



FIORDLAND COLLEGE

SENIOR SUBJECT SELECTION BOOKLET 2012



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USING THIS BOOK TO SELECT YOUR COURSE

This guide sets out information on subjects and qualifications to help students plan their course of study for next year. Students must read carefully through the general sections and the information on the subjects that interest them.

Students should keep some things in mind as they plan their course:

- “Times have changed! Employment options are different!”
- Four or five years of secondary school is now a requirement for most positions in the workforce.
- Continued learning and up-skilling are expectations in today’s job market and changing jobs more frequently will be a major part of that.

Ability + Interest + Career Requirements = Subject Choice

It is important that students consider their career goals when choosing subjects for next year.

Virtually all tertiary (university and polytechnic) courses have minimum entry requirements and students need to know these requirements **before** they select subjects. To check on requirements, and other general questions, see Mrs Humphries (Careers Advisor) and Mrs Jackson in the Careers Room (Hut 5), where resources are also available.

The following guidelines should be followed when you make your subject choices:

- At Level 1 NCEA: English, Mathematics and Science are compulsory.
- At Level 2 NCEA: English and Mathematics are compulsory.
- Students should keep a broad range of subjects unless they are convinced that they know the specific career area they are aiming towards. Even then students need a “Plan B” and “Plan C”.
- There are subjects students will find difficult to pick up again if dropped. Get an indication of these by looking at the boxes entitled “Entry Requirements” in the course descriptions that are set out in this guide. Students need to be as sure as they can be that their choices are sound and informed.
- Whether a subject is offered or not may depend on a minimum number of students choosing it as an option. This is another reason for making prompt, informed and definite subject choices. It will help the school go as far as it can to meet the needs and wishes of its students.
- It is important for students to make sure they can build a course in Year 12 and Year 13. Check if a subject can be studied at all levels.

Who do students see for advice on careers and tertiary study?

- Mrs Humphries (Careers Advisor) or Mrs Jackson
- Form teacher
- The Heads of Departments
- Any other teacher they feel able to discuss the options with
- Families and friends

Choosing subjects and possible careers are important decisions and choices. Students should give them serious thought and take some advice.

What happens if choices don't fit or are not available in 2012?

Traditionally this situation has been relatively rare. If the school knows there may be problems in sufficient time, there are alternatives available:

- It is sometimes possible to study a course in a combined class (where, for example, Year 11 and Year 12 students are both taught).
- It is sometimes possible to arrange for the subject to be taken by Correspondence or Distance Learning with Otagonet. See Mrs Salomen to investigate this further.
- If there are subjects a student really needs the school will do its best to find a solution.

COURSE FEES

Please note that in some subjects, where there is a "take-home" component, or considerable expenditure on consumables, a course fee is charged. That fee must be paid at the start of the relevant course.

CAREERS EDUCATION – A Note to Parents and Caregivers

Many young people have no idea about what career they wish to follow. Most students have completed some careers education during the year. Discussing the outcomes from this could be a good place to start.

Students need help to explore possible options and the role of a parent is vitally important. Support and encourage this learning process. Even if parents find it difficult to see their offspring working in a particular field, encourage them to find out as much as they can about all their areas of interest.

Encourage students to arrange an appointment with the Careers Adviser who is happy to give advice to any student and their parents.

Get books from the library and visit someone working in that career area. Make sure children find out the positive **and** negative aspects of potential career options. Do everything possible to persuade them to look widely and think beyond the obvious choices.

The Careers Services Internet site, www.kiwicareers.govt.nz, and Career Point (the free phone line 0800 222 733) are both excellent information centres.

Increasing emphasis is placed upon **transferable skills** – skills such as communication, innovation, critical analysis and problem-solving – as well as the sound academic skills that ensure good qualifications. Activities and interests developed outside the classroom will also be important in determining the eventual career choice.

Above all, don't worry. It is not unusual for young adults to be uncertain about what they want "to do with their lives". The aim should be to make sure they have options open to them. **Seek out information and look ahead.**

GATEWAY

In Gateway, students follow individual learning programmes that are relevant to their proposed career path. The programme allows them to gain new skills and knowledge while being placed in a workplace in our local community. The learning is hands-on and practical as the students are in the workplace regularly.

The Gateway programme is designed to strengthen the pathway for students going from school into workplace learning.

The course is structured with both timetabled classes at school and regular time in the workplace, usually one day each week. Students are assessed in the workplace for unit and achievement standards.

Interested students entering Years 12 and 13 are encouraged to apply. Students entering Year 11 may be considered on a case-by-case basis. Students best suited to Gateway will be those who are interested in a career in a particular industry, and are work ready.

- ♦ Interested students must complete an application form and will attend an interview.
- ♦ Places on the course are strictly limited.
- ♦ Further information and application packs are available from Mrs Jackson in the Careers Room.

DISTANCE LEARNING PROGRAMME

At Fiordland College, Distance Learning is mainly via video conferencing or correspondence. Both require students to do four hours of study in their own time as well as the study required at school, each week.

Video conferencing is where students have a teacher at another school teaching them. They can see the teacher and other students on television monitors and speak with each other via an internet link. This is combined with self-managed study time. Correspondence requires the student to self-manage their study time for four periods a week. They have a tutor at The Correspondence School who marks their work, sends out their work books and is responsible for their learning.

Students studying by distance learning meet together on Monday form time. Work is collected in and study plans for the week are discussed with individuals during this time. Students are required to have demonstrated a proven work ethic and have strong self-management skills to be enrolled in distance learning.

For further information see Mrs Salomen.

THE SENIOR CURRICULUM & NATIONAL QUALIFICATIONS

Courses at Year 11, Year 12 and Year 13 all lead towards national qualifications.

Year 11

Students take six subjects. All subjects on offer at Fiordland College earn credits towards NCEA. These credits will be earned through either achievement standards or unit standards. Some courses will offer both.

Some information on the specific mix of assessment used in each subject is given in the course descriptions that follow. Full details of how and when work and learning will be assessed are identified in the “course outlines” received at the start of the academic year in every subject students take.

English, Mathematics and Science are compulsory. There are real benefits in keeping a range of subject options open at this level. Students should ideally cover four or more of the “learning areas” (see page 9) to ensure a balanced course of study.

Year 12

In general, all students in Year 12 will take six subjects, two of which will be English and Mathematics.

Year 13

There are no compulsory subjects at Year 13. All students must take at least five subjects, which may be at any level. Students intending to go on to university should be studying mainly university approved subjects. Approved subjects are clearly identified in the individual subject information pages. Look for the “UE approved” subject box.

It is very important that choices are made only after students have carefully checked the pre-requisites they need for the course of study or career options they are planning for the following year. Universities now have very strict entry criteria, which are based on both the number of credits and grades received.

Multi-Level Studies

It may suit students to follow a course in which subjects are studied at different levels. This means that they may take some courses at Level 1, 2 or 3. There may be advantages in this.

They can:

- Make new subject choices to cater for new interests or new career paths
- Extend students in areas of interest and excellence
- Reinforce learning in areas where students experienced difficulties
- Increase NCEA Certificate Endorsement

All this freedom depends on the school having sufficient funding and staffing to maintain choices. It is also subject to students making appropriate choices. With those factors in mind, the Dean and Principal reserve the right to review each student’s course in the light of the suitability of their choices, the requirements of the New Zealand Qualifications Authority and the availability of resources. Students will be consulted over any changes that may be necessary.

NCEA

The main qualification being worked towards while at school is the National Certificate of Educational Achievement (NCEA). There are 3 levels to this qualification, with varying requirements at each level. The qualifications are gained by achieving credits from successfully completing assessments for unit standards or achievement standards. Unit standards are all internally assessed and can only be “achieved” or “not achieved”. Achievement standards may be internally or externally assessed with most subjects having some examinations at the end of the year. Grades for achievement standards can be “not achieved”, “achieved”, “achieved with merit” or “achieved with excellence”.

The requirements for each Certificate are outlined below:

Level 1	80 credits are required at any level (level 1, 2 or 3) including 10 in literacy (reading and writing) and 10 in numeracy (maths)
Level 2	60 credits at level 2 or above + 20 credits from any level
Level 3	60 credits at level 3 or above + 20 credits from level 2 or above

Certificate Endorsement

If a student gains 50 credits at excellence, their NCEA will be endorsed with excellence. Likewise, if a student gains 50 credits at merit (or merit and excellence), their NCEA will be endorsed with merit. The Record of Achievement, which comes out in January of the following year, shows endorsement awards. Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

Course Endorsement

Course endorsements were introduced in 2011. A course endorsement provides recognition for a student who has performed exceptionally well in an individual course. Students will gain an endorsement for a course if, in a single school year, they achieve 14 or more credits at merit or excellence. At least 3 of these credits must come from externally assessed standards and 3 credits from internally assessed standards, unless only internally assessed standards are available.

University Entrance

The following requirements are the minimum criteria for University Entrance currently. Individual universities are now setting their own entry requirements however, that require minimum “points” in addition to these criteria. Points are an aggregate of both the credits gained and the grades achieved. Points required vary between universities and between courses. It is essential that students know what the requirements for their proposed university are as early as possible in the year.

- 42 credits at Level 3 or higher including:
 - 14 credits in each of two “approved” subjects
 - 14 credits from across not more than 2 domains on the NQF or “approved subjects”
 - 8 credits in English at Level 2 or higher; 4 in reading and 4 in writing.
 - 14 credits in Mathematics at Level 1 or higher.

Approved subjects include: English, Japanese, Mathematics (both Calculus and Statistics & Modelling), Biology, Physics, Chemistry, Business Studies, History, Geography, Technology, Graphics, Visual Art and Food & Hospitality.

SENIOR SUBJECTS 2012

On the following page you will find the list of classes we offer students at Fiordland College. Further subjects are offered by video conferencing and correspondence (all enquiries for these must be made through Mrs Salomen).

From page 10 onwards classes are broken down into subject areas. Within each section you will see a general description about each subject area, the range of subjects available, the potential fields this subject takes you, whether a subject is entitled to NCEA course endorsement and whether the subject is on the approved subject list for university entrance. For further information relating to subject areas and individual subjects please discuss with the appropriate Head of Department (HOD).

Senior Subject Selection Evening

Held in conjunction with a

Parent Teacher Evening

Tuesday 27 September 2011
in the College Gym

Parent Teacher Time: 5.00 – 6.30pm

Year 11-13 students and their parents

Introduction To NCEA: 6.00 – 7.00pm

For Year 10 students and their parents

2012 Subject Selection Time: 7.00 – 8.30pm

Year 10 – 12 students and their parents

This year the Senior Subject Selection Evening will be held in conjunction with a Parent Teacher Evening.

The evening will commence with an opportunity for parents to talk to teachers to discuss students' NCEA progress. Bookings can be made online (see the newsletter for full details). Following this, teachers will be available for parents and students to discuss subject choices for 2012.

Any questions regarding the Senior Subject Selection Evening, please contact the school office on 249 7819.

English & Learning Languages

English

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Learning Languages

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own way of expressing meanings; each has intrinsic value and special significance for its users.

Learning a new language provides a means of communicating with people from another culture and exploring one's personal world. As students learn a language, they develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language and culture.

NB: Japanese is the only language taught at Fiordland College. Any other language will be delivered by Distance Learning.

Where can English and Learning Languages lead to...

English focuses on analysing and evaluating information, which are important skills for University. Level 3 English is important for all first year university students who intend to do Health Sciences. English also helps in a variety of courses including journalism and degree courses.

Japanese. A language course is an indication of good work habits and perseverance. This will lend itself to many other areas of study eg: teaching, public relations, hospitality and will enable students to carry on with tertiary studies.

For more information please see the Head of Department Marcella Robertson

English

Level 1:

Course Title	English	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ No subject pre-requisites ♦ HOD advice
Possible Credits:	21-25 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

Students will cover a variety of topics associated with developing skills in English.

- ♦ Crafting writing
- ♦ Reading, studying and responding to written text (novel or short stories)
- ♦ Viewing, studying and responding to film
- ♦ Responding to unfamiliar text
- ♦ Demonstrating an understanding of language through oral and visual presentations

Level 2:

Course Title	English	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 12 credits from Level 1 English - including a minimum of 4 credits from external achievement standards ♦ HOD advice
Possible Credits:	21-25 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

Students will cover a variety of topics associated with developing skills in English.

- ♦ Crafting writing in various styles
- ♦ Analysing written text (Shakespeare or poetry)
- ♦ Analysing film
- ♦ Analysing unfamiliar text
- ♦ Demonstrating an understanding of language through oral presentations
- ♦ Analysing language through information literacy skills

English

Level 3:

Course Title	English	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at Level 2 – including at least 3 credits from external assessments ♦ HOD advice
Possible Credits:	21 Credits	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes	

Course Programme Summary:

Students will cover a variety of topics associated with developing skills in English

- ♦ Crafting writing to suit different audiences and purposes
- ♦ Analysing and evaluating written text
- ♦ Analysing and evaluating film
- ♦ Analysing and evaluating Shakespeare
- ♦ Delivering a seminar
- ♦ Analysing and evaluating language through information literacy skills

Japanese

Level 1:

Course Title	Japanese	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ Be able to read and write Hiragana ♦ Year 10 Japanese ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

Students will cover grammar, vocabulary and Kanji as required for NCEA Level 1 assessments.

Development of portfolios for oral and written assessments.

Subject may be studied on line.

Level 2:

Course Title	Japanese	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ NCEA level 1 or equivalent ♦ In consultation with TIC ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

Students will cover grammar, vocabulary and Kanji as required for NCEA Level 2 assessments.

Development of portfolios for oral and written assessments.

Subject may be studied on line.

Japanese

Level 3:

Course Title	Japanese	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ NCEA level 2 or equivalent ♦ In consultation with TIC ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes	

Course Programme Summary:

Students will cover grammar, vocabulary and Kanji as required for NCEA Level 3 assessments.

Subject may be studied on line.

Mathematics

Mathematics

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related, but they use different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world.

Mathematicians and statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

Mathematics with Statistics & Modelling

The study of statistics and modelling allows students to develop skills in analysing and critically commenting on statistical data. They also develop techniques which allow them to create appropriate mathematical models for a given problem. The ability to evaluate and draw valid conclusions is developed to allow an in depth analysis of data. These skills are complimented with techniques required to calculate probability utilising a variety of distribution models.

Mathematics with Calculus

This is a high level course in theoretical mathematics which relies heavily on algebraic techniques to solve a variety of problems. The study will include working with rates of change to maximise functions, establishing models, finding areas and volumes of complex shapes, using trigonometry to model real life situations and developing skills in complex reasoning and proof.

Where Can This Take You?

Mathematics can lead on to, pure Science, Engineering and Architecture type courses. It is of increasing importance in Health Sciences. The ability to analyse data is critical in many areas of study and is of particular importance in Health Sciences, Social Sciences and any branch of Science. Skills developed in modelling are relevant in all of the above areas as well as in engineering, medicine and architecture.

Technical careers and business related industries, really benefit from the ability to solve problems and analyse data, thus a strong mathematical background in either Statistics or Calculus is seen as an asset by employers.

Mathematics is compulsory at Level 1 and 2 at Fiordland College and students will be placed into the appropriate class at these levels by the HOD.

For more information please see the Head of Department Jo Bartimote

Mathematics

Level 1:

Course Title	Mathematics	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ Performing at Level 5 across all Mathematics areas in Year 10 ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

Students will cover the following

- ♦ Apply numeric reasoning to problem solving
- ♦ Apply algebraic procedures in problem solving
- ♦ Investigate relationships between tables, graphs and equations
- ♦ Apply geometric reasoning in problems
- ♦ Investigate a multivariate data set
- ♦ Demonstrate understanding of chance and data

This course is designed to lead pupils towards Mathematics at Level 2

Level 1:

Course Title	Numeracy	Entry Requirements
Course Endorsement	No	<ul style="list-style-type: none"> ♦ No subject pre-requisites ♦ HOD advice
Possible Credits:	15 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

Students will cover mathematical work on a portfolio basis leading towards numeracy in the following areas

- ♦ Use number to solve problems
- ♦ Interpret statistical information for a purpose
- ♦ Use measurement to solve problems

Additional credits will be available in the following areas

- ♦ Apply knowledge of geometrical representations in problem solving
- ♦ Apply transformation geometry in solving problems

This course is designed for pupils who are less confident in Mathematics and be more practically based than theoretical and can lead towards further qualifications at both Level 1 and Level 2.

Mathematics

Level 2:

Course Title	Mathematics	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits in Level 1 Mathematics with either merit at 1 or both of 1.2 and 1.3 ♦ HOD advice
Possible Credits:	22 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

Students will cover the following topics

- ♦ Apply graphical methods in solving problems
- ♦ Apply algebraic methods in solving problems
- ♦ Apply calculus methods in solving problems
- ♦ Use statistical methods to make an inference
- ♦ Apply probability problems in solving problems

This Mathematics course is designed primarily for those who wish to continue with Mathematics at Level 3 and are looking towards university entry.

Level 2:

Course Title	Mathematics (Internal only)	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 10 numeracy credits in Mathematics ♦ HOD advice
Possible Credits:	18 Credits	
Towards Qualification:	NCEA Level 1 and 2	

Course Programme Summary:

The program will be split into 2 areas Level 1 for those with basic numeracy and Level 2 for those who wish to study Mathematics at Level 2 without algebra credits at Level 1.

Level 1 students will study

- | | |
|--|--|
| <ul style="list-style-type: none"> ♦ Apply numeric reasoning in solving problems ♦ Apply measurement in solving problems ♦ Apply right angled triangles in solving measurement problems | <ul style="list-style-type: none"> ♦ Apply linear algebra in solving problems ♦ Investigate bivariate data |
|--|--|

Level 2 students will study

- | | |
|---|---|
| <ul style="list-style-type: none"> ♦ Apply co-ordinate geometry in solving problems ♦ Apply sequences and series in solving problems ♦ Use statistical methods to make an inference ♦ Apply trigonometric relationships in solving problems | <ul style="list-style-type: none"> ♦ Evaluate as statistically base report ♦ Investigate a situation involving a simulation |
|---|---|

These courses are aimed at pupils who are unlikely to continue with Mathematics to a higher level and are based on internal assignments and projects. This is aimed at the more practical than theoretical mathematician.

Mathematics

Level 3:

Course Title	Mathematics with Statistics and Modelling	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits in Level 2 Mathematics ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
Approved Subject	Yes	

Course Programme Summary:

Students will cover the following topics

- ♦ Determine trend for time series data
- ♦ Calculate confidence intervals for population parameters
- ♦ Solve straight forward problems involving probability
- ♦ Solve equations
- ♦ Complete a statistical investigation involving bivariate data
- ♦ Use probability models to solve straightforward problems
- ♦ Use a mathematical model involving curve fitting to solve a problem

This course in Statistics is aimed at pupils who will use Mathematics in further study but where it will not form a major component of the study. Areas in which this is widely used are biological sciences, business and economics.

Level 3:

Course Title	Mathematics with Calculus	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits in Level 2 Mathematics ♦ HOD advice
Possible Credits:	21 Credits	
Towards Qualification:	NCEA Level 3	
Approved Subject	Yes	

Course Programme Summary:

Students will cover the following topics

- ♦ Differentiation
- ♦ Integration
- ♦ Trigonometry
- ♦ Algebra and complex numbers

This course is aimed at students who intend to continue with Mathematics at some level at university. This is primarily for those looking to study Engineering, Pure Sciences, Theoretical Economics and a variety of other applications.

Science

Science

Science is a systematic process used to discover how the universe works and what it is made of. Science relies on testing ideas with evidence gained from the natural and physical world. Scientific explanations are accepted as reliable only when they have been subjected to rigorous testing.

Scientific investigation makes use of multiple approaches, creative as well as logical. Creative scientists “think outside the box”, shift perspective as they view problems, and examine different views of the same problem. Through inspiration, careful observation, and critical thinking, scientists discover, invent, adapt, combine, and apply ideas. Knowledge gained from scientific research finds its way into countless practical applications/technologies that benefit humankind.

Biology

Biology is the study of living things, from the chemistry that occurs inside cells to how entire ecosystems fit together. Students seek evidence to explain the nature of living things, and to understand where and how life is evolving, how evolution links life processes and ecology, and the impact that humans have on all forms of life. Through learning in biology, students discover that life involves interactions at all levels of organisation: cells interact with their environment and with each other, so do organs, organisms and ecosystems. No living thing exists in isolation from its environment.

Chemistry

Chemistry is about understanding the properties of different substances and how these substances can change. Chemistry allows us to predict how substances may alter when the surrounding conditions change, or how they may react to form new substances, and to explain why this happens. Chemists are continually changing matter into new and more useful forms. Chemists and students who study chemistry use their understanding of atoms, molecules, and ions – particles that are too tiny to be seen with our eyes – to explain and predict the properties and behaviour of different materials.

Physics

Physics seeks to understand nature at its most fundamental level. Physicists – and students studying physics – attempt to discover and apply the general laws that govern force and motion, matter and energy, and space and time. Physics seeks to discover the inner workings of nature in systems ranging in size from the smallest elementary particles such as quarks, protons, and neutrons to super-clusters of galaxies.

Where can Science lead to...

Science at NCEA Level 1 will provide you with the pathway to further study in Biology, Chemistry and/or Physics at NCEA Level 2. The study of Science in Year 11 is essential for many tertiary courses at polytechnic as well as university.

Possible career paths within Biology are extensive and include such things as medicine, agriculture, human nutrition, medical sciences, zoology, microbiology, genetics, biotechnology, marine biology, forensics, research, ecology and teaching to name a few.

A suitable grade in Chemistry is required for entry to many courses of study or training, for example: a College of Education, the Armed Forces, the Police, polytechnics, and, of course, Year 13 Chemistry.

Many technical careers such as architecture, civil, mechanical electrical and electronic engineering, technician, pilot and radiologist, require a knowledge of Physics. Physics graduates also have opportunities in business, finance and consultancy, where the combination of problem solving ability and numeracy are sought after.

For more information please see the Head of Department Elaine Robertson

Science

Level 1:

Course Title	Science	Entry Requirements
NCEA Course Endorsement	Year 11	<ul style="list-style-type: none"> ♦ No subject pre-requisites ♦ HOD advice
Possible Credits:	20 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

This course revises and extends the ideas and skills previously met in Science. The Year 11 Science course has been designed to lead on to Year 12 courses in Biology, Chemistry and Physics.

The core sections of the course are

- ♦ Physical World: Mechanics (forces and motion)
- ♦ Material World: Chemical reactions (including atomic structure, acids and bases)
- ♦ Living World: Life processes

The course will also include practical investigations in the contexts of Physics and Chemistry.

Biology

Level 2:

Course Title	Biology	Entry Requirements
NCEA Course Endorsement	Year 12	<ul style="list-style-type: none"> ♦ 14 credits at the previous level, including Level 1 Science Microbes Achievement Standard ♦ A student’s overall course structure ♦ Subject availability ♦ 12 credits in Level 1 English ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

This course looks at how living things are built and the ways in which they live. Where possible, a wide range of practical activities are offered as we look at biological structures and processes, genetics, evolution and the application of biological knowledge.

The core sections of the course are:

- ♦ Adaptations of animals and plants
- ♦ Life Processes at the cellular level
- ♦ Patterns in ecological communities
- ♦ Microscope use
- ♦ Genetics and evolution

Included in this course are research projects, a field trip and practical investigations.

Level 3:

Course Title	Biology	Entry Requirements
NCEA Course Endorsement	Year 13	<ul style="list-style-type: none"> ♦ 14 credits at the previous level, including at least one external ♦ A student’s overall course structure ♦ Subject availability ♦ 14 credits in Level 2 English ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes	

Course Programme Summary:

This course builds on biological processes and concepts taught at NCEA Level 2.

The core sections of the course are:

- ♦ Plant responses and animal behaviour
- ♦ Evolution and human evolution
- ♦ Genetics and inheritance
- ♦ Contemporary issues in Biology
- ♦ Contemporary techniques in Biotechnology and Molecular Biology

Included in this course are research projects and practical investigations.

Chemistry

Level 2:

Course Title	Chemistry	Entry Requirements
NCEA Course Endorsement	Year 12	<ul style="list-style-type: none"> ♦ 14 credits at the previous level, including achievement in the external Acids and Bases Achievement Standard in Level 1 Science ♦ A student's overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	23 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

The core sections of the course are:

- ♦ Identification of common chemicals in solution
- ♦ The structure of the atom and how chemicals are held together
- ♦ Finding out how much material is in a chemical compound and how much is required for a given reaction
- ♦ How far, how fast and the energy required for a chemical reaction
- ♦ The study of selected carbon compounds
- ♦ Looking at oxidation and reduction

Level 3:

Course Title	Chemistry	Entry Requirements
NCEA Course Endorsement	Year 13	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student's overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes	

Course Programme Summary:

The course of study builds on the material covered in the year 12 course. Works from year 12 is revised and extended in both a practical and theoretical way.

The core sections of the course are:

- ♦ An extended practical investigation
- ♦ A further look at oxidation and reduction to include a quantitative titration
- ♦ The study of the atomic, molecular and ionic properties of selected substances
- ♦ The properties and reactions of selected organic compounds including polymers
- ♦ An introduction to chemical thermodynamics

The study of aqueous solutions with particular emphasis on acids and bases.

Physics

Level 2:

Course Title	Physics	Entry Requirements
NCEA Course Endorsement	Year 12	<ul style="list-style-type: none"> ♦ 14 AS credits at the previous level (incl. Physics external) ♦ 14 AS credits at L1 Mathematics (incl Algebra) ♦ A student's overall course structure. ♦ Subject availability ♦ HOD advice
Possible Credits:	23 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

This course covers the basic principles of physics, revising and extending concepts already met in science, and applying them to a wide range of theoretical, practical and technological situations.

The core sections of the course are:

- ♦ A practical where data is collected and analysed (internally assessed)
- ♦ Mechanics
- ♦ Waves and optics
- ♦ Electricity and electromagnetism
- ♦ Atoms and radioactivity

Level 3:

Course Title	Physics	Entry Requirements
NCEA Course Endorsement	Year 13	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student's overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes	

Course Programme Summary:

The core sections of the course are:

- ♦ A practical investigation leading to a mathematical relationship
- ♦ Mechanics
- ♦ Waves
- ♦ Electrical systems
- ♦ Atoms, photons and nuclei

Note that the course involves a good understanding of Year 12 Mathematics and that it is helpful to do Year 13 Mathematics concurrently.

Social Sciences

Geography

Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time – past, present, and future. It explores the relationships and connections between people and both natural and cultural environments.

Geography investigates the ways in which features are arranged on the earth's surface. It describes and explains the patterns and processes that create them. Students learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information.

History

History examines the past to understand the present. It aims to teach students how to interpret the past to make decisions for the future. It explores people's actions and the consequences they have had on society.

In History students learn to investigate a past event, understand the reasons why it happened and comprehend the implications of the event. They learn how to analyse information and present it in a variety of forms. History students gain excellent formal writing skills. They also learn how to interpret historical sources and justify its reliability.

Economics

Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. Economics helps explain and predict how goods and services will be produced and consumed. It is the study of how people make decisions and of the forces that affect their behaviour and the shape of their institutions, such as the value of leisure time, consumer preferences, and the extent of government intervention.

Economics considers the factors that influence the well-being of people and aims to find solutions to improve people's standard of living.

Business and Marketing

The study of business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. Business is influenced by and impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

The knowledge and skills gained in business studies, and exposure to enterprise culture, can help shape "creative, energetic, and enterprising" young people (the curriculum vision statement) who will contribute to New Zealand's economic future.

In business studies, students develop their understanding of business theory and practices in a range of relevant contexts, through experiential as well as theoretical approaches to learning.

Education for Sustainability

Education for sustainability (EfS) is about learning to think and act in ways that safeguard the well-being of people and the planet. In EfS, students explore the relationship between people and the environment. They learn about the environmental, social, cultural, and economic aspects of sustainability. They learn to show leadership by example and to contribute to collective decisions that lead to actions for a sustainable future.

People can have very different views on sustainability. In EfS, students explore and evaluate different perspectives, rethink long-standing ideas, and consider alternative practices and directions. With the support of their teacher, they can take ownership of their learning and create new knowledge.

Where can Social Sciences lead to...

The information, analysis and communication skills you develop will be of general use and of particular relevance in careers in tourism, journalism, policy analysis and advice, social research, diplomacy, law, publishing, teaching, museum and gallery curating, public relations, academic historian, banking, finance and business management. It can also lead to degrees in; Geography, Planning, Environmental Science, Climatology, Hydrology, Geology, Economics, Marketing, Journalism, History and Political Science to name a few.

For more information please see the Head of Department Tracy Excell

Social Sciences

Level 1:

Course Title	Social Sciences	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ No subject pre-requisites ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

Students will cover topics from Geography, History and Economics over the year:

- ♦ Natural hazards
- ♦ Geographic research
- ♦ Black civil rights in the United States of America
- ♦ Historical research
- ♦ Interdependence of sectors of the New Zealand economy
- ♦ Demonstrate understanding of government choice where affected groups have different viewpoints

Fieldwork is a compulsory part of the Social Sciences programme. There will be one field trip associated with this course which will go to the Whitestone River.

Geography

Level 2:

Course Title	Geography	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits in Level 1 Geography / History and/or English including at least one external ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 2	
Approved Subject	Yes	

Course Programme Summary:

Students will cover three main topics over the year:

- ♦ Natural landscapes – glaciation in Fiordland and the Amazon tropical rainforest
- ♦ Disparities in development
- ♦ Geographic skills

The course also covers geographic issues; global studies; urban patterns and geographic research.

Fieldwork is a compulsory part of the Geography programme. There will be two field trips associated with this course: Milford Sound and another to Dunedin.

Level 3:

Course Title	Geography	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ Students must have gained at least 14 credits in Level 2 Geography / History and/or English including at least one external ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
Approved Subject	Yes	

Course Programme Summary:

Students will cover three main topics over the year:

- ♦ Natural Processes – The Waiau River catchment
- ♦ Cultural Processes – tourism development in Queenstown and Bali
- ♦ Geographic skills

The course also covers geographic issues; global studies; and geographic research.

Fieldwork is a compulsory part of the Geography programme. There will be two field trips associated with this course. One to the Waiau River and another to Queenstown.

History

Level 2:

Course Title	History	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits in Level 1 History and/or English including at least one external ♦ HOD advice
Possible Credits:	23 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

Students study three topics over the course of the year:

- ♦ Origins of World War One
- ♦ The Weimar Republic & Nazi Germany
- ♦ The Cold War

A research study on an historic building of the student’s own choice is undertaken in class and student time, and carries a total of 9 credits.

A perspectives exercise on the assassination of Franz Ferdinand is also undertaken and is worth 5 credits.

Level 3:

Course Title	History	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ Students must have gained at least 14 credits in Level 2 History and/or English including at least one external ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
Approved Subject	Yes	

Course Programme Summary:

Students will study 19th Century New Zealand History which will comprise of the following three topics:

- ♦ Maori – Pakeha relations
- ♦ Economic and political change
- ♦ Society and attitudes

A research study undertaken in class time and student time carries a total of 9 credits.

Commerce

Level 2:

Course Title	Economics	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student’s overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 2	
Approved Subject	Yes	

Course Programme Summary

Economics involves the study of four major topics:

- ♦ Inflation
- ♦ Economic growth
- ♦ International trade
- ♦ Government economic policy

The course of study includes a detailed analysis of the structure of the NZ economy including; private business, government and the institutions that link them. There is also consideration of the NZ economy in relation to the rest of the world and the challenges we face.

Level 3:

Course Title	Business Marketing	Entry Requirements
Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ Level 2 NCEA ♦ A student’s overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	22 Credits	
Towards Qualification:	NCEA Level 3	
Approved Subject	Yes	
Approved Subject	Yes	

Course Programme Summary

Students will study three topics over the year:

- ♦ Market allocation and efficiency
- ♦ Human resources affecting businesses
- ♦ Marketing and business plans

In addition to this as a class we will carry out an innovative and sustainable business. This course will incorporate ICT and there is potential for ICT related credits depending on the business venture undertaken.

This course is designed to incorporate business and marketing skills with real life projects. Students will be expected to be entrepreneurial, self-motivated, resourceful and innovative in their thinking.

Eco Venture

Level 2:

Course Title	Eco Venture	Entry Requirements
Course Endorsement	No	<ul style="list-style-type: none"> ♦ 14 credits in Level 1 Geography / History and/or English including at least one external ♦ HOD advice
Possible Credits:	14 credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

Students will cover the following topics over the year:

- ♦ Plan, implement and evaluate a personal action for sustainability.
- ♦ Investigate and describe human impacts on a bio-physical environment.
- ♦ Describe world views and values in relation to a sustainable future.

The course incorporates achievement standards from Education for Sustainability and includes internal and external assessments.

Fieldwork is a compulsory part of the Eco Venture course. There will be at least two field trips associated with this course. One to Milford Sound and another to be decided. Students will be expected to carry out their personal action outside of school time.

Level 3:

Course Title	Eco Venture	Entry Requirements
Course Endorsement	No	<ul style="list-style-type: none"> ♦ Students must have gained at least 14 credits in Level 2 History, Geography and/or English including at least one external ♦ HOD advice
Possible Credits:	14 credits	
Towards Qualification:	NCEA Level 3	

Course Programme Summary:

Students will cover three main topic over the year:

- ♦ Evaluate a planned personal action that contributes toward a sustainable future.
- ♦ Describe initiatives, policies and planning in relation to a sustainable future.
- ♦ Investigate the interrelationship between humans and a biophysical environment in relation to a sustainable future.

The course incorporates achievement standards from Education for Sustainability and includes internal and external assessment.

Fieldwork is a compulsory part of the Eco Venture course. There will be at least two field trips associated with this course. One to Milford Sound and another to be decided. Students will be expected to carry out their personal action outside of school time.

Physical Education

In Physical Education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values.

This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical Education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Recreation Skills

Recreation Skills (Rec Skills) focuses on learning and developing skills in outdoor recreation activities. The course looks at a range of activities that will test the students' physical skills and will help them to develop self-confidence and the ability to push themselves beyond their perceived limits. An important component of Rec Skills is the fostering of interpersonal relationships and building supportive team environments. There are opportunities for students to become leaders in the classroom.

Where can Physical Education and Recreation Skills lead to...

- ♦ NCEA Level 3 Physical Education
- ♦ Careers in the Army, Navy, Air Force
- ♦ Careers in the outdoors, recreational facilities
- ♦ Tertiary study in Physical Education, Personal Training, Physiotherapy, Coaching, Sports Management, Teaching, Team Analyst/Trainer, Sports Media, Sports Psychology
- ♦ A lifelong participation in sport & recreation

For more information please see the Head of Department Shelley Wilson

Physical Education

Level 1:

Course Title	Physical Education	Entry Requirements
Course Endorsement	YES	<ul style="list-style-type: none"> ♦ No subject pre-requisites ♦ HOD advice
Possible Credits:	19 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

This course requires participation in a range of school events.

Students can be assessed on the following achievement standards:

- ♦ Participation in physical activity
- ♦ Knowledge of body structure and function – anatomy, biomechanics, physiology
- ♦ Quality movement – volleyball, athletics
- ♦ Examine factors that affect learning and performing skills
- ♦ Safety in the outdoors

A willingness to participate in school sporting events and a keen interest in sport and personal health.

Level 2:

Course Title	Physical Education	Entry Requirements
Course Endorsement	YES	<ul style="list-style-type: none"> ♦ Minimum of Achieved grade in 1.2 Body Function Achievement Standard ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

This course requires participation in a range of school events. Students can be assessed on the following achievement standards:

- ♦ Participation in physical activity
- ♦ Knowledge of body structure and function – anatomy, biomechanics, exercise physiology
- ♦ Training Principles and methods
- ♦ Performance of a physical activity – cross country skiing
- ♦ Examine factors that affect learning and performing skills
- ♦ Safety in the outdoors
- ♦ Leadership or coaching
- ♦ Organising and running a school sport event

A willingness to participate in school sporting events and a keen interest in sport and personal health.

Recreation Skills

Level 2:

Course Title	Rec Skills	Entry Requirements
NCEA Course Endorsement	No	<ul style="list-style-type: none"> ♦ No subject pre-requisites ♦ HOD advice
Possible Credits:	15-18 Level 2 Credits 2 Level 1 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

Students will cover a variety of topics associated with outdoor recreation.

These topics and assessments covered will be a selection of the following:

- ♦ Camping
- ♦ Tramping
- ♦ Cycle touring
- ♦ Mountain biking
- ♦ Cycle maintenance
- ♦ Climbing
- ♦ Skiing / snowboarding

Rec Skills will run as a two period per week class. There are assessments that will require out of school time including 1-2 weekends.

A willingness to participate in school sporting events and a keen interest in sport and personal health.

Technology

Food & Hospitality

Food and nutrition are vital factors in today's world to help meet the needs of society by combining the important educational aspects of nutrition with creative food choices. The foods course is based on realistic and thought provoking situations. Students will be encouraged to research information to help them seek individual, innovative ways to develop and communicate solutions.

The hospitality course offers a range of programmes designed specifically for students to develop skills in the domains of cookery and food safety suitable to the hospitality industry in New Zealand.

Resistant Materials (Hard Materials)

Resistant materials, in technology, relates to one or multiple types of material. The main focus at Fiordland College is on the traditional material of wood with the use other composites such as metal or plastics when required.

Textiles (Soft Materials)

Textiles, in technology, relates to one or multiple types of material. These could include traditional materials such as wool, cotton, harakeke, or modern composite materials such as poly-cotton and merino blends. It also includes developing understanding of smart and integrated materials with other aspects of technology such as electronics in the development of electro-textiles. Learning programmes in textiles will be many and varied. They may focus on fashion design, garment constructions and tailoring, creation of household and decorative items and pattern usage and construction.

The study of technology values and promotes both traditional and modern elements of craftsmanship in preparing young New Zealanders for a range of skilled and productive futures, and preparing them to contribute to our quality of life at home and competitive exports abroad.

Graphics

Graphics connects strongly to the technology learning area and supports technological practice through visual communication knowledge and techniques to develop conceptual designs or technological outcomes of a graphical nature. Graphics engages students in purposeful study of drawing and design and challenges them to develop and communicate design ideas.

Students develop their creativity, learn about the practice of designing (initiation and developing ideas), make qualitative judgments (informed decisions on aesthetic and functional aspects of design) and develop a range of drawing (visual communication) skills through an activity-based project-driven approach.

Where can Technology lead to...

There's a huge range of careers in technology. The main areas in New Zealand include agriculture & horticulture, architecture and advertising, biotechnology, chemical products and processing, civil engineering, electrical & electronic engineering, environmental engineering, fashion, food technology, forensics, information & communication technology, mechanical engineering, medicine and product design.

For more information please see the Head of Department Aileen Moon

Food & Hospitality

Level 1:

Course Title	Food & Hospitality	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ No subject pre-requisites ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

Students will choose from a selection of Achievement standards and Unit standards to design a programme to suit their personal requirements.

The course will focus on:

- ♦ Increasing an understanding of food nutrition to help make informed decisions about food
- ♦ Societal and cultural influences on food choices and eating patterns in New Zealand
- ♦ Practical skills suitable for the food industry.

Throughout the work food preparation tasks will be completed to complement the focus being studied.

Level 2:

Course Title	Food & Hospitality	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student's overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

Students will choose from a selection of Achievement standards and Unit standards to design a programme to suit their personal requirements.

The course will focus on:

- ♦ Nutritional issues affecting individuals and society in general
- and/or
- ♦ Food safety
 - ♦ Cookery
 - ♦ Creativity
 - ♦

Unit Standard 167 (Food Safety) is a pre-requisite for Level 2 Hospitality standards.

Throughout the work food preparation tasks will be completed to complement the focus being studied.

Food & Hospitality

Level 3:

Course Title	Food & Hospitality	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student's overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes ♣	

Course Programme Summary:

Students will choose from a selection of Achievement standards and Unit standards to design a programme to suit their personal requirements.

- ♣ Whether or not the course is approved for UE is dependent on the choice of standards made by the individual.

The course will focus on:

- ♦ Food safety
- ♦ Nutritional issues
- ♦ Menu planning
- ♦ Creativity
- ♦ Management of tasks for a successful outcome

Throughout the work food preparation tasks will be completed to complement the focus being studied.

Resistant Materials – Hard Materials

Level 1:

Course Title	Design Technology (Hard Materials)	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ No subject Pre-requisites ♦ HOD advice
Possible Credits:	20 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

Students follow a model of the design process to design and make a product. This is not a workshop based course.

Students need to produce design folders which show that they have considered the following:

- ♦ The design brief
- ♦ Stakeholders
- ♦ Key factors
- ♦ Time management
- ♦ Research areas
- ♦ Concepts
- ♦ Stakeholder feedback
- ♦ Design development
- ♦ Working drawings
- ♦ Production planning
- ♦ Evaluate final solution

Level 2:

Course Title	Design Technology (Hard Materials)	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student’s overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	16 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

Students are required to design and make a one-off solution that addresses a design problem.

Their solution is supported by a design portfolio that demonstrates their ability to:

- ♦ Develop and model conceptual designs
- ♦ Select materials
- ♦ Establish manufacturing processes
- ♦ Implement one-off solutions
- ♦ Apply time management and project organisational techniques

Textiles - Soft Materials

Level 1:

Course Title	Textiles	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ No subject pre-requisites ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

The course is made up of two main units involving practical skills.

Students are assessed in their ability to:

- ♦ Investigate
- ♦ Develop knowledge of principles and processes of technology
- ♦ Create and evaluate ideas
- ♦ Choose and use materials tools and equipment skilfully and design their own solutions working to agreed specifications with their client.

Level 2:

Course Title	Textiles	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student’s overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

The course requires:

- ♦ Personal research
- ♦ Design
- ♦ Practical skills

It is made up of two units for the year which may be adjusted to suit the individual student’s needs.

Textiles - Soft Materials

Level 3:

Course Title	Textiles	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student's overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes	

Course Programme Summary:

The course requires:

- ♦ Personal research
- ♦ Practical skills
- ♦ Design work

It can be adjusted to suit the individual student's strengths – this will depend on prior experience and interest. A formal garment will be produced in one unit, and a 'craft special' will make up the second unit.

Graphics

Level 1:

Course Title	Graphics	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ It is strongly recommended that introductory Graphics is studied at Year 10 ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

The course offers the opportunity for students to solve a range of design problems and graphically communicate their solutions to these problems.

Problems given to students are in the form of “Design Briefs” based on situations taken from the following fields:

- ♦ Architectural
- ♦ Environmental
- ♦ Engineering
- ♦ Advertising

Students learn how to use the design process and evaluate ideas as well as using a range of sketching and technical drawing skills.

Level 2:

Course Title	Graphics	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student’s overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	22 Credits	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

The course offers the opportunity for students to solve a range of design problems and graphically communicate their solutions to these problems.

Problems given to students are in the form of “Design Briefs” based on situations taken from the following fields:

- ♦ Architectural and environmental
- ♦ Technological and engineering
- ♦ Media and advertising

Students learn how to use the design process and evaluate ideas as well as using a range of sketching and technical drawing skills.

Graphics

Level 3:

Course Title	Graphics	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ 14 credits at the previous level ♦ A student’s overall course structure ♦ Subject availability ♦ HOD advice
Possible Credits:	24 Credits	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes	

Course Programme Summary:

The course offers the opportunity for students to solve a range of design problems and graphically communicate their solutions to these problems.

Problems given to students are in the form of “Design Briefs” based on situations taken from the following fields:

- ♦ Architectural and environmental
- ♦ Technological and engineering
- ♦ Media and advertising

Students learn how to use the design process and evaluate ideas as well as using a range of sketching and technical drawing skills.

The Arts

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, community and culture.

Visual Art

In Visual Arts education, students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas to solve problems. They explore experiences, stories, abstract concepts, social issues, and needs, both individually and collaboratively. They experiment with materials, using processes and conventions to develop their visual enquiries and create both static and time-based art works.

Where can The Arts lead to...

Studying The Arts can lead on to tertiary level art training, entry into university art schools plus an entry level qualification to many design oriented careers as well as humanities based study. There are many exciting career opportunities in design, film making, traditional arts, Maori traditional training, professional photography, television, editing, colour coordination etc.

For more information please see the Head of Department Chris Wilkie

Visual Art - Painting

Level 1:

Course Title	Visual Arts	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ Year 10 Visual Art ♦ HOD advice
Possible Credits:	24	
Towards Qualification:	NCEA Level 1	

Course Programme Summary:

The following topics are taught:

- ♦ Drawing – how to draw with new ideas and techniques
- ♦ Multimedia – using photography to enhance painting ideas
- ♦ Folio – presenting best works on a theme
- ♦ Cultural project – presenting a private project to reflect student’s background and cultural ideas

Level 2:

Course Title	Painting	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ Level 1 Visual Art ♦ HOD Approval
Possible Credits:	24	
Towards Qualification:	NCEA Level 2	

Course Programme Summary:

The following topics are taught:

- ♦ Drawing – how to use drawing methods to apply knowledge of conventions
- ♦ Ideas – draw a related series to develop ideas in painting
- ♦ Folio – presenting best works on a theme
- ♦ Cultural project – presenting a private project to demonstrate control of skills

NB: Photography will not be offered in 2012

Visual Art - Painting

Level 3:

Course Title	Painting	Entry Requirements
NCEA Course Endorsement	Yes	<ul style="list-style-type: none"> ♦ Level 2 Visual Art ♦ HOD advice
Possible Credits:	24	
Towards Qualification:	NCEA Level 3	
UE Approved Subject	Yes	

Course Programme Summary:

The following topics are taught:

- ♦ Drawing – investigate and use ideas and methods in the context of a drawing study
- ♦ Painting Practice – research and analyse approaches within established painting practice
- ♦ Folio – Presenting best works on a theme

NB: Photography will not be offered in 2012