Demonstration understanding of a variety of spoken Spanish texts relating to areas of most immediate relevance.	External examination	External	5
Speak, Present	1.2 AS90879 Give a spoken presentation in Spanish that communicates a personal response.	Recorded speech	Internal	4
Interact	1.3 AS90880 Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations.	Recorded portfolio of spoken interactions	Internal	5
View and Respond	1.4 AS90881 Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance.	External examination	External	5
Write	1.5 AS90882 Write a variety of text types in Spanish on areas of most immediate relevance.	Portfolio of writing examples	Internal	5
Maximum Number of Credits Offered: 24				

Pre-requisites: Year 10 Spanish

Approximate Costs:

Renash Booklet	\$10.00
Vocabulary and Structures Level 1	
Language Perfect	\$10.00
(Vocabulary Website)	

LEVEL 1 TE REO MĀORI

The course will be chosen from the following:

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Listening	1.1 AS91085 Listening to a text that is read aloud in te reo Māori and answering questions about the text.	Internal listening task, read by teacher	Internal	6
Speaking	1.2 AS91086 Giving a spoken presentation in te reo Māori on a familiar topic.	Recorded speech	Internal	6
Reading	1.3 AS91087 Reading passages in teo reo Māori with a series of reading comprehension questions.	External examination	External	6
Writing	1.4 AS91088 Producing a piece of formal writing on one of four prescribed topics.	External examination	External	6
Writing	1.5 AS91089 Demonstrating the skills of crafted writing: planning, developing and editing a piece of writing in teo reo Māori with the use of resources.	Internally assessed example of crafted writing	Internal	6
Maximum Number of Credits Offered: 24				

Pre-requisites: Year 10 Te Reo Māori

Approximate Costs: Language Perfect \$10.00
(Vocabulary Website)

Te Pūkaki Workbook \$15.00

LEVEL 1 GEOGRAPHY

The course will be a selection of the following Achievement Standards:

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Hurricanes – U.S.A.	1.1 AS91007 Demonstrate a geographic understanding of an extreme natural event.		External	4
New Zealand Population. India Population.	1.2 AS91008 Demonstrate geographic understanding of population concepts.		External	4
Practical skills – map, graph, diagram construction and interpretation of resources and ideas.	1.4 AS91010 Apply concepts and basic geographic skills to demonstrate understanding of a given environment.		External	4
Study of dairy farming.	1.5 AS991011 Conduct geographic research, with direction.	Fieldwork Dairy Farming.	Internal	4
A Study of a Global Pattern eg The Diamond Mining Industry	1.7 AS91013 Explain aspects of a geographic topic at a global scale.	Understanding patterns, processes and significance of the topic for people.	Internal	3
Maximum Number of Credits Offered: 19				

Pre-requisites: Nil.

Approximate Costs: Workbook \$25.00
3 Day Trip to Taranaki \$250.00

You will be advised in advance when each assessment will be carried out and what the assessment policies of the school and this faculty are.

LEVEL 1 HISTORY

The course will be assessed using the following Achievement Standards:

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Individual research based on fieldwork from Waiouru Army	1.1 AS90209 Carry out an historical investigation of significance to New Zealand.	Research techniques.	Internal	4
Presenting individual research.	1.2 AS90210 Demonstrate understanding of an historical event or place of significance to New Zealand.	Power Point presentation	Internal	4
Skills developing the ability to interpret unseen sources.	1.3 AS90211 Interpret historical sources	Resource based questions.	External	4
Developing Essay Skills using the following topics: - Black Civil Rights - WWII - 1981 Spring Bok NZ Tour	1.5 AS90213 Describe the causes and consequences of an historical event.	Essay.	External	4
Women's Impact on NZ Society : Health 1915-1985.	1.6 AS90214 Describe how a significant historical event affected New Zealand society.	Paragraph style writing on your chosen New Zealand event	External	4
Maximum Number of Credits Offered: 20				

Pre-requisites: Nil

Approximate Costs: Workbook approximately \$25.00.
Overnight field trip to Waiouru Army Base and Museum \$125.00

LEVEL 1 MATHEMATICS

The course will be chosen from a selection of the following achievement standards.

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Solve problems involving fractions, decimals, percentages, integers, factors, ratios and standard form.	AS 1.1 AS91026 Apply numeric reasoning in solving problems	Summative test	Internal	4
Simple algebraic manipulation. Solving various types of equations.	AS 1.2 AS91027 Apply algebraic methods in solving problems.	Summative common assessment task (done in school around September)	External	4
Investigating the link between tables, equations and graphs. Patterns and relationships.	AS 1.3 AS91028 Investigate relationships between tables, equations and graphs.	Formative tests. Summative exam.	External	4
Trigonometry, angles, parallel lines, bearings, circle geometry, polygons.	AS 1.6 Apply geometric reasoning in solving problems.	Formative tests. Summative exam.	External	4
Carry out investigations. Evaluate statistical reports.	AS 1.11 AS91036 Use statistical methods and information.	Summative test.	Internal	3
Maximum Number of Credits Offered: 19				

Approximate Costs:

Non textbook materials	\$25.00
Graphic Calculator - Casio FX 9750G Plus/FX9750GII	\$130.00

LEVEL 1 MUSIC

A selection of Achievement Standards will be chosen from the following:

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Explore performance skills and techniques for confident performances in public.	AS91090 Perform as a feature of soloist.	Two public performances	Internal	6
Students organise, rehearse and perform a work as a group.	AS91091 Perform as a member of a group.	One public performance	Internal	4
Study compositional techniques and compose pieces.	AS91092 Compose pieces of music.	Compose a portfolio	Internal	6
Develop aural skills and notation abilities.	AS91093 Demonstrate aural skills through description and transcription of simple music.		External	4
Explore the “nuts and bolts” of music through analysis of musical scores.	AS91094 Identify, describe and explain fundamental materials of music.		External	4
Examining important music works and NZ repertoire.	AS91095 Demonstrate knowledge of music works from contrasting contexts.	Study of at least 2 works	Internal	6
Maximum Number of Credits Offered: 20				

Course requirements: Students are to have studied an instrument with an itinerant or private teacher for 3 years or at the discretion of the teacher in charge of music.

Course Costs: \$35.00 student aural workbook.

LEVEL 1 PHYSICAL EDUCATION

This course will be selected from the following Achievement Standards

COURSE OUTLINE	ACHIEVEMENT STANDARD	POSSIBLE CONTEXT FOR LEARNING	ASSESSMENT TASK	CREDITS
Student will have the opportunity to participate in a variety of activities and discuss the effects and benefits on their personal wellbeing.	1.1 AS90962 Participate actively in a variety of physical activities and explain factors that influence own participation.	Variety eg lacrosse, fitness testing, handball,	Self/Peer assessment. Log book	5
Students will learn a skill and study the movements associated with it and the muscles being used.	1.2 AS90963 Describe the function of the body as it relates to the performance of physical activity.	Aerobics fusion, kick boxing	Written test	5
Students will learn skills required in a particular sport and be compared against national performance standards for level 1.	1.3 AS90964 Demonstrate quality movement in the performance of a physical activity.	Badminton, volleyball	Practical assessment	3
Students will study physical activity for themselves and others and investigate what influences society to be physically active.	1.4 AS90965 Demonstrate understanding of societal influences on physical activity and the implications for self and others.		Written	4
Students will be put into a team environment and have to display appropriate behaviour to allow their team to function at its best.	1.5 AS90966 Demonstrate interpersonal skills in a group and explain how these skills impact on others.	Lacrosse, handball	Portfolio	4
Students will learn how to 'learn' a skill effectively through proper practice and feedback.	1.6 AS90967 Demonstrate strategies to improve the performance of a physical activity and describe the outcomes		Practical and written requirements	3
Students will be involved in a range of outdoor activities and have to demonstrate their understanding of safe practises in the outdoors by preparing themselves appropriately for these activities.	1.7 AS90968 Demonstrate and show understanding of responsible behaviour for safety during outdoor education activities	Variety of activities	Practical and written requirements	3
Students consider the activity levels of others (family, friends, students) and try to provide opportunities or encourage them to become physically active.	1.8 AS90969 Take purposeful action to assist others to participate in physical activity	Coaching a sport of students choice	Practical and written requirements	2
	1.9 AS90970 Demonstrate self-management strategies and describe the effects on participation in physical activity		Practical and written requirements	3
Maximum number of credits offered: 18-21				

Full participation in practical and theory sessions throughout the year is compulsory.
The course is fully internally assessed (there is no external examination at the end of the year).

Approximate cost: External Providers/Overnight camp/Activity Day \$120
Workbook \$ 26

Pre-requisite: Full Participation in Year 10 Physical Education

LEVEL 1 SCIENCE

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Carrying out an investigation.	Chemistry AS 90930 Carry out a practical chemistry investigation, with direction.	Practical Investigation	Internal	4
Biology – cell division, DNA, variation and evolution.	Science AS 90948 Demonstrate understanding of genetic variation.	Written science examination	External	4
Biology – digestion and circulation in mammals.	Biology AS 90929 Demonstrate understanding of biological ideas relating to a mammal as a consumer.	Written biology examination	External	3
Physics – force, motion and energy.	Science AS 90940 Demonstrate understanding of aspects of mechanics.	Written science examination	External	4
Chemistry – atoms, ions, acids and bases. Rates of reactions.	Science AS 90944 Demonstrate an understanding of chemical ideas relating to acids and bases.	Written science examination	External	4
Maximum Number of Credits Offered: 19				

Pre-requisites: None.

Approximate Cost: Workbooks \$40.00

LEVEL 1 FASHION DESIGN TECHNOLOGY

Achievement Standards for this course will be chosen from:

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
The emphasis for the year is on the skills of fashion design with the students being encouraged to design, alter patterns and sew their design. Some of the assessment is around the observation of the students confidence in their approach to their practical work.	AS 9104 Undertake development to make a prototype.	Garment with written supporting work	Internal	6
	AS 91063 Produce freehand sketches that communicate design ideas.	Design portfolio	External	3
	AS 91096 Make basic adaptations to a pattern to enable a design to fit a person or an item.	A finished pattern and observation of the student's work habits	Internal	4
	AS 91058 Implement basic procedures using textile material to make a specified product.	A finished garment pattern and observation of the student's work habits.	Internal	6
	AS 9106 Use the work of an influential designer to inform own design ideas.	Design portfolio	Internal	3
Maximum Number of Credits Offered: 22				

Pre-requisites: Nil. This course is designed to introduce students to Fashion Design Technology.

Approximate Cost: Students will be expected to buy their own fabric, pattern and notions.

There will be a charge of \$30.00 for extra resources

LEVEL 1 VISUAL ART

COURSE OUTLINE	ACHIEVEMENT STANDARD	ASSESSMENT TASK	TYPE	CREDITS
Drawing using wet and dry media based on a chosen theme.	1.2 AS90914 Use drawing methods for recording information using wet and dry media.	Producing a body of practical work.	Internal	4
Drawing, painting and printmaking based on a chosen theme.	1.3 AS90915 Using drawing conventions to develop work in more than one field of practice.	Producing a body of practical work.	Internal	6
Working in a range of media to generate and develop ideas on a chosen theme. These will fill a 2-panel portfolio.	1.4 AS90916 Produce a body of work informed by established practice, which develops ideas, using a range of media.	2-panel portfolio.	External	12
Maximum Number of Credits Offered: 22				

Pre-requisite: Year 10 Art or with the discretion of the H.O.F.

Approximate Cost: Art Materials approximately \$65.00
Folio and tape and Colour Printing \$24.00

Other Information:

This is an intensive year's programme which covers a wide range of media approaches. It is aimed to extend approaches and skills developed in Year 10 Art.

The Process for Subject Selection

