

2020

Curriculum
Handbook



Rangi Ruru
Girls' School



Rangi Ruru
Girls' School

Mission

To inspire, challenge and empower girls to release their potential through a diverse range of quality experiences.

Our Promise

A quality education is a gift for life. Our commitment to you and your daughter is that at Rangi Ruru she will be inspired, challenged and empowered within a community that knows and cares about her. She will be motivated to develop knowledge, understanding and skills and a strong set of values; she will make lifelong friends and she will have fun. She will leave Rangi Ruru a connected and curious citizen with the belief in herself to pursue her dreams and the ability to contribute positively to her community.

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Rangi Ruru Subjects and Pathways

KEY	Years 7 and 8	Year 9	Year 10	Year 11	Year 12	Year 13
	In addition to compulsory subjects					
■ Compulsory at this level			Choose either two full year options, one full and two half years, or four half years	Choose three options	Choose four or five options	Choose five options (it may also be possible to begin some Level 2 subjects)
■ Option full year						
■ Option half year only						
■ Option for select students						
▶ Subject starts at this level						
▶▶ Subject continues (prior study required)						
ARTS						
VISUAL ARTS						
Art	■	■	▶ ■	▶▶ ■		
Paint/Print					▶▶ ■	
Design					▶▶ ■	▶▶ ■
Painting						▶▶ ■
Photography					▶▶ ■	▶▶ ■
Printmaking						▶▶ ■
Media Studies					▶ ■	▶ ■
Art History						▶ ■
PERFORMING ARTS						
Dance	■	■	■			
Drama	■	■	▶ ■	▶ ■	▶ ■	▶▶ ■
Music	■	■	■	▶▶ ■	▶▶ ■	▶▶ ■
ENGLISH						
English	■	■	■	■	■	▶▶ ■
ESOL (English for Speakers of Other Languages)	▶ ■	▶ ■	▶ ■	▶ ■		
(EAS) English for Academic Studies					▶ ■	▶ ■
EQUINE STUDIES						
Equine Studies					▶ ■	▶ ■
HEALTH AND PHYSICAL EDUCATION						
Sport	■					
Physical Education & Health	■	■	■	Applied		▶ ■
Physical Education (NCEA)				▶ ■	▶ ■	▶ ■
LANGUAGES						
French	▶ ■	▶ ■	▶▶ ■	▶▶ ■	▶▶ ¹ ■	▶▶ ¹ ■
Japanese	▶ ■	▶ ■				
Spanish	▶ ■	▶ ■	▶▶ ■	▶▶ ■	▶▶ ¹ ■	▶▶ ¹ ■
Te Reo	▶ ■	▶ ■	▶▶ ■	▶▶ ■	▶▶ ¹ ■	▶▶ ¹ ■

	Years 7 and 8	Year 9	Year 10	Year 11	Year 12	Year 13
In addition to compulsory subjects						
			Choose either two full year options, one full and two half years, or four half years	Choose three options	Choose four or five options	Choose five options (it may also be possible to begin some Level 2 subjects)
MATHEMATICS						
Mathematics					»	
Calculus						»
Mathematics with Statistics					»	
Statistics						»
SCIENCE						
General Science				2	»	»
Physical and Biological Science (2 subjects at Y11)				» ²		
Biology				»	»	»
Chemistry					»	»
Physics					»	»
SOCIAL SCIENCES AND COMMERCE						
Social Studies						
Classical Studies					»	»
Geography				»	»	»
History				»	»	»
Philosophy						»
Accounting & Economics						
Accounting				»	»	»
Economics				»	»	»
TECHNOLOGY (DIGITAL AND MATERIAL)						
Digital (and Business) Technology				»	»	»
Digital Technology Outcomes				This course leads to Digital Technology in Year 11-13		
Graphics			»	»	»	»
Food and Nutrition			»	»	»	»
Textile Technology			»	»	»	»

1. Language classes at Years 12 and 13 are dependent on sufficient numbers of students. Classes may be combined or girls may study Levels 2 and 3 by correspondence with extra assistance from the school. Note: For International Students there is a significant correspondence fee.
2. At Year 11 the compulsory Science programme consists of either Year 11 Science (one course), Biology Science (one course) or Physical and Biological Science (two courses).

Useful Contacts

Assistant Principal - Curriculum

Juliet Collins j.collins@rangiruru.school.nz
Phone +64 3 983 3716

2020 Deans

Phone +64 3 983 3700

Years 7 and 8	Sally Fail	s.fail@rangiruru.school.nz
Year 9	Nadja Zeithem	n.zeithem@rangiruru.school.nz
Year 10	Jon Kimber	j.kimber@rangiruru.school.nz
Year 11	Kirsty Bell	k.bell@rangiruru.school.nz
Year 12	Erin Fitzpatrick	e.fitzpatrick@rangiruru.school.nz
Year 13	Janette Frier	j.frier@rangiruru.school.nz
International Students	Louise Stanton	l.stanton@rangiruru.school.nz

Useful Links

RangiLife	www.rangilife.school.nz
New Zealand Ministry of Education	www.minedu.govt.nz
New Zealand Qualifications Authority	www.nzqa.govt.nz
Te Kete Ipurangi	www.tki.org.nz
Careers New Zealand	www.careers.govt.nz

The Curriculum Handbook

The Curriculum Handbook is a guide to subjects and options available in Years 7 to 13 at Rangī Ruru.

On pages 2 and 3 you will find the Subjects and Pathways Chart which is a quick reference tool listing all subjects and options for each year level.

Course selection is an important time of the year. It is particularly important for girls in Years 10 to 12 as subject selection should also take into consideration pathways for future studies and career choices. For girls in Years 7 to 9, courses give the opportunity to experience a wide variety of subjects and options without choosing a particular area of focus. Consultation and advice on courses will be given to all girls as they make their decisions.

At each year level the course selection is made up of compulsory subjects such as Global Living and Physical Education and elective options. Every effort will be made to provide a course of study that meets the needs of each student. There is no choice in Years 7 and 8.

Please read the Handbook carefully and use it as a reference. The Handbook is reviewed annually and updated in line with curricular and regulatory changes.

Notes on subject choice at Rangī Ruru

At Years 12 and 13, students wishing to study six subjects should consult teaching staff such as the Pathways and Careers Strategist, Deans and Heads of Subjects on the advisability of this. Such a course requires ability, motivation and commitment.

Option classes will be carried on only if they maintain a suitable class size.

To encourage an optimum learning environment, the school has a class size policy. Once a class reaches the maximum number we may not be able to include additional students. If there are sufficient numbers of additional students, another class will be offered in a relevant subject area, providing the timetable structure permits.

If a student changes her mind about her options after the completion of the timetable, it may not be possible to accommodate those changes.

Care should be taken with selection of subjects as changing subjects once courses are underway is discouraged.

The majority of Years 12 and 13 students will study five subjects. It is better to work towards a Merit or Excellence endorsement with five subjects rather than jeopardise this by studying six subjects.

Criteria for studying six subjects at Years 12 or 13:

- Minimum of an overall Merit endorsement from the previous year of study
- High motivation and very good time management skills
- Sufficient time out of school hours to commit to study. Studying six subjects at Years 12 or 13 is not recommended for students who have a heavy co-curricular commitment.

Bring Your Own Device (BYOD)

The preferred device to cover learning requirements across all levels is a laptop running either Windows 10 or the latest version of Mac OS. Please refer to individual subject descriptions throughout this book for more specific guidance.

The New Zealand Curriculum

Important for a broad, general education

Rangi Ruru follows the general framework of the New Zealand Curriculum. The New Zealand Curriculum specifies eight learning areas: English, the Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences and Technology.

The learning associated with each area is part of a broad, general education and lays a foundation for later specialisation. Like the key competencies, this learning is both end and means: valuable in itself and valuable for the pathways it opens to other learning.

While the learning areas are presented as distinct, this does not limit the ways in which we structure the learning experiences offered to students. All learning makes use of the natural connections that exist between learning areas and links to the values and key competencies.

Learning areas

Each learning area has its own language or languages. As students discover how to use them, they find they are able to think in different ways, access new areas of knowledge, and see their world from new perspectives.

For each area, students need specific help from their teachers as they learn:

- The specialist vocabulary associated with that area
- How to read and understand its texts
- How to communicate knowledge and ideas in appropriate ways
- How to listen and read critically, assessing the value of what they hear and read.

In addition to such help, students who are learning English or coming into an English-speaking environment for the first time, need explicit and extensive teaching of English vocabulary and word forms.

As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated.

For more information, visit www.tki.org.nz

In **English**, students study, use and enjoy language and literature communicated orally, visually or in writing.

In the **Arts**, students explore, refine and communicate ideas as they connect thinking, imagination, senses and feelings to create works and respond to the works of others.

In **Health and Physical Education**, students learn about their own well-being and that of others and society, in health-related and movement contexts.

In learning **Languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

In **Mathematics and Statistics**, students explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **Science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

In the **Social Sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens.

In **Technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

Key competencies - Capabilities for living and lifelong learning

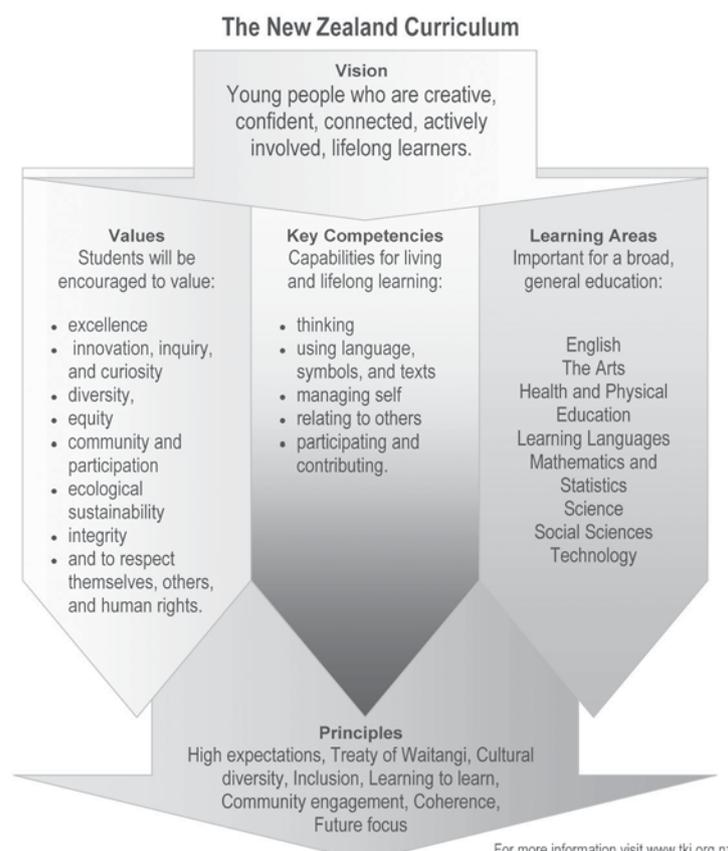
The New Zealand Curriculum identifies five key competencies:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing
- People use these competencies to live, learn, work, and contribute as active members of their communities.

More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.



New Zealand Qualifications

The National Certificate of Educational Achievement (NCEA)

The National Certificate of Educational Achievement (NCEA) is New Zealand's national qualification for senior secondary students. NCEA is part of the National Qualifications Framework.

NCEA Assessment is based on standards

NCEA uses standards to describe the level of work students have produced and how well they have done.

The standards have been set to challenge and reward students. Every standard is worth a set number of credits. These are like points towards a qualification.

Level 1 NCEA

Although most students study for Level 1 in Year 11, some Year 10 students gain credits in one or more subjects and these can be included in their Level 1 Certificate the following year.

To be awarded a Level 1 NCEA students need 80 credits at Level 1 or higher including literacy and numeracy requirements:

Literacy and Numeracy Requirements for NCEA Level 1 Literacy - minimum of ten credits through:

Either Achievement standards - specified achievement standards available through a range of subjects - standards (minimum total of ten credits)

Or Unit standards - package of three literacy unit standards (total of ten credits - all three required).

Numeracy - Minimum of ten credits through:

Either Achievement standards - specified achievement standards available through a range of subjects - standards (minimum total of ten credits)

Or Unit standards - package of three numeracy unit standards (total of ten credits - all three required).

Level 2 NCEA

In Year 12 most students study Level 2 subjects.

- To be awarded a Level 2 NCEA students need 80 credits:
- Including at least 60 credits at Level 2 or higher
- 20 credits at any other level (these may include credits which counted towards the Level 1 certificate)
- They should also plan to gain ten literacy credits (five in Reading and five in Writing) in Level 2 English for their University Entrance the following year.

Level 3 NCEA

In Year 13 most students study Level 3 subjects but they may also study some subjects at Levels 1 or 2 if they wish.

To be awarded a Level 3 NCEA students need 80 credits, including:

- At least 60 credits at Level 3 or higher, and
- 20 credits at Level 2 or higher (these may include credits which counted towards the Level 2 Certificate)

Endorsement of NCEA certificates

Students' NCEA results can be endorsed at Merit or Excellence level, depending on the number of credits they have gained at these levels. Their Record of Achievement will show them if they have been awarded an Endorsement.

If students gain 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if they gain 50 credits at Merit (or Merit and Excellence) their NCEA will be endorsed with Merit.

Students can earn credits counting towards endorsement over more than one year and more than one level.

However, these credits must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

Endorsement of NCEA courses

Students will have their strengths in individual courses (subjects) recognised with a course endorsement at Merit or Excellence.

Courses at all levels of NCEA are eligible.

A course endorsement is awarded where students achieve:

- 14 or more credits at Merit or Excellence at the lower level that supports the endorsement
- At least three credits from externally assessed standards and three credits from internally assessed standards (except Physical Education and Level 3 Visual Arts)
- Sufficient credits in a single school year.

University Entrance

Most students aim to achieve University Entrance in Year 13.

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand university. To be awarded UE you will need:

- NCEA Level 3
- Three subjects - at Level 3 or above, made up of:
 - 14 credits each, in three approved subjects
- Literacy - ten credits at Level 2 or above, made up of:
 - 5 credits in reading, five credits in writing
- Numeracy - ten credits at Level 1 or above, made up of:
 - achievement standards – specified achievement standards available through a range of subjects, or
 - unit standards – package of three numeracy unit standards (26623, 26626, 26627 - all three required).

Once you have met the requirements for University Entrance it will appear on your Record of Achievement.

Good grades such as Excellence or Merit in achievement standards will be advantageous, particularly in selection for limited entry courses.

To qualify for University admission, students should have:

- Been awarded University Entrance
- Achieved the Guaranteed Entry Ranked Score (based on best 80 credits at Level 3 from all Level three subjects, and rank score calculated by Excellence = 4, Merit = 3, Achieved = 2)

- Fulfilled any other degree specific requirements such as portfolio or audition

Furthermore, to be assured of university admission, students should aim to gain good NCEA grades, 18 credits or more in their top subjects and more than 80 Level 3 credits.

New Zealand Scholarship

The top students in the country are identified and acknowledged through an additional Scholarship examinations.

Scholarship neither attract credits nor contributes towards a qualification but the fact that a student has gained a Scholarship or Outstanding Scholarship will appear on the Record of Achievement. There is also a monetary reward associated with attaining a Scholarship. The content assessed for New Zealand Scholarship is based on that covered for Level 3 achievement standards.

NCEA and admission to tertiary courses overseas

Internationally, universities require foreign students applying for admission to have achieved the university entrance standard set by their own countries. The same principle generally applies to other tertiary providers overseas.

- NCEA Level 1 is broadly equivalent to the English General Certificate of Education (GCE)
- Level 3 is equivalent to English A Levels and Australia's Higher School Certificate
- Entry to most Australian universities requires 18 credits in Level 3 English.

See also 'Can NCEA be used for tertiary courses overseas?' on page 76 or visit the NZQA website at www.nzqa.govt.nz.

Reports, Interviews, Assessments and Examinations

Reports

Students and their parents receive both written and oral reports during the year. Reports are available to parents through the parent portal on Rangilife.

- Progress reports for all students: End of Term 1
- Full reports for Years 11, 12 and 13 students: End of Term 2
- Full reports for Years 7 – 10: End of Terms 2 and 4
- Years 12 and 13: Leavers receive Leaver Profiles at the end of Term 4

NCEA internal assessment and school exam results will be available in Term 3 for students studying at Levels 1, 2 and 3. Internal assessment is finalised in Term 4. Parents and students will be able to access the attainment information online via the parent portal on Rangilife.

NCEA students can use their Learner Login to check their internal results on the NZQA site from the end of Term 2 using their **NSN (National Student Number)**. A card with their unique NSN is provided to them and they should note the number as it allows them access to useful information from NZQA as they continue their learning pathways in the future.

Interviews

Early in Term 1, tutors meet with students and their parents to discuss the student's individual educational and co-curricular needs, develop and refine her Personal Development Plan (PDP) and set goals for the year for each student from Years 7 to 13. Years 12 and 13 parents may indicate that they are happy for their daughter to complete the PDP without them.

The Personal Development Plan (PDP) is a document formulated in a three-way discussion involving the student, her parent(s) and her tutor. For more information on PDPs see the Family Handbook or contact your daughter's tutor.

During the year the goals are regularly reviewed by the students and their tutors. Parents are welcome to attend a review if they wish. All interviews are appropriate to the students' year levels.

In addition, parents of students new to the school in Years 7 and 8 are welcome to request starter interviews with the tutors. Years 7 to 13 **Learning Progress Interview** evenings are held at the end of Term 1 to enable parents to discuss aspects of their daughter's academic progress with subject teachers. Students are encouraged to attend these interviews.

Learning Progress interviews for Years 7 to 10 are held in Term 3, in approximately week 4. This gives parents an opportunity to meet Module teachers for subjects students may have recently commenced and is also a useful milestone report for all subjects

A further **Learning Progress Interview** is held later in Term 3 after Senior School Exams for Years 11-13 students and their parents. This is to provide detail on students' examination outcomes and plan ahead towards the external NCEA examinations in November.

A course information session is held in Term 3 to enable parents and students to consult staff over the following year's subject choices and to gain advice on courses.

Assessments and examinations

Years 7, 8 and 9 have class assessments, common assessments across the year group, and other forms of assessment regularly throughout the year. Year 10 have class assessments and common assessments regularly throughout the year, and examinations in some subjects in November.

Years 11, 12 and 13 (and other students studying for NCEA¹) have internal assessments in Terms 1, 2 and 3. External standards are practiced throughout the year and the results are used to provide indicative feedback for students and derived grade data for NZQA. Some subjects have longer School Practice Exams early in September, and external examinations for NCEA Levels 1 – 3 and Scholarship in November.

All the derived grade data is used as evidence if students need to apply for Derived or Emergency Grades at the time of the NCEA externals.

¹ Students who are multi-levelling will have a mix of NCEA and school assessment at the end of the year

Rangi Ruru Special Programmes

These subjects are fundamental to learning at Rangi Ruru and all students participate in these every year.

1. Global Living

The Global Living programme is flexible and adaptable to meet the needs of the students at each level.

The programme is holistic and aims to empower students to contribute actively to their own wellbeing while also coping with the changes they will inevitably face in their futures as global citizens, local community members and in their family lives.

The Global Living programme provides a range of courses from Years 7 – 13 such as:

- Religious Studies
- Health Education
- Life Skills
- Tikanga Māori
- Wellbeing
- Journalism
- Psychology

2. Outdoor Education

Outdoor Education is an important aspect of the Rangi Ruru programme. All girls in Years 7 to 10 are involved in this programme which includes overnight camps where girls are provided with a unique opportunity to learn new skills and test themselves in a safe and secure environment. At Year 11, a eight-day Outward Bound course is optional. At Year 12, all students participate in a three-day camp based at Hanmer Springs. Professional instructors lead a range of adventure-based activities, environmental projects and discussions to develop cooperative solutions to challenges.

3. Tikanga Māori²

Māori culture is unique in its own realm. This is demonstrated through 'Kiwi' culture in, for example, the English and Māori versions of the National anthem, the All Blacks' haka, and the Rangi Ruru Girls' School haka. Tikanga Māori also incorporates teaching about taha wairua (spirituality), taha tīnana (physical wellbeing), taha hinengaro (mental balance), and taha whānau (family unity).

These areas will be investigated and discussed in all classes. In Years 9 and 10 all students study Tikanga Māori. Further study is undertaken at Years 11, 12 and 13 in Global Living.

Outside the classroom, students are invited to join the Kapa Haka, which meets once a week to rehearse haka, action songs, hymns, tī rākau and titi rākau and other aspects of Māori performing arts.

² *Tikanga Māori and Te Reo Māori are special programmes of learning at Years 7 to 10. From Years 11 to 13, Tikanga Māori becomes part of the Global Living programme*

Specialist Support Programmes

At Rangi Ruru we help students achieve their learning goals in a range of ways. These include:

1. The Learning Centre

The Learning Centre offers a range of services to support students to access the curriculum, to improve their ability to learn and as a result, achieve better results with more efficiency.

Specialist teachers work closely with individual students or small groups of students to support their learning needs.

Years 7 – 10 Literacy skills development includes phonics, comprehension, spelling activities and writing. Students have access to online resources and high interest reading material. Students who require support are identified through whole school testing in Years 9 and 10. Further diagnostic testing is then undertaken by the Learning Centre to determine literacy gaps.

Years 7 – 10 Numeracy skill development includes initial diagnostic testing. Identified students requiring extra support will receive tuition focused on skill development and assistance with classroom topics. Extra home practise is encouraged through access to on-line sites

Learning Coaching is provided in Years 9 – 13 to support students in becoming more effective and efficient learners. All students can request and receive coaching in all areas of learning relating to their curriculum topics and includes study skills, time management, memory strategies, essay writing and examination techniques.

Any student identified as needing special assistance in English, Reading and/or Mathematics will, after consultation with her parents, be offered some specialist support.

The Learning Centre manages the 'Special Exam Conditions' for NCEA internal and external assessments.

Peer tutoring in a wide range of subjects can be arranged.

2. High Performance Learning (formerly GATE)

The HPL Mentoring and Support Service offers a personalised approach to provide continued support for our most highly able students as they develop. The school accepts that gifted students have different learning needs and that as a school and as teachers, we must respond to these needs.

Areas where particular help is available include:

- Personal Development Plans (PDPs) with the HPL Coordinator who works closely with Deans
- Guidance and Careers Counsellors
- Acceleration / multi-levering
- Subject choice assistance
- Workshops / field trips / lectures
- Clubs – Chess, Philosophy, Creative Writing, Robotics and Future Problem Solving
- Mentoring / Pastoral Care / Acting as an advocate for students
- The HPL service offering is relaxed, supportive and inclusive.

3. ESOL (English for Speakers of Other Languages)

ESOL is a flexible language programme, structured according to individual needs. It focuses on helping students gain confidence and competence in English and also provides subject support, in close cooperation with subject teachers. Classes may be on an individual or small group basis.

Students who do not have English as their first language, and who need to improve their language skills for mainstream classes, should choose a full year ESOL or EAS (English for Academic Studies) course. A half year ESOL option is also available in Year 10. The senior EAS course works towards the skills needed to achieve Level 1 and 2 literacy and the IELTS exam, and prepares students for the academic English required to succeed in senior high school and in tertiary study.

4. Peer Support

A structured student to student programme building relationship skills and self-awareness, Peer Support encourages positive connections within and across year levels. Small groups of Year 9 students meet regularly under the guidance and leadership of trained Year 12 Peer Support Leaders. The programme provides a safe space to develop skills, share ideas, form friendships and connect with older students within the school community.

Pathways and Careers

Pathways and career planning is vital for students and their parents. There is a vast amount of information available about training courses, tertiary education, job opportunities, gap year options, and more. As the sources of information rapidly change, and become increasingly complex, knowing what is best suited to individual needs is challenging.

Pathways and careers education and strategies, along with individual interviews (including practice interviews, resume workshops, tertiary information, and other training sessions), provide students with the necessary information and confidence to face a succession of options and decisions they will encounter in the future.

The Careers Centre is open to all students and their parents. Appointments with the Pathways & Careers Strategist can be made by email at k.fox@rangiruru.school.nz. Times are available during interval, lunch, and after school, as well as during the school day.

Skills students need when leaving school:

- Written and oral communication skills
- Understanding and leveraging technology
- Reading intelligently
- Analyze information (spot patterns & trends)
- Complex problem solving
- Critical thinking
- Cultural awareness & sensitivity
- Creativity
- Active life-long learning with a growth mindset
- People management (leadership)
- Coordinating with others (teamwork)
- Emotional Intelligence
- Judgement and decision making

- Service orientation
- Negotiation
- Cognitive flexibility
- Ability to learn, unlearn, relearn
- Embrace Change

Co-curricular Opportunities

1. Music and Speech and Drama

There is a wide range of vocal and instrumental groups open to all students with relevant skills. These include our premiere groups - Resolutions, Jazz Band, Chamber Music and Rangi Sinfonia. Other choral and instrumental groups (some of which are formed in response to student interest), include Rangi Voices, Barbershop, Percussion and Saxophone ensembles, Rangi Players, Jazz combo and Rock bands. There are also opportunities for girls to write and record their own songs and compositions. Groups take part in a wide range of regional festivals, often gaining selection for National finals. Through these groups the girls are exposed to a wide range of musical styles and genres.

Visiting instrumental, vocal, and speech and drama tutors offer individual and small group tuition. There are opportunities for students to perform in school and community concerts throughout the year.

2. Theatre Arts

Theatre Arts (Drama and Dance) offers a huge variety of performance opportunities for girls of all ages. There are major Co-Curricular Junior and Senior productions each year. The Senior Drama classes undertake a number of public performances each year and the girls also get the opportunity to enter the Sheilah Winn Shakespeare Festival as performers. Senior girls may also act as student directors for this festival.

There are three separate Dance companies, allowing girls from Years 7 – 13 to participate. These companies are involved in performances throughout the year including Cultural Concert and Prize Giving. Senior students involved in these dance companies have the opportunity to undertake NCEA dance standards. There is a Junior Drama Club, Theatre Sports and a very active group of girls who work with technical aspects of theatre as part of stage crews as well as lighting and sound operators.

3. Sport

At Rangi Ruru students are spoilt for choice when it comes to Sporting opportunities, which is why the school boasts statistics of over 90% participation. The school offers 30 sporting codes under the guidance of more than 60 coaches catering for a wide variety of interests and abilities. Excellent on-campus sports facilities including the school gymnasium, swimming pool, sports field, hockey turf, tennis/netball courts and a specialist fitness centre support both individuals, sportswomen and teams to have the most positive and rewarding sporting experience.

Years 7 and 8

It is our goal to empower our students to identify their individual strengths and to challenge them to develop a growth mindset whilst working towards being the best that they can be. We strive to inspire, challenge and empower them through a variety of mediums and learning experiences.

In Years 7 and 8 learning is personalised. This is achieved through differentiated learning in the classroom and beyond according to student readiness, interest and learning profile. The curriculum is delivered within subjects by specialist teachers.

The tutor takes pride in establishing a safe, respectful and nurturing environment for all students focusing on wellbeing, the key competencies and inquiry based learning. Periodically, the timetable is collapsed for a week giving the girls a unique opportunity to experience challenge-based learning in an authentic context with support and guidance from specialist mentors.

Curriculum

- Art
- Dance
- Drama
- Digital Technology
- English
- Food and Nutrition
- Global Living
- Health and Physical Education
- Languages
- Mathematics
- Music
- Science
- Social Studies
- Sport
- Textile Technology

Outdoor Education

Camp provides an experience for all students of a new environment, learning about safety in physical activity and skills such as coasteering, high ropes and archery. It is also an opportunity to develop team building skills and for students to grow in resilience and independence.

Enhancement, Extension, Enrichment including Learning Support

Each student is encouraged to develop and extend her own abilities in all areas - academic, sporting and cultural. For example, Years 7 and 8 Music students are offered extension through being members of Rangī Sinfonia and Concert Band, or through the Artist in Residence Programme in Music and Art. Students can also participate in Future Problem Solving and have other opportunities provided during the year through our HPL service.

Others may be offered roles in major drama and dance productions, where appropriate.

Participation is encouraged in Science Fairs, regional and national competitions as well as Cantamath activities. It is optional for girls to perform at the Primary Schools' Music Festival. All girls participate in the annual Cultural Festival and a Stage Art Performance.

ICAS Science, Digital Technology, Writing, Spelling, English and Mathematics are offered to all girls.

Many enhancement groups are offered to the students including Future Problem Solving, Philosophy Club and Creative Writing. Students are encouraged to follow specific and compelling interests to further their knowledge, understanding and creativity.

Personal Development Plans (PDPs) are developed with each girl to establish learning goals. Support and guidance structures including the Guidance Counsellor and Careers Strategist are also available to all students.

Individual and small group learning support is arranged and given as required either within the class programme or supplementary to it.

A variety of leadership opportunities are provided within school councils. All Year 8 attend the National Young Leaders Day and complete the William Pike Challenge Award.

ESOL (English for Speakers of Other Languages)

ESOL is available as appropriate for students from other language backgrounds. See page 13.

Clans

Each student will also join a Clan and take part in Clan activities such as Music, Drama and Sport, thereby mixing with other students from Years 7 - 13.

Years 7 and 8 Subjects

Art

The students will develop strong observational drawing skills and apply these to a series of works in a range of disciplines. These may include Painting, Printmaking, Design, Photography and Moving Image.

Students develop a body of work exploring practical and conceptual ideas. These ideas will be based on an individual approach.

Students will learn to discuss their work and that of others through critiques, creating an environment where students learn from each other. They will become independent thinkers and confident in their own decision making.

A charge for materials will be gold sheeted.

Dance

This course introduces students to curriculum dance. Students learn to:

- Explore movement and create movement sequences
- Explore team work and communicate ideas
- Present dance and reflect upon the process
- Explore New Zealand dance and a variety of other cultures.

Digital Technology

The focus of this course is to extend a student's creative talents as well as develop practical based computer skills. As part of this process students will be involved in solving design problems, creating new solutions and working effectively as a team member. It is anticipated that students will develop confidence in a range of software which will provide a good foundation for further use and study.

Drama

The course aims to build a student's creative confidence through exploring the basic elements and techniques of Drama.

English

The English curriculum focuses on the intentional teaching of writing, reading and oral language, and viewing and presenting information within an integrated theme.

The girls are encouraged to direct their own learning pathway to develop their skills and passions in all aspects of English. All learners are encouraged to build their personal reading stamina through the in-depth study of novels and through regular use of the library.

The teaching of writing involves the analysis of a large variety of text types. Where possible an authentic audience is provided and girls are connected both nationally and globally in the sharing of their written pieces.

Food and Nutrition

The focus of this course is on both practical skills and decision making which can contribute to the students' lives. Students develop confidence and gain enjoyment by working collaboratively in practical activities.

During group work the students are encouraged to develop their creative talents, problem solving and evaluation skills.

Mathematics

The New Zealand Curriculum is followed to ensure students learn and maintain skills, knowledge and understanding of mathematical processes. Classes are organised to ensure that, irrespective of year level, each girl is in a learning group that is appropriate for her learning needs. A mathematics support teacher works with the classroom teacher in some classes.

Further extension opportunities are available for highly able students. Students may participate in local and international competitions such as ICAS and Otago Problem Solving.

Music

This course builds on the experiences students have on entering Rangī Ruru, fostering the development of creativity and performance, alongside skills in musical literacy and listening. Year 7 students will participate in the Christchurch Schools' Music Festival as part of their classroom programme.

Students will use a range of current music technologies to assist them to develop their musicality.

Those who play instruments are encouraged to join Rangī Players, which rehearses Monday lunchtime. Students interested in singing may audition for Rangī Voices, which rehearses Friday lunchtime.

Extension opportunities exist for advanced musicians through the formation of smaller ensembles, who may also be invited to audition for senior co-curricular groups, such as Rangī Sinfonia and Jazz Band, after consultation with the Director of Music.

Physical Education & Health

Physical Education and Health in Years 7 and 8 involves an introduction to movement and Physical Education concepts, and the promotion of healthy lifestyles and attitudes, with an emphasis on positive self-esteem. Students use a range of motor skills and develop aspects of health related fitness. The emphasis is on involvement, enjoyment and cooperative learning activities, whilst developing social responsibility and interpersonal skills. Three main aspects of health are examined: personal health and physical development, relationships and healthy communities, cybersafety and our environment.

Science

Science is a way of investigating and understanding the universe that we live in. The students are encouraged to ask questions about the world around them. They will carry out practical experiments to collect data, support their understanding with research and share their learning with their peers using presentations and practical demonstrations. Students are taught by Science teachers in specialist laboratories, and during the year the lessons are enhanced with field trips and visits from guest scientists.

During the science course students gain knowledge of the world, how science is important to society, and how the scientific process works. The units of work cover the five strands of the Science Curriculum: The Nature of Science, The Living World, The Material World, The Physical World and Planet Earth and Beyond.

Keen science students have the opportunity to gain Science Badges and enter competitions such as the Epro8 (an engineering and problem solving challenge) and ICAS assessments.

Social Studies

Social Studies focuses on the development of conceptual understandings looking at identity, culture and organisation, place and environment, continuity and change, and the economic world through an inquiry-learning based model. The Rangi values are incorporated within these learning programmes. The development of lifelong learning qualities are valued highly at this level and integrated across all learning areas. These understandings are gained over the two years of study.

Languages

Students will study two terms each of Spanish, French, Japanese and Te Reo Māori across the two years.

Spanish, French, Japanese

These are all introductory language courses. Students learn greetings and how to introduce themselves and exchange personal information. All the skills (listening, speaking, reading and writing) are practised but there is a strong emphasis on spoken interactions and role plays with partners in the class. Students will begin to build up their vocabulary using online programmes. For all aspects of these courses, language and culture will be intertwined.

The Japanese course will also include an introduction to the three Japanese writing systems.

Te Reo Māori

This course looks into the fundamentals of Te Āo Māori, with culture being a major focus. Students will learn a Māori karakia (incantation), present their pēpēhā (self-introduction) and will explore Māori mythology. Students will learn Māori games and waiata to aid their learning of basic vocabulary. They will begin to build up their vocabulary using online programmes. Te Reo Māori will deliver a balance between theory, written, spoken, listening and practical learning.

Sport

The programme is facilitated by a specialist teacher with support from Years 7 and 8 staff, the Director and Assistant Director of Sport.

Rangi Ruru is affiliated to Canterbury AIMS (Association of Intermediate and Middle School), which allows the students to play in summer and winter Tuesday afternoon sport competitions.

Opportunities to compete in Canterbury Primary Sport competitions are also available (including Gymnastics, Duathlon, Triathlon and Aerobics/Hip hop).

We offer expert coaching in a range of sports including Volleyball, Netball, Basketball and Hockey. In addition to the weekly sports, girls have the opportunity to play competitive Netball during the weekends and in organised Waterpolo, Basketball or Touch competitions after school. Physical and Strength conditioning is also offered to the girls and facilitated by an experienced conditioning coach.

Textile Technology

Keeping myths and legends alive.

This two-term course lets students create an applique story cushion based around their chosen myth or legend from their own or Māori culture. The aim is to learn about class members' cultural backgrounds and to keep these stories alive.

This project will give students an introduction into *Technological modelling* through trialling sewing and applique techniques to manage risk and inform their outcome. Throughout the project students will also focus on *Planning for Practice*, gaining an insight into managing their time, resources and identifying key stage within their project.

Year 9

All students follow the same course at Year 9 with the exception of their Language choice. This allows each student to experience the widest possible range of subjects.

Subject options

Students are offered the choice of a Language studied all year

An information sheet on making a choice of Year 9 Language will be sent home prior to the Entrance Testing day. Classes are dependant on sufficient numbers of students choosing to take particular languages. Sometimes there are not sufficient numbers of student choosing a particular language to make up a class.

Students choose ONE subject from the list of subjects below.

- French
- Japanese
- Spanish
- Te Reo Māori

Outdoor Education

All students participate in a two-day course, including an overnight stay in February.

The programme encourages girls to work with others, develop their self-confidence and learn to try new challenges in an outdoor environment. Activities are run by professional instructors and the form tutor accompanies their class. A major focus of the camp is for girls to get to know others in their year level and have fun in a series of different activities.

Please note that in some subjects class outings to enhance curriculum study may incur small additional charges (e.g. visits to art galleries or museums).

ESOL (English for Speakers of Other Languages)

ESOL is available as appropriate for students from other language backgrounds. See page 13.

Peer Support programme

All Year 9 students participate in a Peer Support programme. See page 14.

Sports and Clubs

In addition to prescribed courses, each Year 9 student is expected to participate in at least one of the varied sports and clubs offered during the year.

Clans

Each student will also join a Clan and take part in Clan activities such as Music, Drama and Sport, thereby mixing with other students from Years 7 to 13.

Year 9 Subjects

Art

Students will develop observational drawing skills and apply these to a series of works in a range of disciplines. Students develop a body of work exploring practical and conceptual ideas. These ideas will be based on an individual approach. They will be asked philosophical questions and will be dealing with social and political issues. Art making will be viewed in a wider context.

Students will learn to discuss their work and that of others through critiques in a collaborative environment where students learn from each other. Throughout the course they will work individually and collaboratively to achieve their outcomes. They will become independent thinkers and confident in their own decision making.

A charge for materials will be gold sheeted.

Dance

This course builds on students' creativity and introduce safe dance practice. Students learn to interpret and respond to dance; and compare and contrast dances from a variety of past and present cultures.

Drama

The major focus is an overall introduction to Drama as a creative and interactive art form. Students develop individual confidence and an awareness of the group through completing a range of practical activities from basic theatre skills, such as improvisation, mime and working to perform scripts in groups.

Digital Technology

Year 9 Digital Technology encourages collaboration and multi-disciplinary learning opportunities for students to develop digital technology awareness and its applications.

Students learn to use a range of digital tools and computational thinking techniques to produce a short film, code a game, and program a robot.

English

English programmes follow the guidelines of the New Zealand Curriculum.

The programme is structured around two interconnected strands, each encompassing the oral, written and visual forms of the language. The strands differentiate between the modes in which students primarily learn. These two strands are: making meaning of ideas or information they receive (listening, reading and viewing) or creating meaning for themselves or others (speaking, writing and presenting).

In class, students are exposed to a range of fiction from the classics to contemporary New Zealand writers.

Students are introduced to debating, speechmaking and film making. They receive grounding in basic language skills including spelling, punctuation and extending vocabulary.

Students enjoy all kinds of writing, both formal and informal, including journals, imaginative writing, letters and assignments on texts studied in class. Our purpose is to encourage keen, confident, imaginative and fluent language users.

Food and Nutrition

The aim of this course is to equip students with basic nutritional knowledge. The emphasis is on healthy adolescent eating patterns through food preparation tasks. The students use an action plan model to evaluate their own diet and make health enhancing choices.

During this course the students will acquire knowledge and skills, and develop a sense of satisfaction and self-worth through enjoying success in practical and creative activities.

French

This is a course designed for complete beginners as well as those who have some basic knowledge of French. The emphasis is on developing authentic communication skills and in particular learning how to listen to and speak the language in real situations. Extension work is available for those who wish to build on their previous knowledge of the language.

Substantial online material, which includes tracking software to record progress will be used.

All students have the opportunity to practise their oral skills with a native speaker of French.

Using carefully paced and differentiated tasks, the main topics studied include introductions, talking about families, school, hobbies and food. Language work is closely linked to learning about the culture and customs of French speaking countries.

Global Living

Religious Studies – Thinking logically through God and life questions. Exploring ‘Designs for Living’ from Judaism, Christianity and Islam.

Graphics

The course aims to provide students with an introduction to the foundation skills in Graphics and Design.

It will engage students in purposeful study of drawing and design that will help them to communicate technological ideas.

Students will be taught visual communication techniques and knowledge of presentation skills.

Health and Physical Education

By learning in, through and about movement, students learn to understand, appreciate and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. The programme is designed to incorporate an understanding of Physical Education and Health concepts and application of this knowledge through experiences that promote and support the development of physical and social skills. Although the framework and learning intentions are the same for all students, lessons and contexts are adapted to the needs of the students and particular emphasis is placed on differentiated and personalised learning. The key competencies of Relating to Others and Participating and Contributing are a major focus for Year 9.

Japanese

This is a course for complete beginners and for students who have studied a little Japanese before. With the help of cartoon characters, students learn how to communicate about themselves, their pets, their family, their likes and dislikes, where they live, their classroom and their weekend activities in Japanese. The emphasis is on developing authentic communication skills and in particular learning how to listen to and speak the language in real situations. Extension work is available for those who wish to build on their previous knowledge of the language. Language work is closely linked to learning about the culture and customs of Japan.

Substantial online material, which includes tracking software to record progress will be used.

Students also learn to read and write 46 hiragana characters and some simple kanji.

Mathematics

The course aims to bring every girl up to a competent standard in basic skills, and to develop confidence in mathematical problem solving, with an emphasis on thinking skills and logical reasoning.

The course follows the guidelines of the New Zealand Curriculum. The major emphasis is on numeracy and on finding patterns through studying algebra and geometry. The skills needed for a continued study of Mathematics are developed.

Students are required to set their work out neatly, to show all steps of working and to use correct mathematical statements.

All students need a scientific calculator.

Extension assignments, projects and competitions are available for interested students. Some students may be offered acceleration to Year 10 halfway through the year.

Music

This course builds on the experiences students have from Years 7 and 8, fostering the development of creativity and performance, alongside skills in musical literacy and listening. Students will use a range of current music technologies to assist them to develop their musicality.

Those who play instruments are encouraged to join Rangī Players or audition for Rangī Sinfonia and/or Jazz Band. Girls interested in singing can audition for Rangī Voices. Extension opportunities exist for advanced musicians in the classroom programme and through other co-curricular groups. Further information is available from Music staff.

Science

The focus is to enjoy and be interested in Science and learn 'What science is' and 'How scientists work'.

As well as developing a broad knowledge of scientific theory and practical skills, students will develop 'scientific literacy' with the aim of becoming creative and open minded in their thinking. This will allow them to appreciate that understanding of science is essential to decision making in our daily lives.

The units of work cover the five strands of the Science Curriculum: The Nature of Science, The Living World, The Material World, The Physical World and Planet Earth and Beyond.

Assessment involves class and common tests, practical tests and projects. Knowledge and understanding will be assessed, as well as the ability to process, interpret and report on scientific information.

We encourage students to participate in Science competitions and in the wide variety of activities offered in the HPL programme.

Social Studies

This course involves the study of four major units of learning, reflecting the theme for the year of Global Citizenry. The units include studies of migration, government and leadership, events and people in history and New Zealand's diversity and identity in the world. Current issues are frequently examined and students learn about differing perspectives and opinions through discussion and cooperative learning.

Students develop their skills in research and communication, critical thinking, decision-making and values exploration. Concepts are introduced through the achievement objectives from the curriculum. Progress will be assessed throughout the year, with a summative assessment at the end of each unit.

Spanish

This is a course designed for complete beginners as well as those who have some basic knowledge of Spanish. The emphasis is on developing authentic communication skills and in particular learning how to listen to and speak the language in real situations. Extension work is available for those who wish to build on their previous knowledge of the language. Students with extensive prior knowledge of Spanish will be able to work at a more advanced level.

Substantial online material, which includes tracking software to record progress, is also available.

All students have the opportunity to practise their oral skills with a native speaker of Spanish.

Using carefully paced and differentiated tasks, the main topics studied include introductions, likes and dislikes, family, school, hobbies and holidays. Language work is closely linked to learning about the culture and customs of Spanish speaking countries.

Textile Technology

In this eight-week course students will create a sleepwear garment with a sublimation print of a surrealist motif. Students will follow technological practice through Brief Development to ensure the pajamas are designed for comfort, style and fit for purpose. Students will conduct material testing on fiber and fabric structure, NZ fire safety standards, seam durability and applied design techniques. At the end of the project students will have the opportunity to style their own photoshoot based around their concept and using the green screen.

Te Reo Māori

This course builds a foundation for all students in basic Te Reo Māori. By the end of the course students should be able to understand some Te Reo that contains familiar vocabulary. They will be able to use what they have learned to greet and farewell, as well as respond to greetings. They will introduce themselves, extend their pēpēhā and will present these to the class. Students will explore Māori games and pastimes. Students will deliver a speech on a topic that the class decides as a collective. This will help to prepare them for situations where knowledge of Māori protocol is key to success.

Year 10

All Year 10 students will study the following:

Compulsory subjects

- Digital Technology
- English
- Global Living
- Mathematics
- Health and Physical Education
- Science
- Social Studies

Subject options

In addition, students choose from the list of subjects below. All are three periods per week but some are full year courses (of which they may choose a maximum of two) and some are half year courses.

Students may choose **either** two full year subjects

or one full year subject and two half year subjects

or four half year subjects

The full year subjects are:

- ESOL³
- French
- Spanish
- Te Reo Māori

Please note:

1. Students studying a full year subject are generally not permitted to change to a half year subject during the year.
2. Either French or Spanish may be picked up for the first time in a course that will lead to Level 1 NCEA in consultation with the Leader of Faculty.

The half year subjects are:

- Art
- Accounting & Economics
- Dance
- Digital Technology Outcomes
- Drama
- ESOL³
- Food and Nutrition
- Graphics
- Music
- Textile Technology

³ For further information on ESOL see page 14

To take certain subjects at Year 11, you need to study them at Year 10 level.

These subjects are:

- Art
- French
- Music (consult Director of Music)
- Spanish
- Te Reo

It must be remembered that not all combinations of these choices are possible, but the groupings will be arranged to satisfy the request of the majority.

Outdoor Education

Students participate in a four-day Outdoor Education course based at the Castle Hill Outdoor Centre where professional instructors extend the students' skills and use a range of situations to develop social interaction, promote self-esteem and encourage the setting of personal goals.

Students often regard this course as a highlight of their time at Rangī Ruru because of its challenging nature and the variety of activities undertaken. The camp is held at the start of the second term when weather conditions can be very variable.

Some skills required for Bronze Duke of Edinburgh can be credited from this course.

ESOL (English for Speakers of Other Languages)

ESOL is available as appropriate for students from other language backgrounds. See page 13.

Looking to the future

Students should consider which Year 10 options they would most like to study and also where these subjects will lead in following years. By Year 11 students are starting to specialise in subject areas and it is essential that they have considered the pathway they are taking and that this provides them with the future options they require.

By Term 3 in Year 10, students are asked to consider their subject choices for Years 11 to 13, and select their subjects for NCEA Level 1 at Year 11.

See pages 77-83 for Faculty Guides to NCEA for students in Years 11 to 13.

Year 10 Compulsory Subjects

Digital Technology

Year 10 Digital Technology expands on the previous year's focus on multi-disciplinary learning opportunities for students.

Students further develop their computational thinking and digital toolbox through projects with coding, electronics, and visual media.

English

The course develops the skills acquired in Year 9 with a continuing emphasis on reading for meaning and pleasure and on writing accurately and appropriately in a variety of styles.

Students' personal reading programmes are extended and encouraged. A variety of texts will be studied and students may read a Shakespearian play in addition to other works.

Students enjoy and participate in a variety of activities and continue to extend their imaginative and cultural horizons and their self-confidence as communicators.

Students may complete a Level One NCEA Internal Achievement Standard, and some students may have the opportunity to sit an external Achievement Standard.

Global Living

Religious Studies – Ethical choices and designs for life from Buddhism.

Careers Education – Developing an understanding of the career planning process and starting to look ahead at their future options.

Tikanga Māori – Students are introduced to and research the Treaty of Waitangi from a Māori perspective. They examine how this affects the dynamics of living in Aotearoa. They continue to develop Te Reo Māori.

Health and Physical Education

Physical Education and Health in Year 10 continues to build on the key learning areas that have taken place in Year 9.

By learning in, through and about movement, students gain a more in-depth understanding of the importance of regular activity, leadership skills, improved social responsibility, sexuality, drugs and alcohol and greater self-motivation. Focus is also placed on helping students to make independent and informed decisions. Although the framework and learning intentions are the same for all students, lessons and contexts are adapted to the needs of the students and emphasis is placed on differentiated and personalised learning. The context for different learning intentions are, where appropriate, chosen by the students themselves. The key competencies of Managing Self and Relating to others are a major focus for Year 10.

Mathematics

Year 10 Mathematics continues from the Year 9 course, with a consolidation of number, algebra, measurement, geometry and statistics skills leading to NCEA Level 1 in Year 11. A new topic for Year 10 is trigonometry.

Students need a scientific calculator.

Some Year 10 students may be offered acceleration to the NCEA Level 1 course.

Science

Year 10 Science continues to develop students' broad knowledge of scientific theory and practical skills. Topics are based around socio-scientific issues, allowing students to appreciate that understanding of science is essential to decision making in their daily lives. In addition we aim to build a sound foundation for Year 11, when students will sit NCEA Level 1 Science.

The units of work cover the five strands of the Science Curriculum: The Nature of Science, The Living World, The Material World, The Physical World, and Planet Earth and Beyond.

Assessment involves class and common tests, practical tests and projects. Knowledge and understanding will be assessed, as well as the ability to process, interpret and report on scientific information.

We encourage students to participate in Science competitions and in the wide variety of activities offered in the HPL programme.

Social Studies

The main theme for the year is 'Making a Difference'. Within the three units of learning, students expand their knowledge and skills and are encouraged to develop opinions and make decisions about issues. Emphasis on current issues, values exploration and aspects of globalisation are incorporated into the units.

Students are encouraged to identify and participate in social action.

Human rights, resource issues, inequalities and challenges, both past and present, are studied. The aim is to have students well equipped by the end of the year with the necessary skills to undertake Geography and/or History at Year 11.

Year 10 Subject Options – Full Year

ESOL (English for Speakers of Other Languages)

There is also a half year option. Students may choose either a full year or half year ESOL course. Each course is carefully structured according to individual student needs and there is a strong emphasis on subject support and preparation for NCEA Level 1 English. Classes are on an individual or small group basis.

French

The French course builds on the work and topics covered in Year 9. This is the second year of a three year course which practises skills leading to NCEA Level 1 French. Substantial time is spent guiding students to a level of confidence so that they can use authentic French, which will be useful in a variety of real situations.

Online material, which includes tracking software to record progress will be used.

Topics this year include routines, entertainment and sport, ordering in a restaurant, shopping, fashion, travel and holidays.

Students work collaboratively to produce writing and speaking portfolios. All students have the opportunity to practise their oral skills with a native speaker of French. Emphasis is placed on creating a growing awareness of the huge diversity of the French language and the impact it has had on the world.

Spanish

The Spanish course builds on the work and topics covered in Year 9. This is the second year of a three year course which practises skills leading to NCEA Level 1 Spanish. Substantial time is spent guiding students to a level of confidence so that they can use authentic Spanish, which will be useful in a variety of real situations.

Online material, which includes tracking software to record progress will be used.

Topics this year include routines, travel and holidays, entertainment, ordering in a restaurant, healthy food, shopping and fashion.

Students work collaboratively to produce writing and speaking portfolios. All students have the opportunity to practise their oral skills with a native speaker of Spanish. Emphasis is placed on creating a growing awareness of the huge diversity of the Spanish language and the impact it has had on the world.

Te Reo Māori

Prerequisite: Year 9 Te Reo Māori or at the discretion of Head of Subject.

The Te Reo Māori course in Year 10 builds on the work and topics covered in Year 9. This is the second year of preparation that will set the girls up with a solid foundation for Level 1 NCEA in Year 11. Time is spent guiding students to a level of confidence so that they can use Te Reo in a variety of real situations. Online material will help students to track their own progress.

Students work collaboratively when writing and speaking. All students have the opportunity to practise their oral skills. Emphasis is placed on creating a growing awareness of the cultural application of the language. Students will practice using different sentence structures in creating their own speech about a chosen topic.

Year 10 Subject Options – Half Year

Accounting & Economics

This course is aimed at developing skills and understanding for these two areas of learning. In Accounting you will prepare financial information to assist users in making informed business decisions. In Economics you will develop understanding of how different sectors of the economy interact and rely upon each other. Both of these are separate specialist subjects at Year 11. Year 10 students will gain a clear indication of the skills necessary to enjoy continued success in Economics, and Accounting.

Art

Year 10 Art is a prerequisite for Year 11 Art.

Students will develop a body of work based on identity. They will learn the fundamental principles of all senior level Art disciplines including Photography, Printmaking, Painting and Design. Students will become independent thinkers and confident in their own decision making. They will apply their learning to a personalised artist's book that will be assessed under NCEA Level One AS 90917 worth four credits. These credits will be awarded in Year 11.

A charge for materials will be gold sheeted.

Students must take this subject if they intend to take any senior Visual Art disciplines including Photography, Printmaking, Painting and Design.

Dance

(This course does not continue to higher levels in timetabled classes. NCEA Dance standards are available for senior student members of school Dance Companies)

This course aims to further develop skills taught at Year 9:

- Build an awareness of the body
- Increase students' ability to develop their own ideas into dance pieces
- Present dance pieces that will communicate ideas
- Interpret the dances of others
- Give students an increased understanding of the context of dance in different cultures.

Digital Technology Outcomes

Year 10 Digital Technology Outcomes takes a deep dive into the real-life applications of science and technology through hands-on projects. Collaboration, planning, and research combine with practical skills during the two-term course.

Students develop links between conceptual and practical ideas, logical thinking skills, project planning and management, and technology design processes.

This course is **not** a pre-requisite for Level 1 Digital Technology.

Drama

Drama in Year 10 encourages students to extend their knowledge of the basic elements, techniques and conventions of Drama while encouraging analysis, inventiveness and self-expression in order to prepare students for drama in the senior school. Subjects covered can include:

- Improvisation and theatre sports
- Stage awareness
- Introduction to text, theatrical makeup, theatre history
- Creating original drama through devising.

Food and Nutrition

In this course students will gain knowledge and confidence in preparing food for themselves and others.

Practical experiences are designed to help develop health enhancing attitudes towards selecting, cooking and serving food. The emphasis in this course will be on creating family meals by studying the New Zealand Nutrition Guidelines. They will investigate food products and analyse how to use the packaging information to make good food choices.

Students will study food from another culture and find out about the influence this has on the food New Zealanders eat.

Students will investigate ways of being creative with food and may have the opportunity to entertain guests.

Graphics

This course provides opportunities for students to express their design ideas and knowledge through visual communication techniques. Students explore and refine concepts relating to two areas of study – Product and Spatial design.

Emphasis is placed on generating and expressing design concepts through 2D and 3D freehand sketching, model making, design exploration and presentation of design ideas. These skills facilitate a creative expression of investigation, problem solving, testing and evaluation of design solutions which relate to a given brief. There will be a need to download specialist applications to complete some activities during this course. It is anticipated that students will develop confidence in a range of visual communication skills that will provide a strong foundation for further use and study.

Music

Students who elect to take Year 10 Music should have **had at least one year of tuition on an instrument(s) and/or voice and must be continuing with this tuition for the entire year**, either through school or privately. Students must also be involved in a school co-curricular music group for the full year.

Students taking this course will have opportunities to:

- Continue the development of their performance skills through preparation of and reflection on solo and group performances
- Develop compositional techniques through creating original instrumental and vocal music
- Continue to develop skills in musical literacy
- Enhance and deepen their understanding about music through listening to and analysing music from a wide range of genres, including New Zealand music

Students who take music will further develop skills in self-expression, creative thinking, problem solving and self-management through using a range of current music technologies and devices.

Students are strongly encouraged to take Music as an option in Year 10 if they are considering studying music for NCEA Level 1. For further details, please consult the Director of Music.

Textile Technology

In this half year course students will complete two projects; creating a hoodie with an applied design and design a wearable art garment from recycled materials to showcase at the culture concert and one day art display. This fun, hands-on course will give students the opportunity to work in groups, gain experience using industrial machinery used within the fashion industry, experiment with cutting edge technology and build confidence and knowledge in their own sewing ability.

These projects will give students an introduction into *Technological Modelling* through evidence, reasoning and decision making to contribute to the development of a concept and justify ongoing refinement of their outcome. Throughout the two projects students will also focus on *Planning for Practice*. Analysing planning practices, selecting planning tools and justifying planning decisions to see an outcome through to completion.

Please note: If you are considering taking Textile Technology at a Senior level it is strongly recommended that you take this course.

Choosing Your Course Years 11 to 13

Interest + Ability + Future Career Pathway = Subject Choice

General Guidelines

In selecting subjects at each level, we recommend that students keep in mind the following guidelines:

- Avoid specialising too early – maintain a broad range of subjects for as long as possible throughout your school career
- Carefully assess your interests, skills and areas of expertise – choose subjects that build on these
- Plan your possible option choices, not just for the next year, but for the years following
- If you have a future career in mind, you may need to study some specified subjects
- Look closely at your present subjects – avoid dropping a subject that you may need in later years
- Seek advice. There are many people at Rangi Ruru who are able to provide advice on subjects and career planning. In addition to subject teachers, these include the Leaders of Faculties and Careers and Pathways Counsellor. Visit the Careers and Pathways Centre in Mana Wahine.

Year 11 (NCEA Level 1)

All Year 11 students study the following subjects:

Compulsory subjects

- Applied Physical Education
- English
- Global Living
- Mathematics and Statistics

At least one Science subject is compulsory. Students may choose from:

either Science (one subject) plus three additional subject options from the list below

or Biology (one subject) plus three additional subject options from the list below

or Physical and Biological Science (two subjects) plus two additional subject options from the list below (information about these Science courses is on page 39)

Subject options

- Accounting
- Art⁴
- Digital Technology
- Drama
- Equine Studies
- ESOL⁵
- Food and Nutrition
- French⁴
- Textile Technology
- Geography
- Graphics
- History
- Economics
- Music
- Physical Education (NCEA)
- Spanish⁴
- Te Reo Māori⁴

All subjects have a maximum credit total of 19 credits. Learning in each subject will be expected to encompass more than is assessed in the Achievement Standards. Girls should see the learning in Level 1 subjects as preparation for Level 2 both in terms of content and learning attributes.

Use this handbook to find out which Year 11 options you would most like to study and also where these subjects will lead in following years.

All subjects and their time allocations are described on pages 38 to 45. The majority of Year 11 students study six subjects, except as otherwise negotiated for study of ESOL or Learning Support Programmes.

Not all combinations of subjects are possible, but the groupings will be arranged to satisfy the request of the majority.

Please note that in some subjects, class outings to enhance curriculum study may incur small additional charges (eg. visits to art galleries or field trips).

⁴ Subjects must have been studied previously, usually in Years 9 and 10

⁵ For further information on ESOL see page 14

Year 11 (Level 1) Compulsory Subjects

Applied Physical Education

Year 11 students undertake a course that offers nine credits for NCEA Level 1. The course is two periods a week and is compulsory. The course focuses on the Health and Physical Education curriculum and offers students the opportunity to experience and participate in a wide range of physical activities, in a variety of contexts. It will also cover health related concepts and discussion topics relevant to the need of the class. These may include alcohol, drugs, relationships, sexuality and social media. There are no assessments related to the health content of the course.

Achievement standard 1.1 assesses effort and engagement while participating in a variety of practical activities.

Achievement standard 1.5 places emphasis on students developing interpersonal skills in a team environment.

It also allows students to develop the necessary skills to maintain and develop personal wellbeing and interpersonal skills, both now and in the future. Although the framework and learning intentions are the same for all, lessons and contexts are adapted to the needs of the students and particular emphasis is placed on differentiated and personalised learning. Students are also given the opportunity to lead and facilitate activities.

English

Students undertake a course of 19 credits for NCEA Level 1.

A total of at least 11 credits will be assessed internally during the year, and this includes the students being assessed against the standards for formal creative writing, formal speaking, and/or dramatic presentation. They will also complete a standard where they will be expected to read a range of texts.

The remaining eight credits are assessed in an end of year examination requiring the students to demonstrate their skills in responding to a range of literature selected from novels, plays, poems, short stories and films.

Global Living

Every student participates in this programme. Some courses may offer optional Achievement Standards in Terms 1 and 2. Students choose from a range of full and half term courses such as:

- Babysitting
- Health
- Life Skills
- Religious Studies
- Social Psychology
- Tikanga Māori

Mathematics and Statistics

Students are placed into one of three courses which all complete five of the Level 1 achievement standards in Mathematics and Statistics. These are worth a total of 18 or 19 credits, with a mixture of standards assessed internally and externally by examination at the end of the year.

Science

Students chose one of the following:

- General Science
- Biology
- Physical AND Biological Science (two complementary courses)

If Biology is chosen, students can only continue with Biology in Years 12 and 13, not Chemistry or Physics. Both the General Science course and the Physical and Biological double Science course will permit the study of Biology, Chemistry and Physics in Years 12 and 13.

1. General Science

This Science course will give students the knowledge they need for Year 12 Physics, Chemistry and Biology.

The two externally assessed topics are in Chemistry (acids and bases) and Biology (genetic variation). The three internally assessed Achievement Standards are in Biology (Biological issues), Physics (Mechanics practical investigation) and a Chemistry practical investigation.

This course offers 19 credits, eight of which are externally assessed.

2. Biology

This course is designed for those who are interested in Biology, and will NOT be continuing with Physics and Chemistry in Year 12. The topics studied include micro-organisms and how they affect humans, enzymes, genetic variation, life processes in plants and researching a current scientific issue. Note: These topics are NOT the same Biology topics as those taught in the double Science course.

This course offers 19 credits. Only one topic (genetic variation) will be externally assessed.

3. Physical and Biological Science (two complementary courses)

If a student chooses these two courses she may only choose an additional two option subjects (instead of the usual three options).

This course will provide a wider breadth and greater depth of knowledge than the Science course. It is designed for students who intend taking the Sciences at senior secondary and tertiary levels.

Topics studied in the Physical Science course include Physics (waves, heat and researching a physics application) and Chemistry (acids and bases and chemical reactions).

Topics studied in the Biological Science course include genetic variation, micro-organisms, researching a current biological issue, mammals as a consumer and a practical investigation.

These two courses together offer 36 credits, 19 of which are externally assessed.

Year 11 (Level 1) Subject Options

Accounting

Accounting gives students an understanding of the language of business that is used worldwide.

Students learn about:

- How businesses prepare and report financial information
- Interpretation of financial information
- Decision making resulting from financial and non-financial information
- The conceptual basis of accounting
- Preparing and analysing financial statements for community organisations.

By understanding these, students will have a greater awareness of their own personal wealth, and how the wealth and performance of a business is reported, regardless of their career choice.

Total Credits = 17 (nine internal and eight external)

Students must study Level 1 Accounting for entry to Level 2 Accounting (or at the discretion of the Head of Accounting).

Art

Prerequisite: Year 10 Art

Students will develop an individual body of work based on a personalised programme. They will be taught the practical and thinking skills needed to produce a portfolio of artwork that sequentially develops. Students will learn to critique their own work in order to generate and extend their ideas further. They will become independent thinkers and confident in their own decision making.

Assessment is for a maximum total of 16 credits at NCEA Level 1.

A charge for materials will be gold sheeted.

Thorough investigative drawing is the basis for Painting, Printmaking, Design and Photography. This is a prerequisite for Level 2 Photography, Paint/Print or Design.

Digital Technology

Level 1 Digital Technology builds a foundation of coding skills and understanding through the lens of web development.

Students first learn HTML and CSS by building a series of websites, then they expand into coding with JavaScript, before researching and refining their understanding of human-computer interaction.

This course is a pre-requisite for Level 2 Digital Technology.

Year 10 Digital Technology Outcomes is **not** a pre-requisite for this course.

Drama

Prerequisite: it is an advantage, but not essential, to have taken Year 10 Drama.

Drama at Level 1 enables students to develop skills across the four strands of the subject: developing practical knowledge, developing ideas, communicating and interpreting and understanding drama in context. Students initiate and develop ideas individually and collectively in various dramatic forms, which can include working on original drama, performing within a genre or working on a class production. The course involves some out of class rehearsal time and also visits to professional theatre performances.

NCEA Level 1 Drama has three practical internal assessments and an external examination. Students are encouraged to take part in co-curricular performance.

Economics

Economics concentrates on the study of consumers and businesses and how the two interact. This is a valuable entry level course for students who may be contemplating a career in commerce or business management.

Students study business from a consumer's viewpoint and why consumers make the choices they do. The course also looks at business, from the firm's point of view, analysing how businesses work and the decisions producers make. This enables students to develop an understanding of how various market situations work. A study of how the different sectors in the economy interact completes the course.

There are five major units studied:

- Consumer choice and demand (external)
- Supply (external)
- Markets (external) Decision (internal)
- Interdependence of sectors in the economy (internal).

Assessment: Level 1 Economics consists of 19 credits; 7 credits of which are internally assessed.

Equine Studies

See Years 12 and 13. Unit standards. Contact Director of Equestrian for further information

ESOL (English for Speakers of Other Languages)

ESOL is offered on an individual or small group basis for students who do not have English as their first language and who need to develop their language skills.

English standards and/or ESOL standards, which complement the mainstream English course, are also part of the programme. Special attention is given to helping ESOL students achieve the literacy requirement of NCEA Level 1.

Food and Nutrition

Food and nutrition education enables students to make informed decisions about food and the choices that will contribute to their own wellbeing and that of other people. Through a variety of case studies students acquire knowledge of nutritional requirements and develop their interpersonal skills around self and others.

They develop decision-making skills through managing and evaluating practical activities that involve planning, selecting, preparing and presenting nutritious and appetising meals.

Topics studied include: nutritional knowledge, nutritional needs of adolescents, food safety and hygiene in the home and personal situations and consumer issues. The focus is on making good food choices and on the interpretation and application of food legislation and labelling, meal planning and the preparation and service of meals for adolescents and the family.

Students undertaking this course will have the opportunity to gain 19 credits from achievement standards, towards Level 1 NCEA. Approximately 80% of this course is internally assessed.

French

Prerequisite: Year 10 French.

The course places emphasis on consolidating material from Year 10 and preparing the student for a visit to a French speaking country.

Substantial online material, which includes tracking software to record progress will be used.

Topics include: interests and hobbies, planning and discussing holidays and outings with friends, being healthy and going to the doctor, comparing life in other countries with that in New Zealand, all forms of productive writing, organising trips to French speaking countries and writing job applications.

All students have the opportunity to practise their oral skills with a native speaker of French.

Students further develop the skills and grammatical structures required for the NCEA Level 1 qualification.

For Level 1 NCEA, the internally assessed components are based on a writing portfolio (five credits) and a spoken presentation (four credits). For the writing portfolio students collect evidence of their work over the course of the year and submit their best samples of work for assessment at the end of the year. The external components are listening and reading comprehension (ten credits).

The French exchange programme

In 2019 Rangī Ruru established an exchange programme with an independent, co-educational school in Guérande, France, alongside Christchurch Boys' High School (CBHS). Two students from Rangī Ruru and two students from CBHS host their exchange partners for approximately seven weeks during September/October of Year 11 and then travel to France for approximately seven weeks in January/February in Year 12. Students stay with their exchange partners' families. Costs include airfares, insurance and spending money.

Applications open in Term 1 of Year 11.

Geography

Geography aims to develop an understanding of the environment as the home of people through a number of different topics looking at both natural and cultural environments. It therefore has links with both the humanities and environmental science. Students will take an in-depth look at the world which they live in to discover new places, new cultures, and new ideas.

Topics include the following:

Three internally assessed standards (ten credits):

- GIS- using a spatial analysis computer programme to solve a geographic problem.
- Carrying out geographic research – a physical study in the local environment (Field trip)
- Identifying global patterns and issues that exist with chocolate production.

Two externally assessed standards (eight credits):

- Extreme natural events – a study of the natural processes creating earthquakes, an in-depth look at the environmental effects and how people respond to such events.
- Geographic skills and concepts applied to a National or International context.

Graphics

Prerequisite: It is an advantage to have studied Year 10 Graphics.

This programme builds on knowledge and skills learnt in Year 10. Students work with different design briefs to enable them to develop the knowledge needed to explore and refine concepts relating to two areas of study; that being Product and Spatial Design.

Higher levels of thinking, sketching, model making, ideation, exploration and presentation of design ideas is developed and presented in a portfolio of design work. Specialist computer applications will be needed to complete some design work.

Students undertaking this course have the opportunity to gain 19 credits toward Level 1 NCEA. 85% of the work will be internally assessed through a variety of achievement standards. 15% of the work will be assembled and sent away at the end of the year for external assessment.

Completion of this course is strongly recommended if you wish to study Graphics at higher levels.

History

The Level 1 History course focuses on the concepts of Protest and Power. It aims to introduce and develop skills of research, analysis, evaluation and communication. Students will develop an understanding of the causes, consequences and perspectives of events of significance to New Zealanders through a study of the following contexts:

Protest:

- The ongoing struggle for Black Civil Rights in the USA.
- The impact of the 1981 Springbok Tour to New Zealand: research based internal assessment and perspectives internal assessment

Power:

- Heroes and villains in History
- World War II

The course is assessed for a total of 16 credits, of which eight are assessed internally and eight externally.

Music

It is a requirement that students who wish to take Music at Level 2 or Level 3 take Music for Level 1 NCEA.

This course builds on material covered in the Years 9 and 10 Music courses. Whilst the Year 10 Music course is a valuable preparation for NCEA Level 1 Music, students who are very competent on an instrument or in voice, and who have developed a high level of general musicianship, may elect to make a direct entry into the Level 1 course after consultation with the Director of Music.

This course is **not** suitable for beginners on an instrument or voice.

Students who elect to study NCEA Level 1 Music **must commit to continued tuition on their chosen instrument or voice for the entire year**, either through school or privately. Girls should also be involved in a co-curricular music group for the full year.

Students who take this course will continue to develop their skills and competencies in:

- Performance – through both solo and small group performances
- Composition – continued learning about the techniques of composition through creating original instrumental and vocal music
- Musical Literacy - identifying, describing, transcribing and explaining fundamental materials of music from a range of musical styles and genre
- Musical understanding and appreciation - through listening to and analysing music from a wide range of genres

Students who take music will further develop skills in self-expression, creative thinking, problem solving and self-management through using a range of current music technologies and devices.

Assessment: External four credits, the remainder credits from internal assessment standards.

Physical Education (NCEA)

This course offers students the opportunity to learn through movement. They will gain an understanding of human anatomy, biomechanics and skills, as well as investigating the effect of societal influences on physical activity. Students will also participate in three practical activities to gain a performance standard. This course is entirely internally assessed with the students having the opportunity to gain 18 Level 1 credits.

Course content:

- Perform physical activities to nationally developed performance standards (some class choice, for example, lawn bowls, korfbal and mountain biking)
- Demonstrate understanding of human anatomy, exercise physiology and biomechanics in relation to how the body moves in a particular activity
- Demonstrate and describe safety management in outdoor education situations
- Demonstrate understanding of societal influences on physical activity
- Demonstrate and describe motor skill development strategies to learn a skill of their own choice.

Spanish

Prerequisite: Year 10 Spanish.

The course places emphasis on consolidating material from Year 10 and preparing the student for a visit to a Spanish speaking country.

Topics include: interests and hobbies, planning and discussing holidays and outings with friends, booking accommodation, being healthy and going to the doctor, comparing life in other countries with that in New Zealand, all forms of productive writing, organising trips to Spanish speaking countries and writing job applications.

All students have the opportunity to practise their oral skills with a native speaker of Spanish.

Students further develop the skills and grammatical structures required for the NCEA Level 1 qualification.

For Level 1 NCEA, the internally assessed components are based on a writing portfolio (five credits) and a spoken presentation (four credits). For the writing portfolio students collect evidence of their work over the course of the year and submit their best samples of work for assessment at the end of the year. The external components are listening and reading comprehension (ten credits).

Te Reo Māori

Prerequisite: Year 10 Te Reo Māori or at the discretion of Head of Subject.

This course will build on knowledge, vocabulary and sentence structures in preparation for NCEA Level 1 Te Reo Māori. At Level 1, Te Reo Māori involves pānui (reading), kōrero (speaking), tuhituhi (writing) and whakarongo (listening). Preparation for this involves revisiting work completed on topics including marae, whānau, hākinakina, kai and kura.

Students will continue to grow their knowledge of Māori language and culture by creating a writing portfolio across a range of chosen topics, as well as reading, and listening.

Internal Standards: Writing; student's choice of either Listening or Speaking (12 credits total) External Standards: Reading examination (6 credits).

Textile Technology

Textile Technology allows students to study in an area that will be of interest to them and includes technological activities that use a creative and 'hands on' approach to learning using textile materials and resources. This will involve: research, investigations, planning, designing, applied design, pattern making, constructing and evaluating outcomes. Students will focus on two projects, an exhibition and an external report at the end of the year.

Project 1. The given context of Tuakiri reo ahurea; Identity, Language and Culture allows students to design and make a garment of their choice that reflects their own personal style. Guidance ensures the garment is at a basic skill level. Applied design may also give the garment a personal character. A skills based assessment applies to this unit.

Project 2. Te kakahu o nga tamariki; Children's Apparel. This unit allows students to design for a range of age groups considering fashion trends and stakeholder feedback prior to selecting one design to make.

Both projects are used to inform the external report which is structured around reflective thinking and problem solving through the processes of Technological Modelling. The report allows student to gain endorsement.

Students will go on to creating a class exhibition of their work to show at the one-day art display.

Students undertaking this course have the opportunity to gain up to 29 credits towards Level 1 NCEA.

Year 12 (NCEA Level 2)

All courses give students an opportunity to study subjects that interest them and that will secure a well-balanced education.

Compulsory subjects

- English
- Global Living

Subject options

Students choose four or five subjects (in addition to English) from the following:

- Accounting⁶
- Biology
- Graphics
- Digital and Business Technology
- Chemistry
- Classical Studies
- Design
- Drama
- EAS (English for Academic Study)
- Economics
- Equine Studies
- Physics
- Spanish⁶
- Textile Technology
- Geography
- Classical Studies
- General Science – Science for Citizenship
- History
- Mathematics⁶
- Mathematics with Statistics⁶
- Media Studies
- Music/Commercial Music
- Paint/Print⁶
- Photography⁶
- Physical Education (NCEA)
- Food and Nutrition
- French⁶

The courses operating in any one year are determined by the availability of teaching staff and the numbers of students selecting the various courses. It must be remembered that not all combinations of subjects are possible, but the groupings are arranged to satisfy the request of the majority.

Outdoor Education

All students participate in a three-day camp based at Hanmer Springs in the final third of the year. Professional instructors lead a range of adventure based activities, environmental projects and discussions to develop cooperative solutions to challenges.

⁶ Subjects must have been taken successfully at Level 1

Looking to the future

Students should consider the following points when deciding on their course for Year 12:

- The need to build up the basic knowledge and skills required by all people
- Consider not only your good subjects and the subjects you enjoy but also those necessary to fulfil your possible career intentions
- Future study intentions - refer to Year 13 information on Faculty Guides pages 77-83
- If you wish to gain University Entrance in Year 13 you must ensure you gain the relevant literacy standard. These may be gained over one or two years, in Years 12 and 13 in English
- If you choose six subjects you must take them all for the whole year
- If you are interested in sitting Scholarship refer to New Zealand Scholarship information on page 75.

Each subject has recommended prerequisites (see specific subject information in the following pages). Please read these carefully and consult the Head of Subject if in doubt.

The majority of Years 12 and 13 students will study five subjects. It is better to work towards a Merit or Excellence endorsement with five subjects rather than jeopardise this by studying six subjects.

Criteria for studying six subjects at Years 12 or 13:

- Minimum of an overall Merit endorsement from the previous year of study
- High motivation and very good time management skills
- Sufficient time out of school hours to commit to study. Studying six subjects at Years 12 or 13 is not recommended for students who have a heavy co-curricular commitment.

Students studying five subjects have four periods of study a week. The intention is for students to be self-managing in their learning and study time. Initially, study time will be supervised but students are expected to take responsibility for using this time wisely.

Year 12 (Level 2) Compulsory Subjects

English

Students are able to undertake a course of approximately 24 credits for NCEA Level 2. Level 2 English develops logically from the Level 1 course, and will seem familiar to students as they work to develop their language skills in much the same way as they did for Year 11 NCEA Level 1. The difference lies in the increased challenge of texts studied and the increasing maturity of work that students are expected to produce.

A minimum of 12 credits are assessed internally during the year, and includes the students being assessed against the standards for writing, reading and speaking. In the end of year examination, students have the opportunity to gain eight credits for their analysis of written and visual literature.

Global Living

Every student participates in this programme. Some courses may offer optional Achievement Standards in Terms 1 and 2. Students choose from a range of full and half term courses such as:

- Enterprise Studies
- Health
- Religious Studies
- Philosophical Thinking
- Special Projects
- Tikanga Māori.

Year 12 (Level 2) Subject Options

Accounting

Accounting at Level 2 gives students a greater understanding of business financial and non financial information.

Students enhance their Level 1 learning through a deeper understanding of their knowledge base of a sole proprietor. It also gives students the opportunity to understand how important subsystems are within a business. They investigate the importance of internal control over accounts receivable and inventory.

Students gain a greater awareness of their own personal wealth and how the wealth of a business is reported and recorded, regardless of what career choice they make.

Students will gain experience in using a common Accounting software package for a small business.

Total Credits = 19 (ten internal and nine external)

Students must study Level 2 Accounting for entry to Level 3 Accounting (or at the discretion of the Head of Accounting).

Biology

This course aims to develop knowledge and understanding of the subject by:

- Investigating the diverse ways in which animals and plants carry out life processes
- Examining the structure and function of cells. Microscope technique and practical skills are taught
- Studying the processes of inheritance, genetic variation and change
- Researching and reporting on the biological validity of information presented to the public
- Carrying out an investigation that includes developing an understanding of the relationship between the investigation and scientific theory

Students have the opportunity to gain NCEA Level 2 internal and external achievement standard credits.

A study manual is required for the course (approximately \$25.00).

It is recommended that students taking this course have achieved at least 12 credits from a Level 1 Science or Biology course. The Level 1 literacy and numeracy credits are also required. If in doubt, please consult the Head of Subject.

Students wishing to take Biology at Level 3 are advised to do the Level 2 course.

Chemistry

The course aims to provide students with knowledge of the structure and chemical behaviour of many common substances. Theories and concepts are supported by suitable laboratory work.

Students learn practical skills in handling equipment and chemicals correctly and how to observe and make logical deductions from their experiments. Mathematical calculations are often required.

Internal assessments focus on linking practical work with writing chemical equations and carrying out appropriate calculations. The external standards focus on the key concepts concerning structure and reactivity of a variety of compounds.

It is recommended that students taking this course have achieved at least 12 credits from a Level 1 General Science course or the Physical and Biological Science Course. An 'Achieved' grade in Science 1.5 (Chemistry) is required. The Level 1 literacy and numeracy credits are also required. If in doubt, please consult the Head of Subject.

The NCEA assessment programme includes credits gained from three internal assessments involving practical work and two external assessments at the end of the year.

Classical Studies

Classical Studies is the study of the civilisation of Classical Greece and Rome without the study of the classical languages.

Why Study Classics?

- Classical Studies provides you with a unique opportunity to study a number of different disciplines – Art History, History, Literature and Philosophy
- It will provide you with knowledge and an appreciation for Greek and Roman civilisation
- It will equip you with a variety of transferable skills including research critical thinking, systematic analysis and communication of ideas
- It will give you experience in dealing with different types of subject matter and evidence
- It will acquaint you with the cultural sources of western civilisation.

Three of the following topics are investigated, and will be the basis of the content for both internal and external assessments:

Greek topics:

- Homer's Odyssey
- Athenian Social Life.

Roman topics:

- Roman Social Life
- Art and Architecture of Pompeii and Herculaneum.

18 credits are offered, with ten being assessed internally and 8 externally.

Design

Prerequisite: Level 1 Art

Students will learn about the purpose, motivations and context of Design as a form of everyday visual communication. They are required to think and work independently, selecting their own subject matter based on research. They will learn how to generate and develop ideas through practical application, using a range of media as appropriate to their investigation (Photoshop, Illustrator, drawing, printmaking, sculpture, painting etc). These students will gain confidence in establishing a personalised learning programme.

Students will:

- Research and apply information, methods and ideas relating to art-making
- Develop ideas through drawing
- Produce a body of work to show an understanding of art-making methods.

It is not necessary but recommended that students have their own personal laptop/device.

A charge for materials will be gold sheeted. Assessment is for a maximum of 20 credits (eight internal, 12 external) at NCEA Level 2. This is a prerequisite for Level 3 Design.

Digital Technology

Level 2 Digital Technology refines and develops coding skills and understanding by building on the web development skills from the previous year.

Students learn to build reactive, modern websites using industry standard development frameworks.

This course is a pre-requisite for Level 3 Digital and Business Technology.

Level 1 Digital Technology is a pre-requisite for this course.

Drama

Level 1 Drama is recommended.

The course aims to broaden and deepen a student's skills across the four strands of Drama – developing practical knowledge, developing ideas, communicating and interpreting and understanding drama in context. Students work both individually and in groups and are expected to undertake some out of class rehearsal time. NCEA Level 2 Drama has up to four practical assessments and one external examination. Students are able to gain a maximum of 21 credits. Students are encouraged to participate in co-curricular performance.

EAS (English for Academic Study)

This is an optional course for Year 12 students who do not have English as their first language, and who wish to prepare for university study. Students work towards achieving the literacy requirements for New Zealand University Entrance, often over a two year period, and can begin preparing for international examinations, such as TOEFL, SAT and IELTS. There may be an additional charge for this option for permanent residents.

Economics

This level of Economics will enable students to examine how and why the New Zealand economy operates as it does, and the major economic issues arising from it. The course is focused on Macroeconomics. It is a valuable course for students who are considering taking Economics at Year 13.

The major topics covered are:

- Growth (external) four credits
- Inflation (external) four credits
- Level 3 Marginal Analysis (external) four credits
- Government Policies (internal) six credits

Students will use macro-economic models to compare and contrast the effects on our everyday lives of interest rates, exchange rates, employment opportunities, Gross Domestic Product and the Balance of Payments. Through the study of inflation and economic growth, students will understand how monetary and fiscal policy impact on the various sectors of the economy.

There are 18 credits offered, 6 of which are internally assessed.

Enterprise Studies

As part of the Global Living programme, students are able to work as part of a Young Enterprise team, on their business product. They are also able to study for a Business Studies achievement standard.

Equine Studies

This course aims to provide knowledge and understanding of equine matters through horse physiology, anatomy, care of the horse when transporting by air, and of the racing industry (11 credits). This is complemented by general agricultural papers (up to 14 credits) for those who ride, own their own horses, or intend to find a career in the equine industry. Experience in horse-riding is preferable, but not essential. This course is made up of unit standards.

Study is by correspondence supported by the school. Proficiency in Literacy and Numeracy is expected. Students will require effective self-management.

Food and Nutrition

Completion of Level 1 Food and Nutrition is desirable. An interest in food preparation and service is required. Food and nutrition, and the family are the main areas of study and include:

- Nutrition for sport: This involves the study of the nutritional requirements for high energy users
- Nutritional health issues: This involves the study of food security for New Zealanders
- Sustainability: Students will investigate sustainable food related practices
- Food Hygiene: Knowledge and application underlines all studies
- Master Chef challenges, and food preparation and cooking on tasks are an integral part of this course.

Throughout the topics, students will develop skills to enable them to efficiently and safely prepare foods with an emphasis on contemporary flavours and presentation. Students undertaking this course have the opportunity to achieve up to 19 Level credits from achievement standards. Fifteen credits are internally assessed.

French

Prerequisite: Level 1 French achievement standards, or at the discretion of the Head of Subject.

A task based approach is continued at this level and will allow students to reach a new level of sophistication in their four major skill areas.

Students are encouraged to read widely and will be challenged to produce creative language both orally and on paper. Contemporary materials, which are taken from a variety of sources, are used. A major feature of the course is the use of up to date online resources to consolidate classroom work.

Some of the topics covered will include:

- Media (television, advertising, new technology)
- Popular culture (cinema, music, fashion)
- Healthy lifestyles (sport, health and wellbeing, holidays)
- Family and personal relationships (family, friendship, marriage).

All students have the opportunity to practise their oral skills with a native speaker of French.

For Level 2 NCEA, the internally assessed components are based on a portfolio of writing and a spoken presentation. Students collect evidence of their written work over the course of the year and submit their best samples of work for assessment at the end of the year (nine credits in total).

Listening and Reading are assessed externally (ten credits in total).

Geography

This is a course designed for students who have an interest in geography and the environment and are keen to explore ways by which it can be sustained. Students have the opportunity to build on and expand their personal experiences of natural and cultural environments, look at the processes that shape our world and undertake fieldwork investigations in different locations outside the classroom. There are no prerequisites, although it would be an advantage to have taken Level 1 Geography.

Topics include:

- Natural Landscapes, focusing on the South Island High Country (three day field trip to Mt Cook)
- Conducting an advanced Geographical Inquiry e.g. zonation patterns in the South Island High Country
- Identifying a global pattern that exists with Malaria and the impacts this has on people
- Understanding the sustainability of the biophysical environment of the Avon River (local field trip)
- Exploring geographic concepts with the use of geographic skills in a National or International context.

Assessment: A total of 20 credits are offered. Two externally assessed Geography achievement standards - eight credits. Three internally assessed Geography achievement standards - 12 credits.

General Science- Science for Citizenship

This course is aimed at students who want to continue in Science, without necessarily specialising in any particular Science. It is suitable for students with an interest in journalism, tourism, geology, law, biology or environmental science. A range of achievement standards will be offered and there will be an emphasis on critical thinking.

Students will be exposed to a variety of scientific issues that affect today's society. These include:

- Investigating a biological pattern in a community
- Analysing geological features of New Zealand and how they were formed
- Data and research for the above two internal assessments will be collected during a three-day field trip to Mt Cook in Term 1
- Examining an Earth and Space issue – climate change
- Analysing scientific information in media articles related to vaccination, fluoridation and medicinal cannabis use
- Genetic variation and evolution.

Four internally assessed achievement standards and one externally assessed achievement standard (Genetic variation) will be offered. This will allow students to obtain subject endorsement. There is the option for students to withdraw from the external achievement standard and do an additional internal assessment.

Students who take this course will be able to do Level 3 Biology or Level 3 General Science.

Graphics

Prerequisite: Level 1 Graphics.

Graphic communication develops the skill and understanding to explore, describe, refine and present technological ideas. Design is an integral part of Graphics and is the process of problem solving, being innovative and expressing solutions graphically.

The course is structured around: Spatial Design and Product Design. Topics reflect a wide range of careers that value graphic communication skills; the ability to plan, create, redesign, and illustrate, is highly valued by such employers.

This course teaches students the correct and most efficient form of visual communication for a variety of situations. Specialist computer software will be needed to complete some design work.

Assessment: 3 credits externally assessed by a portfolio of project work and 19 credits internally assessed by achievement standards.

History

Whilst it is an advantage, it is not necessary to have studied the subject at Level 1.

The theme of the Level 2 course is Great Power Rivalry in the 20th Century - Hot War to Cold War. Students will assess the major forces that have shaped the modern world and the significance of these developments. It aims to develop the skills of independent inquiry, analysis, critical thinking and communication. Students will develop an understanding of the causes, consequences and perspectives of events of significance to New Zealanders through a study of the following possible contexts:

- Post World War II
- The Cold War including the possible cases studies of: The Fall of the Berlin Wall, The War, The Vietnam War and the Cuban Missile Crisis
- An event of significance to New Zealand - research based internal assessments of the students choosing and by negotiation with the teacher.
- IF time allows: Case Studies of World War I (Student Directed Learning)

18 credits are offered, of which nine are assessed internally and nine externally.

Mathematics

To be adequately prepared for this course a student should have achieved at least 16 credits at Level 1 Mathematics, with Merit in Algebra.

This course covers five achievement standards at Level 2 with a total of 20 credits available.

Mathematics at this level becomes more abstract with an emphasis on the application of algebraic methods to geometry and calculus. A graphic calculator is required.

Three standards covering Algebra, Calculus and Probability are assessed externally. The two internal standards are Graphs and Trigonometry.

This course provides a suitable foundation to continue with either Calculus or Statistics at Level 3.

Mathematics with Statistics

To be adequately prepared for this course a student should have achieved at least 14 credits in Level 1 Mathematics. This course offers six achievement standards with a total of 19 credits available. There is only one externally assessed standard in Probability. The internals cover trigonometry, graphs, sequences, networks and statistics. A graphic calculator is required. This course provides a suitable foundation to continue with Statistics at Level 3.

Media Studies

Media Studies encourages students to consider how and why the media shapes their understanding of the world - and their place in it. Level 2 Media Studies offers students experience to analyse, critique, and produce media texts. They are challenged and empowered to investigate all forms of media in order to understand and evaluate how messages, meanings and responses are created. Students develop the skills to become informed, discriminating citizens in a constantly changing, interconnected world.

The course focuses on a range of contexts across film, television and print to develop an understanding and appreciation of media language, engagement and construction of meaning, but more importantly urges students to critique the wider implications of these as well as use them to inform their own production.

The course seeks to encourage a critical and creative voice delivered across verbal, written and visual communication. Robust discussion, written analysis, scripting, journalism and media production are integral to the course.

A charge for materials will be gold sheeted.

This is not a portfolio course. Students are offered internal and external standards to a maximum of 24 credits.

Music/Commercial Music

The Level 2 music course is suitable for students who have successfully completed NCEA Level 1 Music.

Students are required to select EITHER Music OR Commercial Music. These strands cover the same learning areas but have contrasting materials and a different focus.

Students who elect to study NCEA Level 2 Music **must commit to continued tuition on their chosen instrument or voice for the entire year**, either through school or privately. Students should also be involved in a co-curricular music group for the full year.

All students will study

- Solo performance
- Group performance
- Composition
- Analysis of music works

Students who take music at Level 2 will start to explore their musical voice through a more specialised, personalised, and self-managed course of study.

Assessment: External four credits, internal 16 credits.

A range of other standards are offered for students who wish to extend their learning in music, including:

- Solo Performance on a second instrument
- Score reading
- Instrumentation
- Aural skills
- New Zealand Music research

For further details, please consult the Director of Music.

Paint/Print

Prerequisite: Level 1 Art.

This course is structured as half a year Painting and half a year Printmaking.

Students will undertake a course of study within each discipline. They are required to think and work independently, selecting their own subject matter based on research. They will learn how to generate and develop ideas through practical application, using a range of media in each discipline. Students will gain confidence in establishing a personalised learning programme.

In each discipline students:

- Research and apply information, methods and ideas relating to art-making
- Develop ideas through drawing
- Produce a body of work to show an understanding of art-making methods.

A charge for materials will be gold sheeted. Assessment is for a maximum total of 24 credits at NCEA Level 2. All standards are internal. Subject endorsement is not possible in this course as it is all internally assessed. This is a prerequisite for Level 3 Painting and Level 3 Printmaking courses.

Photography

Prerequisite: Level 1 Art

Students will learn about the principles of digital photography including studio and field photography as well as elements of post-production. They are required to think and work independently, selecting their own subject matter based on research. They will learn how to generate and develop ideas through practical application, using a range of media as appropriate to their investigation (photography, drawing, printmaking, sculpture, maquette etc). These students will gain confidence in establishing a personalised learning programme.

Students will:

- Research and apply information, methods and ideas relating to art-making
- Develop ideas through drawing
- Produce a body of work to show an understanding of art-making methods.

It is necessary for students to have their own digital SLR camera. A charge for materials will be gold sheeted.

Assessment is for a maximum of 20 credits (eight internal, 12 external) at NCEA Level 2. This is a prerequisite for Level 3 Photography.

Physical Education (NCEA)

This Course offers students the opportunity to learn through movement. They will develop an understanding of how skills are learnt, how the human body functions and methods and principles of training. Students will also be given the opportunity to develop leadership skills through working with special needs students. Students gain 19 internally assessed Level 2 credits.

Students are given the opportunity to be involved in deciding which Achievement Standards are undertaken to best meet their learning needs and may include:

- Planning and implement a physical activity programme for special needs students from Ferndale school
- Apply principles and methods of fitness to undertake their own training programme
- Apply biomechanical, anatomical, sport psychology and motor skill principles to the learning of a new skill
- Perform three physical activities to nationally developed performance standards.

Physics

This course is a study of motion, energy, and the fundamental nature of matter. It illustrates how physics is involved in everyday life and serves as a basis for other sciences and technologies.

It is recommended that students taking this course have achieved the following standards in Level 1 Science: AS90935 Physics Practical Investigation, AS90944 Acids and Bases, and the following standards in Level 1 Mathematics: AS91027 Algebra, AS91028 Graphs and AS91031 Geometry. The Level 1 literacy credits from English are also required. If in doubt, please consult the Head of Subject. It is recommended that students should take Year 12 Mathematics and not Year 12 Mathematics with Statistics if students wish to continue to Year 13 Physics.

Students have the opportunity to gain achievement standard credits at NCEA Level 2 from both internally assessed work and external examinations at the end of the year.

The aim of the course is to develop the ability to:

- Explain everyday situations using the basic theories of physics
- Conduct experimental investigations and analyse data
- Analyse and solve physical problems using mathematics.

Topics covered include - mechanics (force, motion and energy), electricity and electromagnetism, atomic and nuclear physics and practical investigations.

Spanish

Prerequisite: Level 1 Spanish achievement standards, or at the discretion of the Head of Subject.

A task based approach is continued at this level and will allow students to reach a new level of sophistication in their four major skill areas.

Students are encouraged to read widely and will be challenged to produce creative language both orally and on paper. Contemporary materials, which are taken from a variety of sources are used. A major feature of the course is the use of up to date online resources to consolidate classroom work.

Some of the topics covered will include:

- Family and personal relationships
- The Future World
- Machismo
- Media (television, advertising)
- Popular culture (cinema, music)
- Health and wellbeing
- Spanish identity and cultural heritage.

All students have the opportunity to practise their oral skills with a native speaker of Spanish.

For Level 2 NCEA, the internally assessed components are based on a writing portfolio (five credits) and a spoken presentation (four credits). For the writing portfolio students collect evidence of their work over the course of the year and submit their best samples of work for assessment at the end of the year.

Listening and Reading are assessed externally (ten credits in total).

The Buenos Aires Exchange Programme

For several years Rangī Ruru has been running a very successful exchange programme with a private co-educational school in Buenos Aires, Argentina. Up to four students from Rangī Ruru travel to Argentina in September/October to live with families and attend lessons for four weeks. As this is a reciprocal exchange, our students will host their exchange partners during February of the following year. The approximate cost of the exchange is \$2500 as students stay with their exchange partners' families.

Applications open early in Term 1 of the year of students travelling to Argentina.

Textile Technology

The given context is Tuhinga o mua - Sustainable Futures. This course is designed to encourage students to explore the global issues of sustainability in the fashion industry as it is one of the worst industries impacting climate change. This context makes the learning relevant to our world and our future.

Students learn to design with a focus on the lifecycle of the garment. This means they will consider the fibres, fabrics and processes including what happens to the garment at the end of its life.

This course will develop consumer awareness about how our decisions impact the world we live in. The project will inform a report on Sustainable Design which allows the student to gain endorsement.

Advanced skills developed include;

Fashion illustrating,

Pattern making,

Applied design techniques which could include laser cutting and 3D printing

Advanced techniques and processes using industrial machine equipment

Their outcome will be presentation will be exhibited at the one-day art display.

Students undertaking this course will have the opportunity to gain approximately 20 credits toward NCEA Level 2

Some Academic Goals for Year 13 Students

Students have a range of choices academically. It is anticipated that all will aim for L3 and UE qualifications.

See pages 77-83 for Faculty Guides to NCEA for students in Years 11 to 13.

1. Level 3 NCEA

Most students will study five subjects at Level 3, aiming for a Level 3 Certificate. This requires 80 credits, including at least 60 at Level 3 or higher and 20 from Level 2 or higher (these may include credits which counted towards the Level 2 Certificate). There are no Literacy or Numeracy requirements for a Level 3 NCEA but there are special requirements for University Entrance (see below).

Every student gaining credits on the National Qualifications Framework receives a Record of Achievement that lists all unit standard and achievement standard credits achieved in the previous year. It can also be accessed on the 'For Learners' section of the NZQA website when students login in with their unique National Student Number (NSN) and password.

2. New Zealand Scholarship

Scholarship is a monetary reward to extend our best secondary students and enable top students to be identified and acknowledged. It will not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship will appear on the Record of Achievement. The content assessed for New Zealand Scholarship is the same as that covered for Level 3 achievement standards. Scholarship is demanding for the most able students in each subject. Students are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations. Refer to page 76 for further details.

3. University Entrance

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand university. To be awarded UE you will need:

- NCEA Level 3
- Three subjects - at Level 3 or above, made up of:
 - 14 credits each, in three approved subjects
- Literacy - ten credits at Level 2 or above, made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - ten credits at Level 1 or above, made up of:
 - achievement standards – specified achievement standards available through a range of subjects, or
 - unit standards - package of three numeracy unit standards (26623, 26626, 26627 - all three required).

Once you have met the requirements for UE it will appear on your Record of Achievement.

It is likely that the minimum UE requirement will not be adequate for admission to some universities.

Year 13 (NCEA Level 3)

In choosing a Level 3 course students are partly bound by what they have taken in the previous year. Beyond that, they should make sure that their choice of subjects:

- Allows for future flexibility
- Is relevant to their possible career needs
(consult the Careers and Pathways Strategist for advice)
- All students study Global Living.

Subject options

Students must choose FIVE subjects from the following:

- Accounting
- Art History
- Biology
- Business Technology
- Calculus
- Chemistry
- Classical Studies
- Design
- Drama
- EAS (English for Academic Study)
- Economics
- English
- Equine Studies
- Food and Nutrition
- French
- General Science – Science for Citizenship
- Geography
- Graphics
- Health
- History
- Media Studies
- Music/Commercial Music
- Painting
- Philosophy
- Photography
- Physical Education
- Physics
- Printmaking
- Spanish
- Statistics
- Te Reo Maori (via Te Kura Pounamu the NZ Correspondence School)
- Textile Technology

There are no prescribed national courses for Year 13.

The flexibility offered by NCEA means that the school can develop a variety of learning programmes to suit the individual needs of students. It may be possible to take some subjects from the Level 2 options (refer to pages 46-59).

Costs incurred by students studying courses outside the school curriculum are funded on a user pays basis.

The University of Auckland has an Academic English Language Requirement from. For those applying on the basis of NCEA results you must have a minimum of 17 credits in English at Level 2 or 3.

Not all the courses will necessarily operate in any one year. This will be determined by the numbers of students selecting the various courses. It must also be remembered that not all combinations of subjects are possible, but the groupings will be arranged to satisfy the request of the majority. In some subjects it may be necessary to offer composite level courses.

Students wanting to study more than two portfolio subjects must have the approval of the Assistant Principal - Curriculum.

Study at an Australian University requires Level 3 English.

Global Living

Every student participates in this programme. Some courses may offer optional Achievement Standards in Terms 1 and 2. Students choose from a range of full and half term courses such as:

- Community Projects
- Defensive Driving
- Enterprise Studies
- First Aid
- Health
- Religious Studies
- Philosophical Thinking
- Special Project
- Tikanga Māori

Year 13 (Level 3) Subject Options

Accounting

It is strongly recommended that students taking Accounting at this level have completed the Accounting Level 2 course.

The course at Level 3 develops the learning of Accountancy theory to a higher level, including the International Financial Reporting Standards. It also examines practical Accounting in Partnerships and Companies and the financial tools management uses to analyse the success of a business.

This course encourages students to extract information on business position and performance and introduces terminology which is commonplace in business. Students are required to evaluate business practice and provide advice on improvements.

Management Accounting is introduced at this level where students investigate the need for cost accounting in manufacturing businesses.

A scholarship course is offered to students who wish to achieve a greater level of understanding at this level.

Total Credits = 22 (13 internal and nine external).

Art History

Leonardo da Vinci, Michelangelo and Raphael: These are the first artists that come to mind when the term 'Renaissance' is mentioned. All three were towering geniuses of staggering talent, however, they were not the only artistic wonders of the Renaissance.

Level 3 Art History is set during the latter part of the Middle Ages – The Renaissance. All works of art are looked at within the context of this turbulent age. Political, religious and social upheaval is explored through the works of nine artists, as are philosophical trends.

An interest in the Ancient World (Classical Civilization), Greek and Roman Mythology and Philosophy is helpful when taking this course.

Art History teaches students ways of thinking, questioning, and seeing through the analysis of art works. Students learn skills of visual literacy that they can use knowingly and critically. The Internal and External standards require research and written analysis. The External standard provides the UE writing literacy requirement and all Internals provide the UE reading literacy requirement.

Artists covered: Botticelli, Leonardo, Michelangelo, Raphael, Mantegna, Bellini, Titian, Pontormo and Bronzino.

Prerequisite: None.

Total credits offered: 16

Assessment: There are three internal assessments offered throughout the year (12 credits). There is one external standard (four credits) All credits are Achievement Standards.

Scholarship: Scholarship classes are offered in this subject.

Biology

During this course, students will investigate and further their understanding of:

- the diversity, structure, function and interrelationships of living organisms and their interactions with the environment
- the evolutionary processes that have resulted in the diversity of life on Earth and the place of humans within these processes
- how to integrate biological knowledge to make informed judgements about the social, ethical, and biological implications of a socio-scientific issue
- how to carry out an investigation that includes developing an understanding of the relationship between the investigation and scientific theory.

Students have the opportunity to gain NCEA Level 3 internal and external achievement standard credits.

A study manual is required for the course (approximately \$25.00).

A reasonable level of achievement in NCEA Level 2 Biology is necessary for students who wish to take this subject. If in doubt, please consult the Head of Subject.

Business Technology

This course is available to all students but previous learning in computer studies is an advantage.

Students study for NCEA Business Studies and Technology Level 3 achievement standards. This involves projects in data and information processing, digital media and web applications.

Assessment is mostly internal, although with an external assessment also being offered. Approximately 22 NCEA credits are offered.

Calculus

This course may be taken in conjunction with Statistics as there is no overlap in content.

It is appropriate for students with a major interest in the continued study of mathematics, the physical sciences, engineering, medicine, and any field where Calculus is an important tool.

The course offers 21 credits. Trigonometry is internally assessed and the other three standards are externally assessed. A high level of achievement in Level 2 Mathematics is essential for successful participation in this course.

Chemistry

Chemistry is considered an essential subject for almost any career involving a science. Competitive entry courses often require the three external standards in Chemistry. These develop concepts studied at Level 2 and prepare students for further studies in Chemistry.

It is strongly recommended that students taking Chemistry at Level 3 have achieved at least 16 credits in NCEA Level 2 Chemistry.

Level 3 Chemistry external standards include thermochemical principles and particle properties, organic chemistry, equilibrium processes in aqueous systems. The main focus of the course will be on the three external standards and will also include the spectroscopy internal which will allow students to apply their knowledge of organic chemistry to solve problems involving the identity of organic compounds. It will also be possible for students to choose to carry out a practical investigation as an option replacing one of the external standards.

Classical Studies

Classical Studies provides a unique opportunity to study a number of different subject areas. An interdisciplinary approach is adopted that provides students with an introduction to History, Art History, Literature and Philosophy.

The course is designed to provide an understanding of aspects of the ancient world. It also provides students with the opportunity to develop a range of transferable skills including the ability to think analytically, communicate ideas effectively, and to research independently.

You do not need to have taken Classics at Year 12 to undertake this course, although it is beneficial.

The following topics are investigated:

- Historical: Alexander the Great
- Literature: Aristophanes' Comedies (Attic Old Comedy)
- Art History: Greek Vase Painting

26 credits are offered, with 12 being assessed internally and the option of 8-14 externally.

Design

Prerequisite: Level 2 Design.

Students will work independently to establish a situation within a Design context. They will explore and investigate this in relation to their audience and target market, then develop, extend and resolve these ideas through a range of briefs. A folio showing sequential development of their work is submitted for assessment. Working through Design procedures and processes including drawing and wet media, computer generation, multi-media and three dimensional outcomes, students develop an understanding of Design and apply this to the production of a body of work. They are required to look at a range of art works from established Design practice (including contemporary and traditional) to inform, challenge and influence their own art-making.

When appropriate, students may visit the School of Fine Arts and the Top Art Exhibition during class time. A charge for materials will be gold sheeted. Assessment is for a maximum of 26 credits (12 internal, 14 external) at NCEA Level 3.

Drama

Prerequisite: Level 2 Drama or at the discretion of the Director of Theatre Arts.

This course aims to deepen a student's practical and analytical dramatic skills, with the focus being on individual performance.

A major role in a class production is a central factor, as is work on devising drama. Students will also be expected to view a wide range of theatre experiences.

NCEA Level 3 Drama has three internally and one externally assessed standard. Students are able to gain a maximum of 20 credits. Students are encouraged to participate in co-curricular performance.

EAS (English for Academic Study)

This is an optional course for Year 13 students who do not have English as their first language, and who wish to prepare for university study. Students work towards achieving the literacy requirements for New Zealand University Entrance, and can prepare for international examinations, such as TOEFL, SAT and IELTS. There may be an additional charge for this option for permanent residents.

Economics

You do not need to have taken Economics at Year 12 to undertake this course, although it is advised.

Students gain a level of economic literacy and understanding which will allow them to develop a continuing and critical interest in contemporary economic issues. Students develop an understanding of both micro and macro-economics.

This course covers the use of economic models to identify the efficiency of markets and the equity issues that arise. The course also covers market failure and the need for government intervention. The final element of the course covers aggregate economic activity – macro economics.

Major topics covered are:

- The allocative efficiency of markets (external) four credits
- Elasticity and micro-economic concepts (internal) five credits
- Government intervention to correct market failure (internal) five credits
- Aggregate economic activity in the New Zealand economy (external) six credits
- This course is an excellent preparation for students considering taking Economics at university.

There are 20 Level 3 credits offered, ten of which are assessed internally.

English

English is automatically selected as an option for Year 13. You can choose between Shakespeare or non-Shakespeare English. If you do not want to take Year 13 English, select five additional subjects when you do your selection then make an appointment to see the Assistant Principal - Curriculum to opt out of Level 3. Many universities require Level 3 English or an 'English rich' subject for entrance.

English at Level 3 involves the study of poetry, novels, plays and modern film.

Students will develop their skills writing in a variety of styles, and study a range of literature, both written and visual.

They will have the opportunity to complete a range of Internal Achievement Standards, pursuing ideas and issues of their own interest. There will be a minimum of 12 credits in Internal Achievement Standards.

The external examination contributes eight credits to the Level 3 English course. The external examination involves a critical analysis of visual and written literature. The course offers students the opportunity of completing at least 21 credits for Level 3 English.

Year 13 English students will choose between three courses:

EITHER

English with a study of a Shakespearean text. This could include plays such as Hamlet, Macbeth or Othello.

OR

English with a study of another literary text. This could include texts such as The Great Gatsby by F. Scott Fitzgerald or 'Room' by Emma Donoghue.

Both courses will involve a similar depth of study, include film and offer a range of internal and external Achievement Standards. Students considering sitting Scholarship English are advised to select English with a study of a Shakespearean text.

OR

Tailored English. English with a focus on attaining internal achievement standards. Consult your teacher about whether you would be suitable for this programme.

Equine Studies

This course aims to provide knowledge and understanding of equine matters through horse physiology and anatomy of the leg and hoof, care of the horse when returning to or leaving work, the identification and management of hazardous flora and knowledge of stable design; for those who ride, compete, own their own horse, or intend to find a career in the equine industry. Experience in horse riding is preferable, but not essential.

Study by correspondence supported by the school and 20 credits of Unit Standards are available. Proficiency in Literacy and Numeracy is expected. Students will require effective self-management.

Enterprise Studies

As part of the Global Living programme, students are able to work as part of a Young Enterprise team on their business product. They are also able to study for a Business Studies achievement standard.

Food and Nutrition

Level 1 or 2 Food and Nutrition is desirable. An interest in food preparation and service is required.

This course aims to meet the needs of Year 13 students who wish to pursue a career in some aspect of the Nutrition, Food Technology or Hospitality related vocations. Students may also have an interest in the exploration and development of new ideas and tastes as well as perfecting traditional cookery methods and skills.

The focus for this programme may include:

- Exploring current New Zealand food issues: over consumption of energy dense foods
- The influences of media messages on our food choices
- The influence of multi-national food production on eating patterns: Coca Cola Amatil
- Study an ethical food issue: sponsorship
- A high standard of practical skill in food preparation and cookery
- Practical food challenges. Food preparation skills are an integral part of this course.

Students undertaking this course have the opportunity to achieve up to 19 Level 3 credits from achievement standards. Fifteen credits are internally assessed. Scholarship is available in this subject.

French

Prerequisite: Level 2 French achievement standards, or at the discretion of the Head of Subject.

A task based approach is continued at this level and will allow students to reach a new level of sophistication in their four major skill areas.

Students are encouraged to read independently using up to date articles from a variety of sources and short stories. By the end of the course students should be able to express themselves in a variety of registers both orally and on paper. A major feature of the course is the use of up to date online resources to consolidate classroom work.

Some of the topics covered will include:

- The environment (pollution, energy, pressure groups)
- Multicultural society (immigration, integration, racism)
- Social contemporary issues (wealth and poverty, crime and punishment, science and technology).

All students have the opportunity to practise their oral skills with a native speaker of French.

For Level 3 NCEA, the internally assessed components are based on a portfolio of writing and a spoken presentation. Students collect evidence of their written work over the course of the year and submit their best samples of work for assessment at the end of the year (eight credits in total).

Listening and Reading are assessed externally (ten credits in total).

General Science – Science for Citizenship

This course is aimed at students who want to continue studying a broad range of Science topics. It is suitable for students with an interest in health, journalism, tourism, law, biology, or environmental science. Students who did not do any Science course in Year 12 can still select this course to study.

Students will have the opportunity to tailor their course based on their interests from a range of subject areas including:

- A Biology practical investigation on the effect of an environmental factor on plant growth
- The use of nuclear power in NZ
- An investigation into the chemical processes in the world around us
- Human Evolution
- Processes in atmospheric or ocean systems
- Examining a Biological Issue and/or a New Zealand health issue.
- Various aspects of astronomy.

With two external and five internal standards on offer, students can complete a balance of internal and external assessments in relevant contexts that best meet their needs and interests.

Students cannot select this course if they have chosen Biology as a subject.

Geography

Prerequisite: It is desirable that students have previously taken Level 1 or Level 2 Geography.

This course encourages students to think critically as they investigate contemporary geographic issues and consider possible solutions. At this level, students develop skills and apply geographic concepts and understanding to problems that illustrate the relevance and application of Geography to a variety of contemporary issues. Because geography is such a broad subject it provides a wide range of skills to enhance your potential in any future you choose.

The topics that may be offered include:

- Cultural Processes - A study of the geographic environment Queenstown focusing on tourism development as the cultural process. (two-day field trip to Queenstown)
- Geographic Research focusing on a contemporary South Island issue
- A global study - The patterns and impacts of Human Trafficking
- The planning of a contemporary event and the impacts on people and the land e.g. Coast to Coast
- Geographic skills and concepts are selected and applied to a National or International context.

There will be a field trip to enhance learning for the cultural processes paper and provide settings for the research.

Assessment: A total of 19 credits are offered. Two externally assessed achievement standards (Cultural Processes and Skills) earning eight credits and three internally assessed standards earning 11 credits.

Graphics

Prerequisite: Level 2 Graphics.

Graphics is all about communication, exploring situations and opportunities in design drawing and expressing solutions graphically. Design is an integral part of the process of technological problem solving and being curious, creative and innovative in decision making. Activities include research, conceptual design, sketch design, refined design and final documentation. Through design, the level of resolution and detail increases, developing skills in analysis, synthesis and appraisal. Students generate and express ideas through drawing, which is an essential skill in a technological world.

This course is structured around a major environmental design assignment and associated visual communication skills. Assessment: four credits externally assessed by a portfolio of project work and 12 credits internally assessed by achievement standards.

Health

This course will help students develop knowledge and critical thinking skills around the 'big ideas' in Health and how they impact themselves, others and society. Issues are posed that impact the youth of today and students are given the chance to make recommendations for the future.

This course will also challenge students to develop strategies that enable them to be part of contributing to the positive health practices in our school and community. It will support personal growth and challenge students' thinking about what is fair and just. Students will explore attitudes and values and develop understanding of behaviours that encourage equity, respect, care and concern for others and social justice.

Students will be given the opportunity to create resources, workshops, activities or concepts that they feel serve the needs of the young people of the school, community or wider New Zealand.

Students will help choose the contexts for their learning and complete 16-19 credits with the option of either all internal assessments or four internal assignments and one external exam. The course can be used towards University Entrance and Level 3 NCEA.

History

Whilst it is an advantage, it is not necessary to have studied History at Level 1 or 2.

The theme of the Level 3 course is Empires and Revolution. The Level 3 History course is designed to foster a sophisticated set of skills including independent inquiry, analysis, critical thinking, effective communication and historiography. Students will develop an understanding of the causes, consequences and perspectives of events of significance to New Zealanders through a study of the following contexts:

- The British Empire - Case studies may include:
 - An introduction to the nature of the British Empire
 - Ireland
 - The American Revolution
 - New Zealand and the Treaty of Waitangi
 - Women's Suffrage, in Britain and New Zealand.

A three-day field trip to Northland is included in this course. Key places of historical importance and 'must see' places for every Kiwi are visited, and this trip is invaluable for two of the internal assessments for the year.

20 credits are offered, with ten credits assessed internally and ten credits assessed externally.

Media Studies

Media Studies examines the dynamic role of the media in society, how the media constructs messages about individuals, communities, and cultures and how media products are produced, controlled, and distributed.

Level 3 Media Studies aims to give students the skills essential for communicating and understanding communication in an increasingly complex and technological world. Students are challenged to enjoy the cinematic art and craft of moving image at the same time as considering the complexities of the commercial agenda of the entertainment, news and print industry. Students are challenged to navigate their “information age” and question and create to take part in the global media community.

Students apply media concepts across a range of contexts to develop their understanding of media language. They explore the relationship between society and a media genre, explore variant readings of a film and develop a concept and treatment in the pre and post production of a media product. Their study requires an understanding of the way society and media work in a dynamic relationship. Students are prompted to consider what role they play in accepting or changing the nature of that relationship.

A charge for materials will be gold sheeted.

This is not a portfolio course. Students are offered internal and external standards to a maximum of 24 credits.

Music/Commercial Music

This course builds on material covered at Levels 1 and 2. It is suitable for students who have successfully completed Level 2 Music.

Students are required to select EITHER Music OR Commercial Music. These strands cover the same learning areas but have contrasting materials and a different focus.

Within each strand Individual courses will be designed to cater for the specific needs and interests of students. Standards are selected from the following:

- Solo performance (including performance on a second instrument). Girls who wish to study solo or group performance **must commit to continued tuition on their chosen instrument or voice for the entire year**, either through school or privately. Girls should also be involved in a co- curricular music group for the full year.
- Group performance
- Composition
- Song Writing
- Arranging
- Music works analysis and contextual study
- Harmonic techniques and analysis
- Research
- Aural skills

Students who take music at Level 3 will continue to explore their musical voice through a self-directed course of study.

Assessment: A mix of internal and external credits is offered. It is recommended that students study between 20 and 24 credits for a full time course. In order to gain an endorsement, students will need to select at least one of

- Music works analysis and contextual study

- Harmonic techniques and analysis
- Aural skills

Scholarship Music is offered to challenge and extend more able students. These students must study EITHER Solo Performance OR Composition/Song Writing, and should study Music Analysis/Contexts and Harmonic Techniques as part of their programme of work.

Painting

Prerequisite: Level 2 Paint/Print.

Students will work independently to establish a proposition, explore and investigate this visually, then develop, extend and resolve this. A folio showing sequential development of their work is submitted for assessment. Working through art-making procedures and processes including drawing and wet media, students develop an understanding of painting and apply this to the production of a body of work.

They are required to look at a range of art works from established painting practice (including contemporary and traditional) to inform, challenge and influence their own ideas and art-making.

When appropriate, students may visit the School of Fine Arts and the Top Art Exhibition during class time.

A charge for materials will be gold sheeted. Assessment is for a maximum of 26 credits (12 internal, 14 external) at NCEA Level 3.

Philosophy

Philosophy takes students on a personal journey that aims at a reflective understanding of a wide range of issues.

Module 1: The Meaning of Life & The Existence of God

Religious Studies 90827: Part 1: Introduction to Existentialism. Part 2: Arguments for and against the existence of God.

Module 2: Philosophy of Religion

Religious Studies 91725: The Problem of Evil and God - Theodicy, Cosmology and Ontology.

Module 3: Social and Political Philosophy:

Religious Studies 90826: The Philosophy of Capitalism and Socialism.

The course is appropriate for students who have:

- Well-developed discussion skills, especially a willingness to listen to others
- Confidence in considering abstract ideas, and in accepting ambiguity
- Well-developed writing skills, and the ability to organise notes and resources
- Self-motivation and a determination to develop independent research skills.

This course offers 18 Level 3 NCEA credits. Successful completion of the course will qualify students for University Entrance, subject endorsement and literacy credits. All assessments are internally assessed.

Photography

Prerequisite: Year 12 Photography

Working through art-making procedures and processes including methods that generate ideas, students develop an understanding of photographic conventions and apply this learning in the production of a body of work. Students are required to look at a range of art works including contemporary practice that can challenge and influence their own art-making. A folio showing the sequential development of their work is submitted for assessment.

Students are required to have their own cameras. For details contact the Photography Department.

When appropriate, students may visit the School of Fine Arts and Top Art Exhibition during class time.

A charge for materials will be gold sheeted. Assessment is for a maximum of 26 credits (12 internal, 14 external) at NCEA Level 3.

Physical Education (NCEA)

The focus of this course is on connecting with the issues relating to Physical Education. Students will also examine different perspectives by questioning, evaluating and challenging assumptions. By the end of the course, and depending on achievement standards chosen, students may have gained an understanding of issues relating to physical activity, leadership principles, safety management, devising strategies for life long well-being, health promotion, and be able to evaluate the effectiveness of a performance improvement programme.

The practical component requires students to perform activities to nationally developed performance standards; the students choose up to three contexts, for example, duathlon and handball.

This course offers 19 internally assessed credits.

Physics

This course is a study of motion, energy and the fundamental nature of matter. It illustrates how physics is involved in everyday life and serves as a basis for other sciences and technologies.

The aims of the course are to develop the ability to:

- Explain everyday situations using the basic theories of physics
- Conduct experimental investigations and analyse data
- Analyse and solve physical problems using mathematics.

It is strongly recommended that students taking this course have achieved at least 16 credits at Level 2 Physics and at least 16 credits at Level 2 Mathematics before attempting this course. If in doubt, please consult the Head of Subject. It is recommended that students should take Year 13 Mathematics with Calculus if students wish to continue to University level physics.

Topics covered include - mechanics (force, motion and energy), waves (light and sound), and their choice of several topics including electricity, modern physics, nuclear power, medical imaging and participation in a physics tournament.

Printmaking

Prerequisite: Level 2 Paint/Print.

Students will work independently to establish a proposition, explore and investigate this visually, then develop, extend and resolve this. Working through art-making procedures and processes (including drawing, monoprint, intaglio, relief and screenprint), students develop an understanding of printmaking and apply this to the production of a body of work. Students are required to look at a range of art works including contemporary and traditional practice to inform, challenge and influence their own ideas and art-making.

A folio showing the sequential development of their work is submitted for assessment. When appropriate, students may visit the School of Fine Arts and the Top Art Exhibition during class time. A charge for materials will be gold sheeted. Assessment is for a maximum of 26 credits (12 internal and 14 external) at NCEA Level 3.

Spanish

Prerequisite: Level 2 Spanish achievement standards, or at the discretion of the Head of Subject.

A task based approach is continued at this level and will allow students to reach a new level of sophistication in their four major skill areas.

Students are encouraged to read more independently using up to date articles from a variety of sources and short stories. By the end of the course students should be able to express themselves in a variety of registers both orally and on paper. A major feature of the course is the use of up to date online resources to consolidate classroom work.

Some of the topics covered will include:

- Social contemporary issues (science and technology, ethical issues, politics, education, religion)
- The environment (pollution, environmental campaigns and initiatives)
- Multicultural society (immigration, refugees, racism)

All students have the opportunity to practise their oral skills with a native speaker of Spanish.

For Level 3 NCEA, the internally assessed components are based on a writing portfolio (five credits) and a spoken presentation (three credits). For the writing portfolio students collect evidence of their work over the course of the year and submit their best samples of work for assessment at the end of the year.

Listening and Reading and assessed externally (ten credits in total).

Statistics

This course may be taken in conjunction with Calculus as there is no overlap in content.

This course is appropriate for students interested in quantitative aspects of the biological and social sciences, medicine, commerce and administration, and any field where the collection, analysis and interpretation of quantitative data is important.

The course offers five achievement standards at Level 3, three internally assessed and three externally assessed. The internally assessed standards involve practical work with statistical software packages. The total number of credits available is 20.

A reasonable level of competence in Level 2 Mathematics or Mathematics with Statistics must be shown to attempt this course with confidence. If in doubt, please consult the Leader of Faculty.

Te Reo Māori

Learning for 2020 will be provided through Te Kura Pounamu (The New Zealand Correspondence School)

Textile Technology

This course is designed to build on the learning in year 12.

In collaboration with your teacher you will select your own context which could be one of the following or an alternative idea you may have.

- Any authentic issue for a that will provide the depth and scope appropriate at Level 3. It is possible this project may be combined with a Global Living study interest. Your teacher can help with authentic clients.
- You could choose your own designer/company to collaborate and develop a prototype garment/outfit for their target market
- Challenges and Opportunities for Fashion and Textiles in the 21st Century; e.g Digital Print; Laser cutting; 3 D printing technologies, Sustainable design strategies.
- Create your own design and print your own fabric; printed at AUT Design Lab. Use illustrator to manipulate own design work.

It is envisaged your course of study will contribute 16 - 20 credits towards Level 3 NCEA which can include one external Technology Achievement Standard. This will be necessary to gain merit or excellence endorsement certificate in Textiles technology.

Scholarship requires students to present an additional reflective report based on their technological practice.

Teacher student conferencing will be an important aspect of this course. This should avoid problems arising and to ensure that your choice, research, design work and practical work is at the expected standard for level three. It is important that the major part of your practical work is completed at school.

Any materials need to be provided by you as soon as it is required so that valuable class time is not lost.

NCEA for Year 13

How is student achievement reported?

3. School results showing students' internal assessment results are available on RangiLife for parents and students in Term 3. Achieved and Not Achieved results for internal assessment are reported by the school.
4. The NZQA website reports Achieved and Not Achieved results for both external and internal assessment. All results are available on candidates' individual website login pages which they access via their NSN (national student number).
5. NZQA interim results notices, published online in January, will show Not Achieved as well as Achieved results for both internally and externally assessed standards. Students know how well they have achieved in external assessment because NZQA sends back the marked answer booklets.
6. NCEA and UE certificates can be ordered from NZQA online. Students are entitled to one free NCEA or UE certificate. Any more copies will cost \$15.30 each and can be ordered online.
7. A School Results Summary will be issued to all school leavers in May the following year, and will be a complete record of their performance while at secondary school. It will record all achieved and not achieved results for internally and externally assessed standards. One free copy can be ordered from NZQA online. Additional copies cost \$15.30.
8. The Record of Achievement records all credits attained towards any national qualification throughout a person's life ie. credits gained at school, through tertiary education providers and from workplace learning through Industry Training Organisations. One free Record of Achievement is issued each year. Copies are ordered from NZQA online.

New Zealand Scholarship

Scholarship is an external examination for top secondary students. Candidates usually enter in Year 13, which is their last year of schooling. Scholarship examines course material related to Level 3 standards derived from up to Level 8 of the New Zealand Curriculum that students study in Year 13. However, the skills and understanding required to meet Scholarship criteria are considerably more advanced.

Scholarship requires high-level abstract and critical thinking and the application of knowledge and ideas to complex situations. It is for the most able students in each of the 27 Scholarship subjects. New Zealand students who do well in Scholarship gain substantial monetary awards.

For further information about these awards see: www.nzqa.govt.nz/scholarship/awards.

Can NCEA be used for tertiary courses overseas?

To get into many tertiary courses, it is important to do more than just achieve the standard and accumulate credits. Students should investigate the tertiary courses, both in New Zealand and overseas, in which they wish to enrol, to see what mix of Achieved, Merit and Excellence grades is required for enrolment.

International Comparisons

- NCEA Level 1 is broadly equivalent to the English General Certificate of Education (GCE)
- NCEA Level 3 is equivalent to English A Levels and Australia's Higher School Certificate
- Internationally, universities require foreign students applying for admission to have achieved the university entrance standard set by their own countries. The same principle generally applies to other tertiary providers overseas. New Zealand qualifications are generally accepted in the United States, Australia and the United Kingdom.

Australia

New Zealand has traditionally had a formal agreement for mutual recognition of university entrance only with Australia. NCEA is accepted by the Australasian Conference of Tertiary Admission Centres (ACTAC), which ensures that all states/territories in Australia use a common approach for tertiary entrance ranking. Students must have completed Level 3 English.

Each year in early January, NCEA Level 3 results for students seeking entry to Australian universities are aggregated and converted to a percentile scale called the Interstate Transfer Index. This information is then provided to the Tertiary Admissions Centres and allows New Zealand students to be treated equitably with Australian students for tertiary entry and selection purposes.

United Kingdom

In the United Kingdom, both the National Academic Recognition Information Centre (NARIC) and the Universities and Colleges Admissions Services (UCAS) recognise NCEA Level 3. The UCAS publication 'International Qualifications for Entry into Higher Education' is a reference guide used by UK tertiary providers when they are evaluating school leaving qualifications of students applying for admission to UK tertiary institutions.

The UCAS publication is also used more widely internationally as an authoritative guide. Information about NCEA is included in the annual UCAS publication, and aggregate results are provided for some subjects so that admissions officers can determine the relative achievement levels of applicants from New Zealand.

NARIC provide recognition service and comparability information of international qualifications from countries worldwide with those in the UK. NARIC recognises that students with University Entrance and NCEA Level 3, with some Merits/Excellences in subjects to be studied at higher education institutions, are considered comparable to those with the overall GCE Advanced standard.

Source: New Zealand Qualifications Authority

www.nzqa.govt.nz

Faculty Guides to NCEA for students in Years 11 to 13

**English • Languages • Mathematics • Performing Arts • Physical Education
• Science • Social Sciences and Commerce • Technology • Visual Arts**

Prerequisites are required so that students have adequate prior knowledge for a course.

English			
	Year 11	Year 12	Year 13
English	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
	Total Credits = 19 internal 60%, external 40% Prerequisite: Y10 English	Total Credits = 26 internal 55%, external 45% Prerequisite: Level 1 English	Total Credits = 24 internal 50%, external 50% Prerequisite: Level 2 English
ESOL (English for Speakers of Other Languages)	Level 1 NCEA	2 Year Academic English Programme	
	Up to 15 credits will be available in ESOL in conjunction with their Level 1 English course. Emphasis is on helping students achieve Level 1 literacy.	English for Academic Studies (EAS) This is a senior ESOL course focusing on academic English and supporting the mainstream Level 2 English programme. Students also begin preparation for international English examinations, such as IELTS, TOEFL or SAT.	English for Academic Studies (EAS) Students complete preparation for the IELTS examination and/or other international English examinations. Support is also given to second language students studying Level 3 English.

Languages			
	Year 11	Year 12	Year 13
French	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
	Total Credits = 19 internal 47% external 53% Prerequisite: Year 10 French	Total Credits = 19 internal 47% external 53% Prerequisite: Level 1 French	Total Credits = 18 internal 44% external 56% Prerequisite: Level 2 French
Spanish	Total Credits = 19 internal 47% external 53% Prerequisite: Y10 Spanish	Total Credits = 19 internal 47% external 53% Prerequisite: Level 1 Spanish	Total Credits = 18 internal 44% external 56% Prerequisite: Level 2 Spanish
	Te Reo	Total Credits = 18 Prerequisite: Y10 Te Reo	Total credits = 16 Prerequisite: Y11 Te Reo

Mathematics

	Year 11	Year 12	Year 13
	Level 1 NCEA compulsory	Level 2 NCEA (one of the following options)	Level 3 NCEA
Mathematics	Total Credits = 19 internal 35% external 65% Prerequisite: Year 10 Mathematics	Total Credits = 20 internal 35% external 65% Prerequisite: 20 Level 1 credits and Merit in Algebra	
Calculus			Total Credits = 21 internal 4 credits external 17 credits Prerequisite: 20 Level 2 credits in Mathematics and Merit in Algebra
Mathematics with Statistics		Total Credits = 19 internal 80% external 20% Prerequisite: 16 Level 1 credits	
Statistics			Total Credits = 24 internal 50% external 50% Prerequisite: 18 Level 2 credits in Mathematics or Mathematics with Statistics
PATHWAY FOR STUDENTS WHO HAVE MOVED INTO ACCELERATED MATHEMATICS			
	Level 2 NCEA in Year 11	Level 3 NCEA in Year 12	Level 3 NCEA in Year 13
Mathematics (Completed Level 1 NCEA Mathematics in Year 10)	Total Credits = 19 internal 35%, external 65% Prerequisite: 20 Level 1 credits and Merit in Algebra		
Calculus		Total Credits = 24 internal 29%, external 71% Prerequisite: 20 Level 2 credits and Merit in Algebra	
Statistics			Total Credits = 20 internal 60%, external 40% Prerequisite: 16 Level 2 credits in Mathematics or Mathematics with Statistics
Stage 1 Mathematics			Canterbury University Star Course Prerequisite: Level 3 Calculus Note: Students may choose to repeat a Level 3 Mathematics course for Scholarship

Performing Arts

	Year 11	Year 12	Year 13
	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
Drama	Total Credits = maximum of 19 A mixture of internal and external Level 1 standards will be offered Prerequisite: Drama at Year 10 recommended	Total Credits = maximum of 21 A mixture of internal and external Level 2 standards will be offered Prerequisite: Level 1 Drama recommended	Total Credits = maximum of 20 A mixture of internal and external Level 3 standards will be offered Prerequisite: Level 2 Drama recommended
Music and Commercial Music	Total Credits = maximum of 19. A mixture of internal and external Level 1 standards will be offered. Prerequisite: Preferably music study at Year 10. Individual cases may be considered. Must be learning an instrument or voice for the entire year.	Students to select EITHER Music OR Commercial Music. A mixture of internal and external standards offered to approximately 20 credits. Prerequisite: Level 1 Music. Must be learning an instrument or voice for the entire year.	Students to select EITHER Music OR Commercial Music. A mixture of internal and external standards offered to approximately 20 credits. Prerequisite: Level 2 Music. Must be learning an instrument or voice for the entire year for performance standards. Music scholarship available, for course requirements consult the Director of Music.

Physical Education and Health

	Year 11	Year 12	Year 13
	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
Health			Year 13 Students will help choose the contexts for their learning and complete 16-19 credits with the option of either all internal standards or 4 internal assessments and 1 external exam.
Physical Education (Optional full course option for four periods per week)	Focus is on learning through movement and a basic understanding of fitness and human anatomy. Practical activities are an integral part of the course. 100% internal assessment. Total credits 19 Prerequisite: None	Focus is on learning about leadership, applying knowledge to practical tasks and personal fitness. 100% internal assessment. Practical activities are an integral part of the course. Total credits 19	Focus is on critical evaluation and analysis in various contexts including skill learning and sporting issues. Practical activities are an integral part of the course. 100% internal assessment. Total credits 19
Applied Physical Education Level 1 (compulsory for two periods per week)	Focus is participation and interpersonal skills. 100% Internal assessment Total credits 9 Prerequisite: None		

Science

	Year 11	Year 12	Year 13
	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
Science (1 course)	Total Credits =19 internal 8 external 11 Prerequisite: Year 10 Science		
Biology (1 course) This course leads to Level 2 Biology only.	Total Credits = 19 internal 15 external 4 Prerequisite: Year 10 Science		
Physical and Biological Science (2 courses)	Total Credits = 38 internal 13 external 25 Prerequisite: Year 10 Science		
Both General Science and Physical and Biological Science (two courses) lead to Level 2 Science courses.			
Biology		Total Credits = 18 or 22 18 credit course internal 55% external 45% 22 credit course Internal 45% external 55% Prerequisite: any Level 1 Science course	Total Credits = 19 internal 53%, external 47% Prerequisite: An advantage to have taken Level 2 Biology
Chemistry		Total Credits = 19 internal 50%, external 50% Prerequisite: a Level 1 Science course except Biology	Total Credits = 21 internal 30%, external 70% Prerequisite: Level 2 Chemistry
General Science – Science for Citizenship		Total Credits = 19 internal = 15, external = 4 Prerequisite: any Level 1 Science course	Total Credits = 17 or 18 internal = 13 or 10, external = 4 or 8
Physics		Total Credits = 22 internal 45%, external 55% Prerequisite: a Level 1 Science course except Biology, Level 1 Mathematics	Total Credits = 20 or 23 20 credit course Internal 50% external 50% 23 credit course Internal 30% external 70% Prerequisite: Level 2 Physics Level 2 Mathematics

Social Sciences and Commerce

	Year 11	Year 12	Year 13
	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
Accounting	Total Credits = 17 internal nine, external eight	Total Credits = 19 internal 10 external 9 Prerequisite: Level 1 Accounting	Total Credits = 22 internal 13 external 9 Prerequisite: Level 2 Accounting
Classical Studies	No course at this level	Total Credits = 24 internal 10 external 8-14	Total Credits = 26 internal 12 external 8-14 Prerequisite: An advantage to have taken Level 2 Classical Studies.
Economics	Total Credits = 19 internal 7 external 12	Total Credits = 18 internal 10 external 8	Total Credits = 20 internal 10 external 10 Prerequisite: An advantage to have taken Level 1 or Level 2 Economics
Geography	Total Credits = 19 Prerequisite: None	Total Credits = 23 internal 11 external eight-12 Prerequisite: An advantage to have taken Level 1 Geography.	Total Credits = 22 internal 14 external 8 Prerequisite: An advantage to have taken Level 1 or Level 2 Geography
History	Total Credits = 16 8 internal 8 external	Total Credits = 23 14 internal 9 external Prerequisite: An advantage to have taken Level 1 History	Total Credits = 20 internal 10 external 10 Prerequisite: An advantage to have taken Level 1 or Level 2 History
Philosophy	Course not offered at Level 1 or Level 2		Maximum of 20 credits. This course offers a mixture of internal and external achievement standards. Prerequisite: None

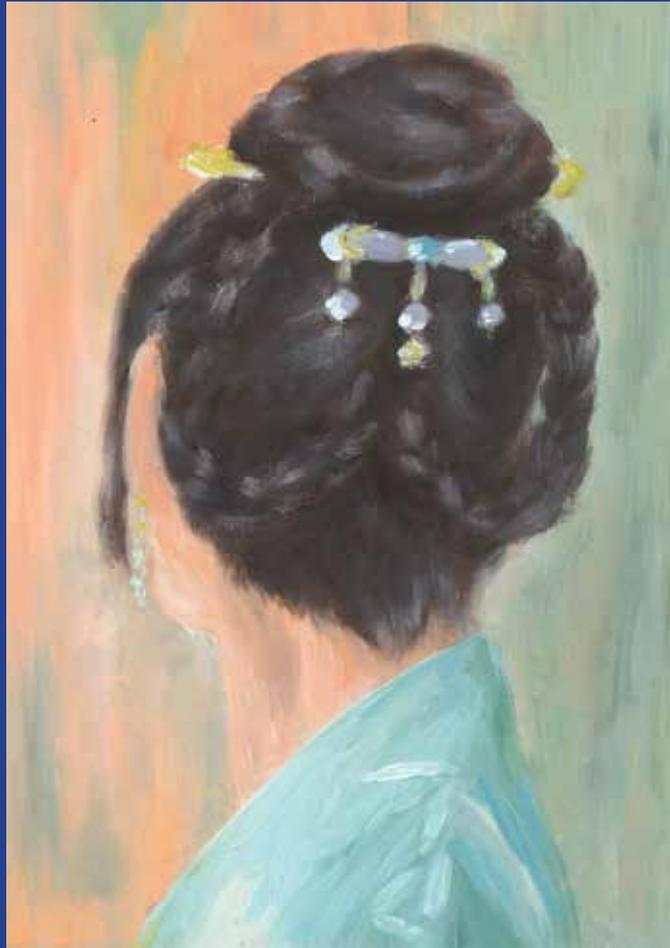
Technology

	Year 11	Year 12	Year 13
	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
Digital and Business Technology	Total Credits = 17 internal 80% external 20% Prerequisite: None	Total Credits = 20 internal 80% external 20% Prerequisite: Level 1 Digital and Business Technology	Total Credits = 22 internal 80% external 20% Prerequisite: Level 2 Digital and Business Technology
Textile Technology	Total Credits = 16 internal 80% external 20% Prerequisite: Year 10 Textile Technology strongly recommended	Total Credits = 18-20 internal 80% external 20% Prerequisite: Textile Technology Level 1	Total Credits = 16-20 internal 20% external 20% Prerequisite: Fashion Fabric and Design Level 2
Food and Nutrition	Total Credits = 19 internal 80% external 20% Prerequisite: None	Total Credits = 19 internal 80% external 20% An advantage to have taken Level 1 Food and Nutrition	Total Credits = 19 internal 80% external 20% An advantage to have taken Level 1 or 2 Food and Nutrition
Graphics	Total Credits = 19 internal 85% external 15% (portfolio) Prerequisite: An advantage to have taken Year 10 Graphics	Total Credits = 22 internal 86% external 14% (portfolio) Prerequisite: Level 1 Graphics	Total Credits = 16 internal 75% external 25% (portfolio) Prerequisite: Level 2 Graphics

Visual Arts

	Year 11	Year 12	Year 13
	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
Art	Maximum of 19 credits A mixture of internal and external achievement standards is offered		
Painting		24 credits Paint/Print internal achievement standards are offered. Prerequisite: Level 1 Art	26 credits A mixture of internal and external achievement standards. Prerequisite: Level 2 Paint/Print
Printmaking			26 credits A mixture of internal and external achievement standards is offered Prerequisite: Level 2 Paint/Print
Photography		20 credits A mixture of internal and external achievement standards is offered Prerequisite: Level 1 Art	26 credits A mixture of internal and external achievement standards is offered Prerequisite: Level 2 Photography
Design		20 credits A mixture of internal and external achievement standards is offered Prerequisite: Level 1 Art	26 credits A mixture of internal and external achievement standards is offered Prerequisite: Level 2 Design
Art History	Course not offered at Level 1 or Level 2		Maximum of 24 credits This course offers a mixture of internal and external achievement standards. Prerequisite: None
Media Studies	Course not offered at Level 1	23 credits Prerequisite: None	20 credits Prerequisite: None





*Back cover artwork Piao Xu Year 13 2019 oil painting
Front cover artwork Skye Calder Year 13 2019 oil painting*



Rangi Ruru
Girls' School

Rangi Ruru Girls' School

Whaia To Te Rangi

59 Hewitts Road
Christchurch 8014
New Zealand

For further information contact

T +64 3 983 3700

E office@rangiruru.school.nz

rangiruru.school.nz