

# Waihi College

## Level 1 Course Outlines

### 2023



The purpose of this booklet is to inform students, parents and whānau about the courses (subjects) available to students in 2023. It is important that you make good informed choices that relate to your future career and interests.

It is most important that you make the right choices for you, and create a timetable that is challenging, engaging and stimulating for 2023. You need to think carefully about your option choices, as well as get advice and information from your teachers, Learning Leader and the websites recommended within this booklet.

While we cannot guarantee that you will be able to select subjects in all the areas that you like, we hope you can access classes that meet most of your needs and interests and for those other interest areas there is the possibility of joining an online or correspondence learning community.

# Helpful Links

The Ministry of Education has put together a number of resources and websites in order to better provide information to our students on NCEA, the vocational pathways and career choices. Here are some of the key websites that you can go to and be better informed.

<http://youthguarantee.net.nz/vocational-pathways> - gives information about Vocational Pathways

<http://www.studyit.org.nz> - useful study tips for breaking down standards into chunks of learning

<http://studytime.co.nz/> - useful videos, study cards and past exam papers to help with learning

<http://www.careers.govt.nz> - information about careers, quizzes to find out what career suits you

<http://www.nzqa.govt.nz> - information about each subject area, NCEA requirements, literacy and numeracy

<http://www.nzqa.govt.nz/about-us/publications/factsheets/> - information about how NCEA works

## Explanation of NCEA

NCEA stands for National Certificate of Educational Achievement. It is the formal qualification of New Zealand secondary educational system. Throughout the year students will work to gain credits towards NCEA at levels One, Two and Three. These roughly follow, but not necessarily exclusively, to year's 11, 12 and 13. At the start of the following year students will receive an NCEA certificate as well as a record of results that shows the actual standards and the results that the student achieved in each standard.

Here is a link to a promotional video explaining the basics of NCEA

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/video/>

## Waihi College - BYOD in Senior School

BYOD stands for Bring Your Own Device. Many schools are adopting this policy across their whole school. In 2023, all students in the senior school who need to use a device for their learning, should bring a device from home. This could be in the form of a chrome book, laptop or ipad but not a cell phone.

Courses that require use of a device have indicated this in their course outlines. Please check the course outlines to see the requirements for the courses you are interested in.

If you do not have or are unable to purchase a device, Waihi College will engage in a device lease contract with the student and their families to issue a device (bond required).

# Getting an NCEA Qualification (Level 1 indicated in yellow)

|                           |   |
|---------------------------|---|
| Level 1 Certificate       | 80 NCEA Level 1 Credits or above*<br><b>WITH</b><br>Numeracy - 10 Credits<br>(EITHER from specified standards <b>OR</b> Unit Standards in the Numeracy package)<br><b>AND</b><br>Literacy - 10 Credits<br>(EITHER from specified standards <b>OR</b> Unit Standards in the Literacy package)  |
| Level 2 Certificate       | 60 NCEA Level 2 Credits or above*<br>(20 carried over from Level 1)<br><b>WITH</b><br>Level 1 Numeracy <b>AND</b> Literacy  |
| Level 3 Certificate       | 60 NCEA Level 3 Credits or above*<br>(20 carried over from Level 2)<br><b>WITH</b><br>Level 1 Numeracy <b>AND</b> Literacy  |
| Vocational Pathways Award | 80 NCEA Level 2 Credits (where 20 are carried over from Level 1)<br><b>WITH</b><br>60 Level 2 credits from standards associated with the recommended pathway<br><b>OF WHICH</b><br>20 credits are from sector related standards   |
| Course Endorsement        | 14 credits at Merit <b>OR</b> Excellence within a single subject area and school year<br>At least 3 of these must be from externally assessed standards (exams) and 3 from internally assessed standards<br>(some subjects have exceptions including PE, Religious Studies and Visual Art)  |
| Level Endorsement         | Merit Endorsement - 50 credits at Merit (or Excellence) at the Level or above<br>Excellence Endorsement - 50 credits at Excellence at the Level or above<br>i.e. a Level 2 student can gain NCEA Level 2 with Excellence if they achieve Level 2 with 50 of their 60 credits at the Excellence level from standards that are Level 2 or above |
| University Entrance#      | NCEA Level 3<br><b>PLUS</b><br>14 credits in 3 approved subjects<br><b>PLUS</b><br>University <b>Literacy</b> (10 Level 2 Literacy credits, 5 writing and 5 reading <sup>^</sup> ) and<br><b>Numeracy</b> (10 L1 Numeracy credits)  |

\*Credits can be used to count back i.e. Level 1 can include Level 1, 2, 3 or 4+ credits. Level 2 can include Level 2, 3 or 4+ credits. Level 3 can include Level 3 or 4+ credits.

**# Some University courses have specific requirements for entry e.g. require a certain subject to be taken at Level 3.**

<sup>^</sup> Various Level 2 and 3 subjects can offer these credits. You will notice in the subject information the codes **UE R**, **UE W** or **UE B** are given. These correspond to **University Entrance Reading**, **University Entrance Writing** or **University Entrance Both (reading AND writing)**.

# Level One at Waihi College

Students take **7 subjects** at Year 11 and are aiming to gain 80 credits over the year to gain their NCEA Level 1 Certificate. They should select subjects that relate to their **interests and future career**. If unsure it is best that students select a range of subjects that will both keep their future options open and provide them with a programme that they are interested in.

**Of the 7 subjects students pick they must take:**

- **at least ONE Numeracy rich subject** (indicated in blue in this booklet)
- **at least ONE Literacy rich subject** (indicated in pink in this booklet)
- **Super Tuesday** (page 27 onwards or click on this [hyperlink](#))
- **4 other subjects.**

## What Next?

- Read through the courses in this booklet making a note of the ones that interest you, follow your career path or sound like they might be courses you would like to try
- Choose at least ONE course that is LITERACY rich (indicated in pink courses)
- Choose at least ONE course that is NUMERACY rich (indicated in blue courses)
- Choose the **Super Tuesday Course** that best suits your interest (see information on page 27 of this booklet or by clicking on this link)
- Choose 4 other courses of your choice

**Complete the subject selection form with your Pouako**  
(Please note this is NOT final subject selection and that there may be some changes to courses on offer after the selection process)

Work out which courses you most want to take before you complete your google form of preferred subjects.

**Super Tuesday Course** I would most like to choose:

**Literacy course(s)** I would most like to choose (you must take at least one):

Choose from:

- Health
- Drama
- Pathways
- Te Reo Māori
- English
- History
- Geography

**Numeracy Course(s)** I would most like to choose (you must take at least one):

- Mathematics
- Foundation Mathematics

**Other course(s)** I would most like to choose:

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- ★ Click on the hyperlink for each subject to jump to the course outline.
- ★ Click on the email address to contact the Head of Department or Teacher in Charge of that learning area for more information about the courses.

| Learning Area                 | Contact: (Head of Department or Teacher in Charge)   | Level 1 Subject  |   |                                     |
|-------------------------------|--|--|---|-------------------------------------|
| English                       | <a href="mailto:jacquib@waihicol.school.nz">jacquib@waihicol.school.nz</a>   | <a href="#">English</a>  |   |                                     |
| Film and Media Studies        | <a href="mailto:jeffc@waihicol.school.nz">jeffc@waihicol.school.nz</a>   | <a href="#">Film and Media Studies</a>   |   |                                     |
| Pathways and Transitions      | <a href="mailto:carolyng@waihicol.school.nz">carolyng@waihicol.school.nz</a>   | Senior Hub - <a href="#">Pathways</a>  |   |                                     |
| Mathematics                   | <a href="mailto:amandac@waihicol.school.nz">amandac@waihicol.school.nz</a>   | <a href="#">Mathematics</a>  | <a href="#">Foundation Mathematics</a>              |                                     |
| The Arts                      | <a href="mailto:chrissyp@waihicol.school.nz">chrissyp@waihicol.school.nz</a><br><a href="mailto:jade-nicoler@waihicol.school.nz">jade-nicoler@waihicol.school.nz</a><br><a href="mailto:edwinr@waihicol.school.nz">edwinr@waihicol.school.nz</a> | <a href="#">Art</a>  | <a href="#">Drama</a>                               | <a href="#">Music</a>               |
| Health & Physical Education   | <a href="mailto:kevinw@waihicol.school.nz">kevinw@waihicol.school.nz</a>   | <a href="#">Physical Education</a>   |   |                                     |
|                               |  | <a href="#">Health</a>   | <a href="#">Outdoor Education</a>                   |                                     |
| Technology                    | <a href="mailto:siobhanf@waihicol.school.nz">siobhanf@waihicol.school.nz</a>   | <a href="#">Building &amp; Construction</a>  | <a href="#">DVC</a> (Design & Visual Communication) | <a href="#">Textiles Technology</a> |
|                               |  | <a href="#">Engineering Technology</a>   | <a href="#">Hospitality</a>                         | <a href="#">Digital Technology</a>  |
| Languages                     | <a href="mailto:tuihanaj@waihicol.school.nz">tuihanaj@waihicol.school.nz</a>   | <a href="#">Te Reo me Ngā Tikanga Māori</a>  | <a href="#">Manaakitanga</a>                        |                                     |
|                               |  | These courses are merged to form <b>Te Ao Māori</b> which can be selected in two lines |   |                                     |
| Social Sciences               | <a href="mailto:brianhe@waihicol.school.nz">brianhe@waihicol.school.nz</a><br><a href="mailto:benk@waihicol.school.nz">benk@waihicol.school.nz</a>   | <a href="#">Geography</a>  | <a href="#">History</a>                             |                                     |
|                               |  | <a href="#">Making a Difference</a>  |   |                                     |
| Science                       | <a href="mailto:jaym@waihicol.school.nz">jaym@waihicol.school.nz</a>   | <a href="#">Applied Science</a>  |   |                                     |
|                               |  | <a href="#">Horticulture</a>   | <a href="#">Science</a>                             |                                     |
| <a href="#">Super Tuesday</a> | <a href="mailto:ioh@waihicol.school.nz">ioh@waihicol.school.nz</a>   | <a href="#">Year 11 Super Tuesday</a>  | <a href="#">Kapa Haka</a>                           |                                     |
|                               |  | <a href="#">WINTEC Trades Academy</a> (Construction & Infrastructure)                  | <a href="#">PCTI Food Manufacturing</a>             |                                     |
| E-Learning                    | <a href="mailto:katem@waihicol.school.nz">katem@waihicol.school.nz</a>   | <a href="#">Te Kura Correspondence</a>   |   |                                     |

## Level 1 ENGLISH

**Course Outline:** This course is for those who enjoy English and plan to study it at level 2 and beyond. You will explore your creative side in both writing and a visual text; perfect your study of unfamiliar poetry, prose and non fiction texts; and complete a film study.

\*While this is an indication of the standards that are on offer, English classes will opt into various standards depending on student interest and focus. While some students may choose to focus on internals, other may choose to do a combination of internals and externals

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup – students will not complete ALL of these standards):**

| Standard # and Version | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS90052v5              | Produce creative writing.   | I                          | 1                  | 3                 | Y            | L1                   |               | 1                             |
| AS90857v2              | Construct and deliver oral text   | I                          | 1                  | 3                 | Y            | L1                   |               | 2                             |
| AS90990v3              | Understand elements of media texts  | i                          | 1                  | 3                 | Y            | L1                   |               | 2                             |
| AS90855 v2             | Create a visual text  | I                          | 1                  | 3                 | Y            | L1                   |               | 2                             |
| AS90856 V2             | Show understanding of visual and/or oral texts through close viewing and/or listening using supporting evidence       | I                          | 1                  | 3                 | y            | L1                   |               | 3                             |
| AS90851                | Show understanding of significant aspects of unfamiliar written texts through close reading using supporting evidence | E                          | 1                  | 4                 | N            | L1                   |               | 4                             |
| AS 90850               | Show understanding of specified aspects of studied visual or oral texts, using supporting evidence.                   | E                          | 1                  | 4                 | N            | L1                   |               | 4                             |

## Level 1 PATHWAYS

**Course Outline:** This course is based around Unit Standards that provide an opportunity for you to start building towards your life after school focussing on building up a portfolio of skills that will prepare you for leaving school and joining the workforce or moving into Tertiary education eg Polytechnics, Private Provider courses eg Hair to Train. Several of the Unit Standards also provide work for the **Literacy package of 10 credits**

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version   | Standard Title                              | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4  |
|--|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|--|
| US 26622   | Literacy: Writing                           | I                          | 1                  | 4                 | N            | L1                   |               | Ongoing assessment throughout the year with final grades in Term 3. Checkpoints throughout the year. |
| US 26624   | Literacy: Reading                           | I                          | 1                  | 3                 | N            | L1                   |               |  |
| US 26625   | Literacy: Oral                              | I                          | 1                  | 3                 | N            | L1                   |               |  |
| US 497v9   | Health and Safety                           | I                          | 1                  | 4                 | N            |                      |               |  |
| US 504v8   | Produce a CV                                | I                          | 1                  | 2                 | N            |                      |               |  |
| 1293v7   | Be interviewed in an informal situation     | I                          | 1                  | 2                 | N            |                      |               |  |
| US 4249v7  | Describe care and timeliness as an employee | I                          | 1                  | 3                 | N            |                      |               |  |
| <b>Is an electronic device necessary for this for this course?</b> |   |                            |                    |                   |              |                      | <b>YES</b>    |  |

\*Further Assessment Opportunity Available

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# Level 1 FILM AND MEDIA STUDIES

**Course Outline:** Filmmaking and Media Studies focuses on the aesthetic, cultural and social significance and interconnections of cinema, television and new screen technologies. It is concerned with the teaching of screen literacy as it applies to moving images and screens — cinema, television, new media — and looks at dominant and alternative practices — global media, mass-entertainment, advertising, Hollywood cinema, art cinema, the avant-garde, local and indigenous media, and documentary.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version   | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|--|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|-------------------------------|
| AS90989 v3   | Demonstrate understanding of how individuals interact with the media                   | I                          | 1                  | 3                 | Y           | L1                   | L1            | T1                            |
| AS90996 v3   | Write a media text to meet the requirements of a brief                                 | I                          | 1                  | 3                 | Y           | L1                   |               | T1                            |
| AS90993 v3   | Produce a design and plan for a media product using a specified range of conventions   | I                          | 1                  | 3                 | Y           |                      |               | T2                            |
| AS90994 v3   | Complete a media product from a design and plan using a specified range of conventions | I                          | 1                  | 6                 | Y           |                      |               | T3                            |
| AS90992 v3   | Demonstrate understanding of characteristics of a media genre                          | E                          | 1                  | 4                 | N           | L1                   |               | T4                            |
| <b>Is an electronic device necessary for this for this course?</b> |  |                            |                    |                   |             |                      | <b>YES</b>    | <b>NO</b>                     |

**Additional Information (costs, equipment requirements, clashes with other subject standards):**

- It is strongly advised that students have at least a 16GB flash drive or portable hard drive to store and backup their work.
- Students may incur some costs throughout the course depending on what they decide to make throughout the course.  
(For example, if they choose to build props or sets.)

**Please note: Purchasing additional parts/components are not required to be successful or pass the course.**

\*Further Assessment Opportunity Available

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·**L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing



# Level 1 MATHEMATICS

**Course Outline:** This course is a Level 1 Maths course containing standards from both Algebra and Statistics. It is designed for students who want the opportunity to develop these skills before determining the specialist area they would like to study. The course offers students the opportunity to try out new concepts that they have not used in junior years.

This course will show a range of different mathematical skills including collecting, sorting and analysing data for statistical investigations, applying algebraic and trigonometric concepts to mathematical and real-life situations.

The external standards for this course are Algebraic Reasoning, which is completed in September, and Probability completed in November.

Pathways from this course include both Level 2 Algebra and Level 2 Statistics.

## Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS91027 v4             | Apply algebraic reasoning in solving problems (Optional)                      | E                          | 1                  | 4                 | N            |                      | L1            | T3                            |
| AS91035 v3             | Investigate a given multivariate data set using the statistical enquiry cycle | I                          | 1                  | 4                 | N            | L1                   | L1            | T1                            |
| AS91036 v3             | Investigate bivariate numerical data using the statistical enquiry cycle      | I                          | 1                  | 3                 | N            | L1                   | L1            | T2                            |
| AS91032 v3             | Apply right-angled triangles in solving measurement problems                  | I                          | 1                  | 3                 | N            |                      | L1            | T2                            |
| AS91029 v3             | Apply linear algebra in solving problems                                      | I                          | 1                  | 3                 | N            |                      | L1            | T3                            |
| AS91037 v4             | Demonstrate understanding of chance and data                                  | E                          | 1                  | 4                 | N            |                      | L1            | T4                            |

**Is an electronic device necessary for this for this course?**

**YES**

### Additional Information (costs, equipment requirements, clashes with other subject standards):

Students will require: Maths books x2, Scientific calculator, workbooks will be available at additional cost (approximately \$35), these are recommended.

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 1 FOUNDATION MATHEMATICS

**Course Outline:** This course is for students who want to develop their mathematical skills from the basics they learned at Year 10. The course looks at a range of very different mathematical skills and offers students the opportunity to try out new concepts that they have not used in junior years. This Level 1 course is for students who are unsure about their future learning in Mathematics.

This course will show a range of different mathematical skills including collecting, sorting and analysing data for statistical investigations, applying number and measurement to real-life situations and basic algebra graphing.

There are no external standards for this course.

### Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS91036 v3             | Investigate bivariate numerical data using the statistical enquiry cycle      | Internal                   | 1                  | 3                 | N            | L1                   | L1            | T1                            |
| AS91026 v3             | Apply numeric reasoning in solving problems                                   | Internal                   | 1                  | 4                 | N            |                      | L1            | T1/2                          |
| AS91030 v3             | Apply measurement in solving problems   | Internal                   | 1                  | 3                 | N            |                      | L1            | T2                            |
| AS91035 v3             | Investigate a given multivariate data set using the statistical enquiry cycle | Internal                   | 1                  | 4                 | N            | L1                   | L1            | T3                            |

**Is an electronic device necessary for this for this course?** **YES**

### Additional Information (costs, equipment requirements, clashes with other subject standards):

Students will require: Maths books x2, Scientific calculator, Workbooks will be available at additional cost (approximately \$28), these are recommended.

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 1 ART

**Course Outline:** The programme has three components to it. *Research, Artist Model Analysis, Media use, control and development.* Two internal Achievement Standards are offered. These two **internal** Achievement Standards are *compulsory* and they contribute and support the **External** Achievement Standard, which is a *Folio Board (Two Panels)*. The course best suits students who are self-motivated, can work to time frames and keen to advance their own Artistic skill base.

### Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS90913v4              | 1.1 Demonstrate understanding from a Māori and another Cultural context using Art terminology                            | I                          | 1                  | 4                 | N            | Y                    | N             | T1/2                          |
| AS90914v3              | 1.2 Use Drawing methods and skills for recording information using Wet and Dry media                                     | I                          | 1                  | 4                 | N            | N                    | N             | T1/2                          |
| AS90915v2              | 1.3 Use drawing conventions to develop work in more than one field of practice   | I                          | 1                  | 6                 | N            | N                    | N             | T2/3                          |
| AS90916v3              | 1.4 Produce a body of work, informed by established practice ,which develops ideas ,using a range of media (Folio Board) | E                          | 1                  | 12                | N            | N                    | N             | T3/4                          |

Is an electronic device necessary for this for this course?

**NO**

**Additional Information (costs, equipment requirements, clashes with other subject standards):** Each student will be required to come equipped with an Art pack. This will be available for purchase from school.

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 1 MEDIA DESIGN

**Course Outline:** The programme has three components to it. *Research of Artist Models, introduction to software and development or ideas.* Two internal Achievement Standards are offered. These two **internal** Achievement Standards are **compulsory** and they contribute and support the **External** Achievement Standard, which is a **Folio Board (Two Panels)**. The course best suits students who are self-motivated, can work to time frames and keen to advance their knowledge of digital creativity. With the skill base learnt in this standard, students will have the ability to create logos, brands, publications and a cohesive series of digital pieces. Internals are broken down and taught via small workshops, giving students the basics in each technological process needed to be successful for their external folio.

## Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS90913v4              | 1.1 Demonstrate understanding from a Māori and another Cultural context using Art terminology                            | I                          | 1                  | 4                 | N            | Y                    | N             | T1                            |
| AS90915v2              | 1.3 Use Drawing methods and skills for recording information using Wet and Dry media                                     | I                          | 1                  | 6                 | N            | N                    | N             | T1/2                          |
| AS90916v3              | 1.4 Produce a body of work, informed by established practice ,which develops ideas ,using a range of media (Folio Board) | E                          | 1                  | 12                | N            | N                    | N             | T3/4                          |

Is an electronic device necessary for this for this course?

**NO**

**Additional Information (costs, equipment requirements, clashes with other subject standards): Each student will be required to come equipped with an Art pack. This will be available for purchase from school. Electronic devices are provided.**

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 1 DRAMA

**Course Outline:** This course is for students who want to develop their interpersonal communication skills and add to their literacy credits. It is suitable for any student contemplating work in Performing Arts, Service Industries or the Retail Sector. It also provides a pathway into tertiary study.

The Waihi College Drama programme also seeks to offer first hand experiences of Drama related professions and enables students to form professional relationships with potential employers.

Students will have opportunities to perform in and out of school and to attend professional theatrical productions as a part of their coursework.

**Proposed Activities:**

- Attend professional productions
- Perform group devised theatre for an invited audience
- Present short scenes from scripted texts.
- Perform a specified genre (e.g. Clown, Puppetry, Tragedy...)
- Perform at the Cultural Prizegiving (selected acts).

If the standards are completed, this course will provide reading literacy credits.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version | Standard Title   | Internal or External (I/E)           | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|--|--------------------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS 90006 v6            | Apply drama techniques in a dramatic context                                   | I                                    | 1                  | 4                 | Y            | L1                   |               | T1-2                          |
| AS90999 v3             | Use features of a drama/theatre form in a performance                          | I                                    | 1                  | 4                 | Y            | L1                   |               | T1-2                          |
| AS90997 v2             | Devise and perform a drama   | I                                    | 1                  | 5                 | N            | L1                   |               | T2-3                          |
| US26690                | Construct items to meet production needs for a performance                     | Alternative Assessment Opportunities | 1                  | 3                 | Y            |                      |               | T1-2/T3-4                     |
| US26686                | Demonstrate and apply knowledge of simple stage lighting                       |                                      | 1                  | 3                 | Y            |                      |               | T1-2/T3-4                     |
| US26688                | Demonstrate knowledge and techniques of make-up                                |                                      | 1                  | 4                 | Y            |                      |               | T1-2/T3-4                     |
| AS90011                | Demonstrate understanding of the use of drama aspects within live performance. | E                                    | 1                  | 4                 | N            | L1                   |               | T3-4                          |

**An electronic device is helpful, but not necessary for this for this course.**

**NO**

**Additional Information (costs, equipment requirements, clashes with other subject standards):** Contributions will be requested when trips to attend professional theatre productions occur.

\*Further Assessment Opportunity Available

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\*L1 –Level 1 Literacy, R – University Entrance Literacy Reading, W - University Entrance Literacy Writing, B - University Entrance Literacy Both Reading & Writing

# Level 1 MUSIC

**Course Outline:** This course is almost entirely practical except for the music works and is based around two aspects of the music curriculum: Performing and composing (with an option to do the score reading external). This course involves a lot of independent work and requires a fair bit of time management. As a part of the course students will get lessons on the instrument of their choice (a chosen instrument that they will focus on for the duration of the course), perform as a soloist, perform as a group and create their own music (either digitally or in written form, depending on personal preferences). The music works would add additional credits for students with low level performance skills.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version   | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS91090 v3   | Perform two pieces of music as a featured soloist                                      | I                          | 1                  | 6                 | Y            |                      |               | T2-3                          |
| AS91091 v3   | Demonstrate ensemble skills through performing a piece of music as a member of a group | I                          | 1                  | 4                 | Y            |                      |               | T3-4                          |
| AS91092 v3   | Compose two original pieces of music   | I                          | 1                  | 6                 | Y            |                      |               | T2-4                          |
| AS91095 v3   | Demonstrate knowledge of two music works from contrasting contexts                     | I                          | 1                  | 6                 | N            | L1                   |               | T1&2                          |
| AS91094 v3   | Demonstrate knowledge of conventions in music scores                                   | E                          | 1                  | 4                 | N            | L1                   |               | T1-4                          |
| <b>Is an electronic device necessary for this for this course?</b> |  |                            |                    |                   |              |                      |               | <b>NO</b>                     |

**Additional Information (costs, equipment requirements, clashes with other subject standards):** It would be desirable for students to have an instrument to practice on. Devices can be handy especially when working at home on composition but is not a necessity.

\*Further Assessment Opportunity Available

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\*L1 –Level 1 Literacy, R – University Entrance Literacy Reading, W - University Entrance Literacy Writing, B - University Entrance Literacy Both Reading & Writing

## Level 1 PHYSICAL EDUCATION

**Course Outline:** This course integrates theory and sporting activities such as Anatomy, Biomechanics, and Physiology along with Volleyball, Touch, Frisbee, Netball, Basketball, Fitness and minor games.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version   | Standard Title                              | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS90962v3  | Participation in Sport                      | I                          | 1                  | 5                 | Y            |                      |               | T1                            |
| AS90963v3  | Biophysical Principles in Sport             | I                          | 1                  | 5                 | N            |                      |               | T2                            |
| AS90964v3  | Performance in Sport                        | I                          | 1                  | 3                 | Y            |                      |               | T2                            |
| AS90966v3  | Demonstrate interpersonal skills in a group | I                          | 1                  | 4                 | Y            |                      |               | T3                            |
| <b>Is an electronic device necessary for this for this course?</b> |   |                            |                    |                   |              |                      |               | <b>NO</b>                     |

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 1 HEALTH

**Course Outline:** During Level 1 Health you will work independently, in small groups and as a class to complete achievement standards based around the following topics: Wellbeing, Sexuality and Drugs. You will get a chance in set SMART goals to improve your Hauora, learn how well-being can change and how to deal with these changes, look at how to promote sexuality from a positive perspective and complete an exam about decision making in drug-related situations.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| 90971 v3               | Take action to enhance an aspect of personal well-being   | I                          | 1                  | 3                 | N            | L1                   | N             | T1                            |
| 91097 v3               | Demonstrate understanding of ways in which well-being can change and strategies to support well-being | I                          | 1                  | 4                 | N            | L1                   | N             | T2                            |
| 90974 v4               | Demonstrate understanding of strategies for promoting positive sexuality                              | I                          | 1                  | 4                 | N            | L1                   | N             | T2                            |
| 90973 v3               | Demonstrate understanding of interpersonal skills used to enhance relationships                       | I                          | 1                  | 5                 | N            | L1                   | N             | T3                            |
| 90975 v3               | Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations     | E                          | 1                  | 4                 | N            | L1                   | N             | T4                            |
|                        |   |                            |                    |                   |              |                      |               |                               |

**Additional Information (costs, equipment requirements, clashes with other subject standards):**

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 1 OUTDOOR EDUCATION

**Course Outline:** This is an entry level practical and theory based course using both achievement standards and unit standards, aimed to develop knowledge, skills and leadership in the great outdoors. Topics include surfing, kayaking, tramping and camping and mountain biking. If you have an interest in spending time in the outdoors and wish to develop your skills and confidence then this course will help equip you with a baseline knowledge of how to enjoy the outdoors safely.

## Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version   | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|---|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|-------------------------------|
| AS90970 V3   | Demonstrate self-management strategies and describe the effects on participation in physical activity | I                          | 1                  | 3                 | N           | R/W                  |               | T1                            |
| US20818 V1   | Demonstrate kayaking skills on sheltered or slow moving water   | I                          | 1                  | 1                 | N           |                      |               | T4                            |
| US20137 V1   | Mountain bike on easy to intermediate terrain   | I                          | 1                  | 1                 | N           |                      |               | T2                            |
| US20138 V1   | Select, set up and maintain a mountain bike   | I                          | 2                  | 3                 | N           |                      |               | T2                            |
| US425 V6   | Experience Tramping   | I                          | 2                  | 3                 | N           |                      |               | T3                            |
| US426 V6   | Experience Camping  | I                          | 2                  | 3                 | N           |                      |               | T3                            |
| US20230  | Experience Rock Climbing  | I                          | 1                  | 1                 | N           |                      |               | T4                            |
| US20152  | Experience and Complete Abseiling sessions  | I                          | 1                  | 1                 | N           |                      |               | T4                            |
| <b>Is an electronic device necessary for this for this course?</b> |   |                            |                    |                   |             |                      |               | <b>NO</b>                     |

### Additional Information (costs, equipment requirements, clashes with other subject standards):

The course costs of \$340.00 cover Surf Instruction, camp fees, climbing instructors, venue hire transport and bike hire. Students are expected to provide their own helmet, and outdoor appropriate clothing such as a raincoat, thermals, tramping footwear and a suitable day pack. The Self-Management Strategies standard is also taught in PE, so students taking both Outdoor Education and Physical Education will do the learning twice within two different contexts but only submit one assessment; unless they wish to improve their grade second time round.

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing



# Level 1 BUILDING AND CONSTRUCTION

**Course Outline:** This course is a primarily practical industry-based course completing projects to gain Unit Standards prepared by the Building and Construction Industry Training Organisation (BCITO). It is most suitable for those wishing to follow a pathway into trades-related careers. Students will be introduced to and use a range of hand tools, power tools and fixed machinery. Completed projects, theory and evidence of learning are submitted for assessment much in the same way that is required of trade apprentices. Examples of work and projects to be completed could include a toolbox, step ladder, saw horses and a tool chest or similar.

## Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version   | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| 24352 v3   | Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project. | I                          | 1                  | 2                 | N            |                      |               | T1                            |
| 24355 v3   | Demonstrate knowledge of construction and manufacturing materials used in BCATS projects.                         | I                          | 1                  | 4                 | N            |                      |               | T2                            |
| 24356 v3   | Apply elementary workshop procedures and processes for a BCATS project.   | I                          | 1                  | 8                 | N            |                      |               | T3                            |
| 25919 v3   | Use hardware and fastenings for a BCATS project.  | I                          | 1                  | 2                 | N            |                      |               | T4                            |
| <b>Is an electronic device necessary for this for this course?</b> |   |                            |                    |                   |              |                      |               | <b>No</b>                     |

### Additional Information (costs, equipment requirements, clashes with other subject standards):

*Students should take this course if they are interested in Building but are NOT opting to complete the WINTEC Trades Academy. If students are already signed up for the WINTEC Trades Academy, these credits will be covered there.*

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 1 DVC (DESIGN AND VISUAL COMMUNICATION)

**Course Outline:** This course challenges students to think about the fundamentals of design and how this is used in developing Products and Architecture. Briefs or units of work are used to solve Architecture and Product Design problems. Students will learn to use sketching techniques, produce formal drawings using instruments; computer presentation and computer based drawing programmes. While designing a sleep out students will generate work for both internal and external standards including sketching, formal drawing, computer drawing, note writing and presentation. This course leads to design related university, tertiary courses, trade related courses, Level 2 DVC.

### Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4         |
|------------------------|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|---------------------------------------|
| AS91063                | Produce freehand sketches that communicate design ideas          | E                          | 1                  | 3                 |              |                      |               | Evidence gathered throughout the year |
| AS91064                | Produce instrumental, multi view drawings                        | E                          | 1                  | 3                 |              |                      |               |                                       |
| AS91066                | Use rendering techniques to communicate the form of design ideas | I                          | 1                  | 3                 |              |                      |               |                                       |
| AS91067                | Use the work of an influential designer                          | I                          | 1                  | 3                 |              |                      |               |                                       |
| AS91068                | Undertake development of design ideas through graphics practice  | I                          | 1                  | 6                 |              |                      |               |                                       |

**Is an electronic device necessary for this for this course?**

**NO**

**Additional Information (costs, equipment requirements, clashes with other subject standards):** This course is open to all students with an interest in design. Must provide own equipment, pens, paper, print credit.

\*Further Assessment Opportunity Available

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<sup>†</sup>**L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 1 DIGITAL TECHNOLOGY

**Course Outline:** Digital technology is about how students can design their own digital solutions and become creators of, not just users of, digital technologies. In the first half of the year, students build computer systems, take on design challenges and develop their core skillset using industry grade software. In the second half of the year students draw inspiration from the world, personal interests and current trends in the capstone project. Projects are customised and designed around student interests, careers ambitions and life outside of school. Projects could include but are not limited to virtual reality, game development, app development, digital graphics, motion graphics, cinematography, character creation, level design, computer programming, visual and special FX. With Digital Technology the opportunities and possibilities are endless. If you are looking to unlock your digital talents and see just how far you can take your skills, ideas and projects Digital Technology is for you.

## Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version   | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS91882 v1   | Develop a computer system                                  | I                          | 1                  | 4                 | Y            |                      |               | T1                            |
| AS91878 v1   | Design for a digital outcome                               | I                          | 1                  | 3                 | Y            | L1                   |               | T2                            |
| AS91880 v1   | Develop a digital media outcome                            | I                          | 1                  | 4                 | Y            | L1                   |               | T3                            |
| AS91884 v1   | Use basic iterative processes to develop a digital outcome | I                          | 1                  | 6                 | Y            | L1                   |               | T3                            |
| AS91886 v1   | Demonstrate understanding of human-computer interaction    | E                          | 1                  | 3                 | N            | L1                   |               | T3                            |
| <b>Is an electronic device necessary for this for this course?</b> |  |                            |                    |                   |              |                      |               | <b>NO</b>                     |

### Additional Information (costs, equipment requirements, clashes with other subject standards):

It is strongly advised that students have at least a 16GB flash drive or portable hard drive to store and backup their work.

Students may incur some costs throughout the course depending on what they decide to make throughout the course. (For example, if they choose to build a personal computer and wish to purchase additional parts.)

**Please note: Purchasing additional parts/components are not required to be successful or pass the course.**

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 1 ENGINEERING TECHNOLOGY

**Course Outline:** This course is about students developing the ability to safely use the tools and equipment in an Engineering workshop. Students will learn a variety of techniques and theories to design and manufacture a specified product using a range of engineering materials. This course can lead to Level 2 Engineering Technology and/or Level 2 Building and Construction

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version  | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|---|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS91044 v3  | Undertake brief development to address a need or opportunity | I                          | 1                  | 4                 | y            | y                    | N             | T3                            |
| US22923v3   | Demonstrate basic workshop skills under supervision          | I                          | 1                  | 12                | N            | N                    | N             | T2                            |
| US22926v3   | Demonstrate knowledge of workshop safety procedures          | I                          | 1                  | 2                 | N            | N                    | N             | T1                            |
| <b>Is an electronic device necessary for this for this course?</b>  |  |                            |                    |                   |              |                      |               | <b>NO</b>                     |
| <b>Additional Information:</b> Recommended entry for this subject is a keen attitude and a willingness to create and design. \$55 covers take home materials. |  |                            |                    |                   |              |                      |               |                               |

## Level 1 HOSPITALITY

**Course Outline:** This course is designed to provide students with the foundation skills needed in the Hospitality industry. A wide range of both theory and practical unit standards will be covered. This leads on to Level2/3 Hospitality. Additional standards may be provided for those with specific areas of interest.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version   | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| US15901 v5   | Prepare and present fruit and vegetables in the hospitality industry            | I                          | 1                  | 3                 | Y            | N                    | N             | T2                            |
| US15900 v 5  | Prepare and present meat dishes in the hospitality industry                     | I                          | 1                  | 4                 | Y            | N                    | N             | T2                            |
| US15896 v5   | DKO of grilling and frying in the hospitality industry                          | I                          | 1                  | 3                 | Y            | N                    | N             | T3                            |
| US15985 v 5  | DKO of boiling and baking in the hospitality industry                           | I                          | 1                  | 3                 | Y            | N                    | N             | T1                            |
| US15921 v5   | Prepare and cook a cake, sponge and batch of scones in the hospitality industry | I                          | 1                  | 3                 | Y            | N                    | N             | T1                            |
| US15892 v5   | DKO terminology used for food and recipes in the hospitality industry           | I                          | 1                  | 5                 | Y            | N                    | N             | T4                            |
| US167 v 8  | Food Safety   | I                          | 2                  | 4                 | Y            | N                    | N             | T3/T4                         |
| <b>Is an electronic device necessary for this for this course?</b>   |   |                            |                    |                   |              |                      |               | <b>NO</b>                     |
| <b>Additional Information (costs, equipment requirements, clashes with other subject standards):</b> Print credit \$20 |   |                            |                    |                   |              |                      |               |                               |

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 1 TEXTILES TECHNOLOGY

**Course Outline:** Come along to develop your sewing skills, from beginner to being able to draft your own patterns. Work to create garments for your wardrobe, enter in competitions, you can create garments or items to suit your skill levels.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version  | Standard Title                                    | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|---|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| 90158   | Implement basic procedures to make a textile item | I                          | 1                  | 6                 | Y            |                      |               | T1                            |
| 91047   | Develop a prototype                               | I                          | 1                  | 6                 | N            |                      |               | T2                            |
| 91096   | Make basic pattern adaptations                    | I                          | 1                  | 4                 | N            |                      |               | T3                            |
| <b>Is an electronic device necessary for this for this course?</b>  |   |                            |                    |                   |              |                      |               | <b>NO</b>                     |
| <b>Additional Information (costs, equipment requirements, clashes with other subject standards):</b> Students will be expected to pay for materials used. |   |                            |                    |                   |              |                      |               |                               |

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 1 TE REO ME NGĀ TĪKANGA MĀORI

**Course Outline:** This course is designed for students who have had a solid grounding in Te Reo me Ngā Tīkanga Māori

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version                                      | Standard Title                                  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|---|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS91085v3   | <b>Whakarongo</b> kia mōhio ki te reo o tōna ao | Internal                   | 1                  | 6                 | Y            | L1                   | N             | T1                            |
| AS91068v3   | <b>Kōrero</b> kia whakamahi i te reo o tōna ao  | Internal                   | 1                  | 6                 | Y            | L1                   | N             | T3                            |
| AS91087v2   | <b>Pānui</b> kia mōhio ki te reo o tōna ao      | External                   | 1                  | 6                 | N            | R                    | N             | T4                            |
| AS91088v2   | <b>Tuhi</b> i te reo o tōna ao                  | External                   | 1                  | 6                 | N            | W                    | N             | T4                            |
| AS91089v3   | <b>Waihanga tuhinga</b> i te reo o tōna ao      | Internal                   | 1                  | 6                 | Y            | W                    | N             | T3                            |
| Is an electronic device necessary for this for this course? |   |                            |                    |                   |              |                      |               | <b>NO</b>                     |

# Level 1 MANAAKITANGA

**Course Outline:** This Course is designed for students who are wanting to increase their basic/beginners understanding and knowledge of how Manaakitanga operates in practice, in a Te Ao Māori environment and context. You will learn basic Tikanga, beginners level Te Reo Māori and apply them to a marae context while practicing Manaakitanga in the kitchen and dining Room.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version                                      | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|---|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| US30735v2   | Kōrero kia taumata tūāpapa te reo Māori  | Internal                   | 1                  | 4                 | Y            | N                    | N             | T2                            |
| US30748 v2  | Whakarongo kia taumata tūāpapa te mōhio tangata ki ngā kōrero mō te ao tūroa o te ākongā           | Internal                   | 1                  | 3                 | Y            | N                    | N             | T1                            |
| US27108 v4  | Describe the protocols and roles associated with pōwhiri in accordance with tikanga and/or kawa    | Internal                   | 1                  | 2                 | Y            | N                    | N             | T1                            |
| US16160 v7  | Describe the characteristics and actions of a selected atua in accordance with ngā kōrero tuku iho | Internal                   | 1                  | 3                 | Y            | N                    | N             | T2                            |
| US 29566 v3   | Prepare fruit and vegetables to present for manuhiri   | Internal                   | 2                  | 3                 | Y            | N                    | N             | T2                            |
| US 29568 v3   | Prepare equipment and fry kai to present for manuhiri  | Internal                   | 2                  | 4                 | Y            | N                    | N             | T3                            |
| AS 90914 v3   | Use drawing methods and skills for recording information using wet and dry media                   | Internal                   | 1                  | 4                 |              | N                    | N             | T3                            |
| AS 90915 v3   | Use drawing conventions to develop work in more than one field                                     | Internal                   | 1                  | 6                 |              | N                    | N             | T3                            |
| Is an electronic device necessary for this for this course? |  |                            |                    |                   |              |                      |               | <b>NO</b>                     |

\*Further Assessment Opportunity Available

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***These courses are combined and will run along side each other. On the subject selection form this course will be called Te Ao Māori. You can take Te Ao Māori in both lines of the option form.***

## Level 1 GEOGRAPHY

**Course Outline:** The Year 11 Geography course consists of both Natural and Human Geography. The course looks at Natural Events (earthquakes, volcanic eruptions), climate change, sustainability (tourism in the Maldives, Tongariro National Park), global issues (electronic waste, earthquakes, access to safe water), and local geographic topics (shopping in Waihi, wind farms in the Kaimai Ranges, Kauri Die Back). Skills to do with using maps and a variety of other information sources are learned and these are applied in research work. This course is designed for students who are interested in the world around them and how people interact with the environment. The course is assessed by both internal and external standards.

### Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version   | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| 91009 v3   | Demonstrate geographic understanding of the sustainable use of an environment                  | Internal                   | 1                  | 3                 | Y            | L1                   |               | T2                            |
| 91010 v2   | Apply concepts and basic geographic skills to demonstrate understanding of a given environment | External                   | 1                  | 4                 | N            |                      | L1            | T4                            |
| 91011 v2   | Conduct geographic research, with direction  | Internal                   | 1                  | 4                 | N            | L1                   | L1            | T3                            |
| 91012 v3   | Describe aspects of a contemporary New Zealand geographic issue                                | Internal                   | 1                  | 3                 | Y            | L1                   |               | T3                            |
| 91013 v2   | Describe aspects of a geographic topic at a global scale                                       | Internal                   | 1                  | 3                 | Y            | L1                   |               | T1                            |
| <b>Is an electronic device necessary for this for this course?</b> |  |                            |                    |                   |              |                      | <b>YES</b>    |                               |

## Level 1 HISTORY

**Course Outline:** In this course students may investigate topics of their choice, both within New Zealand and/or internationally. The internally assessed topics focus on research and perspectives. The externally assessed topics involve interpretation, New Zealand identity and essay writing. Skills from History are applicable in many other fields where organisation and essay skills are required.

### Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version   | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| As91002 v3   | Communicate historical ideas   | I                          | 1                  | 4                 | N            | L1                   | N             | T1                            |
| As91001 v3   | Carry out an historical investigation  | I                          | 1                  | 4                 | N            | L1                   | N             | T2                            |
| As91004 v3   | Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders | I                          | 1                  | 4                 | N            | L1                   | N             | T3                            |
| As91003  | Interpret sources of an historical event of significance to New Zealanders   | I                          | 1                  | 4                 | N            | L1                   | N             | T3-4                          |
| <b>Is an electronic device necessary for this for this course?</b> |  |                            |                    |                   |              |                      | <b>YES</b>    |                               |

\*Further Assessment Opportunity Available

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## Level 1 MAKING A DIFFERENCE

**Course Outline:** This is a course designed for students interested in social justice, human rights and environmental issues. If you would like to learn about becoming a positive and contributing member of your community (at a local and global scale) then this is the subject for you. You will plan, implement and run a social justice/human rights action at school eg 40 Hour Famine, Amnesty International Freedom Challenge. This is a chance to become a critical thinker and to be creative. The second half of the year will be more focused on environmental issues and looking at solutions to local climate change issues. This is your chance to be a change maker and make a difference!

### Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version   | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|---|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|-------------------------------|
| 91043 v2   | Describe a social justice and human rights action   | I                          | 1                  | 4                 | Y           | L1                   |               | 1                             |
| 91042 v3   | Report on personal involvement in a social justice and human rights action                          | I                          | 1                  | 4                 | Y           | L1                   |               | 2                             |
| 91009 v3   | Demonstrate understanding of the sustainable use of an environment                                  | I                          | 1                  | 3                 | Y           | L1                   |               | 2                             |
| 91734  | Develop a collaborative response that promotes a sustainable future, in relation to a current issue | I                          | 2                  | 4                 | N           |                      |               | 3                             |
| <b>Is an electronic device necessary for this for this course?</b>                                   |   |                            |                    |                   |             |                      | <b>YES</b>    | <b>NO</b>                     |
| <b>Additional Information (costs, equipment requirements, clashes with other subject standards):</b> |   |                            |                    |                   |             |                      |               |                               |

\*Further Assessment Opportunity Available

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**L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing



## Level 1 APPLIED SCIENCE

**Course Outline:** This course is for students who want to continue developing their knowledge of Science, how it relates to their daily lives, gain good hands-on Science skills and develop their critical thinking. The majority of assessments in this course are internal and revolve around building experimental and research skills. You may take this course and Level 1 Science.

This course involves learning about chemical reactions and carrying out a chemical investigation to collect and process primary data, and interpret the results. It also includes carrying out a practical biological investigation. Both investigations will be in a context relating to human bodies. You will learn how mammals process their food, how the products of digestion circulate within the body and how the food is used at the cellular level. You will be researching the way carbon is cycled on our Earth and how this relates to climate change and *either* researching biological ideas relating to how humans use or are affected by micro-organisms *or* reporting on a biological issue such as pest management, animal research, genetic engineering, where people hold different opinions or viewpoints.

### Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS90930                | Carry out a practical chemistry investigation, with direction                            | I                          | 1                  | 4                 | Y            |                      | L1            | T1                            |
| AS90953                | Demonstrate understanding of carbon cycling  | I                          | 1                  | 4                 | N*           | L1                   |               | T1                            |
| AS90950                | Investigate biological ideas relating to interactions between humans and micro-organisms | I                          | 1                  | 4                 | Y            |                      |               | T2                            |
| <i>Or</i><br>AS90926   | <i>Or</i><br>Report on a biological issue  |                            |                    | <i>Or</i><br>3    |              | L1                   |               |                               |
| AS90925                | Carry out a practical investigation in a biological context, with direction              | 1                          | 1                  | 4                 | Y            |                      | L1            | T3                            |
| AS90929                | Demonstrate understanding of biological ideas relating to mammals as consumers           | E                          | 1                  | 3                 | N            | L1                   |               | T3/T4                         |

Is an electronic device necessary for this for this course? **YES**

**Additional Information (costs, equipment requirements, clashes with other subject standards):** AS90950 or AS90926 will be selected depending on the interests of the students.

SciPad Workbook, Mammals as Consumers \$8:50

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 1 HORTICULTURE

**Course Outline:** This course involves learning about growing plants. Students will create vegetable gardens up at the farm, which they will look after. They need to be prepared to remove weeds and dig up gardens. They will also grow plants in containers in the greenhouse. Students need to keep a record of what they do each day in a log book. There is also some theory.

## Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version   | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|--|---|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| US 1   | Vegetable Garden  | Internal                   | 1                  | 5                 | Y            |                      |               | T2                            |
| US 29508   | Sowing Seeds and Monitoring Germination & Growth                            | Internal                   | 2                  | 5                 | Y            |                      |               | T2                            |
| US 23783   | Growing Plants in Containers  | Internal                   | 1                  | 5                 | Y            |                      |               | T4                            |
| AS 90157   | Practical Skills  | Internal                   | 1                  | 4                 | Y            |                      |               | T4                            |
| US 23782   | Identify containers, materials, plants, and tools used in plant propagation | Internal                   | 1                  | 2                 | Y            |                      |               | T4                            |
| <b>Is an electronic device necessary for this for this course?</b> |   |                            |                    |                   |              |                      |               | <b>NO</b>                     |

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 1 SCIENCE

**Course Outline:** This course is for those students wanting a career that requires Science knowledge such as Biologists, Chemists, Conservationists, Dentists, Doctors, Engineers, Electricians, Forensic investigators, Geologists, Meteorologists, Physicists, Pilots, Surveyors, Technicians, etc. The majority of the assessments in this course are external. You may take this course and Level 1 Applied Science.

This course involves carrying out a practical physics investigation that requires the graphical representation and producing a mathematical description of a linear relationship. The theory will cover motion, forces, energy, atomic structure, particle theory, rates of reaction, the properties of metals and non-metals, the way that carbon cycles through our world as well as biological ideas relating to genetic variation and inheritance of traits.

### Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO ? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) | Completed in T1, T2, T3 or T4 |
|------------------------|--|----------------------------|--------------------|-------------------|--------------|----------------------|---------------|-------------------------------|
| AS90933                | Demonstrate understanding of aspects of selected elements  | E                          | 1                  | 4                 | N            |                      |               | T1                            |
| AS90935                | Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction | I                          | 1                  | 4                 | Y            |                      | L1            | T2                            |
| AS90940                | Demonstrate understanding of aspects of mechanics  | E                          | 1                  | 4                 | N            |                      | L1            | T2                            |
| AS90948                | Demonstrate understanding of biological ideas relating to genetic variation                                  | E                          | 1                  | 4                 | N            | L1                   |               | T3                            |
| AS90953                | Demonstrate understanding of carbon cycling  | I                          | 1                  | 4                 | N*           | L1                   |               | T1                            |
| AS90950                | <i>Investigate biological ideas relating to interactions between humans and micro-organisms</i>              | I                          | 1                  | 4                 | N            |                      |               | T4                            |

**Is an electronic device necessary for this for this course?** YES

**Additional Information (costs, equipment requirements, clashes with other subject standards):** A calculator is required for this course. AS90933 is not assessed on the same day as the other two external standards. It is not possible to gain the credits for Carbon Cycling in this course and Level 1 Applied Science. The two courses will give two different assessments for this standard and therefore act as a further assessment opportunity for this standard. AS90950 is an optional standard, available to students who do not take the Applied Science course and wish to opt out of one standard from 90933, 90940 or 90948.

# Te Kura Correspondence

Te Kura Correspondence offers students the chance to study a subject that is currently not on offer in their own school OR if there is a clash of subjects.

***YOU MUST BE ABLE TO WORK INDEPENDENTLY AND BE VERY SELF MOTIVATED. You should be achieving already at a high level (equivalent of MERIT or EXCELLENCE) to take on an e-learning course.***

***Students wishing to take Te Kura courses should still complete 6 regular option choices. Applications for Te Kura can be made on the option form and will be subject to interview and prior ability/experience (Jo Howell/Kate Morley)***

Correspondence allows you to study for a subject that is not available at your school or when you have a clash of subjects. You will be provided with learning booklets and an online tutor who will give you advice and guidance as you go.

For a full list of subjects on offer through the Correspondence School go to: <http://www.tekura.school.nz/assets/Publications-non-curriculum/Choice.pdf>

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## LEVEL 2 WINTEC TRADES ACADEMIES

WINTEC Trades Academies are on offer for students in Year 12 and 13.

Each Trades Academy offers a minimum of 20 credits

For full information, you can visit the WINTEC website [WINTEC Trades Courses LEVEL 2](#) .

**If you are interested in any of the Trades Academies, please see Mrs Graveson**

Vocational Pathway - Manufacturing and Technology Sector (Level 2)

Vocational Pathway - Construction and Infrastructure Sector (Level 2)

Certificate in Electrical Engineering (NCEA Level 2)

Outdoor Experience (Level 2)

Vocational Pathway - Services Industries Sector - Hairdressing and Beauty Therapy (NCEA Level 2)

Vocational Pathway - Landscape Construction and Tree Work (Level 2)

Vocational Pathway - Social and Community Services Sector (NCEA Level 2)

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# SUPER TUESDAY

This is an experience based course that runs on Tuesdays. Students can choose to take TWO SEMESTER courses or a FULL YEAR COURSE

## SEMESTER ONE

During the first semester, there are 2 courses available to Year 11 students:

- **Year 11 Super Tuesday** is a whole year group combined class that will focus on attributes like teamwork, community and values. These skills are focussed on to ensure that students are work ready and develop habits and values that are not necessarily assessed in a classroom. Standards completed in this course are student selected and driven with a range of different activities and experiences.

*This is a HALF YEAR COURSE - In the 2<sup>nd</sup> half of the year, students will choose an interest-based course (see below)*

- **Phoenix Studios** Students will have the chance to work in the TV studio – this could be contributing to Phoenix News, creating a Horror Movie, making videos or chat shows – students collaborate and make their creative decisions.

*This is a HALF YEAR COURSE - In the 2<sup>nd</sup> half of the year, students will choose an interest-based course (see below)*

There are 3 full year courses available to Year 11 students;

- **Kapa Haka** focusses on the traditional song, dance and tikanga of Kapa Haka. Students will complete standards based on their level of performance and interest. Students will perform in the Kapa Haka group and their depth of performance, leadership and participation will determine the standards that are completed. Level 1 standards for an introduction to Māori Performing Arts.

*This is a FULL YEAR COURSE*

- **Manufacturing (PCTI)** Whether you are looking to get a job in the food industry, start a small business or develop a food concept, this course is for you. The programme combines food, business/market and manufacturing concepts into one course. This course is a 'gate to plate' concept ensuring that graduates are familiar with factors influencing food products, quality, packaging and storage in the market place. This course is offered by Pacific Coast training Organisation in partnership with Waihi College and offers approximately 28 Level 2 credits.

*This is a FULL YEAR COURSE*

- **WINTEC Trades Academy – Construction and Manufacturing** If you are interested in a career in electrical, building or engineering trades and would like to join the WINTEC Trades Academy in Kopu on Tuesdays, this is the course for you. You will complete approximately one term on each of these pathways so that you can get a basic skill base in each. Approximately 26 Level 2 credits.

*\*Students must be 15 years old by 01/03/2023 to enrol at WINTEC Trades Academy*

*This is a FULL YEAR COURSE*

**SEMESTER TWO** – Students can pick one of:

| Super Tuesday: YEAR 11 SUPER TUESDAY  |                |                            |                    |                   |             |                      | Year 11       |  |
|---|----------------|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|--|
| <b>Course Outline:</b> This a continuation of the Super Tuesday course for year 11 students focussing on core values and learning skills. This might include working on additional literacy or numeracy tasks or working on a community project or their wellbeing – the choice is wide open. |                |                            |                    |                   |             |                      |               |  |
| <b>Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):</b>  |                |                            |                    |                   |             |                      |               |  |
| Standard # and Version  | Standard Title | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) |  |
| Students select standards that best suit their interests and/or needs.<br>Students may focus on Literacy, Numeracy, Financial Capability, wellbeing, managing stress or anger, IT literacy, or interest based standards   |                |                            |                    |                   |             |                      |               |  |
| Is an electronic device necessary for this for this course?   |                |                            |                    |                   |             |                      | No            |  |
| <b>Additional Information (costs, equipment requirements, clashes with other subject standards):</b>  |                |                            |                    |                   |             |                      |               |  |

| Super Tuesday: ENVIRONMENTAL PROJECTS  |  |                            |                    |                   |             |                      | Year 11/12/13 |  |
|--|--|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|--|
| <b>Course Outline:</b> Climate Change, Bio-diversity loss, Pollution, De-forestation, Sea-level rise. Now more than ever the time to ‘Think Global and Act Local’ is upon us. This student driven course asks, what can we do to improve the environment in our local area? As a group we will decide on our course of action. Previous years actions have included riparian planting, dune/river maintenance, helping primary schools with gardening and wetland restoration. |  |                            |                    |                   |             |                      |               |  |
| <b>Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):</b>   |  |                            |                    |                   |             |                      |               |  |
| Standard # and Version   | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) |  |
| US24727 v2   | Describe compare impacts of Tourism on the physical environment                        | I                          | 2                  | 2                 | n           |                      | n             |  |
| AS90810 v2   | Undertake a personal action, with reflection, that contributes to a sustainable future | I                          | 3                  | 6                 | n           |                      | n             |  |
| Is an electronic device necessary for this for this course?  |  |                            |                    |                   |             |                      | <b>NO</b>     |  |

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## Super Tuesday: FASHION ACADEMY

Year 11/12/13

**Course Outline:** Create a garment that reflects your personality and fits into your wardrobe. The course can be tailored to suit your skill level and desire to learn. Extra assessments are available to suit the individual.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) |
|------------------------|--|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|
| 91058 V4               | Implement basic procedures using textile material to make a specified product (Level 1)                | I                          | 1                  | 6                 | N           |                      |               |
| 91345 V4               | Implement advanced procedures using textile material to make a specified product with special features | I                          | 2                  | 6                 | n           |                      |               |
| 91621 V3               | Implement complex procedures using textile material to make a specified product                        | I                          | 3                  | 6                 | N           |                      |               |

**Is an electronic device necessary for this for this course?**

**NO**

**Additional Information (costs, equipment requirements, clashes with other subject standards):** Students will be expected to cover cost of fabrics purchased.

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## Super Tuesday: FITNESS

Year 11/12/13

**Course Outline:** This course covers training for speed, endurance, flexibility, strength, and muscle tone. Students will work on their own personal fitness plan that will be applied to a range of sports activities and techniques.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version | Standard Title | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) |
|------------------------|----------------|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|
|------------------------|----------------|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|

Standards are completed according to student sport or fitness needs and abilities. TBC at start of course.

**Is an electronic device necessary for this for this course?**

**NO**

**Additional Information (costs, equipment requirements, clashes with other subject standards):** Some activities will be off site

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## Super Tuesday: APICULTURE

Year 11/12

**Course Outline:** This course is for students who are interested in the Apiculture (bee keeping and products) business. It looks at the care, setup and maintenance of hives and the bee colonies and the collection of honey from the hives. Students also learn about the natural habitat, fauna and flora that assist in the production of honey and the pesticides and chemicals that are used in the business.

This course offers Level 2 NCEA credits and certification in the apiculture business.

This course is already booked for the 1<sup>st</sup> semester but is open to students for SEMESTER 2.

## Super Tuesday: OUTDOOR PURSUITS

Year 11/12/13

**Course Outline:** This is a practical based course with some theory, aimed to develop knowledge, skills and leadership outdoors. Topics include mountain biking/cycle touring, trip planning and leadership opportunities through participation in a High Ropes course. If you have an interest in spending time in the outdoors and wish to develop your skills and confidence, then this course will help equip you with a baseline knowledge of how to enjoy the outdoors safely while experiencing new adventures.

Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):

| Standard # and Version | Standard Title | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) |
|------------------------|----------------|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|
|------------------------|----------------|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|

Standards are completed according to student sport or fitness needs and abilities. TBC at start of course.

**Is an electronic device necessary for this for this course?**

**NO**

**Additional Information** (costs, equipment requirements, clashes with other subject standards): Some activities will be off site



# Super Tuesday: SERVICE WITH A SMILE (L1/2)

Year 11/12

**Course Outline:** This course is designed for those wishing to polish their smiles and work through Hospitality service modules, while running lunchtime/interval cafes. These standards are part of the NZ Certificate in Level 2 Hospitality and can be used in conjunction with Café Skills class to achieve this certificate. Additional cookery standards will be assessed during production of food for service.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup):**

| Standard # and Version | Standard Title   | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) |
|------------------------|--|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|
| US 14434 v 7           | Prepare and clear areas for table service for a commercial hospitality establishment             | I                          | 2                  | 3                 | Y           | N                    | N             |
| US 14436 v 7           | Provide table service for a commercial hospitality establishment                                 | I                          | 2                  | 4                 | Y           | N                    | N             |
| US 57 v9               | Provide Customer Service   | I                          | 2                  | 2                 | Y           | N                    | N             |
| US 62 v9               | Maintain personal presentation and a positive attitude in a workplace involving customer contact | I                          | 2                  | 3                 | Y           | N                    | N             |
| US 14466 v6            | DKO maintaining a safe and secure environment for people in the hospitality industry             | I                          | 2                  | 2                 | Y           | N                    | N             |
| US 20666 v6            | Demonstrate basic knowledge of contamination hazards and control methods used in a food business | I                          | 2                  | 2                 | Y           | N                    | N             |

**Is an electronic device necessary for this for this course?**

**No**

**Additional Information (costs, equipment requirements, clashes with other subject standards):**

Trips \$100. Student break times will differ from regular timetables to enable service at break times.

# Super Tuesday: JOURNALISM

Year 11/12/13

**Course Outline:** This course is aimed at an introductory level and is for students who may be interested in pursuing a career in journalism. At level 2, students who are credited with these unit standards will be able to write and present news stories intended for publication in one of the school publications and to conduct interviews and take photographs to support those articles. The optional achievement standard involves writing a feature article for a magazine and counts towards University Entrance.

At Level 3, students will be creating a writing portfolio that may include: feature article, script, review, editorial or an opinion piece.

**Proposed NCEA Standards for 2023 (these will be adjusted based on student interest and class makeup): Students will choose from these standards but will not complete all**

| Standard # and Version | Standard Title  | Internal or External (I/E) | NCEA Level (1/2/3) | Number of Credits | *FAO? (Y/N) | +Literacy (L1/R/W/B) | Numeracy (L1) |
|------------------------|---|----------------------------|--------------------|-------------------|-------------|----------------------|---------------|
| 27612                  | Plan and conduct interviews for a news story or a feature for publication or broadcast            | I                          | 2                  | 4                 | N           |                      |               |
| 27615                  | Take and select photographs for a news story and a feature  | I                          | 2                  | 3                 | N           |                      |               |
| 27613                  | Write and present news stories intended for publication   | I                          | 2                  | 4                 | N           |                      |               |
| 91255                  | Write developed media text for a specific target audience   | I                          | 2                  | 3                 | N           |                      |               |
| 91497                  | Write a media text to meet the requirements of a brief  | I                          | 3                  | 3                 | N           | W                    |               |
| 91476                  | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas | I                          | 3                  | 6                 | N           | W                    |               |

**Is an electronic device necessary for this for this course?** Yes

**Additional Information (costs, equipment requirements, clashes with other subject standards):**