

# OXFORD AREA SCHOOL COURSE BOOKLET 2024



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## Year 11-13 Course Handbook 2024

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

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Introduction

**Oxford Area School**  
Te Kura o Te Poho Rakahua

Kāhui Whetū • Tātai Whetū • Rau Whetū

As a community, we align our learning and skills, showing how extraordinary we are.

**Grow together**  
Thriving • Connected  
Communities

Kia ngātahi ai te tū, e pekarai ai te tuarā  
Stand united, stand strong.

► Our school has integral relationships with family, school, community and the world. We will nurture meaningful connections that ensure we all flourish. The community is at the heart of who we are.

**Learn together**  
Pioneering • Collaborative  
Learning

Subira te ariā, te kōwhiri te ariā  
Learning will help you in life. It's great to learn and have knowledge.

► We are a future-focused school. We will work and learn forward with one another. Our school will flourish in authentic learning by utilising expertise and knowledge around us.

**Shine together**  
Courage • Success • Pride

He mahi kai hoko, he mahi kai takata.  
Anything worthwhile requires considerable effort. See the rewards of your hard work.

► To prepare for an uncertain future, we will empower our students to be risk takers and to seek excellence in everything they do. We will celebrate our achievements to foster pride in ourselves, each other, and our school.

**Values**

Kia whakauze Be Respectful	Kia hēpōpō Be Responsible	Kia mānaki Be Caring	Kia mānahaū Be Positive
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# INFORMATION COURSE HANDBOOK



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## Welcome to the Oxford Area School Course Booklet

### WELCOME

Your course selection for next year should provide life-long benefits. It should be based on your interests, abilities and work habits. It is important to get the help of the people who know you best.

In this course Handbook we aim to provide you with the information necessary to choose the subjects you wish to study in 2024 and in future years. Please use the page "Course Planning Pathway for Your Future" to help you plan your course. This is a Google Form now.

This is where you and your parent/caregivers can discuss your course choices and learn about NCEA and Vocational Pathways.

You should try to choose a course that:

you will find interesting or is a necessary step towards a future job or course which you will find interesting, you can succeed in; keeps your options for the future as open as possible whilst still enabling you to go on to the future education or training you will need;

You can discuss your choices with your Teachers, Dean, and whanau. If you are unsure about your eligibility to enter a course, talk to the Head of Department for the course. We recommend that you take the time to plan out your whole course of study for Years 11-13 so that you know where you are heading, and what you need to get there.

Year 10 and above students and their parents/caregivers are invited to the NCEA Parent Session on Tuesday 12th September 2023, 5.30-6pm during Learning Conferences. Best wishes for this important set of decisions.

Oxford Area School Staff



Created by Justin  
Thompson

For further information  
please contact school

03 312 4197



## Important People to help



**Ms Whitlow**

Deputy Principal Year 7-13



**Miss Christensen**

Dean Year 11-13  
Careers Advisor



**Mr Kean**

Dean Year 9-10

**OXFORD**  
AREA SCHOOL

# Oxford Area School

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**Values**

- Kia whakaute**  
Be Respectful
- Kia haepapa**  
Be Responsible
- Kia manganāki**  
Be Caring
- Kia manahau**  
Be Positive



## Picking your course

In this handbook, each NCEA Level 2 and Level 3 Achievement Standard in a course is colour coded, based on the Vocational Pathways. Some standards may be in more than one Vocational Pathway.

In addition, some standards are in an Academic Pathway, meaning that they lead to a Polytechnic or University course.

### Ability + Interest + Pathway = Subject Choice

- Choose subjects you are good at and enjoy.
- Check whether the career you have in mind has any special requirements.
- Choose subjects that offer the level of credits you need to study.
- Check that you have the prerequisites for the subject at that level.
- Keep your options open if possible.
- Think carefully before dropping a subject you have done for several years.
- It is not advisable to take more than two new subjects each year.

## and who can help ...

Careers, Work Experience, Gateway, Trades	Miss Christensen, or Mrs Kerr
Agriculture	Mr Burston
Art/Photography	Miss Davis
Digital Technology	Miss Christensen
Hospitality and Food	Miss Christensen
Sciences	Mr Burston
English	Miss West
Graphics and Technology	Miss Christensen
Health	Mr Rae
History/Classics	Mr Thompson
Spanish	Mr Hines
Geography/Tourism/Social Sciences	Mr Thompson
Mathematics	Mrs Egerton
Adventure Based Management/Physical Education	Mr Rae
Drama	
Music	Mr Moore
NetNZ and Distance Learning	Mr Moore
NZQA Liaison Teacher	Mr Thompson
	Mrs Egerton or Mrs Anderson

## remember ...

We can provide a wider range of subjects using NetNZ and other providers. Please ask.



## Sources of Information:

Vocational Pathways  
[www.youthguarantee.net.nz](http://www.youthguarantee.net.nz)

Careers New Zealand  
[www.careers.govt.nz](http://www.careers.govt.nz)

Occupation Outlook  
[occupationoutlook.mbie.govt.nz](http://occupationoutlook.mbie.govt.nz)





## How NCEA works

- Each year, students study a number of courses or subjects. At Oxford Area School students take FIVE subjects each year.
- In each subject, skills and knowledge are assessed against a number of standards - up to four for any one subject in Level 1.
- We use a range of internal and external assessments to measure how well students meet these standards. There is a maximum of two internal and two external for any one subject in Level 1.
- When a student achieves a standard, they gain a number of credits. Students must achieve a certain number of credits to gain an NCEA Certificate.
- There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. In general, students work through Levels 1 to 3 in Years 11 to 13 at school.
- Students are recognised for high achievement at each level by gaining NCEA with Merit or NCEA with Excellence.

### To gain your NCEA certificate in 2024 you must:

NCEA Level 1	NCEA Level 2	NCEA Level 3
60 credits at Level 1 or above	60 credits at Level 2 or above	60 credits at Level 3
Achieved Literacy (Reading and Writing) and Numeracy through the CAA assessments OR through other literacy/numeracy pathways (2024 only) <b>20 credit co-requisite</b>	Achieved literacy (10 credits) and numeracy (10 credits) through assessment prior to 2024 OR through CAA in 2024 OR through alternative literacy/numeracy pathways (2024 only) <b>20 credit co-requisite</b>	Achieved literacy (10 credits) and numeracy (10 credits) through assessment prior to 2024 OR through CAA in 2024 OR through alternative literacy/numeracy pathways (2024 only) <b>20 credit co-requisite</b>

### Course Endorsement:

Students will be required to gain 14 or more credits in a course at Achieved, Merit or Excellence (including at least 3 external and 3 internal credits) to gain a course endorsement.

Certificate endorsement continues to require 50 or more credits at Merit or Excellence level.

For Career and Course advice for those considering future Employment and Training options, please discuss these with your Dean, Miss Christensen or Mr Kean will be more than willing to help you.

Another option to consider is talking to your Learning Mentors or teachers.

## University Entrance

### University Entrance 2024:

This remains the same as previous years while it is under nationwide review.



- Literacy - 10 credits at Level 2 or above made up of 5 credits in Reading and 5 credits in Writing
- Numeracy - 10 credits at Level 1 or above

## Subjects Guide for University Study

<b>Recommended Subjects - Tertiary Study</b>			
<b>Study Areas</b>	<b>Level 1 Subjects</b>	<b>Level 2 Subjects</b>	<b>Level 3 Subjects</b>
<b>Architecture</b>	Visual Art or DVC Mathematics Science	Visual Art or DVC Mathematics	Visual Art or DVC Mathematics
<b>Business</b> (degree level study)	Mathematics	Mathematics	Mathematics with Stats
<b>Law</b>	English	English	English minimum or 1 ELR
<b>Engineering</b>	Mathematics Science	Mathematics Physics Chemistry	Maths with Calculus Physics Chemistry
<b>Biological Sciences</b>	Mathematics Science	Biology Chemistry Mathematics	Biology Chemistry Mathematics (Statistics or Calculus)
<b>Health Sciences</b> (Dentistry, Medicine, Medical Science, Physiotherapy, Pharmacy)	English Mathematics Science	English Mathematics Biology, Chemistry, Physics	English or 1 ELR subject Mathematics (Statistics or Calculus) Biology, Chemistry, Physics
<b>Health Science</b> (Nursing, Occupational Therapy)	English Mathematics Science	English Mathematics (optional) Minimum of 1 of the Sciences: Biology, Chemistry, Physics	English or 1 ELR subject Minimum of 1 of the Sciences: Biology, Chemistry, Physics, Science Mathematics (Statistics or Calculus)
<b>PE/Sports Science/Coaching/Health</b>	Physical Education English Science Mathematics	Physical Education English Science Social Studies Mathematics	Physical Education English Science Social Studies
<b>Technology/Physical Sciences</b>	Mathematics Science	Mathematics Physics Chemistry	Maths with Calculus Physics Chemistry
<b>Veterinary Science</b>	English Mathematics Science	English Mathematics Biology Chemistry Physics	English Mathematics (Statistics or Calculus) Biology Chemistry Physics

**ELR = English Language Rich Subjects, eg History**

# YEAR 11-13 COURSE SELECTIONS



## Year 11-13 Course Selections

### 2024 Courses

Selection	Select 5 of the Following:					
Level 1	1AGR	1DRA	1FOHE	1HIS	1MTEC	1SCI
	1ART	1ENG	1GAT	1/2HOS	1MUS	1SPA
	1DIG	1-3ESOL	1GEO	1MAT	1PED	
Selection	Select 5 of the Following:					
Level 2	2ABM	2CHE	2FON	2HIS	2MUS	2SPA
	2AGR	2DRA	2GEO	1/2HOS	2PED	2STP
	2ART	2ENG	2GAT	2MAT	2PHO	2TOU
	2BIO	1-3ESOL	2HEA	2MTEC	2PHY	
Selection	Select 5 of the Following:					
Level 3	3ABM	3CHE	2FON	3HIS	3PED	3SPA
	3AGR	3DRA	3GEO	3MAT	3PHO	3STP
	3ART	3ENG	3GAT	3MTEC	3PHY	3TOU
	3BIO	1-3ESOL	3HEA	3MUS		

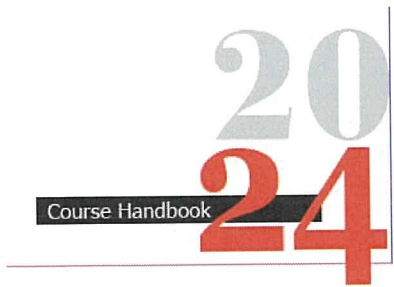
Released for selection Week 9 Wednesday 13th September!

[Link To Musac Edge Student Portal To Load Selections](#)

POWERED BY

Year 11 students (2024)- Circle FIVE subjects from the Level 1 Course list.

Year 12 students (2024)- Circle FIVE subjects from the Level 1 or 2 Course Lists.



Year 13 students (2024)- Circle FIVE subjects from the Level 1, 2 or 3 Course lists.

If you have selected GAT (Gateway) or STP (Trades/ARA) there is an application process. STP was completed earlier this term.

If you wish to do a NetNZ or Distance course can you please see Mr Thompson to discuss this process and how NetNZ works.



## Course Codes 2024

ABM	Adventure Based Management	HOS	Hospitality
AGR	Agriculture	MAT	Mathematics
ART	Visual Art	MTEC	Material Technology
BIO	Biology	MUS	Music
CHE	Chemistry	PED	Physical Education
DIG	Digital Technologies	PHO	Photography
DRA	Drama	PHY	Physics
DVC	Design, Visual Communication (Graphics NOW part of Materials Technology)	SCI	Science
ENG	English	SPA	Spanish
GAT	Gateway	STP	Secondary Tertiary Pathways (ARA)
GEO	Geography	TOU	Tourism
HFO	Health in Food		
HIS	History		



## What is NetNZ?

NetNZ is a community of secondary and area schools mainly in the South Island that engages in eLearning to better meet the needs of students and teachers.

## How does it work?

Schools usually offer at least one course with a teacher(s) which then allows them to enrol students in courses offered by NetNZ and schools across the Virtual Learning Network Community clusters.

Generally a course consists of 8-15 students who are taught by an eTeacher (who will be from a NetNZ school) using an approach that blends face to face style video conference tutorials with a mix of online and paper based learning. You would typically find a course consists of students from 5-7 different schools throughout the country. Much of the learning will be accessed through an online space where students can receive work, download assignments, and interact with the teacher and other students.

Each participating school also provides an eDean whose role is to support the students on site and provide an important line of communication between teacher and students. This means students are not just left on their own to cope if they are having difficulties.



### Sources of Information:

[NetNZ Website](#)

Contact

Mr Thompson

[justin@oxford.school.nz](mailto:justin@oxford.school.nz)

Z

### NetNZ, TeKura/ Correspondence information

Confirmation for a senior students wishing to do NetNZ, TeKura/Correspondence courses will be on an individual basis depending on the availability of the subject at school and their previous academic record.

In 2024 we have the option to enrol students in semesters or whole year courses through NetNZ. This is available in almost all of the NetNZ courses.





- The course / subject you want to take is not available in your own school
- The subject you want to take clashes with another timetabled class
- You want to develop your ability to self-manage your learning
- You want to experience a course that is fully online and enables you to interact with students across the country

## What students need to consider?

Learning online often requires a change in thinking from students who are used to a structured lesson by lesson day. You will need to be willing to learn how to manage your own time effectively and to direct your learning more than in a traditional classroom. With this comes a lot more flexibility, but also more responsibility for your learning. Students need to be able to take the initiative and ask the teacher, the eDean and other students for help when they need it. Learning online does not mean the absence of the teacher. In fact, because of the small number of students in a course, eTeachers can often provide more feedback than in a traditional classroom, but this feedback is usually not instant and students need to go into the programme understanding this.

NetNZ course details are available at <http://netnz.org/> - click on the particular course to open the course outline

NetNZ is an organisation of 54 secondary and area schools from the Canterbury, Otago, Southland and West Coast regions that engage in online learning to better meet the needs of students and teachers. We offer a range of online courses that are available to students across the country.

To be successful in an online course a student needs to be -

- Self Motivated
- Organised
- Able to ask for help when needed

If you are considering a NetNZ or Te Kura course it is highly recommended that you speak to the eDean Mr Thompson first.

Acceptance into a NetNZ course is not automatic.

**To see subject list go to WEBSITE**



## ESOL - English as a Second Language



### What we will learn?

ESOL at OAS is available to all students for whom English is a second language, regardless of domicile, nationality or level of attainment.

The principal aim of ESOL at OAS is to provide a foundation in the English language to a degree not possible by simply attending normal classes.

Upon arrival at the school, all students are given the Nelson diagnostic test, the result of which gives us an indication of the level of the student judged against the Common European Framework of Reference: A1-C2; Beginner-Advanced and indicative expected score ranges at TOEIC and IELTS.

Depending on their result in the test, students will be placed in a level suitable to their ability following the respective work book of the New Headway series (Elementary to Advanced), which they work at independently within a highly differentiated class environment.

Preparation for UCLES; (PET, FCE, CAE and CPE) ; IELTS; TOEFL and TOEIC is also available for interested students.

***See Mr Hines for further information***



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AGRICULTURE

DIGITAL  
TECHNOLOGY

DRAMA

ENGLISH

GATEWAY

GEOGRAPHY

HEALTH WITH  
FOOD

HISTORY

HOSPITALITY

MATERIALS  
TECHNOLOGY

MATHEMATICS

MUSIC

PHYSICAL  
EDUCATION

SCIENCE

SPANISH

VISUAL ART



## Agriculture



### What we will learn?

This course continues to build on the skills and knowledge covered at year 9 and 10. In 2024, L1 Ag will be based on practical and academic studies. The courses are designed to prepare students who are interested in studying agriculture through the senior school and to teach valuable practical skills. Students may be offered a selection of the following units based on availability and time.

## How is the course assessed?

- Life Processes and management in primary production
- Factors that influence the purpose and location of primary production.
- Soil properties and how they are managed in a primary production system.
- Sustainability considerations that influence primary production management practices.

## Achievement Standards

- Internal 6 Credits
- Internal 5 Credits
- External 5 Credits
- External 4 Credits

### Previous Study

- Agriculture at Year 10 recommended

### Next Steps:

- Level 2 Agriculture

### Possible Vocational Pathways

- Raising and working with animals
- Planting, growing, researching and harvesting plants and crops
- Designing, building and maintaining agricultural facilities
- Driving tractors and agricultural machinery
- Doing physical work, and working with your hands
- Working with tools, machinery and equipment
- Working in agricultural support industries, e.g. product supply and retail, animal healthcare, irrigation support



# English



## What we will learn?

To enjoy and engage with English language in its oral, visual, and written forms. By understanding how language works, students will be able to make appropriate language choices and apply them in a range of contexts. Carefully selected literature will enrich students through a variety of themes and ideas, ultimately fostering a sense of connection to each other and broadening perspectives on lives beyond the text. Students will work towards forming developed ideas and an ability to communicate them with confidence, participating critically in their communities, society, and in the wider world.

## How is the course assessed?

- 91924 (1.1)** Demonstrate understanding of how context shapes verbal language use.
- 91925 (1.2)** Demonstrate understanding of specific aspects of studied texts
- 91926 (1.3)** Develop ideas in writing using stylistic and written conventions
- 91927 (1.4)** Demonstrate understanding of significant aspects of unfamiliar texts

## Achievement Standards

- Internal 5 Credits
- Internal 5 Credits
- External 5 Credits
- External 5 Credits

## Previous Study

- Year 9/10 English

## Next Steps:

- Level 2 English



## Gateway



### What we will learn?

The Gateway programme aims to create a pathway from school to the world of work by placing students in a chosen workplace for one day each week throughout the school year. This gives students a wonderful opportunity to try out potential careers and build relationships with employers. Students also work on industry-related unit standards which may help them with future employment/training.

The Tertiary Education Commission funds the Gateway programme and in 2023 Oxford Area School will have 10 placements available to selected Year 12 and 13 students. Students interested in Gateway may have to complete an interview in Term 4.

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## Health with Food



### What we will learn?

Key Areas of Learning – Food and Nutrition, Mental Health and Relationships and Sexuality.

In this subject, you will develop understanding of current issues related to food, nutrition, and health, and learn how a range of factors influence wellbeing. This learning can help ākonga understand what contributes to healthy relationships, and develop strategies to strengthen their sense of identity and self-worth.

Ākonga can learn foundational knowledge and skills that can lead to diverse future pathways, including becoming a teacher, and working or studying in the health, community services, government, hospitality, and science sectors.

## How is the course assessed?

## Achievement Standards

<b>92008:</b> Health Studies 1.1 - Demonstrate understanding of wellbeing through the application of a model of health	Internal 5 Credits
<b>92009:</b> Health Studies 1.2 - Demonstrate understanding of a decision-making process in a health-related situation	Internal 5 Credits
<b>92010:</b> Health Studies 1.3 - Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora	External 5 Credits
<b>92011:</b> Health Studies 1.4 - Demonstrate understanding of strategies that enhance hauora	External 5 Credits

### Previous Study

- Any classes with food and or health/PE would be advantageous

### Next Steps:

- Level 2 NCEA Health or L2 NCEA Food and Nutrition



## Physical Education



### What we will learn?

In NCEA Level 1 Physical Education you will be learning through and about movement in a variety of ways as well as developing a strong sense of self. You will be developing your understanding of biomechanical principles in sport. You will be learning about the different reasons that people take part in movement contexts. We will also be embarking on a journey together to enhance Maturanga Maori learnings and understanding in line with the new Curriculum.

## How is the course assessed?

**92016** - Demonstrate movements in contexts

**92017** - Demonstrate understanding of strategies that promote kotahitanga in movement

**92018** - Demonstrate understanding of the relationship between movement and Hauora

**92019** - Demonstrate understanding of influences on movement in Aotearoa New Zealand

## Achievement Standards

Internal 5 Credits

Internal 5 Credits

External 5 Credits

External 5 Credits

### Previous Study

- Helps to have completed some junior PE

### Next Steps:

- Level 2 Physical Education/Level 2 ABM



## Mathematics & Statistics



### What we will learn?

Students will be using their critical thinking skills to solve problems (mathematically and/or statistically). It will help ākonga model, analyse and interpret the world around them. 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.

Students will be using symbols, graphs, displays and diagrams to help them find and communicate patterns and relationships. They will evaluate information to make informed decisions and create models to represent both real-life and hypothetical situations.

## How is the course assessed?

91944: Explore data using a statistical enquiry process.

Internal 5 Credits

91945: Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand

Internal 5 Credits

91946: Interpret & apply mathematical & statistical information in context

External 5 Credits

91947: Demonstrate mathematical reasoning

External 5 Credits

## Achievement Standards

### Previous Study

- Year 9/10 Mathematics (Ideally working at level 5 or above)

### Next Steps:

- Level 2 Mathematics and Statistics
- NCEA 2 Physics



## Drama

20  
24

### What we will learn?

Level 1 Drama focuses on Devising (Creating our own drama work), Script work (putting on a play), Live drama (creating and watching) and learning about the world of drama (different styles/histories of drama forms from Aotearoa and the world).

## How is the course assessed?

**Drama 1.1** - Explore the function of theatre Aotearoa

**Drama 1.2** - Participate in creative strategies to create a drama

**Drama 1.3** - Use drama techniques to perform a scripted role for an audience

**Drama 1.4** - Respond to a drama performance

## Achievement Standards

Internal 5 Credits

Internal 5 Credits

External 5 Credits

External 5 Credits

## Previous Study

- Drama in Year 9/10, either through a connected class or elective.
- Production or extra-curricular drama experience is a bonus

## Next Steps:

- Level 2 NCEA Drama



## Music



### What we will learn?

Students taking this course will develop both their individual and group skills in Music Performance (to an audience), Composition (creation of original music) and Applied Musical Knowledge (language, contexts, history, and theory of music)

Students wishing to take Senior Music will need to be taking lessons for their chosen instrument; these can be provided by the school and would happen during school hours.

## How is the course assessed?

**Music 1.1** - Use music skills in a music style

**Music 1.2** - Demonstrate performance skills

**Music 1.3** - Demonstrate understanding of music in relation to contexts

**Music 1.4** - Shape music ideas to create an original composition

## Achievement Standards

Internal 5 Credits

Internal 5 Credits

External 5 Credits

External 5 Credits

### Previous Study

- Students should be into their **THIRD** year of learning their instrument (Grade 3) and should have taken Music at Year 9/10 for their written and group work to be up to speed.

### Next Steps:

- Level 2 NCEA Music



## Science



**What we will learn?** This course continues to build on the skills and knowledge covered at year 9 and 10. The emphasis is on helping students to understand the world around them. Topics within Biology, Chemistry & Physics will provide the basis of the content but students are encouraged to complete additional units of work within areas of interest. This is an essential course for tertiary study in Science, Health Science, Engineering, etc.

## How is the course assessed?

- Standard 1 Planet Earth - Sun- Earth - Moon interactions
- Standard 2 : Chemistry - Acids and Bases
- Standard 3 : Biology - Genetics
- Standard 4: Physics- Mechanics

## Achievement Standards

- Internal 5 Credits
- Internal 5 Credits
- External 5 Credits
- External 5 Credits

## Previous Study

- Science at Year 10 recommended

## Next Steps:

- Level 2 Science Subjects



## Geography



### What we will learn?

The aim of this course is to give knowledge and understanding of the world around us and how we interact with it. Possible topics we may look at include Earthquakes or other Extreme Natural Events, Issues like the Christchurch Stadium or Oxford Dark Sky Project, or Sustainability of Tourism in the Pacific Island.

We will look at a co constructed course with students to pick topics of interest and deepen knowledge.

## How is the course assessed?

## Achievement Standards

<b>91932:</b> Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao	Internal 5 Credits
<b>91933:</b> Explore te taiao using data	Internal 5 Credits
<b>91934:</b> Demonstrate understanding of how natural processes operate within te taiao	External 5 Credits
<b>91935:</b> Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific	External 5 Credits

### Previous Study

- Solid Literacy Level

### Next Steps:

- Level 2 Geography or Tourism



## History



### What we will learn?

This will be a co constructed course with students. Topics could include Springbok Tour, Nuclear Free New Zealand, World War 1, World War 2 to name a few. The teacher and students will attempt to investigate the past, New Zealand's involvement and how it impacts us today or into the future.

## How is the course assessed?

**92024:** Engage with a variety of primary sources in a historical context

Internal 5 Credits

**92025:** Demonstrate understanding of the significance of a historical context

Internal 5 Credits

**92026:** Demonstrate understanding of historical concepts in contexts of significance to

External 5 Credits

Aotearoa New Zealand

**92027:** Demonstrate understanding of perspectives on a historical context

External 5 Credits

## Achievement Standards

### Previous Study

- Solid Literacy Level

### Next Steps:

- Level 2 Geography, History, Tourism or other Social Sciences like Classics (NetNZ)





# Spanish



## What we will learn?

The aim of this course is to develop your four main language skills: Speaking, Listening, Reading and Writing. You will do this to a level where you are able to communicate effectively and accurately on a range of themes and in a number of practical situations in which you would probably find yourselves if you visited a Spanish speaking country.

## How is the course assessed?

**91972:** Interact in spoken Spanish to share and respond to information, ideas, and opinions

**91973:** Communicate in Spanish for a chosen purpose

**91974:** Demonstrate understanding of written Spanish related to everyday contexts

**91979:** Demonstrate understanding of spoken Spanish related to everyday contexts

## Achievement Standards

Internal 5 Credits

Internal 5 Credits

External 5 Credits

External 5 Credits

## Previous Study

- Studying Spanish in the junior school prior is an advantage but not a prerequisite for a suitably qualified student.

## Next Steps:

- Level 2 Spanish



## Digital Technology



### What we will learn?

Digital Technologies focuses on building ākonga capability to apply technological ideas within a digital environment. Digital Technologies is a broad subject that covers many domains, for example:

- software programming
- electronic environments and embedded systems
- digital information systems
- digital media.
- As you study, you'll develop computational thinking skills and the ability to design and develop digital outcomes, as well as learn how computers represent and process data.
- You will learn about the digital design and development processes used to create, test, and evaluate digital outcomes.
- You will practise manaakitanga as you learn to prioritise users in the outcomes you develop, and understand how Digital Technologies outcomes impact on the people who use them.
- You'll learn fundamental principles and concepts that existing and emerging technologies are built on. This knowledge will allow you to quickly adapt to the challenges and opportunities offered by new technologies.

## How is the course assessed?

## Achievement Standards

<b>92004:</b> Digital Technologies 1.1 - Create a computer program	Internal 5 Credits
<b>92005:</b> Digital Technologies 1.2 - Develop a digital technologies outcome	Internal 5 Credits
<b>92006:</b> Digital Technologies 1.3 - Demonstrate understanding of usability in human-computer interfaces	External 5 Credits
<b>92007:</b> Digital Technologies 1.4 - Design a digital technologies outcome	External 5 Credits

### Previous Study

- Some understanding of the digital technology curriculum at Level 4/5 would be preferable but not compulsory

### Next Steps:

- Digital Technology L2 or Digital pathways beyond school

## Vocational Pathways

A grounding in Digital Technologies is helpful for many career pathways. Specific Digital Technologies career pathways for ākonga are wide and varied and include creative endeavours such as interactive design and more technical pathways such as software engineering or support. The skills and attributes acquired through Digital Technologies will also prepare ākonga for related fields such as business or communications.



## NZ Certificate in Hospitality



### What we will learn?

A general introduction to the Hospitality industry - covering a wide range of topics, graduates of this qualification will be able to:

- Meet basic health and safety requirements in a hospitality workplace.
- Apply the basic skills associated with one or more entry level roles in the hospitality industry.
- Carry out basic communication, teamwork, problem solving and self-management skills in relation to hospitality work.

## How is the course assessed?

## Achievement Standards

41 credits at Level 2

- This course is able to be taken by any student in Year 11 and 12.
- The assessment programme is over two years and is all internally assessed.
- A student may take this course for just one year. All assessments will be at Level 2 and provide credits towards their NCEA certificate.
- If a student completes both years there may be the opportunity for them to gain a New Zealand Certificate in Hospitality (Level 2). This sits alongside their NCEA certificate.
- Purpose: To provide a pre-employment qualification for people who are entering the hospitality industry in a range of basic positions. To provide a credential for those interested in entering the hospitality industry, that will support their future employment opportunities to work across the different hospitality career pathways. Graduates will be able to operate under supervision in entry-level roles in the hospitality sector.
- See Miss Christensen for further information

### Next Steps:

- Ara Dual Enrolment L3 Cookery or the Hospitality Service Industry



# Materials Technology (Hard Materials or Textiles)



## What we will learn?

You will cultivate life-long practical skills and learn to incorporate collaboration into your technological practice. You will develop an understanding of sustainable practices through research and application. You will learn about health and safety and will explore your creativity, follow your passions, and flourish as technological designers, creators, and innovators.

## How is the course assessed?

**92012:** Materials and Processing Technology 1.1 - Develop a Materials and Processing Technology outcome for an authentic context

Internal 6 Credits

**92013:** Materials and Processing Technology 1.2 - Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials

Internal 6 Credits

**92014:** Materials and Processing Technology 1.3 - Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design

External 4 Credits

**92015:** Materials and Processing Technology 1.4 - Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome

External 4 Credits

## Achievement Standards

### Previous Study

- Some understanding of the technology process would be advantageous

### Next Steps:

- NCEA Level 2 Materials or Processing Technology

### Vocational Pathways

Materials Technology allows ākonga to develop ways of thinking through experience alongside soft skills that can lead to a wide range of pathways. It allows ākonga the freedom to bring their entire, authentic selves to the outcomes they develop.

This combination of practical skills and theoretical knowledge can lead ākonga to work experience, apprenticeships, and even the chance to set up their own businesses, as well as further education.

They will be accepting, tolerant, and patient and be able to empathise, not just as a technologist but as a global citizen. They will be equipped to work with a diverse range of people as they are open minded and able to explore issues from multiple perspectives. These are all highly desirable traits recognised by whānau, the community, further education and employers that will enable ākonga to become high functioning members in Aotearoa New Zealand society



# Visual Art



## What we will learn?

Visual Arts students explore, refine, and communicate their own artistic ideas by responding to how art expresses identity, culture, ethnicity, ideas, feelings, moods, beliefs, political viewpoints, and personal perspectives.

## How is the course assessed?

## Achievement Standards

**Visual Art 1.2** - Produce a resolved artwork appropriate to established art making conventions Internal 5 Credits

**Visual Art 1.3** - Explore visual arts conventions to inform own art making

**Visual Art 1.4** - Create a sustained body of related artworks in response to an art making proposition Internal 5 Credits External 5 Credits

## Previous Study

- Year 9 and 10 Art an advantage

## Next Steps:

- Year 12 Art
- Year 12 Photography

## Possible Vocational Pathway links

### Visual Art 1.2

- Written & Analytical work
- Art Historian
- Art Critic
- Arts Administrator
- Arts and Cultural Planner
- Website Design
- Graphic Novel Author

### Visual Art 1.3

- Fashion and Textiles Designer
- Fibre Artist
- Fashion Design
- Organisation & People Management
- 3D Product Design
- Graphic Design

### Visual Art 1.4

- Architecture & Spatial Design
- Product Design Artist
- Digital & Multimedia Artist
- Photographer
- Arranging and Display Artist
- Fine Artist



ABM

CHEMISTRY

GATEWAY

HOSPITALITY

PHYSICAL  
EDUCATION

AGRICULTURE

DRAMA

GEOGRAPHY

MATHEMATICS

PHYSICS

ART - PAINTING

ENGLISH

HEALTH

MUSIC

SPANISH

BIOLOGY

FOOD  
NUTRITION

HISTORY

PHOTOGRAPHY

TOURISM



## English



### What we will learn?

Students study an enjoyable variety of literary genre over the year including a range from the novel, poetry, and film. They will continue to develop their skills in critical thinking, analysing and evaluating. The craft of writing is practiced encompassing a variety of styles. Students also present a speech. Class and group discussion of literature and language topics is encouraged.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	R	W
AS	91101	Produce a selection of crafted and controlled writing	6									Y
AS	91102	Construct and deliver a crafted oral presentation	3									
AS	91106	Form developed personal response to independently read texts, supported by evidence	4								Y	

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	R	W
AS	91098	Analyse specified aspects of studied written texts with supporting evidence.	4								Y	Y
AS	91099	Analyse specified aspects of studied visual or oral texts with supporting evidence.	4									Y
AS	91100	Analyse significant aspects of unfamiliar texts through close reading with supporting evidence.	4								Y	Y

### Previous Study

- NCEA English Level 1
- Students should have passed as many External Achievement standards as possible.

### Next Steps:

- NCEA Level 3 English  
Entry will be dependent on HOD and Dean approval. Students should have passed as many NCEA Level 2 external standards as possible and gained 14 or more Level 2 credits.
- Students wishing to attend tertiary courses should aim to pass the entry to university requirements:-
  - At least 5 credits at Level 2 or higher in Reading standards.
  - At least 5 credits at Level 2 or higher in Writing standards.
  - 60+ credits at Level 3 NCEA



## Gateway



### What we will learn?

The Gateway programme aims to create a pathway from school to the world of work by placing students in a chosen workplace for one day each week throughout the school year. This gives students a wonderful opportunity to try out potential careers and build relationships with employers. Students also work on industry-related unit standards which may help them with future employment/training.

The Tertiary Education Commission funds the Gateway programme and in 2023 Oxford Area School will have 10 placements available to selected Year 12 and 13 students. Students interested in Gateway may have to complete an interview in Term 4.

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## Adventure Based Management



### What we will learn?

This course involves learning in, through and about the great outdoors. Our local area and wider New Zealand is surrounded by some amazing places to develop lifelong outdoor skills. Our aim is for students to develop their confidence so they can participate in a variety of outdoor activities both inside and outside of the classroom. It offers a range of Unit Standard assessments and Achievement Standard assessments, all internally assessed throughout the school year.

Students will be active participants in completing a number of different outdoor based modules throughout the year. This involves professional instructors, classroom based theory and practical based learning within our local area and further afield.

Adventure Based Management (ABM) will challenge students physically and mentally, requiring them to apply a high level of effort and actively participate in all modules. Students will be encouraged to develop their active followership and leadership skills amongst their peers and within different outdoor learning contexts. The 2024 year course will focus on kayaking, climbing and snow craft.

Practicals will take place on one day per week with students arriving back to school sometimes as late as 5:00 pm. Students need to be aware they could possibly miss other classes and must take responsibility to catch up on work missed. Overnight trips lasting up to 5 nights may also be a part of the programme. Therefore students are committed to over and above the 4 periods allocated to the course.

As our school has opted into the School Donations Scheme. This means there are rules for which we can request donations. One of those areas we will ask for a contribution to the costs is for school camps/overnight trips. Adventure Based Management requires many experiences outside the classroom and while we will not be asking for any contributions to trips held during the day we do seek support for contributing to the costs of overnight trips and camps. We have done our best to provide students with an exciting outdoor education programme as well as keeping costs to a minimum.

Students are welcome to also participate in NCEA Level 2 Physical Education as the course content is either different or can contribute to the same achievement standard content.

## How is the course assessed?

### Internals

Standards: It is our intention to cover the following standards throughout the school year, subject to change if necessary.



US	32848	Demonstrate paddling skills on moving water	2
US	476	Roll a decked paddle craft on flat water	2
US	20152	Demonstrate basic knowledge of safe abseil techniques	1
US	473	Demonstrate safe practices for participation in high ropes course activities	1
US	20157	Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above	2
US	18132	Demonstrate basic alpine skills on low-angled mountain terrain	3
US	438	Demonstrate basic movement skills and build a snow shelter on low-angled mountain terrain	2
US	32835	Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors	3
AS	91330	Perform a physical activity in an applied setting - Kayaking - Rock Climbing - Own Sport	4
AS	91333	Analyse the application of risk management strategies to a challenging outdoor activity.	3

**Course Contribution:**

As our school has opted into the School Donations Scheme. This means there are rules for which we can request donations. One of those areas we will ask for a contribution to the costs is for school camps/overnight trips. Adventure Based Management requires many experiences outside the classroom and while we will not be asking for any contributions to trips held during the day we do seek support for contributing to the costs of overnight trips and camps. We have done our best to provide students with an exciting outdoor education programme as well as keeping costs to a minimum.

**Next Steps:**

- Year 13 Outdoor Management
- Year 13 Physical Education
- Training or employment opportunities in Outdoor recreation avenues.

**Requirements:**

Active participation in Physical Education, in particular practical



## Health



### What we will learn?

You will learn about health issues that are impacting both New Zealand and global society. You will contribute to an action that promotes wellbeing at this kura. You will look at influences on sexuality and gender.

## How is the course assessed?

**91235** - Analyse an adolescent health issue

External 5 Credits

**91236** - Evaluate factors that influences people's ability to manage change

Internal 5 Credits

**91237**- Take action to enhance an aspect of people's well-being within the school or wider community.

Internal 5 Credits

**91239** - Analyse issues related to sexuality and gender to develop strategies for addressing the issues.

Internal 5 Credits

## Achievement Standards

### Previous Study

- Nothing compulsory required.

### Next Steps:

- Level 3 Health



## Physical Education



### What we will learn?

Students will participate in a variety of contexts throughout the year. You will have numerous opportunities to develop your leadership skills in practical settings, you will develop their understanding of anatomy and physiology and how the body works during exercise. You will develop their understanding of socio - cultural influences on people's physical activity choices.

Students will further develop their critical thinking skills in relation to both biophysical and socio-cultural principles. Students will have the opportunity to develop their physical skills in a selected context. They will select a sporting event or activity to train for, analysing the improvement they make in their physical performance. Work to evaluate risk management strategies when participating in a challenging outdoor activity. Work alongside junior members of the school in a coaching role and demonstrate social responsibility in a practical learning environment.

Year 12 Physical Education offers both theory and practical lessons with students being expected to be changed into appropriate gear for practical lessons. Students will be expected to demonstrate a high level of self management as they will spend a portion of their time working alongside junior students.

## How is the course assessed?

## Achievement Standards

<b>91329</b> - Demonstrate understanding of the application of biophysical principles to training for physical activity	4 Credits
<b>91330</b> - Perform a physical activity in an applied setting	4 Credits
<b>91331</b> - Examine the significance for self others and society of a sporting event, a physical activity or a festival	4 Credits
<b>91332</b> - Evaluate Leadership strategies that contribute to effective functioning of a group	4 Credits
<b>91334</b> - Consistently demonstrate social responsibility through applying social responsibility in a model	4 Credits

### Previous Study

- Experience in a PE subject within the last 2 years.

### Next Steps:

- Level 3 Physical Education/Level 3 ABM



# Mathematics



## What we will learn?

This course continues to build on the skills and knowledge developed in previous years to enable students to think mathematically and statistically, to solve problems and model situations. It also introduces some new areas of study, such as Calculus.

Success at this level requires a good working knowledge of Level 1 Algebra and Graphing or of Statistics. The course is designed to be flexible so that it caters for students with different goals. There will be some compulsory standards, but generally students will be able to choose a programme that works for them.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91257	Graphical methods	4									Y
AS	91265	Experiments	3								Y	Y
AS	91258	Sequence and Series	2									Y
AS	91269	Systems of Equations	2								Y	Y
AS	91264	Statistics: Making an Inference	4									Y

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91261	Algebra	4									Y
AS	91262	Calculus	4									Y
AS	91207	Probability Methods	4								Y	Y

## Previous Study

At least 14 credits at Level 1 Mathematics. Success in at least ONE External exam at NCEA 1 is desirable if a student is to achieve at Level 2. The Dean and HOD will take into account each students' goals and academic history.

## Next Steps:

NCEA Level 3 Calculus and/or Statistics and Modelling. Entry will be dependent on HOD and Dean approval



## Drama

### What we will learn?

Drama at Level 2 will extend and build on the basics developed in NCEA Level 1. There will be an increased emphasis on theorists and script work. Students will develop a working knowledge and apply this to all facets of the theatre.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91213	Apply drama techniques in a script context	4								Y	
AS	91214	Devise and perform a drama to realise an intention	5								Y	
AS	91216	Use complex performance skills associated with a drama or theatre form or period	4								Y	
AS	91218	Perform a substantial acting role in a scripted production	5								Y	

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91219	Discuss drama elements, techniques, conventions and technologies within live performance	4								Y	
AS	91215	Discuss drama elements, techniques, conventions and technologies within live performance	4								Y	

### Previous Study

- Level 1 Drama

### Next Steps:

- Level 3 Drama



## Music



### What we will learn?

Music at Level 2 will extend and build on the basics developed in NCEA Level 1. Students will work on individual and band performances, continue with theory and create new compositions.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91270	Perform two substantial pieces of music as a featured soloist	6									
AS	91271	Compose two substantial pieces of music	6									
AS	91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	4									
AS	91274	Perform a substantial piece of music as a featured soloist on a second instrument	3									

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91276	Demonstrate knowledge of conventions in a range of music scores	4									

### Previous Study

Music at Level 1 or private tuition at Grade 3 for musical instruments or voice.

Must play an instrument or sing.

### Next Steps:

Level 3 Music



## Secondary Tertiary Pathways



Canterbury Tertiary College (CTC) is a partnership between secondary schools and tertiary education providers. This partnership provides alternative pathways for students through a government funded scheme known as Secondary Tertiary Partnership (STP). One of the tertiary providers is ARA /Te Pūkenga.

It's a different way of learning where students complete their NCEA studies at secondary school and start working towards a tertiary qualification.

Courses involve either one or two days a week learning at the tertiary provider. Students are expected to catch up on any school missed while away from school on those days.

Examples of the type of courses available - L2 Engineering, L2 Hairdressing, L2 Retail, L2 Autobody, L2 Electrical, L2 Joinery, L2 Drainlaying, L3 Hospitality, L2 Introduction to Trades and L3 Carpentry. Courses available will depend on numbers each year.

Students have to apply to be considered for these courses, including an interview with parents/caregivers and the Careers Advisor. Applying does not guarantee a place on any course and successful enrollments are at the discretion of the tertiary provider.

<https://www.ara.ac.nz/study/youth-pathways/dual-enrolment-programmes/>





## Agriculture



### What we will learn?

In 2024 Level 2 Agriculture will be a mix of Unit and Achievement standards. The course is designed to prepare students who are interested in studying Agriculture through the senior years and to also teach valuable practical skills. Students may be offered a selection of the following standards depending on availability from outside providers.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
US	18192	Demonstrate knowledge of how cows produce milk	2									
US	19081	Describe annual feed supply and demand, methods to manage feed surpluses and deficits, and perform calculations	2									
US	24836	Describe nonelectric fences, fence support materials, and safe practices in fencing	2									
AS	91289	Carry out an extended practical agricultural or horticultural investigation.	4									
AS	91295	Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices	4									

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91294	Demonstrate understanding of how NZ commercial management practices influence livestock growth and development	4									

**Practical Units** May be offered by outside providers time permitting

- US 19114 - Assist with handling and treatment of livestock
- US 19112 - Check and report on livestock

### Next Steps:

- Completion of National Certificate in Agriculture
- Farm Apprenticeship
- Employment on farms
- Level 3 Agriculture



# Biology



## What we will learn?

Biology is the study of living organisms, including cells, plants and animals. This course includes ecology, conservation, cell biology, genetics, evolution and animal form and function. Assessment will be by internal achievement standards and external achievement standards.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91153	Carry out a practical biological investigation in a biology context, with supervision	4								Y	
AS	91155*	Demonstrate understanding of adaptation of plants or animals to their way of life	3								Y	
AS	91154	Analyse the biological validity of information presented to the public	4									

\* = May do this standard if time allows

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91156	Demonstrate understanding of life processes at the cellular level	4								Y	
AS	91157	Demonstrate understanding of genetic variation and change	4								Y	

## Previous Study

- 12 credits at Level 1 Science, or Merit/Excellence in Biology Level 1 standard
- Course entry will be dependent on HOD approval

## Next Steps:

- NCEA Level 3 Biology
- Course at Polytech or private training provider



## Chemistry

20  
24

### What we will learn?

Chemistry is the study of the composition of matter, and the changes it undergoes. A basic knowledge of chemistry is essential in order to appreciate and understand the world in which we live.

This course aims to develop an understanding of basic chemical concepts and skills. There is a considerable emphasis on practical work.

Assessment will be both internal and external standards.

## How is the course assessed?

### Internals

AS/ US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91910	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	4									Y
AS	91911*	Carry out an investigation into chemical species present in a sample using qualitative analysis	3									
AS	91167*	Demonstrate understanding of oxidation reduction	3									

\* ONLY IF TIMES PERMITS

### Externals

AS/ US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91164	Demonstrate understanding of bonding, structure, properties and energy changes	5								Y	
AS	91165	Demonstrate understanding of the properties of selected organic compounds	4								Y	
AS	91166*	Demonstrate understanding of chemical reactivity	4								Y	

### Previous Study:

12 credits of Level 1 Science, or Merit/Excellence in Chemistry Level 1 standard

Course entry will be dependent on HOD approval

### Next Steps:

- NCEA Level 3



# Physics



## What we will learn?

Physics aims to understand the behaviour of matter from the scale of subatomic particles to that of the Universe. In this course students investigate the “how” and “why” of the world around them. Topics covered include motion, forces, electricity, waves, light, sound, and nuclear physics. Practical work is an important part of the course.

The study of Physics is required for degrees in Engineering and all of the exact Sciences because Physics is the framework on which all the other sciences are built. Since Mathematics is the “language of Physics” it is recommended students taking Physics do take Mathematics at their year level as well.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	4							

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91170	Demonstrate understanding of waves	4							
AS	91171	Demonstrate understanding of mechanics	6							
AS	91173	Demonstrate understanding of electricity and electro-magnetism	6							

### Previous Study:

- 12 credits in Level 1 Science which must include AS91168. Course entry will be dependent on HOD and Dean approval

### Next Steps:

- Level 3 Physics



# Spanish



## What we will learn?

The aim of this course is to develop your four main language skills: Speaking, Listening, Reading and Writing. You will do this to a level where you are able to communicate effectively and accurately on a range of themes and in a number of practical situations in which you would probably find yourselves if you visited a Spanish speaking country.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91150	Give a spoken presentation in Spanish that communicate a personal response.	4									
AS	91152	Write a variety of text types in Spanish on areas of most immediate relevance	5									

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91148	Demonstrate understanding of a spoken Spanish texts on areas of most immediate relevance	5									
AS	91151	Demonstrate understanding of a variety of Spanish text on areas of most immediate relevance	5									

### Previous Study:

Studying Spanish at NCEA 1 is highly recommended but not a prerequisite for a suitably qualified student.

### Next Steps:

Level 3 Spanish



# Geography

## What we will learn?

Geography is a dynamic subject that looks at everything from the Mountains to the Sea. It looks at past, present and future on a local, national and global scale. Students explore the relationship between people and the environment around us and make their own informed decisions.

What can we do about Dairy runoff?

Should National Parks be protected?

Can the differences between rich and poor countries be fixed?

What sort of water rights should we have in New Zealand, the South Island, and Canterbury?

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91241 2.2	Demonstrate geographic understanding of an urban pattern	3								Y	
AS	91244 2.5	Conduct geographic research with guidance	5								Y	
AS	91245 2.6	Explain aspects of a contemporary New Zealand geographic issue.	3								Y	
AS	91246 2.7	Explain aspects of a geographic topic at a global scale	3								Y	

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91240 2.1	Demonstrate geographic understanding of a large natural environment.	4								Y	
AS	91242 2.3	Demonstrate geographic understanding of differences in development	4								Y	
AS	91243 2.4	Apply geography concepts and skills to demonstrate understanding of a given environment	4								Y	

### Possible Overnight Fieldtrip - Cost

- Aoraki/Mt Cook or Similar

### Next Steps:

- NCEA Level 3 Geography or Tourism

### Previous Study

- NCEA Level 1 an advantage or with approval from Head of Department



# History



## What we will learn?

History adds meaning to the world around us. Understanding will be developed through the study of people, how their personalities, beliefs and actions influenced events in the past and today. These events will be specifically linked to New Zealand and our place in History. Skills developed will be investigative research, information analysis and effective communication.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	4								Y	
AS	91230	Examine an historical event or place that is of significance to New Zealanders	5								Y	
AS	91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders	5									

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91231	Examine sources of an historical event that is of significance to New Zealanders	4								Y	
AS	91233	Examine causes and consequences of a significant historical event	5								Y	
AS	91234	Examine how a significant historical event affected New Zealand Society	5								Y	

### Previous Study:

Level 1 History or English

### Next Steps:

NCEA Level 3 History



## Tourism Level 2 and 3

20  
24

### What we will learn?

Tourism is a fast growing industry in New Zealand and around the world. There are many varied and exciting employment prospects open for those that enter the area. Operating as a 2 year course, Tourism offers Unit Standard credits and successful candidates will be awarded the National Certificate in Tourism and Travel (Introductory Skills) (Level 2). People awarded with this qualification are able to demonstrate communication skills, written and verbal, mathematics, and information technology in the context of the tourism and travel industry. This includes knowledge of world geography and tourism destinations within New Zealand, as well as tourism as a world-wide industry.

## How is the course assessed?

### Internals - Year 1

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
US	24728	Demonstrate knowledge of work roles in tourism	3								Y	
US	24729	Demonstrate knowledge of world tourist destinations	4								Y	
US	24730	Demonstrate knowledge of the business of tourism	4									
US	24731	Demonstrate knowledge of destination New Zealand	4									
US	24732	Demonstrate knowledge of tourist characteristics and needs	3									
US	18237	Perform calculations for a tourism workplace	3									
US	23761	Read and comprehend work-related documents in English for a tourism workplace	3									
US	23767	Demonstrate knowledge of and use the internet in a tourism workplace	2									

### Internals - Year 2

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
US	24727	Describe and compare impacts of tourism on the physical environment	3									
US	24733	Describe and promote a New Zealand tourist destination	4									
US	3727	Demonstrate knowledge of Pacific Island countries as tourist destinations	5									
US	18211	Demonstrate knowledge of Australia as a tourist destination	5									
US	24724	Demonstrate knowledge of the history of tourism	4									
US	24725	Describe and analyse the economic significance of tourism	4									
US	24726	Describe and compare social and cultural impacts of tourism	3									





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## Food and Nutrition



### What we will learn?

Issues that impact on the wellbeing of New Zealanders and learn how to address some of these issues.

## How is the course assessed?

**91299:** Analyse issues related to the provision of food for people with specific food needs

Internal 5 Credits

**91302:** Evaluate sustainable food related practices

**91304:** Evaluate health promoting strategies designed to address a nutritional need

Internal 5 Credits

**167:** Food Safety

External 4 Credits

Internal 5 Credits

## Achievement Standards

### Previous Study

- Preferably NCEA L1 Nutrition Achievement Standards

### Next Steps:

- Cookery or the Hospitality Service Industry
- Dual Enrolment Ara Cookery/Bakery
- Level 3 NCEA Food & Nutrition

### Vocational Pathways

A career in the food science industry, nursing, occupational therapy, dietician, social work



## NZ Certificate in Hospitality



### What we will learn?

A general introduction to the Hospitality industry - covering a wide range of topics, graduates of this qualification will be able to:

- Meet basic health and safety requirements in a hospitality workplace.
- Apply the basic skills associated with one or more entry level roles in the hospitality industry.
- Carry out basic communication, teamwork, problem solving and self-management skills in relation to hospitality work.

## How is the course assessed?

## Achievement Standards

41 credits at Level 2

- This course is able to be taken by any student in Year 11 and 12.
- The assessment programme is over two years and is all internally assessed.
- A student may take this course for just one year. All assessments will be at Level 2 and provide credits towards their NCEA certificate.
- If a student completes both years there may be the opportunity for them to gain a New Zealand Certificate in Hospitality (Level 2). This sits alongside their NCEA certificate.
- Purpose: To provide a pre-employment qualification for people who are entering the hospitality industry in a range of basic positions. To provide a credential for those interested in entering the hospitality industry, that will support their future employment opportunities to work across the different hospitality career pathways. Graduates will be able to operate under supervision in entry-level roles in the hospitality sector.
- See Miss Christensen for further information

### Next Steps:

- Ara Dual Enrolment L3 Cookery or the Hospitality Service Industry



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## Art - Painting



### What we will learn?

Students at this level are expected to develop more independence in initiating, developing and resolving their year's work. Students undertaking this course will use research and investigative procedures based on established painting practice. Level 2 NCEA is assessed internally and externally with the completion of a 2 Panel filio submission.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91311	Use drawing methods to apply knowledge of conventions appropriate to painting	4							
AS	91316	Develop ideas in a related series of drawings appropriate to established painting practice	4							

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	12							

### Previous Study

- NCEA Level 1 ART

### Next Steps:

- NCEA Level 3 Painting and/or Photography  
Entry will be dependent on HOD and Dean approval



# Photography



## What we will learn?

This course of study aims to develop an understanding of photographic procedures and practices which underlie the photographic discipline. Students undertaking this course will use research and investigative procedures based on established photography practice. Level 2 NCEA standards are assessed internally and externally with the completion of a 2 panel folio submission.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91312	Use drawing methods to apply knowledge of conventions appropriate to photography	4							
AS	91317	Develop ideas in a related series of drawings appropriate to established photography practice	4							

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.	12							

## Previous Study

- Nil however Level 1 Art is a definite advantage

## Next Steps:

- NCEA Level 3 Photography  
Entry will be dependent on HOD and Dean Approval



# English



## What we will learn?

This academic course is based on the study of language and literature including:

- The appreciation and analysis of the language of poetry and prose
- The study of a language and literature.
- Two out of a contemporary novel, a study of the short story, and poetry, and a film study.

Students concentrate on developing their literary skills of discrimination, critical response and appreciation

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	R	W
AS	91101	Produce a selection of crafted and controlled writing	6									Y
AS	91102	Construct and deliver a crafted oral presentation	3									
AS	91106	Form developed personal response to independently read texts, supported by evidence	4								Y	

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	R	W
AS	91098	Analyse specified aspects of studied written texts with supporting evidence.	4								Y	Y
AS	91099	Analyse specified aspects of studied visual or oral texts with supporting evidence.	4									Y
AS	91100	Analyse significant aspects of unfamiliar texts through close reading with supporting evidence.	4								Y	Y

## Previous Study

- NCEA English Level 1
- Students should have passed as many External Achievement standards as possible.

## Next Steps:

- NCEA Level 3 English  
Entry will be dependent on HOD and Dean approval. Students should have passed as many NCEA Level 2 external standards as possible and gained 14 or more Level 2 credits.
- Students wishing to attend tertiary courses should aim to pass the entry to university requirements:-
  - At least 5 credits at Level 2 or higher in Reading standards.



## Gateway



### What we will learn?

The Gateway programme aims to create a pathway from school to the world of work by placing students in a chosen workplace for one day each week throughout the school year. This gives students a wonderful opportunity to try out potential careers and build relationships with employers. Students also work on industry-related unit standards which may help them with future employment/training.

The Tertiary Education Commission funds the Gateway programme and in 2023 Oxford Area School will have 10 placements available to selected Year 12 and 13 students. Students interested in Gateway may have to complete an interview in Term 4.

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## Adventure Based Management



### What we will learn?

This course will allow students to build on the knowledge base developed in Year 12 Adventure Based Management or to begin their Outdoor Management journey. It offers a range of Unit Standard assessments and Achievement Standards, all internally assessed throughout the school year.

Students will be expected to take on a leadership role within the class and at times work individually on aspects of their own learning programme. Students will need to be willing to contribute their own time e.g. weekends and after school in order to complete the practical component associated with the assessment tasks. The 2024 year course will focus on kayaking, climbing and snow craft, along with leadership in the outdoors, developing tramping skills as a member of a small group and performing physical skill/s to a national standard.

The costs associated with this course will be dependent on the number of practicals completed and the instructors fees associated with the physical skill achievement standard, 3.4. As our school has opted into the School Donations Scheme. This means there are rules for which we can request donations. One of those areas we will ask for a contribution to the costs is for school camps/overnight trips. Adventure Based Management requires many experiences outside the classroom and while we will not be asking for any contributions to trips held during the day we do seek support for contributing to the costs of overnight trips and camps. We have done our best to provide students with an exciting outdoor education programme as well as keeping costs to a minimum.

Students are welcome to also participate in NCEA Level 3 Physical Education as the course content is different.

## How is the course assessed?

### Internals



US	32836	Demonstrate knowledge of weather patterns, survival skills and navigation in the outdoors	3
US	28516	Prepare for, participate in, and evaluate an outdoor experience as a member of a group	15
US	32841	Prepare for an overnight outdoor activity	3
US	32848	Demonstrate paddling skills on moving water	2
US	476	Roll a decked paddle craft on flat water	2
US	20121	Demonstrate paddling skills on Class 2 water	2
US	20152	Demonstrate basic knowledge of safe abseil techniques	1
US	473	Demonstrate safe practices for participation in high ropes course activities	1
US	20157	Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above	2
AS	91504	Analyse issues in safety management for outdoor activity to devise safety management strategies.	3
AS	91501	Demonstrate quality performance of a physical activity in an applied setting. - Kayaking	4

### Course Contribution:

As our school has opted into the School Donations Scheme. This means there are rules for which we can request donations. One of those areas we will ask for a contribution to the costs is for school camps/overnight trips. Adventure Based Management requires many experiences outside the classroom and while we will not be asking for any contributions to trips held during the day we do seek support for contributing to the costs of overnight trips and camps. We have done our best to provide students with an exciting outdoor education programme as well as keeping costs to a minimum.

### Requirements:

Students do not need to have completed Year 12 ABM in 2019 but entry to this course would be based on discussion with Miss Lowen.

### Next Steps:

- Tertiary Study, University, College of Education, Polytech, Government department or local body council, Youth work, Tourism, Personal Training, Fitness and Recreation.



## Health



### What we will learn?

You will analyse health issues and practices that are currently in use both nationally and globally. You will examine ethical issues and the impact on wellbeing.

## How is the course assessed?

**91461** - Analyse a New Zealand Health Issue.

**91462** - Analyse an International Health Issue.

**91463** - Evaluate health practices currently used in New Zealand.

**91464** - Analyse a contemporary ethical issue in relation to well-being.

## Achievement Standards

Internal 5 Credits

Internal 5 Credits

Internal 5 Credits

Internal 5 Credits

### Previous Study

- Level 2 Health

### Next Steps:

- Health Sciences, Social sector



## Physical Education



### What we will learn?

Students will participate in a variety of contexts throughout the year. You will have numerous opportunities to develop your leadership skills in practical settings, you will develop their understanding of anatomy and physiology and how the body works during exercise. You will develop their understanding of socio - cultural influences on people's physical activity choices.

Students will further develop their critical thinking skills in relation to both biophysical and socio-cultural principles. Students will have the opportunity to develop their physical skills in a selected context. They will select a sporting event or activity to train for, analysing the improvement they make in their physical performance. Work to evaluate risk management strategies when participating in a challenging outdoor activity. Work alongside junior members of the school in a coaching role and demonstrate social responsibility in a practical learning environment.

Year 12 Physical Education offers both theory and practical lessons with students being expected to be changed into appropriate gear for practical lessons. Students will be expected to demonstrate a high level of self management as they will spend a portion of their time working alongside junior students.

## How is the course assessed?

## Achievement Standards

<b>91329</b> - Demonstrate understanding of the application of biophysical principles to training for physical activity	4 Credits
<b>91330</b> - Perform a physical activity in an applied setting	4 Credits
<b>91331</b> - Examine the significance for self others and society of a sporting event, a physical activity or a festival	4 Credits
<b>91332</b> - Evaluate Leadership strategies that contribute to effective functioning of a group	4 Credits
<b>91334</b> - Consistently demonstrate social responsibility through applying social responsibility in a model	4 Credits

### Previous Study

- Experience in a PE subject within the last 2 years.

### Next Steps:

- Level 3 Physical Education/Level 3 ABM



# Mathematics



## What we will learn?

This course is a further development of Level 3 Mathematics. It is meant for students who enjoy Mathematics in its own right or who need a continued Maths course to advance in subjects such as engineering, computer science, the exact sciences and economics as well as commerce, the biological and social sciences and a variety of professions.

Students should investigate the entry requirements for University courses they may wish to apply for to ensure that they will be included in their course.

It is recommended that students taking Level 3 Physics also take the Mathematics course. Adequate results in Level 2 Mathematics are a prerequisite.

The course followed will be a mixture of Level 3 standards from Calculus and Statistics and Modelling. The actual standards taught will depend on the abilities and goals of the students in the class and some students may vary their course, in consultation with the HOD.

## How is the course assessed?

### Assessment possibilities:

AS/US	NZQA code	Short Title	PI	SI	SCS	MT	CI	C	A	Credits	L	N
AS	91587	Systems of Equations	Green	Blue	Purple					3		Y
AS	91575	Trigonometry	Green	Blue	Purple					4		Y
AS	91578	Differentiation	Green			Red		Yellow		6		Y
AS	91574	Linear Programming	Green			Red		Yellow		3		Y
AS	91583	Experiments	Green			Red		Yellow		3	Y	Y
AS	91580	Time Series	Green		Purple	Red		Yellow		4	Y	Y
AS	91581	Bivariate Data	Green		Purple					4	Y	Y
AS	91586	Probability Distributions	Green							4		Y

## Previous Study

At least 12 credits in NCEA Level 2 Mathematics, are desirable if a student is to achieve at Level 3. The Dean and HOD will take into account each student's goals and academic history.

## Next Steps:

Tertiary Study



## Drama



### What we will learn?

Drama at Level 3 aims to prepare students for tertiary level study. Students have the opportunity to choose theorists in devising, perform for audiences in a major play and direct their own monologue performances.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91512	Interpret scripted text to integrate drama techniques in performance	4								Y	
AS	91513	Devise and perform a drama to realise a concept	5								Y	
AS	91515	Select and use complex performance skills associated with a drama form or period	4									
AS	91517	Perform a substantial acting role in a significant production	5								Y	

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91518	Demonstrate understanding of live drama performance	4								Y	
AS	91514	Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period	4								Y	

### Previous Study

- Level 2 Drama

### Next Steps:

- Drama School, Teachers College, Film work, Private Tuition, Stage Work, NASDA, Toi Whakaari, Unitec Drama, Hagley Theatre Company, public speaking.



## Music



### What we will learn?

Music at Level 3 will continue to extend and build on the basics developed in NCEA Level 1 & 2. Students will work on individual and band performances, continue with theory and develop their composing and songwriting abilities. NOTE: not all standards will be attempted, students are to choose the relevant standards to their skill set.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91416	Perform two programmes of music as a featured soloist	8									
AS	91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	4									
AS	91417	Perform a programme of music as a featured soloist on a second instrument	4									
AS	91419	Communicate musical intention by composing three original pieces of music	8									
AS	91849	Compose three original songs that express imaginative thinking	8									

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91421	Demonstrate knowledge of conventions used in music scores	4								Y	

### Previous Study

Music at Level 2 or private tuition at Grade 4

### Next Steps:

Bachelor of Music at University, ARA certificate or Bachelor of Musical Arts, Jazz School (Christchurch/Wellington), Vision College or Hagley College Music, Teaching, Private Tuition



# Agriculture



## What we will learn?

In 2024 Level 3 Agriculture will be a mix of Unit and Achievement standards. The course is designed to prepare students who are interested in studying Agriculture through the senior years and to also teach valuable practical skills. Students may be offered a selection of the following standards depending on availability from outside providers.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
US	18192	Demonstrate knowledge of how cows produce milk	2									
US	19081	Describe annual feed supply and demand, methods to manage feed surpluses and deficits, and perform calculations	2									
US	24836	Describe nonelectric fences, fence support materials, and safe practices in fencing	2									
AS	91289	Carry out an extended practical agricultural or horticultural investigation.	4									
AS	91295	Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices	4									

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91294	Demonstrate understanding of how NZ commercial management practices influence livestock growth and development	4									

**Practical Units** May be offered by outside providers time permitting

- US 19114 - Assist with handling and treatment of livestock
- US 19112 - Check and report on livestock

### Next Steps:

- Completion of National Certificate in Agriculture
- Farm Apprenticeship
- Employment on farms
- Level 3 Agriculture





## Biology



### What we will learn?

Biology at Level 3 looks at advanced biological concepts which cover Biological issues, Animal Behaviour and Plant Responses, Human Evolution and Human Biology

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91601	Carry out a practical investigation in a biological context, with guidance	4								Y	
AS	91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3								Y	
AS	91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3								Y	

### Externals

AS/US	NZQA Code	Short Title: And in consultation with class one of the following	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91603	Demonstrate understanding of the responses of plants and animals to their external environment	5								Y	
AS	91606	Demonstrate understanding of trends in human evolution	4								Y	

### Previous Study

- A minimum of 12 credits at NCEA Level 2 Biology is considered desirable for study at this level.

### Next Steps:

- Degree and Diploma courses in Health Sciences, Science, Nursing, Agriculture at University and Polytechnic



## Chemistry



### What we will learn?

This course studies chemistry at a senior level. It extends and expands on the ideas and material covered in Level 2 Chemistry

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91387	Carry out an investigation in chemistry involving quantitative analysis	4								Y	Y
AS	91388	Demonstrate understanding of spectroscopic data in chemistry	3									

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91390	Demonstrate understanding of thermochemical principles and properties of particles and substances	5								Y	
AS	91391	Demonstrate understanding of the properties of organic compounds	5								Y	

### Previous Study:

A minimum of 14 credits in Level 2 Chemistry or at the discretion of HOD Science.

### Next Steps:

- Degree & Diploma courses in chemistry, Pharmacy, Engineering, Agriculture etc at University or Polytechnic



# Physics



## What we will learn?

This course studies Physics at a senior level. It extends and expands on the concepts and material covered in Level 2 Physics

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	4							
AS	91525*	Demonstrate understanding of Modern Physics	3							

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91523	Demonstrate understanding of wave systems	4							
AS	91524	Demonstrate understanding of mechanical systems	6							
AS	91526	Demonstrate understanding of electrical systems	6							

### Previous Study:

- 14 credits in Level 2 Physics
- 14 credits in Level 2 Mathematics

### Next Steps:

- Degree & Diploma courses in Physics, Engineering, Electronics etc at University or Polytech



# Spanish



## What we will learn?

The aim of this course is to develop your four main language skills: Speaking, Listening, Reading and Writing.

**NCEA Level 3 Spanish aims** to build further on the skills of oral and written communication by dealing with the more complex structures and wider vocabulary which will enable students to express their opinions in **Spanish** on a wide variety of subjects of interest to young people.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91569	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.	3									
AS	91572	Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives.	5									

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91568	Demonstrate understanding of a variety of extended spoken Spanish texts	5									
AS	91571	Demonstrate understanding of a variety of extended written and/or visual Spanish texts	5									

### Previous Study:

It is preferable for students to have studied the language to NCEA Level 2. However, students who have acquired Spanish skills outside the New Zealand system to the equivalent of or higher than Level 2 standard, or native Spanish speakers, would be eligible to take the course.

### Next Steps:

University  
It would also form a solid foundation from which to develop Spanish skills in a Hispanic country.



# Geography



## What we will learn?

Geography is a dynamic subject that moves with times. It looks at today’s key social, political and moral questions on a local, national and global scale. Students explore the relationship between people and the environment around us and make their own informed decisions.

- What can we do about global warming?
- Should native forests be logged?
- Is the population growing too fast?
- Should groundwater use be limited for dairy farming?

As the best way to learn is to experience things at first hand, the course also involves participation in field trips.

Studies may include:

- Natural Processes focusing on the coastal environments of Canterbury.
- Cultural Processes focusing on tourism development in New Zealand and the gold coast of Australia.
- The geographic importance of planning and decision making based on local, regional, national and global planning issues.
- Geographic Issues.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	3.3 91428	Analyse a significant contemporary event from a geographic perspective	3								Y	
AS	3.5 91430	Conduct research with consultation	5								Y	Y
AS	3.6 91431	Analyse aspects of a contemporary issue	3								Y	
AS	3.7 91432	Analyse aspects of a topic at a global scale.	3								Y	

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	3.1 91426	Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment	4								Y	
AS	3.2 91427	Demonstrate understanding of how a cultural process shapes geographic environment(s)	4								Y	
AS	3.4 91429	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills	4								Y	

### Possible Overnight Fieldtrip - Cost

- Queenstown Field Trip \$300 is the approximate cost and will be in Term 1.

### Previous Study

### Next Steps:

- Tertiary Course/Career  
Tourism, Agriculture, Landscape Design, Geology, Resource Management, Education, Environment,  
Decision Making and/or Planning, Catchment Authorities,  
Local Government, Weather Presenter on TV.



# History

## What we will learn?

The internally assessed achievement standards involve historical research and communicating the major findings. The Level 3 programme will offer choice to students to research topics of personal interest.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	4								Y	
AS	91435	Analyse an historical event, or place, of significance to New Zealanders	4								Y	
AS	91437	Analyse different perspectives of a contested event of significance to New Zealanders.	4								Y	

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
AS	91436	Analyse evidence relating to an historical event of significance to New Zealanders	4								Y	
AS	91438	Analyse the causes and consequences of a significant historical event	6								Y	
AS	91439	Analyse a significant trend and the force(s) that influenced it..	6								Y	

### Previous Study:

English, Geography or History at Level 2

### Next Steps:

- University study in History, English, Political Studies, Classical or American Studies, Sociology, Law or Journalism.



## Tourism Level 2 and 3



### What we will learn?

Tourism is a fast growing industry in New Zealand and around the world. There are many varied and exciting employment prospects open for those that enter the area. Operating as a 2 year course, Tourism offers Unit Standard credits and successful candidates will be awarded the National Certificate in Tourism and Travel (Introductory Skills) (Level 2). People awarded with this qualification are able to demonstrate communication skills, written and verbal, mathematics, and information technology in the context of the tourism and travel industry. This includes knowledge of world geography and tourism destinations within New Zealand, as well as tourism as a world-wide industry.

## How is the course assessed?

### Internals - Year 1

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
US	24728	Demonstrate knowledge of work roles in tourism	3								Y	
US	24729	Demonstrate knowledge of world tourist destinations	4								Y	
US	24730	Demonstrate knowledge of the business of tourism	4									
US	24731	Demonstrate knowledge of destination New Zealand	4									
US	24732	Demonstrate knowledge of tourist characteristics and needs	3									
US	18237	Perform calculations for a tourism workplace	3									
US	23761	Read and comprehend work-related documents in English for a tourism workplace	3									
US	23767	Demonstrate knowledge of and use the internet in a tourism workplace	2									

### Internals - Year 2

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A	L	N
US	24727	Describe and compare impacts of tourism on the physical environment	3									
US	24733	Describe and promote a New Zealand tourist destination	4									
US	3727	Demonstrate knowledge of Pacific Island countries as tourist destinations	5									
US	18211	Demonstrate knowledge of Australia as a tourist destination	5									
US	24724	Demonstrate knowledge of the history of tourism	4									
US	24725	Describe and analyse the economic significance of tourism	4									
US	24726	Describe and compare social and cultural impacts of tourism	3									



- **Tertiary Study in Tourism**
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## Food and Nutrition



### What we will learn?

Issues that impact on the wellbeing of New Zealanders and learn how to address some of these issues.

## How is the course assessed?

**91466:** Investigate a nutritional issue affecting the well-being of New Zealand society

Internal 5 Credits

**91471:** Analyse the influences of food advertising on well-being

**91469:** Investigate the influence of multinational food corporations on eating patterns in New Zealand

External 4 Credits

Internal 5 Credits

Barista (optional)

Internal 5 Credits

## Achievement Standards

### Previous Study

- Preferably L2 Home Economics Standards

### Next Steps:

- Cookery or the Hospitality Service Industry
- Study towards a career in the food science study
- Study towards a career in nursing, occupational therapy, dietician, social work

### Vocational Pathways

A career in the food science industry, nursing, occupational therapy, dietician, social work



## Art - Painting



### What we will learn?

This course of study requires students to have a high level of initiative in the developing and resolving of pictorial ideas in the discipline of painting. Students are required to use research and investigation within established art making traditions and be able to convey their ideas in the context of painting practice.

Level 3 NCEA Standards are assessed internally and externally with the completion of a 3 panel folio submission.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91446	Use drawing to demonstrate understanding of conventions appropriate to painting	4							
AS	91451	Systematically clarify ideas using drawing informed by established painting practice	4							

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	14							

### Previous Study

- Level 2 Art - Painting

### Next Steps:

- Tertiary Study



# Photography



## What we will learn?

This course aims to develop an understanding of photographic procedures and practices which underlie the photographic discipline. Students undertaking this course of study are required to demonstrate a high level of initiative using research and investigative procedures based on established photography practice.

Level 3 NCEA standards are assessed internally and externally with the completion of a 3 panel folio submission.

## How is the course assessed?

### Internals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91447	Use drawing to demonstrate understanding of conventions appropriate to photography	4							
AS	91452	Systematically clarify ideas using drawing informed by established photography practice	4							

### Externals

AS/US	NZQA Code	Short Title:	Credits	PI	SI	SCS	MT	CI	C	A
AS	91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	14							

### Previous Study

- Level 2 - Photography

### Next Steps:

- Tertiary Study