KAIKORAI VALLEY COLLEGE

Senior Student Course Booklet 2026


Creative Industries
Primary Industries
Services Industries
Social and Community Services
Manufacturing and Technology
Construction and Infrastructure
NCEA Level 1
Level 2
Level 3

Index

Foreword

Welcome to the senior course booklet for 2026. The information contained in this course booklet is important and we strongly encourage students from Years 10 – 12 to read through it with care. Likewise, parents and caregivers are asked to make themselves familiar with its content and discuss it with your child.

Each page contains information about the subjects/courses that may be offered in 2026. Whether a course is finally offered, will be based on information gathered from student course selection sheets. This is to be completed via the Edge student portal by the 29th August 2025. *If a course is not offered, it may be possible to study through distance learning (see opposite page).*

School timetables are made using a best fit model and therefore not all subject combinations may be possible.

There will be a subject selection information evening on the 19th August 2025 where you can meet with Heads of Departments to discuss what is involved in each course. At this evening there will also be a session explaining the NCEA changes.

Your son/daughter's subject selections for 2026 will be discussed at their 3-way conferencing interview between whānau teacher, parents/caregivers and students on the 28th August 2025.

Please take time to read through the advice on pages 5 to 18 about what should determine your choices. We want you to take a course in 2026 for all the right reasons.

Think carefully, consult widely, choose wisely and make 2026 your best year at Kaikorai Valley College.

I wish you every success.

Jatin Bali
Principal

General Information

At Kaikorai Valley College we believe in the development of well balanced all round achievers. We encourage students to participate in as many aspects of school life as practical. Yet there is an expectation that your first priority will be focused on academic achievement.

Academic achievement is the number one priority. Students may not forgo an assessment opportunity to participate in a sporting or cultural event. Academic achievement must always take first priority.

- ***In Year 11 you will study SIX subjects***
- ***In Year 12 you will study SIX subjects***
- ***In Year 13 you will study SIX subjects***

It is important to note that gaining the required credits for a Level 1 NCEA Certificate does not automatically provide you with entry to all Level 2 courses, and so on at Level 2 entering Level 3.

It may take more than three years to progress through the senior school and some students are likely to be studying at more than one NCEA level.

Distance Learning – due to numbers, it may not always be possible for the school to offer a face to face class with a teacher in front of students. Other distance learning options exist and have proven to be extremely successful for those who are **motivated** in taking a subject of interest. This distance learning can take on one of several formats:

- Correspondence School, Te Kura, – courses involve students working online using resources provided by the correspondence school. Students are able to contact tutors via email for additional support. Work is submitted to be assessed and feedback/ feed forward provided.
- Video Conferencing – courses involve students working one period per week through a video link with a teacher from another school. In this period much of the theory work is covered along with the demonstration of examples/exercises. Students are then set work to continue with for the remaining periods in the week. Students are able to contact tutors via email or other electronic means for additional support. Work is assessed by that teacher and feedback/feed forward provided.

Gateway - is a structured workplace learning option, designed for Year 12 and 13 students who are ready to explore a career option in the workplace. It is designed to strengthen the pathway for students to progress from school to workplace learning. Students are placed in a workplace -usually one day a week - where they gain practical experience in a particular industry and work towards credits provided by related Industry Training Organisations (ITOs).

Entry to the Gateway programme is by application to Mrs Beagley and an interview to determine whether you are 'work ready', and have a clear career direction or pathway for the future as well as having the motivation to study independently.

STAR (Secondary Tertiary Alignment Resources) **-** The STAR programme can include work-based learning, lead towards credits for Units Standards for vocational, education and training courses at Level 1 of NCEA or above, and includes short 'taster courses', giving students experience and knowledge in an area of interest. Some of these courses have credits attached to them while others are aimed at providing students with new experiences/knowledge in a given field of interest in order to help them make a better choice for the future.

Otago Secondary – Tertiary College (OSTC)

OSTC is practical, career-focused learning for students in Years 12 and 13. Students will develop skills and experience to help prepare for further study, on-the job training and employment. This course involves being at school for four days and at Otago Polytechnic for one day a week. Credits gained contribute towards NCEA Level two or three. You must be motivated. You need to be keen to pursue a career pathway related to the programme.

Courses likely to be available in 2026 (Yet to be confirmed by the Polytechnic)
Level 2 –Automotive, Building and Construction, Salon Skills, Beauty Therapy.
Level 3 - Sport, Exercise and Health, Building and Construction (Balclutha), Cookery.

Entry into these courses are through application and interview. Application forms and information are available from Mrs Beagley.

Students must demonstrate a reliable attendance and work record in the classroom, having completed NCEA Level one or two before they are accepted into this course.

The school reserves the right to withdraw students at any time from any of these alternative courses, if they demonstrate a lack of commitment, poor attendance, or are not meeting the work requirements. This may require caregivers to pay for all of or part of a course that school has paid for initially.

NCEA Qualification Structure

In the senior school students are working towards their National Certificates in Educational Achievement (NCEA) at Levels 1, 2 or 3. The Government has made it very clear that in order for students to be competitive and be able to meet the challenges that life will throw at them in terms of employment they need to gain at least Level 2 NCEA.

In order to achieve a particular Level students will need:

NCEA Level 1
- a total of 60 credits at Level 1 or above
- plus the 10 credit literacy co-requisite (5 credits reading and 5 credits writing)
- plus the 10 credit numeracy co-requisite

In ***2026*** the literacy and numeracy co-requisites can be gained by passing the three co-requisite exams, or by gaining credits from specific achievement standards.
Note: credits gained in achievement standards that are used for the literacy and numeracy co-requisite, will not be counted towards the 60 credits. The credits cannot be counted twice.

NCEA Level 2
- a total of 60 credits at Level 2 or above
- Level 1 Literacy and Numeracy co-requisite

NCEA Level 3
- a total of 60 credits at Level 3 or above
- Level 1 Literacy and Numeracy co-requisite

University Entrance

The board of the New Zealand Qualifications Authority is required by legislation to establish the standard for entrance to university.

UE requirements from
Achievement of **NCEA Level 3**
14 credits in each of **three** subjects from the list of approved subjects
UE numeracy – **10 credits** at Level 1 or above from specified Achievement Standards **or** the co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412
UE Literacy – **10 credits** [five in reading and five in writing] from specific Level 2 and above Achievement Standards, **or** specific Te Reo Māori and Te Reo Rangatira Level 2 and above Standards.

Approved subjects for University Entrance from 2021

Approved Subject	Achievement Standards
Accounting	91404, 91405, 91406, 91407, 91408, 91409
Agriculture & Horticulture	91528, 91529, 91530, 91531, 91532
Biology	91601, 91602, 91603, 91604, 91605, 91606, 91607, 91818, 91819
Business Studies	91380, 91382, 91384 91379, 91381, 91383, 91385, 91869, 91870, 91871
Calculus	91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587
Chemistry	91387, 91388, 91389, 91390, 91391, 91392, 91393
Chinese	91533, 91534, 91535, 91536, 91537
Classical Studies	91394, 91395, 91396, 91397, 9139
Construction and Mechanical Technologies	91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91627, 91628, 91629, 91630, 91631 (DVC), and 91632, 91633, 91634,91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91643, 91644 (Processing Technologies), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619 (Generic Technology), 91836, 91837, 91838 (Hangarau), **and 91900, 91901, 91902, 91903, 91904, 91905, 91906, 91907, 91908, 91909 (Digital Technologies and Hangarau Matihiko)**
Cook Islands Maori	91538, 91539, 91540, 91541, 91542
Dance	91588, 91589, 91590, 91591, 91592, 91593, 91594, 91595, 91850, 91851, 91852, 91853, 91854
Design (Practical Art)	91440, 91445, 91450, 91455, and 91460, 91855, 91856, 91857, 91858, 91859
Design and Visual Communication	91627, 91628, 91629, 91630, 91631 (DVC), and 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91632, 91633, 91634, 91627, 91628, 91629, 91631 (DVC), and 91620, 91621, 91622, 91623, 91624, 91625, 91626 *CMT), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech) and 91643, 91644 (Processing Tech), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91838 (Hangarau), and **91900, 91901, 91902, 91903, 91904, 91905, 91906, 91907, 91908, 91909 (Digital Technologies and Hangarau Matihiko).**
Digital Technologies and Hangarau Matihiko	91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91627, 91628, 91629, 91630, 91631 (DVC) and 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT and 91643, 91644 (Processing Tech), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau), and **91900, 91901, 91902, 91903, 91904, 91905, 91906, 91907, 91908, 91909 (Digital Technologies and Hangarau Matihiko).**
Drama	91512, 91513, 91514, 91515, 91516, 91517, 91518, 91519, 91520, 91850, 91851, 91852, 91853, 91854
Earth and Space Science	91410, 91411, 91412, 91413, 91414, 91415
Economics	91399, 91400, 91401, 91402, 91403, 91829
Education for Sustainability	90828, 90831, 90832, 91735, 91736, 91813, 91814, 91820, 91827, 91831
English	91472, 91473, 91474, 91475, 91476, 91477, 91478, 91479, 91480
French	91543, 91544, 91545, 91546, 91547
Geography	91426, 91427, 91428, 91429, 91430, 91431, 91432, 91433
German	91548, 91549, 91550, 91551, 91552
Hangarau	See Hangarau/Technology below
Hauora*	91461, 91462, 91463, 91464, 91465 (Health Education), 91466, 91467, 91468, 91469, 91470, 91471 (Home Economics), and 91498, 91499, 91500, 91501, 91502, 91503, 91504, 91505, 91789 (Physical Education), 91811, 91812, 91813, 91814, 91815, 91816 (Hauora)
Health Education	91461, 91462, 91463, 91464, 91465, 91811, 91815, 91816
History	91434, 91435, 91436, 91437, 91438, 91439, 91830, 91834, 91835
History of Art	91482, 91483, 91484, 91485, 91488, 91486, 91487, 91489, 91855, 91856, 91857, 91858, 91859
Home Economics	91466, 91467, 91468, 91469, 91470, 91471
Indonesian	91645, 91646, 91647, 91648, 91649
Japanese	91553, 91554, 91555, 91556, 91557

Korean	91558, 91559, 91560, 91561, 91562
Latin	91506, 91507, 91508, 91509, 91510, 91511
Mathematics/Pangarau	91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587 and 91580, 91581, 91582, 91583, 91584, 91585, 91586
Media Studies	91490, 91491, 91492, 91493, 91494, 91495, 91496, 91497
Music Studies	91417, 91418, 91419, 91421, 91424, 91416, 91420, 91422, 91423, 91425, 91849, 91860, 91861, 91862, 91863, 91864
New Zealand Sign Language	**91822, 91823, 91824, 91825**
Nga Mahi a te Rehia*	91850, 91851, 91852, 91853, 91854 (Nga Mahi a te Rehia), 91588, 91589, 91590, 91591, 91592, 91593, 91594, 91595 (Dance), 91512, 91513, 91514, 91515, 91516, 91517, 91518, 91519, 91520 (Drama), 91417, 91418, 91419 (Music Studies)
Nga Toi*	91850, 91851, 91852, 91853, 91854 (Nga Mahi a te Rehia); 91855, 91856, 91857, 91858, 91859 (Nga Toi Ataata); 91860, 91861, 91862, 91863, 91864 (Nga Toi Puoro)
Nga Toi Ataata*	91855, 91856, 91857, 91858, 91859 (Nga Toi Ataata), 91482, 91483, 91484, 91485, 91488 (History of Art), 91440, 91445, 91450, 91455 (Visual Arts Design), 91441, 91446, 91451, 91456 (Painting), 91442, 91447, 91452, 91457 (Photography), 91443, 91448, 91453, 91458 (Printmaking), 91444, 91449, 91454, 91459 (Sculpture), and 91460 (Visual Arts), 91490, 91494, 91495 (Media Studies)
Nga Toi Puoro*	91860, 91861, 91862, 91863, 91864 Nga Toi Puoro (Music), 91512, 91513 (Drama), 91417, 91418, 91419, 91421, 91424 (Music Studies)
Pangarau	See Mathematics/Pangarau above
Painting (Practical Art)	91441, 91446, 91451, 91456, and 91460, 91855, 91856, 91857, 91858, 91859
Photography (Practical Art)	91442, 91447, 91452, 91457and 91460, 91855, 91856, 91857, 91858, 91859
Physical Education	91498, 91499, 91500, 91501, 91502, 91503, 91504, 91505, 91789, 91812
Physics	91521, 91522, 91523, 91524, 91525, 91526, 91527
Printmaking (Practical Art)	91443, 91448, 91453, 91458, and 91460, 91855, 91856, 91857, 91858, 91859
Processing Technologies	91643, 91644 (Processing Tech), and 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91627, 91628, 91629, 91630, 91631 (DVC), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau), and **91900, 91901, 91902, 91903, 91904, 91905, 91906, 91907, 91908, 91909 (Digital Technologies and Hangarau Matihiko)**
Psychology	**91872, 91873, 91874, 91875, 91876**
Pūtaiao	See Science/Pūtaiao below 91601, 91602, 91603, 91604, 91605, 91606, 91607 (Biology), and 91387, 91388, 91389, 91390, 91391, 91392, 91393 (Chemistry), and
Science/Pūtaiao	91410, 91411, 91412, 91413, 91414, 91415 (Earth and Space Science), and 90828, 90831, 90832, 91735, 91736 (Education for Sustainability), and 91521, 91522, 91523, 91524, 91525, 91526, 91527 (Physics), and 91818, 91819, 91820, 91821 (Pūtaiao)
Religious Studies	90825, 90826, 90827, 91725
Samoan	91563, 91564, 91565, 91566, 91567
Sculpture (Practical Art)	91444, 91449, 91454, 91459, and 91460, 91855, 91856, 91857, 91858, 91859
Social Studies	91596, 91597, 91598, 91599, 91600, 91826, 91828, 91832, 91833, 91834, 91835
Spanish	91568, 91569, 91570, 91571, 91572
Statistics	91580, 91581, 91582, 91583, 91584, 91585, 91586
Technology/Hangarau	91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91627, 91628, 91629, 91630, 91631 (DVC), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91643, 91644 (Processing Tech), 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau), and **91900, 91901, 91902, 91903, 91904, 91905, 91906, 91907, 91908, 91909 (Digital Technologies and Hangarau Matihiko)**
Te Reo Maori	91650, 91651, 91652, 91653, 91654
Te Reo Rangatira	91803, 91804, 91805, 91806, 91807, 91808, 91809, 91810, 91817
Tikanga a-Iwi*	91826, 91827, 91828, 91829, 91830, 91831, 91832, 91833, 91834, 91835
Tongan	91679, 91680, 91681, 91682,91683

The two new subjects (New Zealand Sign Language and Psychology) and their associated standards shown in bold were added to the Approved Subjects list as of 1 April 2019. One name change (Digital Technologies and Hangarau Matihiko) and its associated 10 new standards are shown in bold, and were added to the list as of 7 June 2019.

Advice on Selecting Your Courses

Kaikorai Valley College has developed its own unique multi-level course structure that allows students to select subjects/courses at a level that provides clear pathways, meets student needs and provides sufficient challenge. Students need to realise that whilst every endeavour is made to accommodate all students in the design of the course structure, not all combinations are possible. Consequently, students must consult and communicate their needs according to the timeline set.

How to choose your subject/courses:

a) Interest/Pathway: This is the most important factor. Students must choose the subjects/courses that interest them most and will support the pathway they have planned for the future. There is no point in choosing a subject/course if it will place barriers in the way of future study or employment.

b) Career Pathway: A list of careers is included in this booklet (pg 14) along with advice as to which course structure (Year 12 & 13) will support this pathway. Students and caregivers should consider this with care and should feel free to consult the Careers Advisor if further information is required.

c) Ability: How good are you at a subject and how easily do you understand it? Your test/assessment grades in the past will help you assess your ability. Discuss your ability with your teacher as you may have a false idea of how well you can do something. Be careful not to under-rate your ability.

Don't get caught up in the following myths:

My friends are doing it
Mr/s X is/is not teaching it
My Mum or Dad did it
It will get me into University or it will get me a job
Can't think of anything else to do
I'll drop it after Year 11 anyway!

Please read through the material provided with care before proceeding with course selection. If you need assistance, the Deans or Careers Advisor (Mrs Beagley) are able to assist you and will be happy to respond to any questions you have.

Vocational Pathways

Our course pathways focus learning in different contexts but include those that help meet the government's vocational pathways initiative.

Most subjects will offer learning and assessment opportunities that support students to obtain credits towards achievement at NCEA Level 2 while also meeting the vocational pathways requirements in most of the following:

- Construction and Manufacturing
- Manufacturing and Technology
- The Primary Industries
- The Service Industries
- Social and Community Services
- Creative Industries

To obtain a ***Vocational Pathways Award as part of achievement within NCEA****, the learner must:*

- Achieve NCEA Level 2

AND

- Achieve 60 Level 2 credits from the *Recommended Assessment* Standards for a Vocational Pathways sector eg. Primary Industries, including 20 Level 2 credits from *Sector-Related* Standards for that sector e.g. Primary Industries.

For more information go to:

http://youthguarantee.net.nz/vocational-pathways/education-providers-/

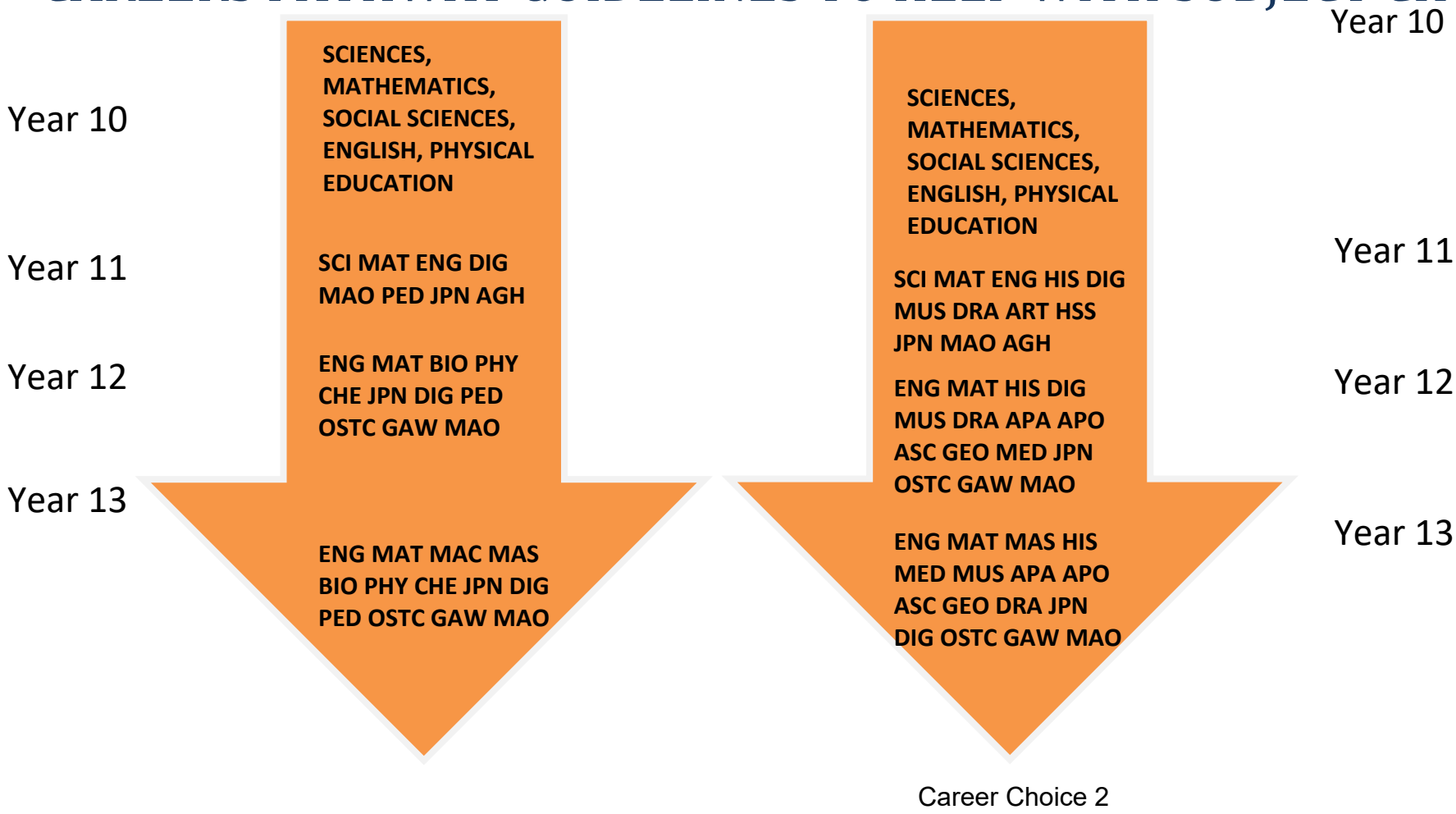
OR

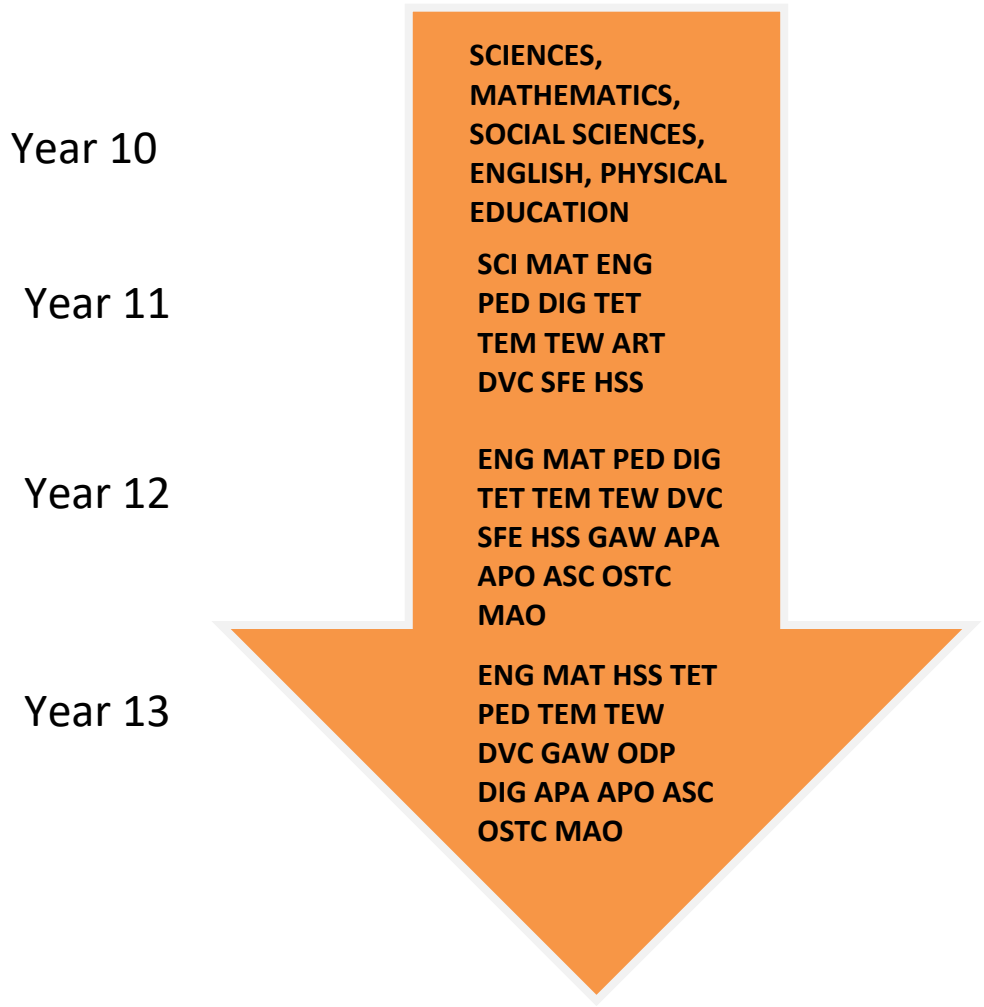
See our Careers Advisor, Mrs Beagley, for assistance in interpreting vocational pathways learning and assessment requirements.

"Vocational Pathways provide direction and relevance by showing students how their strengths and achievements relate to a wide range of study options and careers, and the choices they can make about what subjects they will study for their NCEA. They are a valuable tool to plan and develop their future learning and earning."

(Hekia Parata, Minister of Education, 2013)

CAREERS PATHWAY GUIDELINES TO HELP WITH SUBJECT CHOICES





Career Choices 3
(see over)

Where do Career Pathways lead to after school?

Remember that a best fit towards a career or future training may be found by combining a course with two additional choices in other option lines
See the Careers Advisor Mrs Beagley for help.

COURSE 1	COURSE 1	COURSE 2	COURSE 2	COURSE 3	COURSE 3
Audiologist	Pharmacist	Lawyer	Judge	Builder	Plasterer
Radiologist	Chiropractor	Economist	Solicitor	Plumber	Gibbing
Surgeon	Optometrist	Political Scientist	Diplomat	Construction	Recycling
Weather Forecaster	Brewer	Local Government	Linguist	Manufacturing	Pulp/Paper worker
Engineer (many different	Dairy Processor	representative	Editor	Farming (Many different	Armed Forces
kinds)	Conservator	Historian	Human Resource	kinds)	Copier Technician
Surveying	Anaesthetist	Librarian	Tour Operator	Prosthetics	Lines Mechanic
Teacher	Winemaker	Teacher	Archivist	Systems Analyst	Miller
Lecturer	Podiatrist	Flight Attendant	Theatre Manager	Designer	Traffic Management
Fitness Instructor	Forensics	Film Producer	Theatre Assistant	Programmer	Glazier
Sports Official	Biosecurity Officer	Museum Curator	Lighting Technician	Website developer	Automotive Technician
Doctor (Many different kinds)	Armed Forces	Archaeologist	Designer	Website administrator	Digger Operator
Psychiatrist		Journalist	Photographer	Telecommunications	Scaffolder
Psychotherapist		Broadcaster	Painter	Gunsmith	Furniture Finisher
Nurse		Accountant	Writer	Moulder	Kitchen Designer
Midwife			Criminologist	Pattern Maker	Bricklayer
Health Therapist			Dress Designer	Electrician	Boat Builder
Dietician			Fashion Industry	Industrial	Joiner
Scientist (Many different			Artistic Director	Measurement and Control	Carpenter
kinds)			ESOL	Manager	Stonemason
Mathematician			Sociologist	Lecturers	Gasfitter
Statistician			Social Scientist	Foreman	Fork-lift Operator
Modeler			Entertainer	Printer	Fencer
Communications			Anthropologist	Locksmith	Truck Driver
Technologist				Wood Turner	Teacher
Dentist				Plastic Die Setter	Landscaping
				Assembler	Trees Forestry
				Spray Painting	Cable Joiner
				Panel-beater	Designer
				Gunsmith	

Courses Structure 2026

Students will be selecting their subjects for 2026 via the Edge student portal https://student.musac.school.nz/. This is to be done by **29th August 2025.**
Students are also required to hand in their Course Planning Sheet, signed by parents/caregivers to their Form Teacher by **29th August 2025.** On the form students are to write two alternative subjects they wish to study if a subject is oversubscribed or unable to be offered due to low numbers.

Year 11

All students study English, Mathematics and Science.

Students **choose any three subjects**.

Agriculture/Horticulture [AGH]	Art [ART]	Design & Visual Communication [DVC]	Drama [DRA]
English for Speakers of Other Languages [ESOL]	Geography [GEO]	History [HIS]	Hospitality [HSS]
Japanese [JPN]	Māori [MAO]	Music [MUS]	Physical Education [PED]
Textiles Technology [TET]	Technology Digital [DIG]	Technology Metal [TEM]	Technology Wood [TEW]

Year 12

All students study English.

Students **choose any five.**

Agriculture/ Horticulture [AGH]	Art (Painting) [APA]	Art (Photography) [APO]	Art (Sculpture) [ASC]	Biology [BIO]	Chemistry [CHE]
Design & Visual Communication [DVC]	Drama [DRA]	English for Speakers of Other Languages [ESOL]	Gateway [GAW]	Geography [GEO]	History [HIS]
Hospitality [HSS]	Japanese [JPN]	Māori [MAO]	Mathematics [MAT]	Media Studies [MED]	Music [MUS]
Otago Secondary Tertiary College [OSTC]	Physical Education [PED]	Physics [PHY]	Skills for Employment [SFE]	Textiles Technology [TET]	Technology Digital [DIG]
Technology Metal [TEM]	Technology Wood [TEW]				

Year 13

Students **choose <u>any six</u> subjects.**

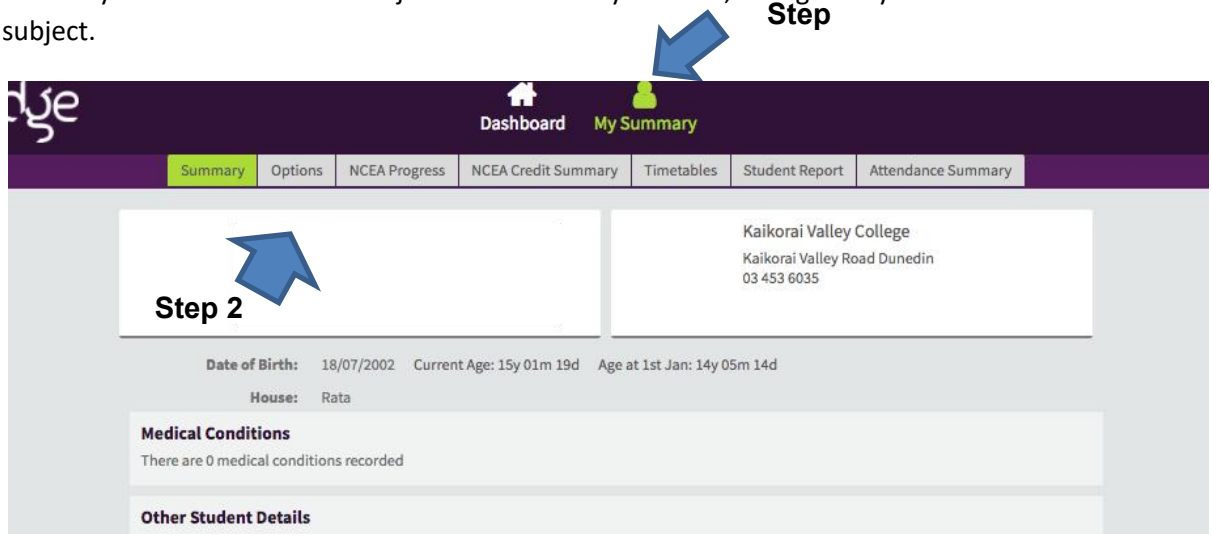
Agriculture/ Horticulture [AGH]	**Art (Painting) [APA]**	**Art (Photography) [APO]**	**Art (Sculpture) [ASC]**	**Biology [BIO]**	**Chemistry [CHE]**	**Design & Visual Communication [DVC]**
Drama [DRA]	**English [ENG]**	**English for Speakers of Other Languages [ESOL]**	**Gateway [GAW]**	**Geography [GEO]**	**History [HIS]**	**Hospitality [HSS]**
Japanese [JPN]	**Māori [MAO]**	**Mathematics [MAT]**	**Mathematics with Calculus [MAC]**	**Mathematics with Statistics [MAS]**	**Media Studies [MED]**	**Music [MUS]**
Otago Secondary Tertiary College [OSTC]	**Outdoor Pursuits [ODP]**	**Physical Education [PED]**	**Physics [PHY]**	**Textiles Technology [TET]**	**Technology Digital [DIG]**	**Technology Metal [TEM]**
Technology Wood [TEW]	**Travel and Tourism [TAT]**					

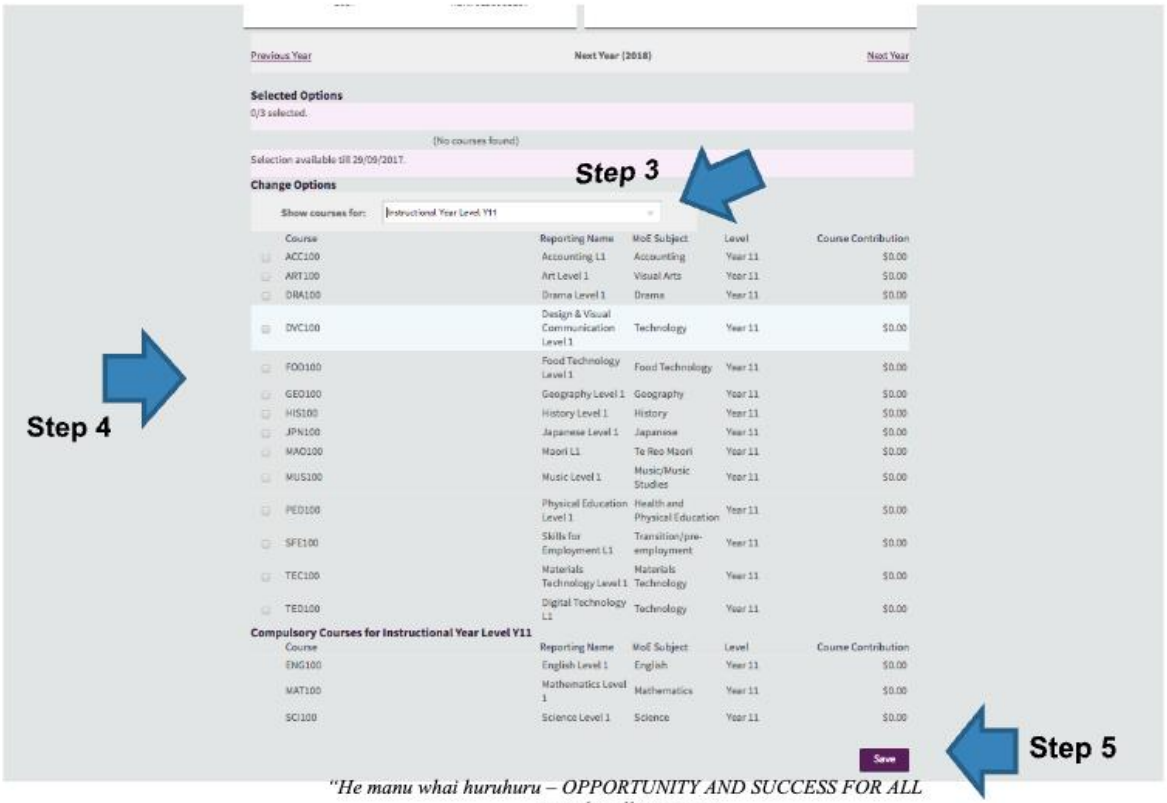
- Any student choosing GAW or OSTC will be required to have an interview with the Careers Advisor Mrs Beagley and fill in an application form.
- Students may select options at a lower year level.
- If a subject is not listed, it may be available through distance learning. Students wishing to study a subject via distance learning should write this on their course planning sheet, specifying the subject you wish to study. A reason must be given as to why the particular subject is important for their future career pathway.
- If you need assistance, the senior Dean (Ms Hunter/Mr Viggo) or the Careers Adviser (Mrs Beagley) are able to assist, and we will be happy to respond to any questions or meet with you.

Instructions for selecting options on the student portal

Students are to log into their student portal http://www.student.musac.school.nz/

Step 1: Click on My Summary.
Step 2: Click on Options.
Step 3: Select the year level.
Step 4: Check the year at the top of the page says 2026.
Step 5: Select your subjects. Year 11 students select three subjects, Year 12 students select five subjects, year Students 13 select six subjects.
Step 6: Press save
Step 7: Hand in your signed and completed course planning sheet to your Form Teacher
Note: If you wish to choose a subject at a different year level, change the year level then click on the subject.





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SUBJECT CODE

Subject	Code	Subject	Code	Subject	Code	Subject	Code
Agriculture/ Horticulture	AGH100/ AGH 200	English	ENG	Mathematics	MAT	Physics	PHY
Art - Painting	APA	English for Speakers Of Other Languages	ESOL	Mathematics with Calculus	MAC	Science	SCI
Art - Photography	APO	Gateway	GAW	Mathematics with Statistics	MAS	Skills for Employment	SFE
Art - Sculpture	ASC	Geography	GEO	Media Studies	MED	Technology Digital	TED
Biology	BIO	History	HIS	Music	MUS	Technology - Metal	TEM
Chemistry	CHE	Hospitality	HSS	Otago Secondary Tertiary College	OSTC	Technology - Wood/Metal	TEC
Drama	DRA	Japanese	JPN	Outdoor Pursuits	ODP	Technology - Wood	TEW
Design & Visual Communication	DVC	Māori	MAO	Physical Education	PED	Textiles Technology	TET
						Travel and Tourism	TAT

Agriculture/Horticulture

LEVEL 1/2: AGH 100/200 (Combined class for 2026)

Credits: 25 (Internal) Actual credit totals are at the discretion of the teacher

Leads on to: A new senior AgHort course in 2026, this is the chance to step out of the classroom and onto the KVC Urban Farm – a unique, living laboratory right here at school! AgHort courses and vocational Pathways in the Primary Sector, focused on Agriculture and Horticulture. This course caters for Year 11 or 12 students looking for a dynamic, practical pathway beyond traditional academic subjects.

The course is hands-on, practical learning where invaluable skills in agriculture and horticulture will be gained. This course is specifically designed for students who thrive in a practical environment and are interested in real-world applications – not for those aiming directly for university.

You'll master everything from:

- Safe farm practices
- Livestock handling
- fencing repairs
- Weed control and more!

Assessment is all internal, industry-recognised unit standards with up to 25 credits in the first year, with more on offer as progression is made! Forget stressful external exams; success will be measured by what the student can *do*!

Join a small, focused group for exciting on-site learning and even off-site assessments on local farms. It is aimed to secure a small budget for Personal Protective Equipment (PPE) to ensure safety and readiness for practical tasks.

Get ready to cultivate your potential and dig into a future with endless possibilities!

Course Costs: TBC

Teacher Contact: Mr Smith

Biology

LEVEL 2: BIO 200

Credits: 18 (10 internal) Actual credit totals are at the discretion of the teacher

Leads on to: Level 3 Biology and/or Applied Science careers

Level 2 Biology is the study of living things and how they interact with each other and the environment. Students develop an understanding of the diversity of life and life processes with emphasis on the biology of New Zealand including the sustainability of New Zealand's unique fauna and flora and distinct ecosystems.

Topics may include

- Plants and animals
- Ecological communities
- Cells structures, organelles and functions
- Microscope use
- Genetics, variation, and evolution
- Practical Investigation

Biology is a subject that leads to many careers in the sciences such as food technology, agriculture, health and medicine, teaching and environmental management.

Assessment will include both internal and external Achievement Standards.

Recommended workbook approximately $30.00

Teacher Contact: Mrs Kitt

Biology *UE Approved*

LEVEL 3: BIO 300

Credits: 18 (9 - 10 internal) Actual credit totals are at the discretion of the teacher

Leads on to: Tertiary Study and/or Applied Science careers

This is an academic course aimed at preparing students for tertiary studies and applied science careers in the biological sciences. Biology, with Chemistry and Physics is highly recommended for any career in science-related fields.

Topics may include:

- Plant Responses and Animal Behaviour
- Genetic manipulation
- Regulation of Homeostasis
- Human Evolution
- Current biological issues
- Practical Investigation
- Speciation

Biology is a subject that leads to many careers in the sciences such as food technology, agriculture, health and medicine, teaching and environmental management.

Assessment will include both internal and external Achievement Standards.

Recommended workbook approximately $30.00

Teacher Contact: Mrs Kitt

Chemistry

LEVEL 2: CHE 200

Credits: 18 (9 internal) *Actual credit totals are at the discretion of the teacher.*

Leads on to: Level 3 Chemistry and/or Applied Science careers

Level 2 Chemistry will look at the building blocks of materials (elements, atoms and molecules), and the compounds they form. It involves chemical calculations, energy changes and chemical reactions, describes how properties of substances are related to their bonding, and relates to their use. Experimental work is a large component of this course.

Chemistry *is essential* for science careers including health and medicine, teaching, technicians in laboratories, nursing and industries such as mining, forestry, fishing and agriculture. Level 2 Chemistry is complemented by Physics and/or Biology, and Mathematics is recommended.

Topics may include

- Atomic Structure, Bonding and Energy
- Introduction to Organic Chemistry
- Precipitation Reactions
- Volumetric Analysis
- Chemical Reactivity and Thermochemistry
- Oxidation & Reduction

Recommended workbook (approximately $30.00).

Teacher Contact: Mrs Kitt

Chemistry *UE Approved*

LEVEL 3: CHE 300

Credits: 19 (10 internal)
Actual credit totals are at the discretion of the teacher.
Leads on to: Tertiary study and/or Applied Science careers

Level 3 Chemistry builds on concepts studied at Level 2. These concepts require a good understanding of Level 2 Mathematics to enable calculation of quantities. Mathematics with Statistics at Level 3 is an advantage. Experimental work and analysis of results is a large component of this course.

Chemistry *is essential* for most science careers including health and medicine, teaching, laboratory technician, nursing and industries such as food and fabrics technology, mining, forestry, fishing and agriculture.

Topics may include

- Atomic Structure, Bonding, Thermochemistry
- Spectroscopy
- Properties of Organic Compounds
- Equilibrium Principles & Aqueous Solution Chemistry
- Redox & Electrochemistry

Recommended workbook (approximately $30.00)

Teacher Contact: Mrs Kitt

Design & Visual Communication

LEVEL 1: DVC 100

LEVEL 1: DVC100

Credits: 20

Leads on to: Level 2 Design & Visual Communication

Design and Visual Communication is about the interrelated strands of design thinking, visual communication, and design heritage. Within Design and Visual Communication, design consists of product design and spatial design.

Product design focuses on the development of tangible items that have a specific function within people's everyday lives. It does not include graphic identity; therefore logo design is not part of Design and Visual Communication. Spatial design is about the designing of three-dimensional spaces in terms of how they are experienced, occupied, or used by people.

Visual communication addresses how design ideas and outcomes are appropriately presented to the viewer. Design heritage is the history, culture, and awareness of design. It is the approaches to, and perspectives of, design tikanga, design fields (such as architecture, interior, product, landscape, fashion, and media design), design eras, influences and movements, designers, design artefacts, and the elements of design.

There are five Big Ideas in Design & Visual Communication. The nature of this subject as a discipline means aspects of Significant Learning often cross over multiple Big Ideas, and vice versa.

Big ideas are:

- Design, as an act of manaakitanga, seeks new ways to improve the lives of people and their places
- Design tikanga weaves together both divergent and convergent thinking in the generation, exploration, refinement, and resolving design ideas and outcomes
- Designers bring their own unique voice that draws from their personal experiences,

cultures, values, and perspectives as well as those of other people
- Design has a whakapapa – heritage, philosophies, and knowledges, both functional and aesthetic, in relation to product and spatial design
- Visual communication is a set of visual literacy skills that allow designers to think about, evaluate, and appropriately present design ideas and outcomes

Design and Visual Communications can provide students with a strong foundation for a variety of career paths and learning opportunities. Students will have already engaged in spatial or product design in some way or form in everyday life. By taking Design and Visual Communication, they will develop the necessary skills to bring their own ideas about spatial and product design forward through visual communication.

Students will:
- Learn freehand sketching, instrumental multi-view orthographic, and 3D drawing
- Use CAD drawing programmes to produce high quality Architectural and Product Design drawings
- Develop colour rendering techniques
- Present a body of design work to an audience

Teacher contact: Mr Stevens

Design & Visual Communication

LEVEL 2: DVC 200

Available to students who have successfully completed DVC100.

Credits: 9-15 Level 2 Achievement Standards (course endorsement available)

Leads onto: Level 3 Design & Visual Communication.

Design and Visual Communication at Level 2 build on the skills learnt the previous year. The focus is on visual literacy and creative thinking, using visual communication techniques. These techniques include product research, freehand sketching, instrumental multi-view orthographic, 3D drawing, colour rendering techniques, researching design eras and presenting a body of design work to an audience. The main body of work will be presented as A3 folios for internal and external assessment. Students will use the CAD drawing programmes to produce high quality Architectural and Product Design drawings. The Laser Cutter and 3D Printer will also be used to assist in the production of 3D models.

There is no end of year exam.

Teacher Contact: Mr Stevens

Design & Visual Communication

LEVEL 3: DVC 300

Available to students who have successfully completed DVC 200

Credits: 6- 18 Level 3 Achievement Standards (Course endorsement available).

Design and Visual Communications are the skills Architects, Engineers, Builders, Product designers, Fashion designers, along with Printed Media designers use in their everyday life.

This course is designed to provide you with the opportunity to build on skills learnt in Level 1 and 2 DVC. These include product research, freehand sketching, instrumental multi-view orthographic, 3D drawing, colour rendering and researching design eras.

The focus is on the year's work is to be able to develop a portfolio of work that can be used as a presentation to a stakeholder's brief to solve an issue. You then can go onto higher learning in tertiary education or the trades.

There is no end of year exam.

Teacher Contact: Mr Stevens

Digital Technology

LEVEL 1: DIG 100

Credits: 20

Leads on to: Level 2 Digital Technology

Technology is intervention by design. 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 they study, ākonga will develop computational thinking skills and the ability to design and develop digital outcomes. They will also learn how computers represent and process data — the fundamental material of the subject. Ākonga will develop an understanding of how data can be organised and the ethical issues surrounding its use. They will learn about the digital design and development processes used to create, test, and evaluate digital outcomes.
There are four Big Ideas in Design & Visual Communication. The nature of this subject as a discipline means aspects of Significant Learning often cross over multiple Big Ideas, and vice versa. Big ideas are:

- The discipline of Digital Technologies embodies whanaungatanga. Outcomes are made by people, for people, within cultural, social, and environmental contexts
- Digital outcomes are created for a purpose by following established processes
- The discipline of Digital Technologies embodies auahatanga. Outcomes solve problems and enhance and expand human possibilities
- All digital technologies are underpinned by algorithms and computer science principles

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.

Students will:

- Investigate and consider possible solutions for a given context or issue
- Use an iterative process to design, develop, store, and test digital outcomes
- Apply appropriate tools, techniques, procedures and protocols to improve the quality of outcomes to ensure they are fit for purpose and meet end-user requirements
- Apply principles and usability heuristics to their own designs and evaluate user interfaces in terms of them
- Become creators of digital technologies, not just users

Teacher contact: Mr Dyer

Digital Technology

LEVEL 2: DIG 200

Credits: 14 - 20

Leads on to: Level 3 Digital Technology

Course of Study

This Level 2 course will include learning in the following Digital Technology areas and will cater for students with a wide range of knowledge and skills.

DESIGNING AND DEVELOPING DIGITAL OUTCOMES

Students investigate and consider possible solutions for a given context or issue. With support, they use an iterative process to design, develop, store and test digital outcomes, identifying and evaluating relevant social, ethical and end-user considerations. They use information from testing and apply appropriate tools, techniques, procedures and protocols to improve the quality of the outcomes and to ensure they are fit-for-purpose and meet end-user requirements.

COMPUTATIONAL THINKING FOR DIGITAL TECHNOLOGIES

Students develop computational and algorithmic thinking skills and understanding of the computer science principles that underlie all digital Technologies.

Students use an iterative process to design, develop, document and test basic computer programs. They apply design principles and usability heuristics to their own designs and evaluate user interfaces in terms of them. They become creators of digital technologies, not just users.

Within TED200 two assessment options are available:

- NCEA Level 2 Achievement Standards (Subject endorsement available).
- Level 2 Unit Standards.

Teacher Contact: Mr Dyer

Digital Technology

LEVEL 3: DIG 300

Credits: 14 - 20 credits

Leads on to: University or Polytechnic

Course of Study
This Level 3 course will include learning in the following Digital Technology areas and will cater for students with a wide range of knowledge and skills. Within TED300 two options are available:

- NCEA Level 3 Achievement Standards.
- NCEA Level 3 Unit Standards.

DIGITAL INFORMATION

- Be able to understand how data organisation tools and systems are integrated to manage complex information.
- Be able to understand data organisation and management to design and construct systems for a specific purpose.

DIGITAL MEDIA

- Understand characteristics of digital media types and explain what they can be used for.
- Understand the importance of effective and appropriate file management procedures.
- Be able to use digital tools and techniques appropriate to the medium to create and publish a quality media project.

Teacher Contact: Mr Dyer

Drama

LEVEL 1: DRA 100

Credits: 20

Leads on to: Level 2 Drama
Drama helps us to understand cultural perspectives and worldviews and connect with our community. It celebrates and explores te ao Māori, Pacific, and European whakapapa and helps us to prepare for the future by challenging us to explore the attitudes and beliefs of characters in drama from Aotearoa New Zealand and globally.

Through drama, learners explore the lives and worlds of others and develop a deeper understanding of themselves and empathy for others. They will engage with the ways in which drama can uplift and sustain the mana of communities, groups and individuals.

There are four 'Big Ideas' in Drama, derived from the Arts' Learning Area:

1. Drama is influenced by whakapapa and is a way to respond to and share identity, culture, and perspectives
2. Drama is a collaborative, creative process
3. Drama weaves wairuatanga through storytelling, communication, and expression
4. Drama is an act of whakawhanaungatanga — meaning is created through the reciprocal relationship between the drama and audience.

Students will explore the pieces of Significant Learning through:

- Exploring ideas physically and in the moment
- Responding to creative offers to advance the drama and putting thoughts into actions
- Responding and adapting their whakaaro (thoughts and ideas) based on mahi tahi (working collaboratively)
- Developing understanding and critical thinking about the context of work; historical, social, cultural, political, and economic, in order to create meaningful drama
- Developing research skills in exploring the contexts of dramatic work

- Investigating roles, worlds, contexts, attitudes, and themes in drama, using their own prior cultural knowledge
- Developing their use of language in rehearsal, scripting, and devising processes

Learners in Drama enhance their interpersonal and communication skills, which will serve them well in all areas of learning and life. The ability to work with others, understand different points of view, and communicate ideas and information effectively is highly valued in any future pathway.

There may be a small cost involved in attending a trip to the theatre to view a live performance.

Teacher Contact: Mr Cook

Drama

LEVEL 2: DRA 200

Credits: 14- 22

Leads on to: Level 3 Drama

This course builds on the skills acquired in Level 1 Drama but students are expected to research and explore roles more deeply. Group performances are an important feature and there are opportunities to write and direct if a student has a particular interest or ability.

Course Description
Drama is the study of conveying meaning through live theatre. Students will perform, view and create dramatic work, including using script extracts and performing in a full-length play. Students will view live theatre performances and will be taught to analyse and interpret what they see.

There may be a small cost involved in attending a trip to the theatre to view a live performance.

Teacher Contact: Mr Cook

Drama *UE Approved*

LEVEL 3: DRA 300

Credits: 14 - 24

Leads on to: Theatre Studies at tertiary level, University study or Performing Arts course.

Course Description
The course continues with standards aligned to those taught in Levels 1 and 2. These include using drama techniques in a variety of contexts, devising, focusing on a theatre form or period and viewing and discussing live theatre. Students will take part in a full-length stage production.

Students with a particular interest or ability may elect to enter standards in playwriting or directing.

There may be a small cost involved in attending a trip to the theatre to view a live performance.

Teacher Contact: Mr Cook

English

LEVEL 1: ENG100

Credits: 20

Leads on to: Level 2 English

Level 1 English is an academic subject which will have a significant written component. English is the study, use, and enjoyment of the English language, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of forms. It is creative and critical, receptive and productive.

There are Five Big Ideas in English:

1. Language and Literature give us insights into ourselves and others
2. The stories of Aotearoa New Zealand are unique taonga tuku iho
3. Stories are a source of joy and nourishment,
4 Communication depends on shared codes and conventions
5. Literature, language and texts embody power relationships

Students will explore the pieces of Significant Learning through:

• Show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature
• Learn to describe and explain how aspects of Māori storytelling shape texts
• Interpret ideas within and between texts from a range of contexts
• Identify and understand the features of language use in particular contexts
• Communicate developed ideas by selecting and using a range of language features accurately for a variety of effects
• Seek feedback and make changes, with guidance, to improve clarity, meaning and effect
• Identify, describe, and explain their own perspectives through their responses to various texts
• Show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts

• Take a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond it.
•Identify how identity influences and informs personal responses to language and language choices
• Describe and explain the literary qualities of increasingly complex texts using examples from the text.

Students need to be motivated, enthused and complete work in their own time to be successful. This is a very challenging but rewarding subject. Students need to have good overall literacy skills.

Teacher Contact: Mrs Colquhoun

English

LEVEL 2: ENG 200

Credits: 18 - 24

Leads on to: Level 3 English

You will find that the work you do is similar to what you have done in previous years although there is a greater emphasis on the understanding of language and literature.

Students will explore the pieces of Significant Learning through:

- Reading Skills and Response to Literature (Drama, Novel, Short Stories, Poetry, Non-Fiction, and Film)
- Writing Skills
- Research Skills
- Speaking and Presentation Skills and Media Production Skills.

During the year you will build on the skills of interpretation and analysis developed in Level 1. Independent study skills along with organisational and co-operative skills are also emphasised. Students intending to carry on to university study must complete this course.

We hope you enjoy your year's work in English. It is important that you make a steady effort throughout the year for both your internal and external assessment standards.

Teacher Contact: Mrs Colquhoun

English *UE Approved*

LEVEL 3: ENG 300

Credits: 18 - 24

Leads on to: Tertiary Studies

The work you will study this year is very similar to the work you have done in Year 12 English. You will have a mixture of internally assessed and externally assessed activities.

The aim of this course is to provide an interesting and challenging year for students who are passionate about books and films and literature of all sorts. The course focuses on the study of Literature and develops skills in analysis, critical thinking and a wide range of writing styles.

- Producing crafted and developed formal and creative writing
- Constructing and delivering an oral presentation
- Completing independent research on a language or literature topic and presenting findings in written form
- Responding critically to studied written text, oral or visual text

You will be given assignments and activities to complete throughout the year. It is important to note that while not all work counts for assessment, class activities form a significant part of the study notes that you will need for the assessed activities, particularly those which are externally assessed in the exams at the end of the year.

We hope you enjoy your year's work in English. It is important that you make a steady effort throughout the year for both your internal and external assessment standards.

Teacher Contact: Mrs Colquhoun

ESOL – English for Speakers of Other Languages

LEVEL 1

Credits- 25 (across both Level 1 classes)

Description:
This course caters for international students with a Foundation to Pre-intermediate level of English. The topics support mainstream subjects and literacy skills for across the curriculum. There is an emphasis on all areas of English language to build a range of skills and develop confidence to write and speak in English.

Students who complete this course satisfactorily will be able to:

- write simple texts in different genres
- communicate and have simple conversations in English
- understand and use the 1000 vocabulary bank of frequent words
- read and understand a range of simple texts
- use different language features for different text types.

Teacher contacts: Ms Skelton

ESOL Farm 100/200

The College's Farm education programme includes our international students. As either short stay beginners, elementary (ESOL100), or intermediate level (ESOL200), our students use farm contexts for learning English. Examples of activities are; pruning and maintain fruit trees, trapping for pests, growing food, bee keeping, looking after chickens, caring for sheep and lambs and how to measure water quality.

Students can earn credits from English Language Learning standards that use the Farm learning as a context for writing, reading, speaking and listening. Those standards also count for credits towards NCEA and act as step-by-step progress markers to Level 1 literacy standards.

Person to contact: Mrs Skelton and Dr McMillan

ESOL – English for Speakers of Other Languages

LEVEL 2

Credits: 25 (across both Level 2 classes)

Description:
This course caters for international students with an Intermediate level of English. The programme aims to develop and expand vocabulary and confidence with a range of text types for mainstream subjects. At this level there is a strong emphasis on writing with increased cohesion and fluency to meet the standard of ESOL Level 2 and English/ Literacy Level 1.

Students who complete this course satisfactorily will be able to:

- write extended texts
- read a variety of texts for various purposes
- sustain conversations in English
- respond to and evaluate written texts
- produce formal and creative writing
- study and analyse visual texts

Teacher contacts: Ms Skelton

ESOL – English for Speakers of Other Languages

LEVEL 3

Credits: 20 (across both Level 3 classes)

Description:

This course caters for international students with an Upper Intermediate level of English and concentrates on achieving English Literacy for University Entrance. There is a strong focus on writing and reading at NCEA English Level 2 and students learn to write fluently in a range of genres with increasing independence. They also develop skills in generating logical, coherent opinions and analyzing texts.

Students who complete this course satisfactorily will be able to:

- participate in discussion and contribute valid and relevant ideas verbally with confidence
- understand and use the 3000-vocabulary bank of frequent words
- critically analyse written and visual texts
- write extended texts with fluency
- discuss features and language choices in texts written to meet a range of purposes
- self-edit and refine written work independently to meet requirements of NCEA English Level 2.

Teacher contacts: Ms Skelton

Gateway

Level 200/300 GAW

Credits: Expectation of 20 – no maximum

Leads on to: NCEA and credits towards a certificate or apprenticeship in the chosen field/Modern Apprenticeships/Tertiary Study.

The GATEWAY programme is designed for Year 12 and 13 students who are ready to explore a career option in the workplace. Students will be placed in a workplace where they can gain practical experience of a particular industry and work towards credits and qualifications based on their chosen career pathway. Examples of possible placements for students considering careers in automotive engineering, baking, building, civil engineering, early childhood, electrical, hairdressing, hospitality, and painting(other careers may be available on application).

Description

- Gateway is designed to strengthen the pathway for students to progress from school to their selected career
- Gateway provides students with structured workplace learning, while they continue to study at school. Each student has an Individual Learning Plan including units based on their chosen career pathway
- Gateway delivers hands-on, practical learning that leads to nationally recognized qualifications
- Gateway builds students' workplace experience, helping them move smoothly from school to work or further training

Benefits for students on the Gateway programme:

- An opportunity to build skills for employment
- An opportunity to try out potential careers and build links to Industry Training Organisations, modern apprenticeships and workplaces.
- An opportunity to look at tertiary study options within the chosen career pathway
- Acquisition of credits towards qualification in the chosen career pathway and NCEA

Gateway involves:

- No cost to students or parents
- A work placement relevant to a student's learning and vocational goal. Students must attend the work placement once a week or during school holidays
- An individualised learning plan for each student, based on the chosen career pathway. Students therefore need to be self-motivated and have independent learning skills.
- A high workplace learning content and assessment in the workplace
- Working closely with Industry Training Organisations (ITO) who provide NCEA units in students' chosen career pathway

Application for Gateway

- Places in Gateway are limited.
- Students must complete an application form (available from the Careers Office) to be considered for this programme.
- Parent/guardian must attend an interview with their young person prior to places in Gateway being allocated.
- Places in Gateway are not guaranteed and will be allocated based on the interview, attendance record, proven work ethic in the classroom and reliability.
- Students/parents are responsible for providing their own transport to their placement, assistance in the form of a bus travel card may be provided.

Teacher Contact: Mrs Beagley

GATEWAY

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Geography

LEVEL 1: GEO 100

Credits: 20

Leads on to: Level 2 Geography

Level 1 Geography is an academic subject which will have a significant written component. Geography is the study of te taiao and the interconnections within. We consider the question "What Is Where, Why There, and Why Care?" (Charles F. Gritzner (2002), Journal of Geography) so we can make sense of place.

There are Four Big Ideas in Geography: Te taiao (Te taiao consists of all things that make up the surrounding environment) connects people and people connect to te taiao, Te taiao can be shaped by natural processes, Tikanga (Indigenous best practice around the protection and regeneration of te taiao) informs the relationships between the tangata and te taiao and Perspectives and power influence te taiao.

Students will explore the pieces of Significant Learning through :

•Describe the key natural and cultural characteristics of te taiao

• Explore pūrākau and science to understand how te taiao is formed

• Investigate how natural processes operate within te taiao

• Investigate how natural processes form spatial patterns

• Investigate how natural processes have consequences within te taiao

• Examine the relationships that tangata whenua have with significant places

• Explore the relationship between te taiao and the location of communities

• Explore how spatial patterns influence people

• Explore the impact of people on te taiao and consider the consequences of this

• Know how kaitiakitanga can shape the relationship between ngā tāngata and te taiao

• Explore how principles of Te Tiriti o Waitangi relate to resource use and ownership in Aotearoa New Zealand

• Recognise that diverse perspectives will influence decision making

• Explore how power can shape decision-making for te taiao

• Recognise that decisions shape spatial patterns.

Students need to be motivated, enthused and complete work in their own time to be successful. This is a very challenging but rewarding subject. Students need to have good overall literacy skills.

Teacher Contact: Ms Boulton or Mrs Mulder

Geography

LEVEL 2: GEO 200

Credits: 19

Leads on to: Level 3 Geography

Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography).

During the Level 2 course students will undertake a range of topics that marries the natural and cultural worlds in the study of the glaciated landscape of the South Island High Country and take part in a field trip. Through this study students gain an understanding of how natural landscapes evolve over time and how natural processes and human activities change them.

The course looks at how cities grow and their pattern of development. Along with this we learn how humans have a variety of perspectives on contemporary issues within our cities. Geographic concepts and skills are further developed by applying them to a variety of interesting case studies.

At Year 12 we endeavour to undertake four or five Achievement Standards. Eleven credits will be available for internal assessment in three separate standards and 4-8 credits will be offered in two standards for external assessment at the end of the year.

Course costs: Field Trip – cost to be determined

Teacher Contact: Ms Boulton or Mrs Mulder

Geography UE Approved

LEVEL 3: GEO 300

Credits: 19

Leads on to: Tertiary Study

Geography provides an ideal framework for relating to other fields of knowledge. It is a subject that can be taken up at any level at Kaikorai Valley College and complements a number of subjects offered at the school. Geography is one of the most employable degree subjects owing to the wide range of concepts and skills obtained during the course.

In Year 13 Geography you will study the world and the place of people in the world. As geographers we understand that field trips are an important learning tool for students and a field trip to Karitane Peninsula will take place early in the year and during the winter months we take a day trip to gather research data.

You will become knowledgeable about issues facing NZ's environment and look at cultural processes such as refugee migration. Research is an area in which skills learnt can be applied to other areas of learning. In Year 13 we will research levels of pollutants in Kaikorai Stream.

Geographic concepts and skills are further developed this year and are applied to all aspects of this course.

At Year 13 we will endeavor to undertake six Achievement Standards. Up to 14 credits will be available for internal assessment and 8 credits will be offered in two standards for external assessment at the end of the year.

Teacher Contact: Ms Boulton

Travel and Tourism

Unit Standards are available to be taken as an alternative to the L2 and L3 Geography Courses.

Travel and Tourism

Unit Standards are available to be taken as an alternative to the L2 and L3 Geography Courses.

History

LEVEL 1: HIS 100

Credits: 20

Leads on to: Level 2 History

Level 1 History is an academic subject which will have a significant written component. History provides an opportunity for ākonga to understand how our historical narratives are shaped and how they influence our understanding of both ourselves and the world around us.

There are Five Big Ideas in History that are derived from the Social Sciences Learning Area. Two of the Big Ideas reflect the nature of history, and the other three reflect historical knowledge:

1. Nature of History: Historical narratives are constructed,
2. Nature of History: Historical narratives are contested,
3. Knowledge: Power relationships often drive history,
4. Knowledge: Place shapes the historical narratives of people
5. Knowledge: Identity is interwoven with history and is shaped by tūrangawaewae, whakapapa, and whanaungatanga.

Students will explore the pieces of Significant Learning through :

- recognise that historical narratives are constructed from sources
    - and may differ in their construction
- develop research skills, including an understanding of strengths
    - and limitations of different historical sources
- develop a narrative using historical concepts and selected
    - evidence
- explore pūrākau and pakiwaitara in constructing and sustaining
    - historical narratives
- engage with a variety of perspectives on historical places,
    - people, and events
- explore the significance of historical places, people, and events
- explore the exercise of power in the past and how it has affected
    - people
- explore how people's understandings of and engagement with
    - mana have shaped the past
- explore how places such as wāhi tapu can be remembered and
    - commemorated differently over time
- explore the importance of vā in shaping historical identities
- explore how tūrangawaewae, whakapapa, and whanaungatanga
- have shaped tuakiri

Students need to be motivated, enthused and complete work in their own time to be successful. This is a very challenging but rewarding subject. Students need to have good overall literacy skills.

Teacher Contact: Mrs Colquhoun

History

LEVEL 2: HIS 200

Credits: 24 (12 internal; 12 external)

Leads on to: Level 3 History

History at Kaikorai Valley College focuses on developing and honing Historical Thinking Skills. Throughout the three levels, students will learn how to think critically and analytically about significant events that have resulted in great change for New Zealand and the world.

This course covers historical forces and ideologies which helped shape the modern world. Students will examine the significance of events and different perspectives.

Useful skills and competencies you will learn in History:

- critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively
- intellectual rigour and independence, including the ability to conduct detailed research
- ability to construct an argument and communicate findings in a clear and persuasive manner, both orally and in writing
- ability to discuss ideas in groups, and to negotiate, question and summarise
- capacity to think objectively and approach problems and new situations with an open mind
- understanding of the different factors that influence the activities of groups and individuals in society

The study of History prepares students for many careers. The skills of analysis, research and communication are sought after by employers and are fundamental to lifelong learning.

History students find work in law, the public sector, politics, diplomatic service, media and business.

- The Russian Revolution
- Significant events in NZ in the 20th century
- The Vietnam War
- The Invasion of Parihaka

Teacher Contact: Ms Wishart

History *UE Approved*

LEVEL 3: HIS 300

Credits: 26 (10 internal; 16 external)

Leads on to: Tertiary study

History at Kaikorai Valley College focuses on developing and honing Historical Thinking Skills. Throughout the three levels, students will learn how to think critically and analytically about significant events that have resulted in great change for New Zealand and the world.

This course will consider the impact of empire and colonialism globally and in New Zealand. Students will research and analyse historical debates and contested or controversial events.

History examines the past to understand the present. History encompasses events occurring in New Zealand and global events involving or influencing New Zealanders. History fires students' curiosity and imagination is dynamic and exciting. History is research led discipline and prepare students for the future.

Useful skills and competencies you will learn in History:

- critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively
- intellectual rigour and independence, including the ability to conduct detailed research
- ability to construct an argument and communicate findings in a clear and persuasive manner, both orally and in writing
- ability to discuss ideas in groups, and to negotiate, question and summarise
- capacity to think objectively and approach problems and new situations with an open mind
- understanding of the different factors that influence the activities of groups and individuals in society

The study of History prepares students for many careers. The skills of analysis, research and communication are sought after by employers and are fundamental to lifelong learning.
History students find work in law, the public sector, politics, diplomatic service, media and business.

- Significant events in NZ in the 19th Century
- Race Relations in 19th Century NZ

Teacher Contact: Ms Wishart

Hospitality

LEVEL 1: HSS 100

Credits: 18 - 23 Unit Standard credits

Leads on to: Level 2 Hospitality

Course Description:

Year 11 Hospitality is a Unit Standard based programme which is aimed at students interested in pursuing a career in Hospitality. In a commercial kitchen environment, this course will develop in-depth knowledge of basic cooking skills and covers a wide variety of contexts ranging from basic knife handling skills to authentic catering experiences.

Students will:

- Undertake Service IQ unit standards which are designed by industry and education experts and linked to a career pathway in the Hospitality Industry.
- Acquire sound nutritional knowledge and apply this to practical assessments.
- Develop basic food handling practices applicable to a range of foods.

The take-home food component for this course is $160.

Teacher Contact: Mrs Wilson-Dale/Ms Hunter

Hospitality

LEVEL 2: HSS 200

Credits: 18-20 Unit Standard credits

Leads on to: Level 3 Hospitality

Course Description

Year 12 Hospitality is a Unit Standard based programme which is aimed at building on student knowledge from previous Level 1 Hospitality Standards. In a commercial kitchen environment, this course covers basic food handling, cookery methods and experience in catering for authentic occasions. They also have exposure to the latest food trends and the chance to work with a wide range of ingredients.

Students will:

- Undertake Service IQ unit standards which are designed by industry and education experts and linked to a career pathway in the Hospitality Industry.
- Complete Food Handling Certificate Unit Standard 167 which is required under the DCC Food Safety Bylaw for anyone working in a food premises in Dunedin.
- Learn safe working practices in a commercial kitchen.
- Develop basic skills in professional cookery practices including knife handling and maintenance of knives. Knife cut skills are emphasised and practiced throughout the course.
- Practice methods of cookery including steaming, baking, frying, poaching and grilling.
- Be introduced to the professional standards and expectations of the hospitality industry.

The take home food component of this course is $180.

Teacher Contact: Mrs Wilson-Dale/Ms Hunter

Hospitality

LEVEL 3: HSS 300

Credits: 15-18 Unit Standard credits

Leads on to: Polytechnic studies in Hospitality or employment in the Hospitality industry.

Course Description

Year 13 Hospitality is a Unit Standard based programme which is aimed at building on Student knowledge from previous Level 2 Hospitality Standards. There is a double period of cooking each week where more complex food processes are trialled in a commercial kitchen environment. Exposure to current food trends both here and around the world are explored and discussed.

- Complete New Zealand Hospitality recognised certificate (168) in demonstrating understanding of Food Handling Hazards and control in a commercial environment.
- Baking a range of baked goods to a commercial standard.
- Prepare and cook pasta dishes to a commercial standard.
- Prepare and present a range of complex sandwiches for service.
- New Zealand recognised certificate in Barista training with Industry Experts.
- Maintaining barista skills through authentic catering experiences.
- Explore and experiment with culinary ingredients from around the world.
- Visit local food businesses to gain industry understanding.
- **Students must have US167 before beginning this course. This can be gained at Year 12 or through a school holiday programme early in the academic year.**

The take home food component of this course is $170.

Teacher Contact: Mrs Wilson-Dale/ Ms Hunter

Japanese

LEVEL 1: JPN 100

Credits: 20

Leads on to: Level 2 Japanese

Level 1 Japanese students learn how to engage with the world around them in appropriate ways and become global citizens. As students acquire the skills of both communicative and intercultural competence, they reflect simultaneously on their own personal identities and explore their own culture(s) from a new perspective.

There are Five Big Ideas in Japanese:

1. Learning languages is about connecting and communicating within and across cultures and communities
2. Languages express meaning through unique forms of communication
3. Language, culture, and identity are inextricably linked
4. Learning languages encourages diverse ways of thinking, doing, and being
5. Language learning is an empowering process that involves risk-taking and fosters resilience and perseverance

Students will explore the pieces of Significant Learning through:

• communicate in Japanese in everyday contexts

• engage with, and make meaning of, short text types

• explore language used to express personal information, ideas, and opinions

• develop communicative skills to share simple information, ideas, and opinions in a range of predictable situations

• develop a foundational awareness of and use the key linguistic building blocks and patterns of language

• explore the use of script and the connection between script and pronunciation in everyday contexts

• develop a foundational awareness that oral features such as pronunciation and intonations can communicate different meanings

• recognise and develop an awareness that there are appropriate registers of language

• acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language

• recognise values and practices of Japanese-speaking cultures and the values and practices of their own cultures and communities.

Students need to be motivated, enthused and complete work in their own time to be successful. This is a very challenging but rewarding subject. Students need to have good overall knowledge of Hiragana and have completed year 10 Japanese.

Teacher Contact: Ms Lydiate

Recommended Optional Course costs:
Course booklet $25.00

Japanese

LEVEL 2: JPN 200

Credits: 19 -24

Leads on to: Level 3 Japanese

Level 2 Japanese builds on what was learnt at Level 1, focusing on students being able to communicate information that is not as familiar to them as in Level 1 Japanese.

The students are taught to compare and contrast New Zealand culture with Japan's culture. There is an increased emphasis on learning more complex language structures and Kanji.

The underlying theme of the course, and its internal assessments, is that of going to our sister school as an exchange student for a term.

There will be a minimum of 2 internal assessments that are compulsory and 1 optional standard. There are 2 external assessments.

Recommended Optional Course costs:
Course booklet $25.00

The student of Japanese at Level 2 can lead to career opportunities in travel, hospitality, teaching and foreign affairs.

Teacher Contact: Ms Lydiate

Japanese *UE Approved*

LEVEL 3: JPN 300

Credits: 18 -24

Leads on to: University study

Level 3 Japanese builds on what has been learnt at Levels 1 and 2. The course focuses on students developing a more in-depth understanding of the language and culture. It requires the student to be able to provide more in-depth language usage that explores and justifies a variety of ideas and perspectives.

The course is based around 3 topics:

- New Zealand and Japan
- Travel
- Careers

There will be 2 compulsory and 1 optional internal assessment and 2 external assessments.

Recommended Optional Course costs:
Course booklet $25.00

Teacher Contact: Ms Lydiate

Mathematics

LEVEL 1: MAT 100 EXTERNAL

Credits: 10 - 15

Leads on to: Level 2 Mathematics

This Level 1 course in Mathematics is an academic course, preparing students for study of mathematics beyond Level 1. Students will need good algebra skills to achieve success.

Students aiming for university or polytechnic courses in Mathematics, Sciences, Social Sciences, Engineering and some humanity subjects should aim for success in this course, which leads on to Level 2 Mathematics.

This course studies Number, Algebra, Statistics, Probability and Graphing. Two internally assessed standards and two externally assessed standards, with a possible total of 20 credits, may be offered.

Recommended workbook $40.00

Graphics calculator essential.

Teacher Contact: Mr Murphy

Mathematics

LEVEL 1: MAT 100 INTERNAL

Credits: 10 minimum

Leads on to: Level 2 Mathematics

The aim of this course is to give students an idea of how Mathematics can be used in the world around them. It is also hoped that students will learn to enjoy their use of Mathematics and apply it in a practical setting.

This course studies Number, Statistics and Measurement with all standards being internally assessed.

Recommended workbook $40.00

Teacher Contact: Mr Murphy

Mathematics with Calculus

LEVEL 2: MAT 200 EXTERNAL

Credits: 20

Leads on to: Level 3 MAC300 Calculus, MAS300 Statistics or MAT300 Mathematics.

This Level 2 course in Mathematics is an academic course preparing students for study of Mathematics beyond Level 2.

Students aiming for university or polytechnic courses in Mathematics, Sciences, Social Sciences, Engineering and some humanity subjects should aim for success in this course which leads on to MAC300 and MAT300.

This course studies Calculus, Graphing, Geometry, Probability and Trigonometry. Four internally assessed standards and two external standards, with a possible total of 20 credits, may be offered.

Recommended workbook $40.00

Graphics calculator essential.

Teacher Contact: Mr Murphy

Mathematics with Statistics

LEVEL 2: MAT 200 INTERNAL

Credits: 16

Leads on to: MAT300

This Level 2 course in Mathematics is to further build on their Level 1 skills – using real life contexts to apply their Mathematics in a practical setting. Students aiming for polytechnic or the trades should aim for success in this course, which leads on to MAT300.

This course studies Geometry, Probability and Trigonometry. Five internally assessed standards, with a possible total of 16 credits, may be offered.

Recommended workbook $40.00

Graphics calculator essential.

Teacher Contact: Mr Murphy

Mathematics *UE Approved*

LEVEL 3: MAT 300 INTERNAL

Credits: 16

Leads on to: Tertiary Study or the Trades

The aim for this Level 3 course in Mathematics to prepare students for the study of Mathematics beyond secondary level.

Students aiming for polytechnic courses or the trades should aim for success in this course.

This course studies Number, Algebra, Geometry and Trigonometry. Five internally assessed standards, with a possible total of 16 credits, may be offered.

This is an approved U.E. Domain Subject. Students can study MAS300 as well as MAT300.

Recommended workbook $40.00.

Graphics calculator essential.

Teacher Contact: Mr Murphy

Mathematics with Calculus *UE Approved*

LEVEL 3: MAC 300

Credits: 22

Leads on to: Tertiary Study

Students aiming for university or polytechnic courses in Mathematics, Sciences and Engineering subjects should aim for success in this course. Calculus has many applications and is a requirement for some tertiary courses.

This course studies Algebra, Calculus and Trigonometry with three internally assessed standards and two externally assessed standards, with a possible total of 22 credits, being available.

This is an approved U.E. Domain Subject.

Students can study both MAC300 and MAS300 but not MAC300 and MAT300.

Recommended workbook $40.00.

Graphics calculator essential.

Teacher Contact: Mr Murphy

Mathematics with Statistics *UE Approved*

LEVEL 3: MAS 300

Credits: 20

Leads on to: Tertiary Study

This is the traditional Mathematics with Statistics course, which is a common requirement for university Mathematics, Finance & Economics courses.

This course studies Statistics and Probability assessed by three internal standards and two external with a possible total of 20 credits, being available.

This is an approved U.E. Domain Subject.

Students can study either MAC300 or MAT300 as well as MAS300.

Recommended workbook $40.00.

Graphics calculator essential.

BYOD computer recommended.

Teacher Contact: Mr Murphy

Media Studies

UE Approved (Level 3)

LEVELS 2 and 3: MED 200 and MED 300

Credits: Up to 17

Leads on to: Tertiary study

Course Description for all levels:
Media Studies is a course designed to build skills around the interpretation and creation of media. In Media Studies we look closely at how media impacts society. In some standards students may explore their own lines of inquiry. For instance, how does social media impact the way we feel about ourselves? How has the use of emojis developed over time?

The majority of the course is based around film production. Students learn how to plan, script and produce a short film. The course prepares students for tertiary level studies.

Why Study Media Studies?

- Learn to use new technology software.
- Improve your written and communication skills, with a focus on real-world situations and media industry requirements.
- Produce media products you can be proud of, which can be used for job interviews and course applications.
- Develop self-confidence, performance ability and creativity as an individual and part of a group.
- Prepare yourself for a job in the media industry, for future study at a tertiary level, and gain skills, which are useful in many other areas of life, work and study.
- Media Studies prepares students for jobs such as Social Media Specialist, Media Marketing, Documentary Making, Advertising, Web Content Manager and Production Coordinator.

Media Studies

UE Approved (Level 3)

MED 200

Standards will be selected from:

- Demonstrate understanding of representation in the media
- Demonstrate understanding of an aspect of a media genre
- Produce a design and plan for a developed media product using a range of conventions
- Complete a developed media product from a design and plan using a range of conventions
- Write developed media text for a specific target audience

MED 300

Standards will be selected from:

- Demonstrate understanding of a relationship between a media genre and society
- Produce a design for a media product that meets the requirements of a brief
- Produce a media product to meet the requirements of a brief
- Demonstrate understanding of a significant development in the media
- Write a media text to meet the requirements of a brief

Teacher Contact: Ms Boulton

Music

LEVEL 1: MUS 100

Credits: 20

Leads to: Level 2 Performance and Composition in Music

Course Description:
Music provides the environment and opportunity for ākonga/learners to experiment, develop, and express their own artistic identity so they can flourish into creators, performers, and audiences of music. Through artistic experiences, musicians and audiences are inspired, challenged, and enriched.

There are Five Big Ideas in Music at level 1 that ākonga/learners will explore this year: Music is an expression and connection of language, identity and culture. Music is a sonic form of context. Music communicates intent through the organisation of sound. Music is a craft that enables people to construct meaning. Music enables people to express and experience feelings.

Students will explore in this course:

- Shaping original music ideas into compositional pieces of Music. Students will learn how to create and record pieces of music.
- Demonstrate performing skills. Students will rehearse and design performances of music throughout the year. They will have opportunities to be part of mentoring programmes, developed by kiwi artists.
- Students will investigate different contexts and styles of music throughout the year.
- Learn to unpack musical skills that relate to their instrument of choice whilst having opportunities to dive into the world of electronic music.

This course will be perfect for all students who prefer a more relaxed environment and those who may be new or continuing music.

Teacher Contact: Mr. Rion Corlet (Head of Music)

Music *(UE approved)*

LEVEL 2 MUS 200

Credits: 20 - 24

Leads on to: Level 3 Music

Course Description
The level 2 music course is designed to further allow for creative freedom in contemporary, classical and cultural performance, songwriting and recording. Students at this stage will more than likely have chosen a path to go down so the course is adaptive towards their learning and interest needs. This course is also open to new students coming straight in at this level.

Course of Study
This course is based around unpacking practical knowledge, musical tools and symbols and musical context to improve on their performance, compositional and recording skill set. This course also introduces the students to music research and can lead onto musical analysis and aural interpretation if the students wish to go down this path. Students by the end of this course will have produced a portfolio of recorded, written and performed music. There are 20 internally assessed NCEA credits with a further 4 externally assessed credits on offer.

This course will be perfect for students who prefer a more relaxed environment and those who may be new or returning to the subject.

Teacher Contact: Mr Rion Corlet

Music *(UE approved)*

LEVEL 3 MUS 300

Credits: 20

Leads on to: Tertiary study

Course Description
Level 3 music will more than likely be part of a multi-levelled class working in collaboration with level 2 students.

Course of Study
Students will have the option of performing, analysing and researching the musical world. They will also have the opportunity to produce an album that consists of either classical compositional works, contemporary rock/pop music, electronic and cultural music.

Career Options: Music performer, song writer, teacher, record producer, DJ, music retail, audio engineer, compositor, concert performer, music therapist, Ph.D. in music, Master of Arts, Minor or Major in Music Studies at University or Polytechnic.

Teacher Contact: Mr Rion Corlet

Otago Secondary Tertiary College (OSTC)

Level: 200/300 OSTC
Leads onto: Gateway or Tertiary study

Otago Secondary-Tertiary College (OSTC) is a training college which gives secondary school students a head start to achieving career-based qualifications while still at school. Year 12 and 13 students are able to access Level 2 and 3 NCEA Sector Related Standards in a number of Vocational Pathways at Otago Polytechnic.

Your OSTC programme will be one subject of your school timetable. You will attend Otago Polytechnic in Dunedin one or two days a week to study and attend school the rest of the week. You will have 3 study periods for the rest of your school timetabled week to catch up on work missed on a Friday. The following table outlines the programmes on offer, subject to numbers

Programme	Level	Credits	Days at Polytechnic	Vocational Pathway
Automotive	2	29	1	Manufacturing & Technology
Sport, Exercise and Health	3	26	1	Social & Community Services
Building & Construction	2	42	1	Construction & Infrastructure
Building & Construction	3	29	2 Travel to Balclutha	Construction & Infrastructure
Salon Skills	2	26	1	Services Industries
Beauty & Therapy	2	25	1	Service Industries
Cookery	3	60	Terms 1 & 2 (1) Terms 3 & 4 (2)	Services Industries

Students need to obtain an application form from Mrs Beagley

When considering a student application for this programme, the Careers Advisor will assess:

- how a course will benefit a student and meet their needs
- how a course contributes to the Vocational Pathway of the student
- if the student is motivated, able, and prepared, to undertake individual learning, meet outside deadlines, and co-operate with tutors from Otago Polytechnic
- the students must have **NCEA Level 1**
- parents or a guardian must attend an interview with their young person when applying for a place in an OSTC programme
- students must demonstrate a reliable attendance and work record in the classroom.

The Otago Secondary-Tertiary College staff will be involved in the final selection of students for the above courses as places are limited.

Assessment: includes internal unit standard demonstrating practical and theoretical knowledge.

For more specific information relating to each programme go to https://www.op.ac.nz/study/still-in-school/otago-secondary-tertiary-college/

Teacher Contact: Mrs Beagley

Outdoor Pursuits

LEVEL 3: ODP 300

Credits: 10 - 14

Leads on to: Tertiary studies
Please note - This is not a University Approved Subject.

You will have the opportunity to improve personal skills such as communication, leadership, responsibility, risk management, self-confidence, setting goals, teamwork and environmental awareness.

You also learn physical skills in areas selected from: First Aid, kayaking, mountain biking, bush craft, abseiling, rock climbing and mountain craft. You will not miss a lot of school time as there is an afternoon dedicated to Outdoor Education. There will be time away from school due to tramping in Term 2.

Activity cost of $180.00.

Teacher Contact: Mr Reddington

Physical Education

LEVEL 1: PED 100

Credits: 20

Leads on to: Level 2 Physical Education

Level 1 Physical Education is an academic subject which will have a ratio of approximately one theory and three practical lessons throughout the year but has a significant written component. The new NCEA structure is based on four main ideas; Movement is essential to hauora, participation in movement enriches our lives, through movement, we develop diverse capabilities and there are diverse ways of understanding movement contexts and the moving body.

Students will explore the pieces of Significant Learning through participation in diverse movements Contexts, developing movement skills and strategies that are responsive to external cues make meaning from how movement may influence hauora

- develop capabilities and explore strategies to promote kotahitanga
- manage self in challenging movement contexts
- understand a range of biophysical principles
- understand that sociocultural factors influence the moving body
- understand te ao Māori influences on the moving body
- reflect on how places and spaces influence movement with reference to te taiao
- apply an understanding of tikanga
- recognise that the body holds unique significance and tapu and must be protected and nurtured through movement.

Students need to be motivated, enthused and complete work in their own time to be successful. This is a very challenging but rewarding subject. Students need to have good overall fitness levels (at least 50 laps in the Beep Test) to be successful in this subject. Students are expected to wear KVC PE uniform and have shoes suitable for road running.

Teacher Contact: Mr Scott/Mrs Hendry/Mr Reddington

Physical Education

LEVEL 2: PED 200

Credits: 14-16

Leads on to: Level 3 Physical Education

Level 2 Physical Education is an academic subject which will have a ratio of two theory and two practical lessons. It will cover a variety of different individual and physical activities. Students will experience a range of scenarios where knowledge of physical education can be applied whilst improving their performance in different physical activities. Students' knowledge of biomechanics and anatomy will be increased and built on from previous years. Practical work includes a mountain bike trip and laboratory work coupled with practical gymnasium and other sessions. Students need to be motivated, enthusiastic and complete work in their own time to be successful. This is a very challenging but rewarding subject.

It is expected that students choosing this subject will be involved in co-curricular sport and will participate in the Cycle Trip (approx. $90) which forms part of the teaching and learning programme.

Students will have to have achieved an appropriate level of academic achievement and participated in at least 90% of practical lessons in PED100.

Students need to have good overall fitness levels (at least 50 laps in the Beep Test) to be successful in this subject.

Teacher Contact: Mrs Hendry/Mr Reddington

Physical Education

UE Approved

LEVEL 3: PED 300

Credits: 18 - 24

Leads on to: Tertiary studies

Level 3 Physical Education is an academic subject which will have a ratio of approximately two theory and two practical lessons throughout the year. Students will experience a range of real-life scenarios where knowledge of physical education can be applied. Planning and evaluating fitness programmes, analysing movements, developing leadership skills and working with other students in Physical Education programmes are the main areas of study.

Students need to be motivated and enthused and complete work in their own time to be successful. It is envisaged that students have completed PED100 and PED200.

Students will have to have achieved an appropriate level of academic achievement and participated in at least 90% of practical lessons in PED200.

Students need to have good overall fitness levels (at least 50 laps in the Beep Test) to be successful in this subject.

Teacher Contact: Mrs Hendry

Physics

LEVEL 2: PHY 200

Credits: 20-26 (7-10 internal) *Actual credit totals are at the discretion of the teacher*

Leads on to: Level 3 Physics and/or Applied Science careers

In Level 2 Physics you will learn about why the world works the way it does and how this knowledge is used in real life situations. It includes explanations for phenomena such as light, sound, heat, electricity and magnetism, waves, forces and motion.

This subject is an important component of many science careers such as Architect, Doctor, Engineering, Agriculture, Radiologist, Pilot, and Technician. It is also strongly recommended as a prerequisite for any Health Science course at universities throughout New Zealand.

Topics may include

- Mechanics
- Electricity and Magnetism
- Wave Motion
- Nuclear Physics

Recommended workbook approximately $30.00

Teacher Contact: Mr Cook

Physics *UE Approved*

LEVEL 3: PHY 300

Credits: 22-26 (7-10 internal) *Actual credit totals are at the discretion of the teacher.*

Leads on to: Tertiary study and applied science careers

Level 3 Physics builds on the work covered in the Level 2 course. Evaluation of data by linking trends and patterns with key physical principles in a variety of situations is required. Knowing about Physics enables people to understand a wide range of contemporary challenges and potential technological solutions.

Physics is required for most science study at tertiary level (e.g. health sciences such as radiography, medicine, agriculture, mechanical and electrical engineering) and can lead to careers in areas such as teaching, laboratory technician, architecture and industries such as mining, forestry, electronics, aviation and agriculture.

Topics may include

- Rotational Motion
- Simple Harmonic Motion
- Diffraction
- Doppler Effect
- Gravitation
- Kirchoff's Laws of Electrical Circuits
- Capacitance, Inductances and Alternating Current Theory
- Nuclear Physics
- Physics of the Hydrogen atom

Recommended workbook approximately $30.00

Teacher Contact: Mr Cook

Science

LEVEL 1: SCI 100

CREDITS: 20

Leads on to: Level 2 Biology/Chemistry/Physics

Level 1 Science weaves together learning from the living world, material world and physical world strands of *The New Zealand Curriculum*. Through these strands, ākonga will develop ways of thinking and ways of working in science, and in particular, biology, chemistry, and physics.

Students will complete three achievement standards in these areas, then have a choice of their fourth standard. This fourth standard will be chosen from the area of:

Chemistry - Physical Properties of Chemicals

Physics – Energy Systems

Agriculture and Horticulture – Understanding how life processes are maintained in a primary production system

Big Ideas

Chemistry, Biology and Physics use a variety of inquiry approaches to gain understanding

Matter and energy flow through biological systems

Properties of matter are determined by interactions of particles

All living things are interconnected

Physical phenomena can be explained through physics principles and communicated using physics conventions

Students will explore the areas of Significant Learning through :

• recognise that scientific ideas are developed through critical and creative thinking, regulated by evidence
• recognise differences, as well as similarities, in biological, chemical, and physical inquiry practices
• engage with different perspectives to inform Science inquiry approaches
• consider patterns in the ways that chemical reactions rearrange atoms and redistribute energy
• explore the implications of the conservation of mass
• explore how the impact of chemicals and their derivatives can change depending on the state, quantity, and location of the chemical species
• consider how genetic variation arises and its effect on resilience in biological systems
• explore ways that breakthroughs in science knowledge have furthered understandings in related disciplines
• understand that science knowledge is continuously developed through collaboration and review
• interpret representations, critique evidence, and communicate knowledge within science contexts
• apply inquiry approaches to develop understanding of science concepts, including how mātauranga Māori can inform inquiry practice
• understand that a range of science concepts can be used to explain an interaction
• explore the nature of energy and force in the physical world
• apply relevant modeling techniques to demonstrate understanding of physical phenomena within physics contexts.
• utilise discipline specific language and graphics used in science contexts
• explore how life processes affect primary production
• explore how and why primary production management practices are done as they are

Science is a compulsory subject at Level 1. Students need to be curious, motivated, and maintain a good work ethic to be successful. They will develop critical thinking skills and explore a range of inquiry approaches across the Sciences. This can be a challenging but rewarding subject. Students need to have good overall literacy and numeracy skills.

Course costs: Recommended workbook approximately $30

Teacher Contact: Mrs Kitt (HoD Science)

Skills for Employment

LEVEL 2: SFE 200

Credits: 15-18 Unit Standard credits

Course Description:

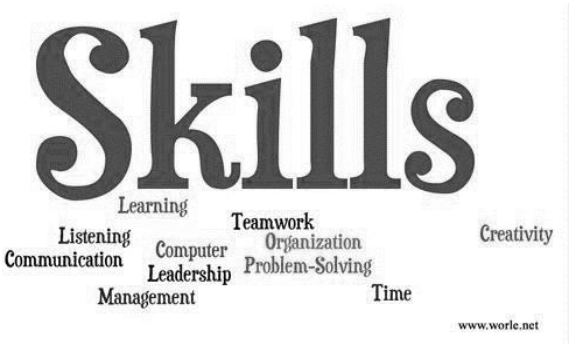
Year 12 Skills for Employment is a Unit Standard based programme which is aimed at preparing students to make the transition into the world beyond school by gaining understanding of independent living skills. There is an emphasis on the development of interpersonal skills and working with others. All students will participate in a practical food preparation class once a week.

Students will:

- Develop practical food handling and preparation skills.
- Produce a targeted Curriculum Vitae.
- Learn how to accurately fill in a form.
- Practice job seeking skills, including job interviews.
- Learn about basic employee rights and responsibilities.
- Develop money management skills including budgeting and decision making.

$100.00 take home component

Teacher Contact: Mrs Wilson-Dale



STAR (Secondary Tertiary Alignment Resources)

The Secondary Tertiary Alignment Resource (STAR) is funding for Year 11-13+ students to assist schools to:

- Provide alternative learning experiences that will respond to students' individual needs, motivate them to achieve, and facilitate their smooth transition to further education, training or employment.
- Support students to explore career pathways and help them make informed decisions about their schooling and future work or study.

KVC staff has discretion in how STAR funding is used. The school seeks to provide students with the range of learning experiences needed to support their engagement and achievement and successful transition

STAR is an initiative that aims to build the skills and core capabilities of young people and assist their achievement of NCEA Level 2, by providing opportunities for students to undertake industry related training, subjects outside of the curriculum, academic extension, and short taster courses to gain exposure to career and study options.

A list of the STAR funded courses available to Year 12 and 13 students, is published each term in the school notices and newsletters. STAR courses are also on the KVC Careerwise web page. Permission/agreement forms are available from Mrs Beagley.

Students and parents/caregivers must complete and sign a STAR agreement form, pay a small contribution, and return the form to Mrs Beagley, before being registered for a course. Students must demonstrate commitment to attending courses outside of school time. Failure to attend an arranged course without a satisfactory explanation may require caregivers to pay for all or part of the course that school has paid for initially.

Courses regularly available include First Aid, Safe Food Handling, Customer Service, Barista, Defensive Driving, Security, Bartending, Diving, Travel and Tourism and Flight Attending.

Teacher Contact: Mrs Beagley

Technology – Textiles

(UE approved)

LEVEL 1: TET100

Credits: 20

Leads on to: Level 2 Textiles Technology

Course Description:

Textiles Technology is a hands-on, creative subject that encourages ākonga to explore the three strands of the technology curriculum through the design and creation of fit-for-purpose outcomes. The practice of technology is grounded in intervention by design and ākonga will have multiple opportunities to demonstrate this.

There are four Big Ideas in Materials and Processing Technology. The nature of this subject as a discipline means aspects of Significant Learning often cross over multiple Big Ideas, and vice versa.

Big ideas are:

- Outcomes are developed to respond to people's needs through Textiles Technology practice
- Purposeful outcomes encourage auahatanga of Textiles Technology practice
- Authentic Textiles Technology contexts inspire fit-for-purpose outcomes through manaakitanga
- Sustainability through kaitiakitanga underpins ethical intervention by design in Textiles Technology practice

Materials and Processing Technology allows ākonga to utilise their thinking and creative skills, their interpersonal skills, and their self-management skills as they create outcomes for use by themselves and others.

Textiles Technology is an exciting, innovative, and creative subject where skills and knowledge are woven together to provide ākonga with transferable skills that can be applied to every aspect of their lives.

Students will:

- Research, design, and apply practical skills to textiles.
- Evaluate how techniques and processes perform in relation to basic fabrics.
- Develop an understanding of the physical characteristics of textiles.
- Plan, design, document and create a small range of products and/or garments that meet the specifications of a negotiated design brief.

Take home component $80 for all fabric and materials.

Teacher Contact: Mrs Wilson-Dale

Technology – Textiles *(UE approved)*

LEVEL 2: TET200

Credits: 16-20 Achievement Standard credits (4 External available)

Course Description:
This course is based on the New Zealand Technology Curriculum and provides students with an opportunity to work through the technology process. This will include design, problem solving, planning, research, trialling, and evaluation of ideas. These skills are incorporated into a range of projects which incorporate pattern making and construction, and which encourage students to explore a range of materials and processes to produce fit for purpose products. Students work to a brief of their own development to create textile items within a given context, for example, Slow Fashion.

This is a University Entrance approved subject and an external NCEA Achievement Standard is offered to enable students to gain subject endorsement. This course leads to tertiary study in Fashion and Design, with wider opportunities for employment in related industries, retail, and interior design.

Students will:

- Research, design, and apply practical skills and knowledge to work with textiles
- Evaluate how techniques and processes perform in relation to a range of fabrics
- Demonstrate an understanding of the physical and behavioural characteristics of textiles and evaluate the impact of these properties on performance.
- Plan, design, document and create a small range of products and/or garments that meet the specifications of a negotiated design brief.

Take home component $90 for all fabric and materials.
Teacher contact: Mrs Wilson-Dale

Technology – Textiles

(UE approved)

LEVEL 3: TET300

Credits: 16-20 Achievement Standard credits (4 External available)

Course Description:
This course is based on the New Zealand Technology Curriculum and provides students with an opportunity to work through the technology process. This will include design, problem solving, planning, research, trialing, and evaluation of ideas. These skills are incorporated into a range of projects which incorporate applied design and advanced construction, and which encourage students to explore a range of specialised materials and processes to produce fit for purpose products. Students work to a brief of their own development to create textile items within a given context, for example, Hokonui Fashion Design Awards.

This is a University Entrance approved subject and an external NCEA Achievement Standard is offered to enable students to gain subject endorsement. This course leads to tertiary study in Fashion and Design, with wider opportunities for employment in related industries, retail, and interior design.

Students will:

- Research, design, and apply practical skills and knowledge to work with textiles
- Evaluate how techniques and processes perform in relation to a range of specialised fabrics
- Demonstrate an understanding of the physical and behavioural characteristics of textiles and evaluate the impact of these properties on performance.
- Plan, design, document and create a small range of products and/or garments that meet the specifications of a negotiated design brief.

Take home component $100 for all fabric and materials.

Teacher contact: Mrs Wilson-Dale

Technology – Wood

LEVEL 1: TEW 100

Credits: Level 2 (16 – 20)
Leads onto: TEW 200

TEW100 will include Unit Standards from the Furniture Making field as outlined below.

Furniture Making
Students studying this course will complete wooden furniture Unit Standards which will be internally assessed and externally moderated; there is no end of year exam. Assessments will be chosen from a variety of available standards, relevant to the needs and interests of the students. Students will be required to take part in the following activities: Recognise and confirm job specifications. Use hand joints in furniture making and apply woodworking techniques to construct a coffee table. Students will also hand-turn wood to produce furniture articles.
Credits gained in this course count towards the National Certificate in Furniture Making as well as NCEA.

The cost of take-home component of this course is $90.
BYOD is recommended.

Teacher Contact: Mr Stevens / Mr Viggo

Technology - Wood

LEVEL 2: TEW 200

[Open to Year 12 students]

Credits: Level 2 (16 – 20)

Leads onto: Trade Courses

This practical course is based around Level 2 wooden furniture Unit Standards. All units are internally assessed and externally moderated; there is no end of year exam. A sound level of literacy and numeracy is needed as students will be required to complete theory workbooks in order to achieve the Unit Standards. Students will study a range of tools, processes, machinery and materials and then combine this knowledge to produce quality wooden technology projects. Students could take part in some or all of the following activities. Hand turns wood to produce basic furniture making articles. Use and maintain hand tools for furniture making. Construct a bedside cabinet. Operate a bandsaw to produce furniture components.

Credits gained in this course count towards the National Certificate in Furniture Making as well as NCEA.

Teacher Contact: Mr Stevens / Mr Viggo
BYOD is recommended

The take-home component for this course is $90.00

Technology - Wood

LEVEL 3: TEW 300

[Open to Year 13 students]

Credits: Level 3 (18 – 22)

Leads onto: Trade Courses

This practical course is based around Level 3 wooden furniture Unit Standards. All units are internally assessed and externally moderated; there is no end of year exam. A sound level of literacy and numeracy, DVC skills and knowledge are needed as students will be required to complete draughting standards and theory workbooks, in order to achieve the Unit Standards. Students will study a range of hardware tools, processes, machinery and materials and then combine this knowledge to produce quality wooden technology projects. Students could take part in some or all of the following activities. Hand turns wood to produce basic furniture making articles. Use and maintain hand tools for furniture making. Construct freehand and formal drawings for use in furniture making. Operate a range of machinery to produce furniture components.

Credits gained in this course count towards the National Certificate in Furniture Making as well as NCEA.

Teacher Contact: Mr Stevens/ Mr Viggo
BYOD is recommended

The take-home component for this course is $90.00

Technology –Metal

LEVEL 1: TEM 100

Credits: 16 - 20

Leads onto: TEM 200
TEM100 will include Unit Standards from the Engineering field as outlined below.

Engineering
Students studying this course will complete engineering Unit Standards, which will be internally assessed and externally moderated; there is no end of year exam. There will be limited design and theory work as students work on projects with a set plan to follow and are assessed on specific skills related to the procedures carried out. Students will demonstrate knowledge of safety procedures, demonstrate basic engineering workshop skills under close supervision and develop simple products using engineering materials.
Credits gained in this course count towards the National Certificate in Engineering as well as NCEA.

The cost of take-home component of this course is $90.
BYOD is recommended.

Teacher Contact: Mr Stevens/ Mr Viggo

Technology –Metal

LEVEL 2: TEM 200/300

[Open to Year 12 and 13 students]

Credits: 13 - 18

Leads onto: Trade Courses

This practical course is based around Level 2 and Level 3 Engineering Unit Standards. All units are internally assessed and externally moderated; there is no end of year exam. A sound level of literacy and numeracy is needed as students will be required to complete theory workbooks in order to achieve the Unit Standards. Students will be offered a variety of experiences, which will meet their needs and abilities. Students will take part in some or all of the following activities.

- Select, use and care for engineering hand tools.
- Select, use and maintain portable handheld engineering power tools.
- Demonstrate and apply safe welding procedures under supervision.
- Select, use and care for engineering marking out and measuring equipment.

Credits gained in this course count towards the National Certificate in Engineering as well as NCEA.

The take-home component for this course is $90.00.
BYOD is recommended.

Teacher Contact: Mr Stevens

Te Reo Māori

LEVEL 1: MAO 100

Credits: 20

Leads on to: Level 2 Māori

Level 1 Te Reo Māori is the key to understanding the Māori world. Te Reo Māori lays the foundation of communicative skills and cultural knowledge to enable students to be bilingual and bicultural with an appreciation and consideration of a Māori worldview.

There are Four Big Ideas in Māori: Te Tika o te Reo - Language Accuracy, Te Rere o te Reo - Language Fluency, Te Māori o te Reo - Cultural integrity of the Language and Te Ora o te Reo - Language Vitality.

Students will explore the pieces of Significant Learning through:

- Students will demonstrate understanding of correct language patterns and their purposes.
- Students will use the correct use of words and structures for context.
- Students will identify and demonstrate features of oral language fluency and fluidity.
- Students will use a variety of language features to communicate.
- Students will identify Māori principles embedded in the language.
- Students will demonstrate understanding of the connections between the language and

cultural practices.

- Students will identify the impact of events before 1970 on the vitality of the language.
- Students will demonstrate understanding about their responsibility for the vitality and sustainability of the language.

Students need to be motivated, enthused and complete work in their own time to be successful. This is a very challenging but rewarding subject.

Teacher Contact: Mr Tate

Te Reo Māori

LEVEL 2: MAO 200

Level 2 Te Reo Māori builds on what was learnt at Level 1, focusing on students being able to communicate information that is not as familiar to them as in Level 1 Te Reo Māori.

The students are taught to provide their opinion in relation to familiar and unfamiliar topics, such as Māori language revitalisation, urbanisation and future aspirations. There is an increased emphasis on learning more complex language structures. Cultural components include waka ama and marae visits.

There will be 2-3 internal assessments and 1-2 external assessments.

Teacher contact: Mr Tate

LEVEL 3: MAO 300

Level 3 Te Reo Māori builds further on Level 2. Students develop their vocabulary and grammar knowledge to engage with and produce language in relation to the wider world, such as Māori language revitalisation.

There will be 2-3 internal assessments and 1-2 external assessments.

Teacher contact: Mr Tate

Visual Art

Level 1 - Visual Arts

Leads on to: Level 2 Painting, Photography or Sculpture

Credits = up to 20

The Level 1 NCEA Visual Arts programme is a practical and creative course that continues to extend students' understanding of art making processes while preparing them for specialist Visual Arts subjects in Level 2.

This course involves personal art explorations alongside investigations into art practices within Aotearoa New Zealand and beyond. Students will explore a range of art-making approaches during the course, which may include drawing, painting, sculpture and printmaking processes.

There are six Big Ideas in Visual Arts that will be explored over the course of the year:

- Whakapapa — Visual Arts descends from, embodies, and creates forms of cultural expression
- Curiosity, risk taking, and critical thinking are integral to creativity in Visual Arts
- Visual artmaking conventions enable artists to create cohesive and fluent artistic forms
- Visual Arts communicates ahurea tuakiri (cultural identity) and evokes responses
- Visual Arts builds sustainable communities
- Visual Arts is a medium to explore, discover, express, and value te ao Māori

Students will complete up to 2x internal Achievement Standards and 2x external Achievement Standards. 1x external assessment is in the form of an 8-page explorative workbook, the other is a 1x A1 panel portfolio of finished works.

Course Contribution $80 - this covers a quality take home paint set, brushes, A3 envelope, portfolio panel and Art Department materials as needed.

Please see **Ms Cameron** for more information

Visual Art

Level 2 Art - Painting, Photography or Sculpture

Leads on to: Level 3 Painting, Photography or Sculpture

Credits = 16 - 20

This course offers full-year programmes in Painting, Photography or Sculpture. Students choose which subject they would like to take and then work on personalised programmes over the course of the year. The class will include students from all 3 arts disciplines.

Painting begins with an internal Achievement Standard which exposes students to a range of experimental drawing approaches. Students then expand on their understanding of both wet and dry drawing techniques alongside acrylic paint studies and non-traditional art making materials. Students develop their ideas and technical knowledge through personal investigations and an understanding of the work of established artists.

*Students will need to have achieved success in Level 1 Art to reach the required level to pass Level 2 Painting.

Photography explores the use of the camera in capturing images, and the potential within Photography to create and manipulate images to support idea development. Students learn about how the camera works and how to identify successful images. They explore their chosen subject matter to develop a systematic body of work that demonstrates an understanding of photographic techniques and approaches.

*Any student interested in exploring photography in-depth is encouraged to choose Photography in Level 2.

Sculpture is a playful and open-ended subject offering a hands-on approach to art making. It involves making objects rather than working on paper. Sculpture is about ideas and thinking about connections. There are no set sculpture materials needing to be explored, rather a curious nature and an interest in how things connect to each other. As Sculpture involves making objects rather than images, traditional drawing skills are not required.

*Any student interested in making 3-D artworks would be suited to taking Sculpture at Level 2. If you have not taken Art before, please arrange a meeting with Ms Cameron to discuss Sculpture in more depth before your subject selection.

Each Level 2 Art subject offers 1x four credit internal Achievement Standard and 1x 12 credit external Achievement Standard in the form of a portfolio of work. Students may also attempt an optional four credit internal if time allows.

Course Contribution:

Painting: $30 (for students who are using their take-home supplies from last year)

Photography: $45 - for the printing of photographs. A memory stick is required to safely store work and a DSLR camera and a laptop able to run Photoshop (not a Chromebook) are strongly recommended.

Sculpture: $60 - for the printing of photographs for the portfolio and use of sculpture specific materials supplied by the art department. Students may have additional costs if choosing to make work with materials outside the scope of the department.

Please see **Ms Cameron** for more information

Visual Art

Level 3 Art - Painting, Photography or Sculpture

Leads on to: Polytechnic or University, tertiary study or employment in the creative industries.

Credits = 18

This course offers full-year programmes in Painting, Photography or Sculpture. Students choose which subject they would like to take and then work on personalised programmes over the course of the year. The class will include students from all 3 arts disciplines. All 3 Visual Arts subjects are UE approved.

*Students may choose up to 2x Level 3 Art subjects (students taking 2x Level 3 Art subjects will be accommodated in another senior art class for their second subject).

Painting begins with an internal Achievement Standard which exposes students to a range of experimental drawing approaches. Students expand on their understanding of both wet and dry drawing techniques alongside acrylic paint studies and non-traditional art making materials. Students develop their ideas and technical knowledge through personal investigations and an understanding of the work of established artists.

*Students will need to have achieved success in Level 2 Painting to reach the required level to pass Level 3 Painting.

Photography explores the use of the camera in capturing images, and the potential within Photography to create and manipulate images to support idea development. Students learn about how the camera works and how to identify successful images. They explore their chosen subject matter to develop a systematic body of work, using appropriate photographic techniques and approaches to regenerate ideas.

*Any student interested in exploring photography in-depth is encouraged to choose Photography in Level 3.

Sculpture is a playful and open-ended subject offering a hands-on approach to art making. It involves making objects rather than working on paper. Sculpture is about ideas and thinking about connections. There are no set sculpture materials needing to be explored, rather a curious nature and an interest in how things connect to each other. As Sculpture involves making objects rather than images, traditional drawing skills are not required.

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Each Level 3 Art subject offers 1x four credit internal Achievement Standard and 1x 12 credit external Achievement Standard in the form of a portfolio of work.

Course Contribution:

Painting: $30 (for students who are using their take-home supplies from last year)

Photography: $60 - for the printing of photographs. A memory stick is required to safely store work and a DSLR camera and a laptop able to run Photoshop (not a Chromebook) are strongly recommended.

Sculpture: $80 - for the printing of photographs for the portfolio and use of sculpture specific materials supplied by the art department. Students may have additional costs if choosing to make work with materials outside the scope of the department.

Please see **Ms Cameron** for more information

PRIDE

Participation Respect Inquiry Diversity Environment