



SPOTSWOOD COLLEGE

TE KURA TUARUA O NGĀMOTU

SENIOR CURRICULUM BOOK 2020

Contents

Introduction

[Our Curriculum Design](#)

[Qualifications](#)

[Choosing Courses](#)

[Gateway, WITT, Star and Correspondence](#)

[Understanding Course Outline](#)

2020 Curriculum

[Literacy](#)

[Numeracy](#)

[STEAM](#)

[Semester One](#)

[Semester Two](#)

[POPUPs](#)

[Semester One](#)

[Semester Two](#)

[Learning Support Faculty](#)

[Course Selection Form](#)

OUR CURRICULUM DESIGN/TE MARAUTANGA AKO

SENIOR/TE KURA TUAKANA

Our Senior Curriculum has been designed for students to learn traditional subjects covered through NCEA in a variety of exciting and authentic contexts. Students still study the same NCEA standards as their peers across other schools in NZ study, but our fresh and exciting approach has re-bundled NCEA so that students can learn in a programme where they can see the connections between their learning and the real world at local, regional and global scales.

For example, in **Crime Bites**, students can study towards NCEA Geography, Psychology and Mathematics through the study of local, urban and global crime. The programme is supported through seminars with the Police and psychologists to really bring their learning to life.



21st Century Skills for a 21st Century Curriculum

Our curriculum is underpinned by the core competencies of Collaborate, Inquire, Create, Engage, Communicate and Plan.

The core competencies are linked to the Key Competencies in the NZC. We value these competencies because we value skills as equally as we value knowledge.

Our future-focussed curriculum is a response to the complex and 'wicked' problems in society that we are yet to find solutions for. We believe that we are supporting our students to develop a core set of skills which are as crucial as the gaining of knowledge. We hope to considerably improve our students' agility and adaptability to solve problems at and beyond Spotswood College.

OUR CURRICULUM DESIGN/TE MARAUTANGA AKO

SENIOR/TE KURA TUAKANA

The curriculum is purposefully designed so that every student can engage in learning opportunities to achieve academic and personal excellence. Literacy, Numeracy, Digital Literacy and STEAM (Science, Technology, Engineering, Arts and Mathematics) are emphasised across our curriculum, allowing for a range of opportunities for authentic demonstration of deep thinking and learning. The learning programme has been designed to allow for personalised pathways for students to meet their academic and aspirational requirements. Its flexibility allows for students to work at multiple NCEA levels to support their strengths, provide challenge and help accelerate their progress.

The Current Senior Timetable:

SENIOR TIMETABLE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LITERACY				LEARNING ADVISORY
NUMERACY				WIDENING OF THE MIND
PATHWAY	STEAM	PATHWAY	STEAM	STEAM
LEARNING ADVISORY		CLUBS		

Our timetable follows a weekly structure; meaning that it is the same each week.

The school year is divided into two SEMESTERS and each semester is divided into two MODULES.

Senior students select SEMESTER programmes in Literacy, Numeracy and STEAM.

Students select MODULE courses for Pathways and Widening of the Mind.

Students work with their Kaiāwhina (Learning Advisor) during Learning Advisory to design their learning programme.

THE SCHOOL YEAR / TE HŌTAKA AKO

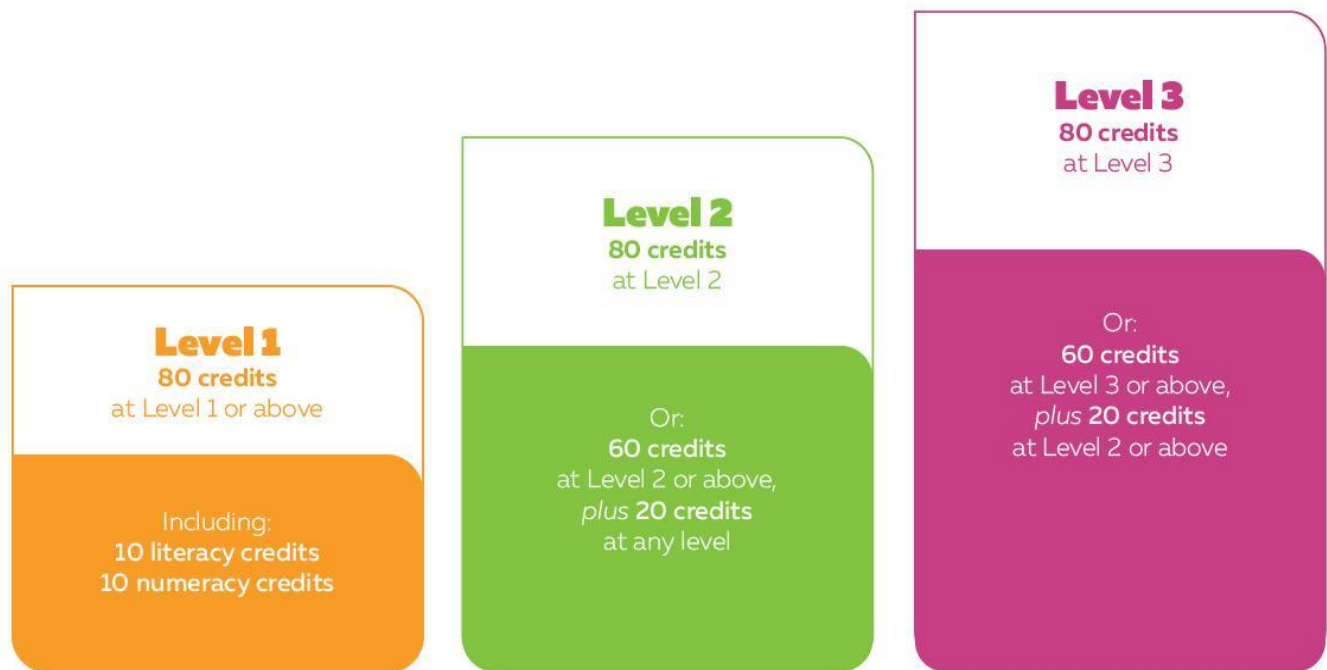
COURSES THAT RUN ON SEMESTERS:	SEMESTER ONE 17 Weeks		SEMESTER TWO 17 Weeks		SEMESTER THREE- JUNIORS:
<ul style="list-style-type: none"> JUNIOR and SENIOR LITERACY AND NUMERACY JUNIOR and SENIOR STEAM IMPACT INQUIRY 					<ul style="list-style-type: none"> Authentic Experiential Learning STEAM LITERACY NUMERACY Activities week
COURSES THAT RUN ON MODULES:	MODULE ONE 9 weeks	MODULE TWO 8 weeks	MODULE THREE 8 weeks	MODULE FOUR 9 weeks	SENIORS:
<ul style="list-style-type: none"> COMMUNITY CONNECT Some JUNIOR MATHS W.O.T.M ACTIVE MOVEMENT PATHWAYS 					<ul style="list-style-type: none"> Exams Exam study Subject Tutorials Support programmes

We expect students to select their Literacy, Numeracy and STEAM courses during Term 3 2019.

Pathways and Widening of the Mind will be available for selection during Term 4 2019 and Term 1 2020.

Qualifications

The New Zealand Curriculum forms the foundation for all students in the Senior School at Spotswood College. Students will have access to NCEA Levels 1, 2 and 3. Typically, students in Year 11 will study towards NCEA Level 1; Year 12, NCEA Level 2 and Year 13, NCEA Level 3. Our student-centered curriculum means we can easily accommodate students who wish to undertake a multi-level programme of learning (e.g. a Year 11 student who wishes to study at NCEA Level 1 and 2); encourage, support and resource students to study towards qualifications such as University Papers and offer increasing curriculum opportunities through correspondence (Te Kura) courses.



In each course, skills and knowledge are assessed against a number of standards. Each achievement standard and unit standard is worth a certain number of credits. When you achieve a standard, you earn the amount of credits that standard is worth. A single achievement standard or unit standard is usually worth three or four credits. Achievement standard credits can be obtained at Achieved, Merit or Excellence, whereas unit standards can only be obtained at an Achieved level. We encourage students to pursue excellence by obtaining Certificate Endorsement at level 1, 2 and 3. For more information please visit

<https://www.nzqa.govt.nz/ncea/understanding-ncea/>

Each Semester course will have a selection of standards available. Students will be expected to achieve between 8-10 credits per Module per Semester. Pathway programmes are modular and will offer less credits and may focus on one standard worth 3-5 credits.

The Spotswood College Curriculum is guided by the New Zealand Curriculum to create programmes that are relevant to our learners' needs. The Senior School Programme of Learning incorporates the full range of the NZ Curriculum secondary learning areas.

Choosing Courses

Choosing your courses is not a simple exercise. Before you decide what you want to study, it will be important to consider what you are passionate about, what interests you and what aspirations you may have for your learning beyond school - whether that be further study at university, other tertiary programmes or entering the workforce.

Practical issues to consider when choosing subjects:

PATHWAYS	<i>Consider the PATHWAYS that you are interested in and are passionate about, each course has identified PATHWAYS indicators.</i>
BREADTH	<i>Keep your options as broad as possible for as long as possible. Literacy and Numeracy are compulsory but we recommend students select a range of programmes, which support their learning in a variety of traditional curriculum areas.</i>
FUTURE FOCUSED	<i>Know how subjects develop through the Senior School, for example students wishing to do Science programs for their pathway at Level 2 will need to have Science programmes in their Level 1 timetable.</i> <i>Future proof your learning by gaining skills which will help you to continue learning throughout your life. Workplaces will demand this as change in the workplace is constant. You will need:</i> <ul style="list-style-type: none">• <i>high level communication skills</i>• <i>the ability to work cooperatively with others</i>• <i>to use a range of information technologies</i>• <i>to cope with and adapt to constant change</i>• <i>to be a person of honesty and integrity</i>
ADVICE	<i>Your Learning Advisor (Kaiāwhina), will support you to do this and discuss this with your Whānau/ parents or caregivers in an Individual Development Plan meeting in Week 9 in Term 3 2019. It is important that you are enrolled in the right programmes from the beginning of 2020.</i>

PATHWAYS

For each of the courses that we offer at the Spotswood College, we have identified how each course is aligned to the SIX Vocational Pathways. It is important to link your curriculum choices (your subject choices) with pathways that you are interested in. To help you, it is expected that you do some thinking and research around your future.

CAREERQUEST

- Visit

This site helps you explore potential job ideas and helps you to explore interests and discover job ideas tailored to you. You will need to start an account or you could just use this link to complete a 15 minute careers survey which will give you some ideas of future jobs that may be suited to you.

<https://www.careers.govt.nz/tools/careerquest/question?express=1>

- Look at the **FindMyPath** website here <http://vp.org.nz/#/> this helps you search for jobs and qualifications across each of the SIX pathways.
- Speak to the careers advisor. She will be available through the day during school. Make an appointment by going to her office down the Deans corridor or email careers@spotswoodcollege.school.nz

PATHWAY INDICATORS

Pathways Education is a strategy used to link the skills and content students learn throughout the breadth of their school experience with their future study and employment opportunities. This allows students to critically plan their next steps through our curriculum with the confidence that they are aligning their choices purposefully. You will see the following icons throughout the course booklet. More details on Vocational Pathways can be found [here](#).

Students are strongly encouraged to investigate a range of professions within pathways they identify with.



CONSTRUCTION & INFRASTRUCTURE

This pathway is anything designed, built or repaired, this is our man made landmarks and structures. Professions in this pathway might include; Hard Materials Trades, Utilities Management or Resources Planning.



MANUFACTURING & TECHNOLOGY INDUSTRIES

This pathway is all about hands-on production and assembly to cutting-edge research, from massive machines and busy production lines to individual crafts or computer design. Professions in this pathway might include; Engineering, Telecommunications or Logistics.



CREATIVE INDUSTRIES

This pathway is for those people who work or study in visual and performing arts as artists or technicians, or in the design and development of products, including communications. Professions in this pathway might include: Journalism, Game Design, Cultural Performer or Interior Designer.



PRIMARY INDUSTRIES

This pathway is all about our fantastic natural environment, whether you are harvesting products grown or developing a range of solutions to our changing landscape. Professions in this pathway might include; Agriculture, Food Production or Environmental Management.



SERVICE INDUSTRIES

This pathway is all about the customer experience for New Zealand locals and for our international visitors. Professions in this pathway might include; Travel and Tourism, Sport and Recreation or Financial Services.

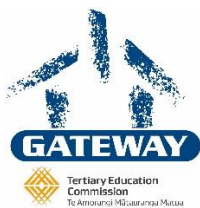


SOCIAL & COMMUNITY

This pathway is all about enabling and support whilst working alongside a wide range of our community to improve outcomes for others. Professions in this pathway might include; Education, Healthcare or Defense Services.

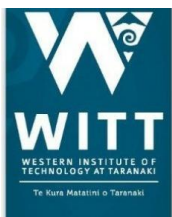
Gateway, WITT, Star and Correspondence

Gateway



Gateway opens up a new pathway to the world of work. It allows a student the opportunity to blend school study with meaningful workplace learning and experience. Students build links to Industry Training Organisations (ITOs), modern apprenticeships, internships and workplaces. Students will be able to learn more and apply for Gateway placements in Term 3 and Term 4 2019.

Trades Academy Taranaki

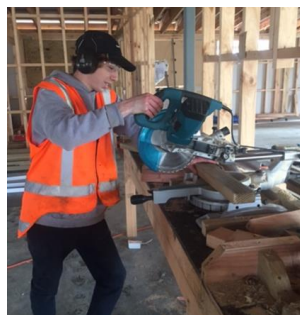


Trades Academy is a partnership between Taranaki Secondary Schools, WITT and industry. It offers a practical and hands-on learning environment using industry standard equipment and technology, and helps students get a head start in a Trades career. Students study one day a week at WITT (this day is different dependent on the courses and programmes at WITT). Students will learn about the opportunities at WITT during Term 3 and apply for Trades Academy places in Term 4, where they will be interviewed by WITT personnel as part of the application process. The courses are fees free

Star



The resourcing from STAR enables the school to run programmes that enable students to transition to learning beyond school, whether that be resourcing university papers or Industry Training Organisation tutors to help with further training or employment. Please see the Vocational Pathways area if you feel like you will benefit from STAR support.



Correspondence/Te Kura



The school can offer a range of curriculum opportunities delivered through Te Kura (Correspondence School). Students. A full range of programmes are available at <https://www.tekura.school.nz/>

Understanding a Course Outline

Course Code. You will need to use this code when selecting your courses.

This icon tells you if the course is offering Level 1, 2 or 3 standards. (This course is offering Level 3 standards)

Total number of credits on offer

What day and semester the course runs

NZQA approved subjects

ACD – Academic
MXD – Academic and Vocational Pathways available
VOC - Vocational

Course description

These icons show VOCATIONAL PATHWAYS. If they are coloured, then the course is linked to that vocational pathway.

Learning Objectives.
(These relate to Level 6, 7 & 8 of the NZC)

Standards on offer (these ones are Achievement Standards)

This section shows how work will be assessed, the credit value of each assessment and if the standard contributes to Level 1 Literacy or Numeracy AND/OR University Entrance Reading and Writing.

SPOTTY
Spotty's World of Adventure

15 Credits S2 Th

ACD

Physics Mathematics

Being a theme park designer is a job many people want and for this very reason that also makes it a tough gig to land. How about using physics principles to plan and design rides for a theme park here at school??!! This course uses a theme park as the context to study Level 3 physics and calculus concepts.

Pathway Indicators

Learning Objectives:

- Be able to understand translational, oscillatory and rotational motion.
- Use Mathematical skills to solve real life problems.

U/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
E	AS91524	3	Physics 3.4 - Demonstrate understanding of mechanical systems	Portfolio	6	Y			
I	AS91522	3	Physics 3.2 - Demonstrate understanding of the application of physics to a selected context	Portfolio	3	Y			
	AS91521	3	Physics 3.1 - Carry out a practical investigation to test a physics theory relating to two variables in a non linear relationship	Report	4	Y			
I	AS91575	3	Mathematics and Statistics 3.4 - Apply the geometry of conic sections in solving problems	Report	3		Y		
I	AS91575	3	Mathematics and Statistics 3.3 - Apply trigonometric methods in solving problems	Report	4		Y		

Expert Partnerships



CURRICULUM BOOK 2020

Contents

Introduction

[Our Curriculum Design](#)

[Qualifications](#)

[Choosing Courses](#)

[Gateway, WITT, Star and Correspondence](#)

2020 Curriculum

[Literacy](#)

[Numeracy](#)

[STEAM](#)

[Semester One](#)

[Semester Two](#)

[POPUPS](#)

[Semester One](#)

[Semester Two](#)

[Learning Support Faculty](#)

Course Selection Form

LITERACY



Literacy Overview

Semester One

Course Code	Course Title	Department	NCEA Level			
<u>sLBCKTME</u>	Back in Time – Research an Historical Event	History	1	2	3	MXD
<u>sLCMPXHM</u>	The Complexity of Human Nature	English			3	ACD
<u>sLCRPDIM</u>	Seize the Day – Carpe Diem	English	1			MXD
<u>sLFOODIE</u>	Food Design	Technology			3	MXD
<u>sLFRENCH</u>	French	Languages	1	2	3	ACD
<u>sLFUTURE</u>	Focus on your Future	English	1			VOC
<u>sLGETLIT</u>	Get Lit	English	1			ACD
<u>sLGRNFNG</u>	Green Fingers	Science	1	2		MXD
<u>sLHEYYOU</u>	Hey You!? Design and Creative Culture	Arts		2	3	MXD
<u>sLJPNESE</u>	Japanese	Languages	1	2	3	ACD
<u>sLLETPSY</u>	Let's Get Psyched	Social Science		2	3	MXD
<u>sLLIZLIT</u>	Elizabethan Theatre (Sheilah Winn)	Drama	1	2	3	MXD
<u>sLNTFAIR</u>	It's Not Fair	English		2		ACD
<u>sLNZSTRY</u>	NZ Stories	English		2	3	ACD
<u>sLREOMOI</u>	Te Reo Māori me ōna Tikanga	Languages	1	2	3	MXD
<u>sLSHKERT</u>	Shaky Earth	Science	1	2		MXD
<u>sLSPANISH</u>	Spanish	Languages	1	2	3	ACD
<u>sLWEBCOOL</u>	Web Design is Ridiculously Cool	Technology	1	2	3	MXD
<u>sLWRKLIT</u>	World of Work Literacy	Vocational		2	3	VOC

Semester Two

Course Code	Course Title	Department	NCEA Level			
<u>sLBCKTME</u>	Back in Time – Research an Historical Event	History	1	2	3	MXD
<u>sLBIOBOF</u>	Biology Boffins	Science		2	3	MXD
<u>sLCMPXHM</u>	The Complexity of Human Nature	English			3	ACD
<u>sLCRPDIM</u>	Seize the Day – Carpe Diem	English	1			MXD
<u>sLFOODIE</u>	Food Design	Technology				MXD
<u>sLFRENCH</u>	<i>French is a full year course</i>					
<u>sLFUTURE</u>	Focus on your Future	English	1			VOC
<u>sLGETLIT</u>	Get Lit	English	1			ACD
<u>sLGRNFNG</u>	Green Fingers	Science	1	2		MXD
<u>sLHEYYOU</u>	Hey You!? Design and Creative Culture	Arts		2	3	MXD
<u>sLJPNESE</u>	<i>Japanese is a full year course</i>					
<u>sLLETPSY</u>	Let's Get Psyched	Social Science		2	3	ACD
<u>sLMSPRJT</u>	Music Project	Music	1	2	3	MXD
<u>sLNTFAIR</u>	It's Not Fair	English		2		ACD
<u>sLNZSTRY</u>	NZ Stories	English		2	3	ACD
<u>sLPGSTGE</u>	Page to Stage	Drama	1	2	3	MXD
<u>sLREOMOI</u>	Te Reo Māori me ōna Tikanga	Languages	1	2	3	MXD
<u>sLSPANISH</u>	<i>Spanish is a full year course</i>					
<u>sLWEBCOOL</u>	Web Design is Ridiculously Cool	Technology	1	2	3	MXD
<u>sLWRKLIT</u>	World of Work Literacy	Vocational		2	3	VOC

[Back to Table of Contents](#)

History

Interested in world events? Natural disasters? War? Terrorism? In this course you will have the opportunity to research an Historical event of your choice. The research process involves planning, presenting information and evaluating. After the research process is complete, you will have the opportunity to present answers to your research questions in a written format. If time allows, there will be opportunities to complete other internal assessments.

Pathway
Indicators

Learning Objectives:

- Carry out a comprehensive investigation of an historical event or place of significance to New Zealanders
- Demonstrate understanding of an historical event or place of significance to New Zealanders

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91001	1	History 1.1 - Carry out an investigation of an historical event, or place, of significance to New Zealanders	Project	4	Y			
I	AS91002	1	History 1.2 - Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Report	4	Y			
i	AS91012	1	Geography 1.6 - Describe aspects of a contemporary New Zealand geographic issue	Report	3	Y			
I	AS91013	1	Geography 1.7 - Describe aspects of a geographic topic at a global scale	Report	3	Y			
Level 2									
I	AS91229	2	History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Project	4	Y		Y	
I	AS91230	2	History 2.2 - Examine an historical event or place that is of significance to New Zealanders	Report	5	Y		Y	
I	AS91246	2	Geography 2.7 - Explain aspects of a geographic topic at a global scale	Report	3	Y			
Level 3									
I	AS91435	3	History 3.2 - Analyse an historical event, or place, of significance to New Zealanders	Report	5			Y	
I	AS91434	3	History 3.1 - Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Project	5			Y	

Biology

For students interested in aspects of Biology, without the pressure of exams. We will be using a range of achievement standards, which will provide literacy credits towards UE.

Pathway
Indicators

Learning Objectives:

- Describe aspects of biology

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91154	2	Biology 2.2 - Analyse the biological validity of information presented to the public	Report	3	Y			
I	AS91155	2	Biology 2.3 - Demonstrate understanding of adaptation of plants or animals to their way of life	Report	3	y			
I	AS91158	2	Biology 2.6 - Investigate a pattern in an ecological community, with supervision	Report	4	y			
Level 3									
I	AS91602	3	Biology 3.2 - Integrate biological knowledge to develop an informed response to a socio-scientific issue	Report	3			Y	Y
I	AS91604	3	Biology 3.4 - Demonstrate understanding of how an animal maintains a stable internal environment	Report	3			Y	
I	AS91607	3	Biology 3.7 - Demonstrate understanding of human manipulations of genetic transfer and its biological implications	Report	3			Y	

Do we always say what we mean or mean what we say? Is anyone wholly good or wholly evil? How do events conspire against us? We will investigate these complex questions that have intrigued authors and directors through the ages. Semester One will be internals-based and Semester Two will have an external focus.

Pathway
Indicators

Learning Objectives:

- Read, respond to and analyse a wide variety of written and visual texts, to show a discriminating and insightful understanding.
- Write to communicate sustained and insightful ideas on a range of topics.
- Construct and deliver a crafted and controlled oral text to communicate sustained and insightful ideas on self selected topics.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91475	3	English 3.4 - Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	Portfolio	6	Y			Y
I	AS91476	3	English 3.5 - Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	Spoken presentation	3	Y			
I	AS91478	3	English 3.7 - Respond critically to significant connections across texts, supported by evidence	Report	4	Y			
I	AS91480	3	English 3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Essay	3	Y			Y
E	AS91472	3	English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	External	4	Y		Y	Y
E	AS91473	3	English 3.2 - Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4	Y			Y
E	AS91474	3	English 3.3 - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	External	4	Y		Y	Y

English

Grab the opportunity to explore the brilliance of English.

This is a literacy course that can run as a semester course.

Semester One will focus on Level 1 NCEA English internals - speech, formal and creative writing and a reading portfolio.

Semester Two will focus on NCEA English externals responding to Visual/Written text and Unfamiliar Text.

Pathway
Indicators

Learning Objectives:

- Read, respond to, and show a developed understanding of a wide variety of written texts.
- Write to communicate experiences and develop ideas and information on a wide range of topics and themes, through literacy essays and creative writing.
- Select, develop and communicate ideas in a speech, using a range of appropriate techniques.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
Semester One									
I	AS90052	1	English 1.1 - Produce creative writing	Portfolio	3	Y			
I	AS90857	1	English 1.6 - Construct and deliver an oral text	Construct and deliver an oral text	3	Y			
I	AS90854	1	English 1.10 - Form personal responses to independently read texts, supported by evidence	Portfolio	4	Y			
Semester Two									
E	AS90849	1	English 1.1 - Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	External	4	Y			
E	AS90850	1	English 1.2 - Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	External	4	Y			
E	AS90851	1	English 1.3 - Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	External	4	Y			

Technology

Students will work through two Food Design units. The first will ask them to find a Foodie of their choice who they connect with and then design and create a food outcome which shows their Foodie plus their own food thinking and philosophy. The second will ask them to set up and manage their own mini bistro to provide a selection of healthy and nutritious brunch items which address current nutritional issues.

Pathway
Indicators

Learning Objectives:

- Plan, prepare and consume well balanced meals and nutritious kai for teenagers and young adults using resourceful and economic means.
- Investigate a nutritional issue that impacts on the health of teenagers in our society and carry out an action plan to address and improve the issue within our school and community. (Possible actions could be to run a

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91611	3	Generic Technology 3.4 - Develop a prototype considering fitness for purpose in the broadest sense	Portfolio	6				
I	AS91467	3	Home Economics 3.2 - Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society	Report	5				

French

Learning another language has many benefits. People who speak more than one language have improved memory, problem-solving and critical thinking skills, enhanced concentration, ability to multitask and better listening skills. This is a FULL YEAR 24 credit French language programme – there are three internals and two external exams at each level, worth a total of 24 credits. For further information on the external assessments please see the language teachers.

Pathway
Indicators

Learning Objectives:







- Level 1: Communicate personal ideas, information and opinions in French. My family, my friends and I.
- Level 2: Communicate information and justify ideas and opinions in different situations in French. The world around me.
- Level 3: Communicate through a variety of texts to explore, challenge and justify different ideas and perspectives in French. The world and I.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90879	1	French 1.2 - Give a spoken presentation in French that communicates a personal response	Speech	4				
I	AS90880	1	French 1.3 - Interact using spoken French to communicate personal information, ideas and opinions in different situations	Interaction	5				
I	AS90882	1	French 1.5 - Write a variety of text types in French on areas of most immediate relevance	Portfolio	5				
Level 2									
I	AS91544	2	French 2.2 - Give a spoken presentation in French that communicates information, ideas and opinions	Speech	4				
I	AS91119	2	French 2.3 - Interact using spoken French to share information and justify ideas and opinions in different situations	Interaction	5				
I	AS91122	2	French 2.5 - Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts	Portfolio	5				
Level 3									
I	AS91544	3	French 3.2 - Give a clear spoken presentation in French that communicates a critical response to stimulus material	Speech	3				
I	AS91545	3	French 3.3 - Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	Interaction	6				
i	AS91547	3	French 3.5 - Write a variety of text types in clear French to explore and justify varied ideas and perspectives	Portfolio	5				

You must get Level 1 Literacy and there is a way for you to use your work from this class and your other classes too. It’s a great idea to build on what you have already done.

You must pass all three of the Literacy standards, plus there are other Communication standards on offer.

Pathway Indicators



Learning Objectives:

- Express ideas in writing
- Express ideas with speaking
- Read with understanding

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US26622	1	Write to communicate ideas for a purpose and audience	Portfolio	4	Y			
I	US26624	1	Read texts with understanding	Portfolio	3				
I	US26625	1	Actively participate in spoken interactions	Portfolio	3				
I	US1273	1	Express own ideas in writing	Essay	4				
I	US10792	1	Write formal personal correspondence	Letters	3				

English

Become enlightened with all aspects of literature, literacy and life. Through film, books, stories and articles learn about key aspects of the world. These include changes that happen within us as we grow and develop through education. Semester One will be internals-based and Semester Two will have an external focus.

Pathway
Indicators

Learning Objectives:

- Read, respond to, and show a developed understanding of a wide variety of written texts.
- Write to communicate experiences and develop ideas and information on a wide range of topics and themes, through literary essays, creative writing and formal writing
- Select, develop and communicate ideas in a speech, using a range of appropriate techniques.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90052	1	English 1.1 - Produce creative writing	Creative writing - Internal	3	Y			
I	AS90857	1	English 1.6 - Construct and deliver an oral text	Speech-Internal	3	Y			
I	AS90854	1	English 1.10 - Form personal responses to independently read texts, supported by evidence	Personal Responses to texts-Internal	4	Y			
I	AS90053	1	English 1.5 - Produce formal writing	Formal report	3	Y			
E	AS90849	1	English 1.1 - Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	External	4	Y			
E	AS90850	1	English 1.2 - Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	External	4	Y			
E	AS90851	1	English 1.3 - Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	External	4	Y			

Horticulture

Develop the super power of Green Fingers and be able to grow any plant you touch from seeds or cuttings. Design your own dream garden and present/draw this using digital tools. Become aware of how farming can affect the environment in negative ways and learn how to make our rivers drinkable again.

Pathway
Indicators

Learning Objectives:

- Carry out various plant growing techniques
- Draw landscape plans
- Describe environmental damage from farming
- Grow vegetables in the school vegetable garden

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90923	1	Agricultural and Horticultural Science 1.9 - Demonstrate knowledge of basic plant propagation techniques	Project	4	Y			
I	AS90922	1	Agricultural and Horticultural Science 1.8 - Design a landscape plan that reflects user requirements	Project	3				
I	AS90160	1	Agricultural and Horticultural Science 1.5 - Demonstrate knowledge of the impact on the environment of primary production management practices	Portfolio	3	Y			
I	US1	1	Prepare and sow outdoor seedbeds manually	Practical	5				
Level 2									
I	AS91296	2	Agricultural and Horticultural Science 2.8 - Produce a landscape plan	Report	4	Y			
I	AS91298	2	Agricultural and Horticultural Science 2.10 - Report on the environmental impact of the production of a locally produced primary product	Report	4	Y			
I	US21027	2	Plant and care for bedding plants, bulbs or herbaceous perennials	Portfolio	10				
Level 3									
I	US24648	3	Identify trees, shrubs, and climbers used in amenity horticulture	Report	7				

MXD

Art

What do you want to say to the world? What are the ways you can capture somebody's attention? This course will use design, computer graphic illustration, digital painting, illustration, creative typography, laser cutting and computer graphic design to create interesting and new ways that you can get your message to the world. You will create a Zine (mini, handmade magazine) to communicate your message and then you will create either a Level Two or Three design folio.

Pathway
Indicators

Learning Objectives:

- Learn the Adobe creative suite: Photoshop, Illustrator, In Design to communicate and illustrate your ideas.
- Generate and develop ideas for a Zine (self Published mini magazine)
- Learn how to consider your target market and the best ways to creatively market to that audience.
- Learn techniques for illustration using Wacom Cintiq or Intous.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91310	2	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to design	Project	4				
I	AS91315	2	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established design practice	Project	4				
E	AS91320	2	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within design	Portfolio	12				
Level 3									
I	AS91445	3	Design 3.2 - Use drawing to demonstrate understanding of conventions appropriate to design	Project	4				
I	AS91450	3	Design 3.3 - Systematically clarify ideas using drawing informed by established design practice	Project	4				
E	AS91455	3	Design 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	Portfolio	14				

Learning another language has many benefits. People who speak more than one language have improved memory, problem-solving and critical thinking skills, enhanced concentration, ability to multitask and better listening skills. This is a FULL YEAR 24 credit Japanese language programme – there are three internals and two external exams at each level, worth a total of 24 credits. For further information on the external assessments please see the language teachers.

Pathway
Indicators

Learning Objectives:

- Level 1: Communicate personal ideas, information and opinions in Japanese. My family, my friends and I.
- Level 2: Communicate information and justify ideas and opinions in different situations in Japanese. The world around me.
- Level 3: Communicate through a variety of texts to explore, challenge and justify different ideas and perspectives in Japanese. The world and I.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90894	1	Japanese 1.2 - Give a spoken presentation in Japanese that communicates a personal response	Speech	4	Y			
I	AS90895	1	Japanese 1.3 - Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations	Interaction	5	Y			
E	AS90893	1	Japanese 1.1 - Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	External	5	Y			
Level 2									
I	AS91554	2	Japanese 2.2 - Give a spoken presentation in Japanese that communicates information, ideas and opinions	Speech	4	Y			
I	AS91134	2	Japanese 2.3 - Interact using spoken Japanese to share information and justify ideas and opinions in different situations	Interaction	5	Y			
I	AS91137	2	Japanese 2.5 - Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts	Portfolio	5	Y			
Level 3									
i	AS91554	3	Japanese 3.2 - Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material	Speech	3	Y			
I	AS91555	3	Japanese 3.3 - Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations	Interaction	6	Y			
I	AS91557	3	Japanese 3.5 - Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives	Portfolio	5	Y			

Psychology

If you are interested in what makes people tick then "Let's Get Psyched" is the Literacy course for you. You will learn about psychological approaches, how to research and study one of the great psychological debates, nature versus nurture.

Pathway
Indicators

Learning Objectives:

- Students will learn about the different psychological approaches.
- Students will learn how to do research.
- Students will learn about the great debate in psychology surrounding nature versus nurture.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91844	2	Psychology 2.1 - Examine different psychological approaches used to explain a behaviour	Portfolio	6	Y		Y	
I	AS91845	2	Psychology 2.2 - Examine how a psychological debate has changed over time	Portfolio	3	Y		Y	
I	AS91846	2	Psychology 2.3 - Conduct psychological research with guidance	Portfolio	4	Y		Y	
I	AS91847	2	Psychology 2.4 - Examine how theory is used in fields of psychological practice	Portfolio	5	Y		Y	
I	AS91848	2	Psychology 2.5 - Examine ethical issues in psychological practice	Portfolio	3	Y		Y	
Level 3									
I	AS91872	3	Psychology 3.1 - Analyse the interaction between psychological approaches	Portfolio	6	Y		Y	
I	AS91873	3	Psychology 3.2 - Analyse the significance of a key piece of research and its impact on society	Portfolio	3	Y		Y	
I	AS91874	3	Psychology 3.3 - Conduct independent psychological research with consultation	Portfolio	6	Y		Y	
I	AS91875	3	Psychology 3.4 - Analyse how theories are applied within a field of psychological practice	Portfolio	4	y		Y	
E	AS91876	3	Psychology 3.5 - Analyse a significant issue in psychological practice	External	3	Y		Y	Y

MXD

Drama

Explore the world of Elizabethan London. Learn how and why Shakespeare wrote what he did. Gain confidence in reading and understanding the language and imagery of Shakespeare. Gain experience preparing for and performing in front of an audience of your peers. If you want to! Take your play to the Sheilah Winn regional festival.....if you want!

Pathway
Indicators

Learning Objectives:

- Increase confidence and understanding of Elizabethan language, culture, society and beliefs.
- Work collaboratively with others to create a performance for an audience; learning lines, blocking scenes, managing rehearsal time and using costume.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91000	1	Drama 1.5 - Demonstrate understanding of a significant play	Performance	4	Y			
E	AS90998	1	Drama 1.3 - Demonstrate understanding of features of a drama/theatre form	External	4	Y			
Level 2									
I	AS91217	2	Drama 2.5 - Examine the work of a playwright	Performance	4	Y		Y	
E	AS91215	2	Drama 2.3 - Discuss a drama or theatre form or period with reference to a text	External	4	Y		Y	Y
Level 3									
I	AS91516	3	Drama 3.5 - Demonstrate understanding of the work of a drama or theatre theorist or practitioner	Performance	4			Y	
E	AS91514	3	Drama 3.3 - Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period	External	4			Y	Y

Music

Create a music project with a focus on Literacy. For example, you could focus on your instrument skills through sight reading. You could research an aspect of New Zealand music and write a magazine article about it. You could study and apply the conventions of music to understand harmony and music theory or use music notation software to create an arrangement of two popular songs. You will need to have the ability to work independently in this course. This course can complement your other senior STEAM Music courses.

Pathway
Indicators

Learning Objectives:

- Create a unique learning project centered around an aspect of music literacy.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS91094	1	Music 1.5 - Demonstrate knowledge of conventions used in music scores	External	4	Y			
I	AS91095	1	Music 1.6 - Demonstrate knowledge of two music works from contrasting contexts	Portfolio	6	y			
E	AS91093	1	Music 1.4 - Demonstrate aural and theoretical skills through transcription	External	4				
Level 2									
E	AS91276	2	Music Studies 2.6 - Demonstrate knowledge of conventions in a range of music scores	External	4	Y			
I	AS91278	2	Music Studies 2.9 - Investigate an aspect of New Zealand music	Portfolio	4	y			
I	AS91273	2	Music Studies 2.8 - Devise an instrumentation for an ensemble	Portfolio	4				
Level 3									
E	AS91421	3	Music Studies 3.6 - Demonstrate understanding of harmonic and tonal conventions in a range of music scores	External	4				
I	AS91425	3	Music Studies 3.10 - Research a music topic	Portfolio	6			y	
I	AS91424	3	Music Studies 3.9 - Create two arrangements for an ensemble	Portfolio	4				

Things in life are not always fair and injustice triumphs too often. Let's discover through reading, film and writing, just how people have addressed this issue and what impact this has on the lives of those affected by injustice. This course offers students University Entrance Literacy and is an excellent pathway to Level 3 and Scholarship. Semester one will be internals based and Semester two will have an external focus.

Pathway
Indicators

Learning Objectives:

- Read, respond to and analyse a wide variety of written texts, to show a developed understanding.
- Produce a selection of crafted and controlled writing.
- Construct and deliver a crafted and controlled oral text.
- View, respond to, analyse and develop understanding of film

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91098	2	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	External	4	Y		Y	Y
E	AS91099	2	English 2.2 - Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4	Y			Y
E	AS91100	2	English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	External	4	Y		Y	Y
I	AS91101	2	English 2.4 - Produce a selection of crafted and controlled writing	Portfolio	6	Y			Y
I	AS91102	2	English 2.5 - Construct and deliver a crafted and controlled oral text	Internal assessment	3	Y			
I	AS91106	2	English 2.9 - Form developed personal responses to independently read texts, supported by evidence	Internal assessment	4	Y		Y	

ACD

English

From Janet Frame to Peter Jackson to Witi Ihimaera, New Zealand has produced some incredible storytellers. This course will focus on achieving UE Literacy and Level 3 English, through the frame of New Zealand literature. Semester 1 will focus on internal assessments. Semester 2 coursework follows on from Semester 1. New students can join for a semester; existing students can remain in the class if they choose. Semester 2 will focus on external assessments.

Students will work through a selection of the standards below, other standards will be available in negotiation with the teacher.

Pathway
Indicators

Learning Objectives:

- Read, respond to and analyse a wide variety of written texts, to show a discriminating and insightful understanding.
- Write to communicate sustained and insightful ideas on a range of topics.
- Construct and deliver a crafted and controlled oral text to communicate sustained and insightful ideas on a range of topics.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91107	2	English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	Report	3	Y			
I	AS91106	2	English 2.9 - Form developed personal responses to independently read texts, supported by evidence	Report	4	Y		Y	
I	AS91101	2	English 2.4 - Produce a selection of crafted and controlled writing	Report	6	Y			Y
E	AS91098	2	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	External	4	Y		Y	Y
E	AS91100	2	English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	External	4	Y		Y	Y
Level 3									
I	AS91476	3	English 3.5 - Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	Present	3				
I	AS91480	3	English 3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Report	3				
I	AS91478	3	English 3.7 - Respond critically to significant connections across texts, supported by evidence	Report	4				
E	AS91472	3	English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	External	4			Y	Y
E	AS91474	3	English 3.3 - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	External	4			Y	Y

Drama

This will be a script study to complement the work done in Semester One, but it can also be an independent one for those who are new to Drama. The script will be chosen from a selection in collaboration with those taking the course. It will most likely be something from Bruce Mason.

Pathway
Indicators

Learning Objectives:

- Develop skills in text interpretation and analysis.
- Combine techniques of voice, body, movement and space to create characters to support the intention of a playwright.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90009	1	Drama 1.4 - Perform an acting role	Performance	4	Y			
Level 2									
I	AS91218	2	Drama 2.6 - Perform a substantial acting role in a scripted production	Performance	5	Y		Y	
Level 3									
I	AS91517	3	Drama 3.6 - Perform a substantial acting role in a significant production	Performance	5			Y	

Te Reo Māori

Te Reo Māori me ōna Tikanga is a senior literacy course for students to build knowledge and understanding of the Māori language and customs. This course includes opportunities to hold conversations in Te Reo Māori, public formal speaking, learning karakia/mihi/pepeha/mahi kai/mahi toi and other aspects of living in a Māori context. Ko te reo te manawapou o te Māori. Mā te kōrero te reo e ora ai, mā te ora o te reo, ka rangatira te tangata.

Pathway
Indicators

Learning Objectives:

- To hold conversations in Te Reo Māori
- To understand and apply Māori context into everyday living situations
- To efficiently use literacy conventions to interpret texts

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91085	1	Te Reo Māori 1.1 - Whakarongo kia mohio ki te reo o tona ao	In class test	6	Y			
I	AS91086	1	Te Reo Māori 1.2 - Korero kia whakamahi i te reo o tona ao	In class test	6	Y			
E	AS91088	1	Te Reo Māori 1.4 - Tuhi i te reo o tona ao	External	6	Y			
Level 2									
I	AS91284	2	Te Reo Māori 2.1 - Whakarongo kia mohio ki te reo o te ao torotoro	In class test	4	Y			
I	AS91285	2	Te Reo Māori 2.2 - Korero kia whakamahi i te reo o te ao torotoro	In class test	6	Y			
I	AS91288	2	Te Reo Māori 2.5 - Waihanga tuhinga auaha, i te reo o te ao torotoro	Portfolio	6	Y			Y
Level 3									
I	AS91650	3	Te Reo Māori 3.1 - Whakarongo kia mohio ki te reo Māori o te ao whanui	In class test	4				
I	AS91651	3	Te Reo Māori 3.2 - Korero kia whakamahi i te reo Māori o te ao whanui	In class test	6				

This course is for you if you are interested in the fields of geology and astronomy. This course will provide scientific literacy techniques, such as using correct terminology, research techniques and report writing, using a range of internal achievement standards for Level 1 and 2 students. The standards will provide literacy credits towards level 1 NCEA.

Pathway Indicators



Learning Objectives:

- Develop understanding of Scientific terms & how to use them in appropriate situations
- Develop skills in research & report writing

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90952	1	Science 1.13 - Demonstrate understanding of the formation of surface features in New Zealand	Project	4	Y			
I	AS90954	1	Science 1.15 - Demonstrate understanding of the effects of astronomical cycles on planet Earth	Report	4	Y			
I	AS90955	1	Science 1.16 - Investigate an astronomical or Earth science event	Project	4	Y			
I	AS90953	1	Science 1.14 – Demonstrate understanding of carbon cycling	Project	4	Y			
Level 2									
I	AS91188	2	Earth and Space Science 2.2 - Examine an Earth and Space Science issue and the validity of the information communicated to the public	Report	4	Y			
I	AS91189	2	Earth and Space Science 2.3 - Investigate geological processes in a New Zealand locality	Project	4	Y			
I	AS91190	2	Earth and Space Science 2.4 - Investigate how organisms survive in an extreme environment	Report	4	Y			
	AS91169	2	Physics 2.2 - Demonstrate understanding of physics relevant to a selected context	Report	3	Y			

Learning another language has many benefits. People who speak more than one language have improved memory, problem-solving and critical thinking skills, enhanced concentration, ability to multitask and better listening skills. This is a FULL YEAR 24 credit Spanish language programme – there are three internals and two external exams at each level, worth a total of 24 credits. For further information on the external assessments please see the language teachers.

Pathway Indicators



Learning Objectives:







- Level 1: Communicate personal ideas, information and opinions in Spanish. My family, my friends and I.
- Level 2: Communicate information and justify ideas and opinions in different situations in Spanish. The world around me.
- Level 3: Communicate through a variety of texts to explore, challenge and justify different ideas and perspectives in Spanish. The world and I.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90909	1	Spanish 1.2 - Give a spoken presentation in Spanish that communicates a personal response	Speech	4	Y			
I	AS90910	1	Spanish 1.3 - Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations	Portfolio	5	Y			
I	AS90912	1	Spanish 1.5 - Write a variety of text types in Spanish on areas of most immediate relevance	Portfolio	5	Y			
I	AS91150	2	Spanish 2.2 - Give a spoken presentation in Spanish that communicates information, ideas and opinions	Speech	4	Y			
Level 2									
I	AS91149	2	Spanish 2.3 - Interact using spoken Spanish to share information and justify ideas and opinions in different situations	Portfolio	5	Y			
I	AS91152	2	Spanish 2.5 - Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine context	Portfolio	5	Y			
Level 3									
I	AS91569	3	Spanish 3.2 - Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material	Speech	3	Y			
I	AS91570	3	Spanish 3.3 - Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations	Portfolio	6	Y			
I	AS91572	3	Spanish 3.5 - Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives	Portfolio	5	Y			

Digital Technologies

Using your literacy skills to create webdseign that is ridiculously cool.

Pathway Indicators



Learning Objectives:

- Improve personal literacy skills
- Learn to create exciting linked web pages

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91880	1	Digital Technologies 1.4 - Develop a digital media outcome	Portfolio	4	Y			
Level 2									
I	AS91893	2	Digital Technologies 2.4 – Use advanced techniques to develop a digital media outcome	Portfolio	4				
Level 3									
I	AS91903	3	Digital Technologies 3.4 – Use complex techniques to develop a digital media outcome	Portfolio	4				

VOC

Vocational

Leaving school and being work-ready does not have to be as challenging, confusing and worrying as you think. This course will give you the foundation skills and knowledge to successfully engage in the workforce or future study. Are you ready for the next step beyond school? Make a CV, ace an interview, establish rapport, assert yourself, understand your rights and responsibilities and become job search savvy. Such skills will help you become work-ready.

Pathway
Indicators

Learning Objectives:

- Be able to self-manage while gaining skills and knowledge toward being work ready
- Demonstrate communication skills to assist with your future goals.
- Demonstrate basic employment requirements and expectations
- Gain pre-employment skills to help you enter further study or the workforce

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US4252	2	Produce a targeted resume	Internal	2				
I	US1294	2	Be interviewed in a formal situation	Internal	2				
I	US1299	2	Be assertive in a range of specified situations	Internal	4				
I	US4253	2	Obtain job search skills	Internal	3				
Level 3									
I	US1296	3	Conduct a 1-1 interview	Internal	3				
I	US1312	3	Give oral instructions in the workplace	Internal	3				
I	US1980	3	Identify, from an employee perspective, how personal grievances and disputes may arise and how they may be resolved	Internal	3				
I	US7126	3	Respond to oral complaints	Internal	2				
I	US1304	3	Communicate with people from other cultures	Internal	2				

NUMERACY



Numeracy Overview

Semester One					Semester Two				
Course Code	Course Title	Department	NCEA Level		Course Code	Course Title	Department	NCEA Level	
<u>sNCFEKAI</u>	Café Kai	Technology	2	MXD	<u>sNCAFKAI</u>	Café Kai	Technology	2	MXD
<u>sNCLCLTN</u>	Everyday I'm Calculatin'	Mathematics	1	VOC	<u>sNCLCLTN</u>	Everyday I'm Calculatin'	Mathematics	1	VOC
<u>sNDERVRS</u>	Designated Drivers	Mathematics	3	ACD	<u>sNDERVRS</u>	Designated Drivers	Mathematics	3	ACD
<u>sNHNDSCI</u>	Hands on Science	Science	2	MXD	<u>sNGOTCHM</u>	We've Got Chemistry	Science	2 3	MXD
<u>sNMCHAMR</u>	E = mc Hammer	Science	1	MXD	<u>sNMKWVES</u>	Making Waves	Science	3	ACD
<u>sNLTLIGHT</u>	Let There Be Light	Science	2	ACD	<u>sNMTHLTS</u>	Mathletes	Mathematics	1	ACD
<u>sNMTHLTS</u>	Mathletes	Mathematics	1	ACD	<u>sNMTHPRT</u>	Math Pirates	Mathematics	2	ACD
<u>sNMTHPRT</u>	Math Pirates	Mathematics	2	ACD	<u>sNNODPST</u>	No Deposit, 12 Months Interest Free	Social Science	2 3	VOC
<u>sNNODPST</u>	No Deposit, 12 Months Interest Free	Social Science	2 3	VOC	<u>sNNRMAVE</u>	Normally Average	Mathematics	2 3	MXD
<u>sNNRMAVE</u>	Normally Average	Mathematics	2 3	MXD	<u>sNPRCSCI</u>	Practical Science	Science	1	MXD
<u>sNNUMGME</u>	A Numbers Game	Physical Education	1	MXD	<u>sNRLWRLD</u>	The Real World of Sense and Dollars	Vocational	1 2	VOC
<u>sNRLWRLD</u>	The Real World of Sense and Dollars	Vocational	1 2	VOC	<u>sNSPTPRF</u>	Improving Sport Performance	Physical Education	1	MXD
<u>sNTEMNGA</u>	Te Maunga	Technology	1	MXD	<u>sNTEMNGA</u>	Te Maunga	Technology	1	MXD
<u>sNTORISM</u>	Travel and Tourism	Social Science	2 3	VOC	<u>sNTORISM</u>	Travel and Tourism	Social Science	2 3	VOC
<u>sNWRLNUM</u>	The World in Numbers	Social Science	1 2	MXD	<u>sNWRLDNM</u>	The World by Numbers	Social Science	1 2	MXD

[Back to Table of Contents](#)

Food Technology

Being a chef in the hospitality industry is not only about cooking. This semester you will be learning how to calculate the selling cost of the dishes you are cooking. The units of work that you will cover are; cooking methods, health and safety, grilling methods, preparing and presenting salads, and how to handle and maintain knives.

Pathway
Indicators

Learning Objectives:

- Learn how to break down food costs, multiply and find a selling cost.
- Practice food safety
- Cookery methods for the hospitality industry

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US13280	2	Prepare fruit and vegetables in a commercial kitchen	Other	2				
I	US13271	2	Prepare and cook food by frying in a commercial kitchen	Other	2				
I	US13281	2	Prepare and present sandwiches for service in a commercial kitchen	Other	2				
I	US13278	2	Prepare and cook food by roasting in a commercial kitchen	Other	2				

Food Technology

Being a chef in the hospitality industry is not only about cooking. This semester you will be learning how to calculate the selling cost of the dishes you are cooking. The units of work that you will cover are: cooking methods, health and safety, grilling methods, preparing and presenting salads, and how to handle and maintain knives.

Pathway
Indicators

Learning Objectives:

- Learn how to break down food costs, multiply and find a selling cost.
- Practice food safety
- Cookery methods for the hospitality industry

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US167	1	Produce safe food	Other	1				
I	US64	1	Perform calculations for the workplace	Other	2				
Level 2									
I	US13276	2	Prepare and cook food by grilling in a commercial kitchen	Other	2				
I	US13283	2	Prepare and present salads for service in a commercial kitchen	Other	2				
I	US13285	2	Handle and maintain knives in a commercial kitchen	Other	2				

VOC

Mathematics

If you need numeracy credits to help gain Level 1 but will not study Maths any further, then this is the course for you. It will follow a programme of study that will enable you to put together a portfolio of evidence against the Level 1 numeracy unit standards. It is expected that you will complete this course in one semester.

Pathway
Indicators

Learning Objectives:

- Demonstrate use of number, measurement and statistics in solving problems
- Develop a portfolio of evidence whilst working on a project of your own choosing.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US26623	1	Use number to solve problems	Portfolio	4				
I	US26627	1	Use measurement to solve problems	Portfolio	3		Y		
I	US26626	1	Interpret statistical information for a purpose	Portfolio	3				

Calculus

For anyone considering studying towards an Engineering degree or any degree requiring mathematics, then this course is for you! Not for the faint hearted, this will cover the three main external achievement standards required. Students will also need to take a complementary STEAM course to ensure they have the required number of credits to achieve a university-approved subject in Calculus. Students may also choose to work towards Scholarship or a university paper in this course.

Pathway
Indicators

Learning Objectives:

- Used advanced algebraic techniques in solving problems
- Further develop calculus techniques and understanding.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
E	AS91577	3	Mathematics and Statistics 3.5 - Apply the algebra of complex numbers in solving problems	External	5		Y		
E	AS91578	3	Mathematics and Statistics 3.6 - Apply differentiation methods in solving problems	External	6		Y		
E	AS91579	3	Mathematics and Statistics 3.7 – Apply integration methods in solving problems	External	6		Y		

Chemistry

This course is ideal for students who require understanding of chemistry but are perhaps not interested in completing external Chemistry standards. This course includes a mixture of internally assessed Chemistry standards and will meet the needs of students requiring Science standards for their future pathways.

Pathway Indicators



Learning Objectives:

- Students will be able to describe the structure of atoms, molecules and chemical reactions. Describe states of matter and explain everyday phenomena of the material world.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91910	2	Chemistry 2.1 – Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	Report	4		Y		
I	AS91163	2	Chemistry 2.3 - Demonstrate understanding of the chemistry used in the development of a current technology	Report	3	Y			
Level 3									
I	AS91388	3	Chemistry 3.2 - Demonstrate understanding of spectroscopic data in chemistry	Report	3				
I	AS91389	3	Chemistry 3.3 - Demonstrate understanding of chemical processes in the world around us	Report	3	Y			

You will carry out a range of hands-on practical based assessments from the Biology and Chemistry fields of Science. You will work through a selection of the standards below.

Pathway Indicators



Learning Objectives:

- Development of various science skills & relevant theory to carry out practical based assessments.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91153	2	Biology 2.1 - Carry out a practical investigation in a biology context, with supervision	Practical	4		Y		
I	AS91160	2	Biology 2.8 - Investigate biological material at the microscopic level	Practical	3				
I	AS91910	2	Chemistry 2.1 – Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	Practical	4		Y		
i	AS91911	2	Chemistry 2.2 – Carry out an investigation into chemical species present in a sample using qualitative analysis	Practical	3				

Science

Students continue to develop their understanding of Science. This course aims to link theoretical knowledge with practical experiences. Students will be completing experiments and keeping a log of their observations and findings. They will link what they are experiencing in the macro world to the nano world. This course is ideal for students that want to dabble in Level 1 Science, but who may not be interested in completing external standards.

Pathway
Indicators

Learning Objectives:

- Students will be able to describe the structure of atoms, molecules and compounds, explain the life processes of microbes and the reasons for the seasons.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90943	1	Science 1.4 - Investigate implications of heat for everyday life	Report	4		y		
I	AS90945	1	Science 1.6 - Investigate implications of the use of carbon compounds as fuels	Report	4				
I	AS90946	1	Science 1.7 - Investigate the implications of the properties of metals for their use in society	Report	4				
I	AS90950	1	Science 1.11 - Investigate biological ideas relating to interactions between humans and micro-organisms	Report	4				

Physics

Is light a wave or a particle? Just what is the true nature of light? Is it a wave or a flow of extremely small particles? These questions have long puzzled scientists. In this course we will answer these questions by investigating how mirrors affect images, how light is refracted and how waves behave.

Pathway
Indicators

Learning Objectives:

- Investigate the physical phenomena of light and waves and use this information to produce explanations for a variety of unfamiliar situations.
- Develop and carry out investigations that extend knowledge including the understanding of relationships between investigations, scientific theories and models.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91170	2	Physics 2.3 - Demonstrate understanding of waves	External	4	Y	Y		
I	AS91169	2	Physics 2.2 - Demonstrate understanding of physics relevant to a selected context	Other	3	Y			

Physics

The word 'sound' is used to describe an auditory sensation in the ear, as well as a disturbance in a medium. Jean Paul Richter (who invented the Richter scale) said "Music is the poetry of the air." In this course we will investigate how waves travel; as well as how sound and light interfere causing diffraction, vibrations and resonance. This course would be suited to those students who are musical and who also want to study some Physics.

Pathway
Indicators

Learning Objectives:

- Investigate the physical phenomena of light and waves and use this information to produce explanations for a variety of unfamiliar situations.
- Develop and carry out investigations that extend knowledge including the understanding of relationships between investigations, scientific theories and models.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
E	AS91523	3	Physics 3.3 - Demonstrate understanding of wave systems	External	4				
I	AS91522	3	Physics 3.2 - Demonstrate understanding of the application of physics to a selected context	Report	3				
I	AS91521	3	Physics 3.1 - Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	Report	4				

Mathematics

This is the course for you if you are planning to continue to study Maths beyond Level 1 or need external Maths credits for your continuing study beyond school. This course is designed to complement the STEAM courses offered that have a Maths component and you will be studying towards external assessments in this course.

Pathway
Indicators

Learning Objectives:

- Understand and use algebraic methods to include linear algebra
- Understand and use geometric reasoning
- Understand and use probability methods
- Understand and use right angled triangle methods

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS91027	1	Mathematics and Statistics 1.2 - Apply algebraic procedures in solving problems	External	4		Y		
E	AS91031	1	Mathematics and Statistics 1.6 - Apply geometric reasoning in solving problems	External	4		Y		
E	AS91037	1	Mathematics and Statistics 1.12 - Demonstrate understanding of chance and data	External	4		Y		
I	AS91029	1	Mathematics and Statistics 1.4 - Apply linear algebra in solving problems	Test	3		Y		
I	AS91032	1	Mathematics and Statistics 1.7 - Apply right-angled triangles in solving measurement problems	Project	3		Y		

Mathematics

If you wish to continue to study Mathematics into Level 3, then this is the course for you. With a heavy emphasis on Algebra and Calculus, this course is the gateway to Level 3 Calculus and beyond. This course will complement the STEAM courses on offer that have a mathematical component and you will be studying towards external assessments in this course.

Pathway
Indicators

Learning Objectives:

- Develop and build up algebraic techniques from Level 1
- Introduction to calculus methods

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91261	2	Mathematics and Statistics 2.6 - Apply algebraic methods in solving problems	External	4		Y		
E	AS91262	2	Mathematics and Statistics 2.7 - Apply calculus methods in solving problems	External	5		Y		
I	AS91269	2	Mathematics and Statistics 2.14 - Apply systems of equations in solving problems	Report	2		Y		
I	AS91257	2	Mathematics and Statistics 2.2 - Apply graphical methods in solving problems	Report	4		Y		
I	AS91258	2	Mathematics and Statistics 2.3 - Apply sequences and series in solving problems	Report	2		Y		

VOC

Social Studies

No deposit, 12 months interest free is a course in financial literacy that covers everything from how to prepare your own budget, evaluating different options to increase your income, banking, insurance and even buying your own home. This course will help prepare you for the financial decisions and financial traps you will be faced with when leaving school and entering the 'real world'.

Pathway
Indicators

Learning Objectives:

- Analyse the effect of significant life events at different life stages on personal financial income
- Produce a balanced budget and adjust the budget to reflect changing financial circumstances
- Evaluate options to increase personal income
- Analyse and select personal house financing and purchase options

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US28092	2	Analyse the effect of significant life events at different life stages on personal financial income	Report	3				
I	US28094	2	Produce a balanced budget and adjust the budget to reflect changing financial circumstances	Report	3				
I	US28096	2	Evaluate and select insurance product types in relation to events for personal finances	Report	3				
I	US28097	2	Evaluate and select personal banking products and services in relation to personal financial needs	Report	3				
Level 3									
I	US28098	3	Evaluate options to increase personal income	Report	3				
I	US28100	3	Develop a plan to achieve a long-term personal financial goal(s)	Report	4				
I	US28103	3	Analyse and select personal house financing and purchase options	Report	3				
I	US28104	3	Analyse the impact(s) of external factors on personal finances	Report	3				

Mathematics

Statistics

In a world where we are constantly inundated with information, it's important to be adept consumers of this knowledge. This means asking questions, conducting our own research and considering the validity of claims before we accept them as truth. Statistics and research methods can help us learn how to interpret and address data and information that we encounter.

Data is the new currency and in the course you will learn how to process and interpret different types of data given in different forms.

Pathway
Indicators

Learning Objectives:

- Develop understanding of the statistical inquiry cycle
- Refine understanding of inference and be able to use form and informal methods when making inferences.
- Further develop understanding of probability theory and use advanced method in determining probabilities in real life situations.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91267	2	Mathematics and Statistics 2.12 - Apply probability methods in solving problems	External	4	Y	Y		
I	AS91268	2	Mathematics and Statistics 2.13 - Investigate a situation involving elements of chance using a simulation	Project	2	Y	Y		
I	AS91265	2	Mathematics and Statistics 2.10 - Conduct an experiment to investigate a situation using statistical methods	Project	3	Y	Y		
I	AS91263	2	Mathematics and Statistics 2.8 - Design a questionnaire	Report	3	Y	Y		
Level 3									
E	AS91585	3	Mathematics and Statistics 3.13 - Apply probability concepts in solving problems	External	4		Y		
E	AS91586	3	Mathematics and Statistics 3.14 - Apply probability distributions in solving problems	External	4		Y		
I	AS91580	3	Mathematics and Statistics 3.8 - Investigate time series data	Report	4	Y	Y		
I	AS91581	3	Mathematics and Statistics 3.9 - Investigate bivariate measurement data	Report	4	Y	Y		
I	AS91582	3	Mathematics and Statistics 3.10 - Use statistical methods to make a formal inference	Report	4	Y	Y		

Physical Education

Mathematics

Whether you are active in a social sports team or have your sights set on the world stage, understanding, demonstrating and implementing interpersonal skills is a key ingredient for success. Developing communication, motivational and leadership skills will provide a platform for young sports people to launch from. Understanding how interpersonal skills can affect a team's and an individual's performance provides opportunities for participants to problem solve and find solutions for improvement. Sometimes that problem solving can be more numeric. Understanding how numbers can influence sporting development, progress and participation is an important factor in success. Making the connection between Mathematics and sports is a necessary link for furthering an athlete's development. Working with percentages, decimals, fractions and numbers will provide data and evidence in specific areas and identify areas for improvement.

Students will need to be prepared to select and actively participate in a team sport, as well as learn and practise a range of Mathematical skills.

Pathway
Indicators

Learning Objectives:

- Plan strategies and demonstrate interpersonal skill to respond to challenging situations.
- Acquire and refine motor skills.
- Apply numeric reasoning by selecting and using a range of methods in solving problems.
- Demonstrate knowledge of number concepts and terms.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90966	1	Physical Education 1.5 - Demonstrate interpersonal skills in a group and explain how these skills impact on others	Report	4	Y			
I	AS91026	1	Mathematics and Statistics 1.1 - Apply numeric reasoning in solving problems	Report	4		Y		
I	AS91030	1	Mathematics and Statistics 1.5 - Apply measurement in solving problems	Report	3		Y		

Students will carry out a range of practical investigations from different fields of Science. The standards will provide numeracy credits towards level 1 NCEA.

Pathway
Indicators

Learning Objectives:

- Development of & carrying out investigations to collect & process data.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90925	1	Biology 1.1 - Carry out a practical investigation in a biological context, with direction	Practical	4		Y		
I	AS90930	1	Chemistry 1.1 - Carry out a practical chemistry investigation, with direction	Practical	4		Y		
I	AS90935	1	Physics 1.1 - Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Practical	4		Y		
i	AS90918	1	Agricultural and Horticultural Science 1.1 - Carry out a practical agricultural or horticultural investigation	Practical	4		Y		

VOC

Vocational

The BIG world, the Real World, awaits you. Are you ready for the challenge? Are you prepared to become a part of the adventure and life challenges that lie ahead of you. Does money really make the world go round?? Financial freedom doesn't just happen. Do you think you have the money sense, budgeting skills, time management, and independent living knowledge to become a valued community member?? This course will help you become more money and time wise.

Pathway
Indicators

Learning Objectives:

- Learn skills and knowledge to improve your understanding of money sense
- Develop practical life and work skills to support your future pathways
- Identify personal and work based skills required to become valued in the community.
- Demonstrate knowledge of time management

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US4248	1	Describe requirements and expectations faced by employees within the workplace	Portfolio	3				
I	US4249	1	Demonstrate obligations as an employee	Portfolio	3				
I	US12358	1	Demonstrate knowledge of purchasing household consumables	Portfolio	3				
Level 2									
I	US12349	2	Demonstrate knowledge of time management	Portfolio	3				
I	US12354	2	Describe legal implications of independent living	Portfolio	4				
I	US7123	2	Demonstrate knowledge of, and apply a problem solving method	Portfolio	2				
I	US28093	2	Describe the financial responsibilities and consequences of tertiary study funding options	Portfolio	3				

Physical Education

Mathematics

Mathematics plays an important role in understanding the function of the body and how to improve physical performance.

In this course, you will use statistics to evaluate your fitness (pre-test) and evaluate your strengths and weaknesses by analysing the evidence. You will develop a hypothesis and investigate its validity (true or false). Following the conclusion of a training programme, you will then repeat your testing and compare your results using the statistical inquiry cycle. This course will also require you to develop your knowledge of basic functional anatomy, biomechanics and exercise physiology. Applying this learning to an exercise programme, should see you improve your fitness.

You will need to be prepared to participate in a range of fitness tests and practical sessions.

Pathway
Indicators

Learning Objectives:

- Plan and conduct investigations using the statistical inquiry cycle.
- Apply scientific knowledge and resources to enhance physical ability in a fitness context.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91035	1	Mathematics and Statistics 1.10 - Investigate a given multivariate data set using the statistical enquiry cycle	Report	4	Y	Y		
I	AS90963	1	Physical Education 1.2 - Demonstrate understanding of the function of the body as it relates to the performance of physical activity	Test	5	Y			

Design and Visual Communication

In this course you will gain Numeracy credits whilst researching and designing a Mountain Lodge using graphics practice to communicate and inform design ideas.

Pathway Indicators



Learning Objectives:

- Demonstrate understanding of and skills in fundamental visual communication techniques
- Demonstrate ability to explore and develop design ideas by applying visual communication and design techniques in response to a brief.
- Demonstrate understanding of design principles and processes, and the work of influential designers.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS91063	1	Design and Visual Communication 1.30 - Produce freehand sketches that communicate design ideas	Portfolio	3				
E	AS91064	1	Design and Visual Communication 1.31 - Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas	Portfolio	3		Y		
E	AS91065	1	Design and Visual Communication 1.32 - Produce instrumental paraline drawings to communicate design ideas	Portfolio	3		Y		
I	AS91066	1	Design and Visual Communication 1.33 - Use rendering techniques to communicate the form of design ideas	Portfolio	3				
I	AS91067	1	Design and Visual Communication 1.34 - Use the work of an influential designer to inform design ideas	Portfolio	3				
I	AS91068	1	Design and Visual Communication 1.35 - Undertake development of design ideas through graphics practice	Portfolio	6				

Tourism

You will learn about the exciting world of travel - different places to go, attractions around the world and about the opportunities to work in the Industry. A field trip to Rotorua is planned. Course costs are \$100 per student plus the cost of field trip.

Ideally, you will select to study this all year, however, if you choose this in the second semester, you will complete a selection of the standards.

Pathway Indicators



Learning Objectives:

- The characteristics and business of Tourism
- Literacy and Numeracy skills in Tourism
- Tourism destinations and regions
- Economic impact of Tourism and Career Pathways

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US24728	2	Demonstrate knowledge of work roles in tourism	Portfolio	3				
I	US24730	2	Demonstrate knowledge of the business of tourism	Portfolio	4				
I	US24729	2	Demonstrate knowledge of world tourist destinations	Portfolio	4				
I	US24731	2	Demonstrate knowledge of destination New Zealand	Portfolio	4				
I	US24732	2	Demonstrate knowledge of tourist characteristics and needs	Portfolio	3				
I	US18237	2	Perform calculations for the tourism and travel industry	Portfolio	2				
Level 3									
I	US24725	3	Describe and analyse the economic significance of tourism	Portfolio	4				
I	US3727	3	Demonstrate knowledge of the South West Pacific as a travel destination	Portfolio	6				
I	US23755	3	Identify and self-evaluate the demands of a specific role in a tourism workplace	Portfolio	3				
I	US24733	3	Describe and promote a New Zealand tourist destination	Portfolio	5				
I	US1788	3	Explain the significance of natural attractions in a tourism Maori context	Portfolio	5				
I	US17384	3	Utilise Maori greetings and farewells from a hosting perspective in a hospitality context	Portfolio	3				

Geography

Gain numeracy credits by studying interesting topics in Geography. Learn about people and the world around you.

Pathway
Indicators

Learning Objectives:

- Use and understand geographic concepts and skills
- Use and understand spatial analysis in solving problems

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS91010	1	Geography 1.4 - Apply concepts and basic geographic skills to demonstrate understanding of a given environment	External Assessment	4		Y		
I	AS91014	1	Geography 1.8 - Apply spatial analysis, with direction, to solve a geographic problem	Report	3				
Level 2									
E	AS91243	2	Geography 2.4 - Apply geography concepts and skills to demonstrate understanding of a given environment	External Assessment	4	Y			
I	AS91247	2	Geography 2.8 - Apply spatial analysis, with guidance, to solve a geographic problem	Report	3	Y	Y		

Geography

Gain numeracy credits by studying interesting topic in Geography. Learn about the world around you.

Pathway
Indicators



Learning Objectives:

- Conduct geographic research
- Learn techniques in designing questionnaires

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91011	1	Geography 1.5 - Conduct geographic research, with direction	Report	4	Y	Y		
Level 2									
I	AS91244	2	Geography 2.5 - Conduct geographic research with guidance	Report	3	Y	Y		
I	AS91263	2	Mathematics and Statistics 2.8 - Design a questionnaire	Report	3	Y	Y		



STEAM

Semester One

STEAM OVERVIEW

Semester One

Tuesday					Thursday					Friday												
Course Code	Course Title	Dep	NCEA Level		Course Code	Course Title	Dep	NCEA Level		Course Code	Course Title	Dep	NCEA Level									
<u>ATMFAM</u>	Atoms Family	Science	2	ACD	<u>ACTCOM</u>	Active You, Active Community	Physical Education	1	2	MXD	<u>ACTLFE</u>	Active Life	Physical Education	1	MXD							
<u>CLNCBH</u>	Cloning for Cash	Science	2	VOC	<u>ANMBHV</u>	Animal Behaviour	Science		3	ACD	<u>CLLPRS</u>	Cell Processes	Science	2	ACD							
<u>FUTVHCL</u>	Vehicles for the Future	Science & Technology	1	ACD	<u>ART</u>	Art	Art	1		MXD	<u>CRMBTS</u>	Crime Bites	Social Science & Mathematics	2	3	MXD						
<u>GOTMDE</u>	Got It Made	Technology	1		MXD	<u>ATEROA</u>	Aotearoa House Project	Technology	2		MXD	<u>DYSWRD</u>	A Dystopian World	Art & English	1		MXD					
<u>LNCHBX</u>	The Lunch Box	Technology	1	2		MXD	<u>BIOPIC</u>	Biopics	Media Studies & English	2	3		MXD	<u>ENTPRSE</u>	Enterprise: Design Store	Social Science & Art	2	3		MXD		
<u>MSCPRF</u>	Music Performance	Music	1	2	3		MXD	<u>CRTCAL</u>	The Critical Thinker	Social Science	1	2		ACD	<u>ETHER</u>	The Ether Bunnies	Science		3		ACD	
<u>MSPACE</u>	MakerSpace	Technology		3		MXD	<u>DESJNK</u>	Design Junkies	Technology	2			MXD	<u>GEOPPL</u>	Geo-People	Social Science	1	2	3		MXD	
<u>OWNBSS</u>	Be Your Own Boss	Social Science	1	2		ACD	<u>DTGWRK</u>	Digital Skills for the Workplace	Technology	1	2	3		VOC	<u>JSTDIT</u>	Just Do It!	ESOL	1	2	3		ESL
<u>PAINTG</u>	Painting	Arts	2	3		MXD	<u>EMPLYR</u>	What Employers Want	English	2	3		VOC	<u>MCROBE</u>	Biology and Microbes	Science	1				ACD	
<u>PHTGRY</u>	Photography	Arts	2	3		MXD	<u>MOIART</u>	Maori Art and Design	Art	2			MXD	<u>MKSTFF</u>	Create Your Own Project and Make Cool Stuff	Art	2	3			MXD	
<u>PRFPRC</u>	Perfect Practice Make Perfect	Physical Education		3		MXD	<u>MSCWRD</u>	Music to the World	Music	1	2	3		MXD	<u>MTLSKL</u>	Metal Skills Galore	Technology	1				MXD
<u>PTRGHT</u>	Put it Right	English	1	2	3		ACD	<u>MYCHCE</u>	My Future, My Goals, My Choice	Vocational	2	3		VOC	<u>MYCHCE</u>	My Future, My Goals, My Choice	Vocational	2	3			VOC
<u>SMART</u>	Smart Training	Physical Education	2			MXD	<u>NETWRK</u>	Networking	Mathematics	2	3		MXD	<u>PRTTYP</u>	Design and Fast Prototyping	Technology	1	2	3			MXD

[Back to Table of Contents](#)

Tuesday					Thursday					Friday								
Course Code	Course Title	Dep	NCEA Level		Course Code	Course Title	Dep	NCEA Level		Course Code	Course Title	Dep	NCEA Level					
<u>STEREO</u>	Stereotypes in Media	English & Media	2	3	MXD	<u>POWER</u>	I Got the Power	English	1	2	3	ACD	<u>RGHTHG</u>	Do the Right Thing!	English	1	2	MXD
<u>TPGEAR</u>	Top Gear	Vocational				<u>RCTRCK</u>	From Workshop to Racetrack	Technology	2			MXD	<u>SRVIVL</u>	Survival of the Fittest	Bush Craft & Horticulture	2	3	VOC
<u>TRAVEL</u>	Travel and Tourism	Social Science	2	3	VOC	<u>RU4REAL</u>	Are You for Real?	Social Science	1	2	3	MXD	<u>SRVYRS</u>	The Surveyors	Mathematics	2		MXD
<u>TRMOIL</u>	Turmoil in Taranaki	Drama & History	2	3	MXD	<u>ULTPRF</u>	The Ultimate Performance	Science & Physical Education	2			ACD	<u>TAKUTAI</u>	Te Takutai Moana	Technology	2	3	MXD
<u>WHYAMI</u>	Why Am I?	Social Science & Mathematics	1		MXD								<u>WHSLINE</u>	Whose Line Is It Anyway?	Drama	1		MXD

STEAM TUESDAY

Semester One



Chemistry

Marie Curie, Albert Einstein and Ernest Rutherford were all amazing and ground-breaking scientists. One thing they all had in common was their love and passion for imagination, curiosity and taking a risk. This course takes students to the next level of Chemistry. Students will be introduced to three key branches of Chemistry; Structure and Bonding, Organic and Chemical Reactivity. Through these topics students will make sense of the magic and mechanics of Chemistry.

Pathway Indicators



Learning Objectives:

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.
- Relate properties of matter to structure and bonding.
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.
- Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91910	2	Chemistry 2.1 – Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	Project	4				
I	AS91167	2	Chemistry 2.7 - Demonstrate understanding of oxidation-reduction	Test	3				
I	AS91163	2	Chemistry 2.3 - Demonstrate understanding of the chemistry used in the development of a current technology	Project	3	Y			

VOC

Horticulture

Convert soil into cash by cloning a variety of plants from cuttings and sell these on Trademe. Become familiar with all the plants at Spotswood College on a first name basis and learn how to make them grow their best while keeping a diary of all you've done. Use chainsaws and log splitters to prepare firewood for sale.

Pathway
Indicators

Learning Objectives:

- Maintain a documented work record
- Grow and pot up plants from stem cuttings
- Plant and care for plants
- Identify and describe plants

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US2803	2	Maintain a documented work record	Portfolio	5				
I	US23781	2	Grow and pot up plants from stem cuttings	Project	5				
I	US21027	2	Plant and care for bedding plants and herbaceous perennials	Project	10				
I	US24648	2	Identify the physical characteristics and range of plants used in amenity horticulture	Portfolio	7				
Level 3									
I	US6916	3	Demonstrate knowledge of the rules relating to chainsaw use	Workbook	5				
I	US6917	3	Demonstrate basic chainsaw operation	Practical	8				

In the future, transportation will look a whole lot different to what it is today. In this course we will investigate aspects of electricity, magnetism and motion in the context of futuristic vehicles.

This course is highly recommended if you are wishing to study Physics at a higher level.

Pathway
Indicators

Learning Objectives:

- Describe the movement of objects to determine & calculate speed & acceleration
- Describe how different types of forces & energy create movement
- Describe how electricity moves through a conductor
- Describe the role of subsystems in technological systems. (eg solar charging system)

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS90940	1	Science 1.1 - Demonstrate understanding of aspects of mechanics	External	4		Y		
I	AS90941	1	Science 1.2 - Investigate implications of electricity and magnetism for everyday life	Report	4		Y		
E	AS91050	1	Generic technology 1.7 – Demonstrate understanding of the role of subsystems in technological systems	External	4	Y			

Technology

In a small team, break down (deconstruct) a piece of furniture, then copy it to make a new one using your own design skills in hard and soft materials. Using a combination of woodwork and textiles to complete the project, you will work through a range of the standards below to complete your project.

Pathway
Indicators

Learning Objectives:

- Collaborating to produce a finished article
- Use and apply skills and techniques in hard materials
- Use and apply skills and techniques in soft materials

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91058	1	Construction and Mechanical Technologies 1.21 - Implement basic procedures using textile materials to make a specified product	Portfolio	6				
I	AS91057	1	Construction and Mechanical Technologies 1.20 - Implement basic procedures using resistant materials to make a specified product	Portfolio	6				
I	US24352	1	Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project	Project	2				
I	US24355	1	Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	Project	4				
I	US25920	1	Use joints for a BCATS project	Project	3				
I	US24356	1	Apply elementary workshop procedures and processes for BCATS projects	Project	8				
I	AS91046	1	Generic Technology 1.3 - Use design ideas to produce a conceptual design for an outcome to address a brief	Portfolio	6				

Food Technology

The hospitality industry is screaming out for foodies who have a range of abilities along with quick, clean and clever ideas around food design, creation and production. Throw in some barista/coffee skills and your part time job opportunities are looking good!

This Semester One course gives you Level One skills ranging from hot finger food, soups and baked items such as cakes and sponges. You will also develop your knife skills.

Pathway
Indicators

Learning Objectives:

- Practical food safety
- Practical knife safety
- Produce a range of finger food for the hospitality industry
- Produce a range of baked food items for the hospitality industry

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US15919	1	Prepare and present hot finger food in a commercial kitchen	Other	2				
I	US15921	1	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	Other	3				
Level 2									
I	US13285	2	Handle and maintain knives in a commercial kitchen	Other	2				

Music

Open to NCEA Levels 1, 2 and 3. You will develop your instrument and/or singing skills. Practise and deliver musical performances to an audience.

Demonstrate ensemble skills by performing with a group or band.

Pathway Indicators



Learning Objectives:

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91090	1	Music 1.1 - Perform two pieces of music as a featured soloist	Portfolio	8				
I	AS91092	1	Music 1.3 - Compose two original pieces of music	Portfolio	4				
Level 2									
I	AS91270	2	Making Music 2.1 - Perform two substantial pieces of music as a featured soloist	Performance	6				
I	AS91272	2	Making Music 2.3 - Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Performance	4				
Level 3									
I	AS91418	3	Making Music 3.3 - Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	Performance	6				
I	AS91416	3	Making Music 3.1 - Perform two programmes of music as a featured soloist	Performance	4				

Technology

Supported Learning

Use modern designing and manufacturing techniques to make products.

Pathway Indicators



Learning Objectives:

- To learn how to design a product
- To learn the skills required to produce the product
- To learn how to make the product

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91057	1	Construction and Mechanical Technologies 1.20 - Implement basic procedures using resistant materials to make a specified product	Portfolio	6				
I	AS91059	1	Construction and Mechanical Technologies 1.22 - Demonstrate understanding of basic concepts used to make products from resistant materials	Project	4	Y			
Level 2									
I	AS91344	2	Construction and Mechanical Technologies 2.20 - Implement advanced procedures using resistant materials to make a specified product with special features	Project	6				
I	AS91347	2	Construction and Mechanical Technologies 2.22 - Demonstrate understanding of advanced concepts used to make products	Project	4	Y			
Level 3									
I	AS91620	3	Construction and Mechanical Technologies 3.20 - Implement complex procedures to integrate parts using resistant materials to make a specified product	Project	6				
I	AS91623	3	Construction and Mechanical Technologies 3.23 - Implement complex procedures to create an applied design for a specified product	Project	4				

Accounting

Accounting is the language of business, whether you are contemplating a career in Accounting or simply aspire to run your own business one day, knowing how it all fits together is essential; from preparing financial statements, to processing cash transactions and calculating your GST liability. This course has a small business focus and includes the use of accounting software and effective debtor management (the people who owe you money), as well as inventory control. Pop Up alternative available for Levels 2 and 3.

Pathway
Indicators

Learning Objectives:

- Process financial transactions for a small entity
- Prepare financial information for a community organisation's annual general meeting
- Demonstrate understanding of accounting processing using accounting software
- Demonstrate understanding of an accounts receivable subsystem for an entity

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90977	1	Accounting 1.2 - Process financial transactions for a small entity	Report	5				
I	AS90979	1	Accounting 1.4 - Prepare financial information for a community organisation's annual general meeting	Report	4	Y			
I	AS90981	1	Accounting 1.6 - Make a financial decision for an individual or group	Report	3	Y			
Level 2									
I	AS91175	2	Accounting 2.2 - Demonstrate understanding of accounting processing using accounting software	Report	4		Y		
I	AS91179	2	Accounting 2.6 - Demonstrate understanding of an accounts receivable subsystem for an entity	Report	3	Y	Y		
I	AS91386	2	Accounting 2.7 - Demonstrate understanding of an inventory subsystem for an entity	Report	3	Y	Y		

This Painting programme approaches the practice of painting as a self-reflective, critical activity that draws on a wealth of varied historical, material and conceptual accomplishments related to the medium. The programme promotes the creative side where students generate, develop and extend ideas. Examples of personalised topics that can be selected are: dreams, imagination, space, landscapes, emotions, magical realms, people in nature, fantasy, a film, abstract art, tell a story or something completely different.

Pathway
Indicators

Learning Objectives:

- Learn to articulate ideas, reflect on one's own work, develop ideas and be experimental.
- Learn a range of traditional, modern and contemporary painting techniques. And learn to question conventional ideas about art and painting.
- Be challenged to develop a critical self-awareness about their work and to better understand the contexts that inform artmaking in today's globalized world.
- Prepare for the future: Strengthen skills in focusing, time management, open-ended thinking, problem solving, self-expression, imaginative play, hand-eye coordination, look at things anew, questioning, experimenting, visualising, and lateral thinking.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91306	2	Visual Arts 2.1 - Demonstrate an understanding of methods and ideas from established practice appropriate to painting	Project	4	Y			
I	AS91316	2	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established painting practice	Project	4				
E	AS91321	2	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	Portfolio	12				
Level 3									
I	AS91441	3	Painting 3.1 - Analyse methods and ideas from established painting practice	Project	4				
I	AS91451	3	Painting 3.3 - Systematically clarify ideas using drawing informed by established painting practice	Project	4				
E	AS91456	3	Painting 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	Portfolio	14				

This is an introductory course covering the practice of fine art and commercial photography. This includes the understanding and use of the camera to have full creative control. You will learn to take artistic photographs by applying and breaking the rules of composition, light and exposure and you will also learn techniques for editing and post production using Adobe Photoshop and Lightroom.

Pathway
Indicators

Learning Objectives:

- Learn photography techniques including DSLR cameras, Studio lighting etc
- Learn to use Adobe Photoshop to edit and manipulate images and to create advertising.
- Generate and develop ideas for advertising and marketing
- Generate and develop ideas for creative photography

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91307	2	Visual Arts 2.1 - Demonstrate an understanding of methods and ideas from established practice appropriate to photography	Project	4	Y			
I	AS91312	2	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to photography	Project	4				
Level 3									
I	AS91441	3	Photography 3.1 - Analyse methods and ideas from established photography practice	Project	4				
I	AS91447	3	Photography 3.2 - Use drawing to demonstrate understanding of conventions appropriate to photography	Project	4				

Physical Education

If you are wanting to develop the knowledge and skills required to improve your own performance, or perhaps to help others develop their skills, this course will give you the tools to succeed. This course covers the principles of motor learning, biomechanics, sports psychology and functional anatomy, as well as the assumptions that are made about performance improvement programmes. Students will learn how to make judgements, to think critically and to refine practise programmes. Perhaps you are the next national coach for your sport!

Pathway
Indicators

Learning Objectives:

- Appraise, acquire and refine specialised motor skills by using the principles of motor skill learning.
- Implement and evaluate a physical activity programme.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91499	3	Physical Education 3.2 - Analyse a physical skill performed by self or others	Report	3				
I	AS91500	3	Physical Education 3.3 - Evaluate the effectiveness of a performance improvement programme	Report	4			Y	
I	AS91501	3	Physical Education 3.4 – Demonstrate quality performance of a physical activity in an applied setting	Practical performance	4				

We all make mistakes, sometimes really big ones. However, we can make up for them. Through books, stories and film, we will see how people have righted wrongs.

Semester One will focus on film, writing and reading. There may be other standards available by negotiation with the teacher.

Pathway
Indicators

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90052	1	English 1.1 - Produce creative writing	Essay	3	Y			
I	AS90053	1	English 1.5 - Produce formal writing	Essay	3	Y			
I	AS90854	1	English 1.10 - Form personal responses to independently read texts, supported by evidence	Report	4	Y			
I	AS90856	1	English 1.11 - Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Report	3	Y			
Level 2									
I	AS91101	2	English 2.4 - Produce a selection of crafted and controlled writing	Portfolio	6				Y
I	AS91106	2	English 2.9 - Form developed personal responses to independently read texts, supported by evidence	Report	4			Y	
I	AS91107	2	English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	Report	3				
i	AS91105	2	English 2.8 - Use information literacy skills to form developed conclusion(s)	Report	4			Y	
Level 3									
I	AS91475	3	English 3.4 - Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	Portfolio	6				Y
I	AS91480	3	English 3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Report	3				
i	AS91478	3	English 3.7 - Respond critically to significant connections across texts, supported by evidence	Report	4				

Physical Education

What methods of training are appropriate for a particular sport? How can the principles of training be applied to ensure the maximal performance gains whilst minimising injury and overtraining? What energy systems need to be enhanced through training? How can outdoor activity risks be managed?

You will learn how to facilitate a training session focused on a specific method of training and you will participate in a range of training sessions lead by your peers. You will prepare and plan for a challenging tramping experience, including completing a risk assessment.

Pathway
Indicators

Learning Objectives:

- Evaluate a physical activity session and programme
- Demonstrate understanding of responsible behaviours

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91329	2	Physical Education 2.3 – Demonstrate understanding of the application of biophysical principles to training for a physical activity	Report	4	Y			
I	AS91333	2	Physical Education 2.7 - Analyse the application of risk management strategies to a challenging outdoor activity	Report	3	Y			

How does the media create and reinforce stereotypes? We will critically analyse groups within society and find out whether they are fairly represented in the media.

Pathway
Indicators

Learning Objectives:

- Students will gain knowledge, skills, and experience to examine and evaluate media concepts
- Students will gain knowledge, skills, and experience to examine and evaluate meaning in media texts
- Students will gain knowledge, skills, and experience to apply knowledge and understanding of media conventions and technology to craft media.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91250	2	Media Studies 2.3 - Demonstrate understanding of representation in the media	Report	3	Y			
I	AS91255	2	Media Studies 2.8 - Write developed media text for a specific target audience	Report	3				Y
Level 3									
I	AS91492	3	Media Studies 3.3 - Demonstrate understanding of the media representation of an aspect of New Zealand culture or society	Report	3				
I	AS91497	3	Media Studies 3.8 - Write a media text to meet the requirements of a brief	Report	3				

This course is about developing students' driving knowledge and skills. It support students studying towards their licence and provides practical knowledge that will be important for students looking for careers in the transportation, driving and automotive industries.

Pathway Indicators



Learning Objectives:

- Understand traffic laws and road safety
- Understand and reduce hazards
- Understand how to cope with stress, health and fatigue for driving

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
I	US3462	2	Demonstrate knowledge of traffic law for the purpose of safe driving	Portfolio	2				
I	US3464	2	Describe strategy for dealing with human risk factors: as a driver	Portfolio	2				
I	US3465	2	Describe driving risk management techniques	Portfolio	1				
I	US3467	2	Describe motor vehicle dynamics and handling	Portfolio	2				
I	US3472	2	Describe the contributing factors and the consequences of road crashes	Portfolio	1				
I	US1734	2	Identify methods of managing health and stress as a land transport operator	Portfolio	3				
I	US17676	2	Carry out start up and shut down procedures on a light motor vehicle and make ready for use	Portfolio	3				
I	US20969	2	Demonstrate procedures when a light motor vehicle has broken down	Portfolio	2				

VOC

Tourism

You will learn about the exciting world of travel - different places to go, attractions around the world and about the opportunities to work in the Industry. A field trip to Rotorua is planned. You can choose to study this for a semester or for a full year. There is a \$100 cost for the course and there will be a cost for the field trip too.

Pathway
Indicators

Learning Objectives:

- The characteristics and business of tourism and the destinations and regions.
- Literacy and Numeracy skills in Tourism and the economic impact of tourism and career pathways

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US24728	2	Demonstrate knowledge of work roles in tourism	Portfolio	3				
I	US24730	2	Demonstrate knowledge of the business of tourism	Portfolio	4				
I	US24729	2	Demonstrate knowledge of world tourist destinations	Portfolio	4				
I	US24731	2	Demonstrate knowledge of destination New Zealand	Portfolio	4				
I	US24732	2	Demonstrate knowledge of tourist characteristics and needs	Portfolio	3				
I	US18237	2	Perform calculations for the tourism and travel industry	Portfolio	2				
I	US23761	2	Read and comprehend work related documents in English for a tourism workplace	Portfolio	3				
I	US23767	2	Demonstrate knowledge of and use the internet in a tourism workplace	Portfolio	2				
Level 3									
I	US24725	3	Describe and analyse the economic significance of tourism	Portfolio	4				
I	US3727	3	Demonstrate knowledge of the South West Pacific as a travel destination	Portfolio	6				
I	US17788	3	Explain the significance of natural attractions in a tourism Maori context	Portfolio	5				
I	US23755	3	Identify and self-evaluate the demands of a specific role in a tourism workplace	Portfolio	3				
I	US24733	3	Describe and promote New Zealand as a tourist destination	Portfolio	5				
I	US17384	3	List and use a range of Te Reo Maori greetings and farewells in tourism	Portfolio	3				

A visit to Parihaka Pa will begin a journey of discovery into Taranaki's past and how the events during the Land Wars have shaped NZ today. What is the legacy of colonization? How have the Crown's actions through legislation and cultural conditioning resulted in the inequity we see today in our domestic statistics? Students will be able to choose from devising original drama, script writing, event research or a study on perspectives. Students may choose from the achievement standards available, depending on their strengths and interests and in consultation with the teachers.

Pathway
Indicators

Learning Objectives:

- Collaborate with your peers to realise a concept through live theatre.
- Engage with character creation, staging, lighting and sound to present your own views and opinions on contemporary New Zealand.
- Understand how historical forces and movements have influenced the causes and consequences of events.
- Understand how people's interpretations of events differ.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91229	2	History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Report	4	Y		Y	
I	AS912302	2	History 2.2 - Examine an historical event or place that is of significance to New Zealanders	Report	5	Y		Y	
I	AS91232	2	History 2.4 - Interpret different perspectives of people in an historical event that is of significance to New Zealanders	Diary Entries	5	Y		Y	
I	AS91214	2	Drama 2.2 - Devise and perform a drama to realise an intention	Practical performance	5	Y		Y	
Level 3									
I	AS91343	3	History 3.1 - Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Project	5	Y		Y	
I	AS91435	3	History 3.2 - Analyse an historical event, or place, of significance to New Zealanders	Project	5	Y		Y	
I	AS91437	3	History 3.4 - Analyse different perspectives of a contested event of significance to New Zealanders	Project	5	y		Y	
I	AS91513	3	Drama 3.2 - Devise and perform a drama to realise a concept	Practical performance	5			Y	

Why are you like you are? Is it your genes or is it your experiences? Are criminals born or are they made? Did you know that one of the world's most important scientific studies about humans has been quietly carried out in Dunedin for the past 44 years? The Dunedin Study looks to find answers to questions about nature and nurture', and to discover what makes us behave in the way that we do. This course will take a good look at the study and some of its findings – you will learn why people make the choices they do. If you are interested in studying Crime Bites at Level 2 and 3, this is a great Level 1 introductory course. You will be learning to describe the approaches to explain certain types of behaviour, as well as using statistics to develop your own conclusions.

Pathway
Indicators

Learning Objectives:

- You will be able to describe approaches used in psychology to explain behaviour.
- You will be able to describe and undertake psychological research.
- You will learn how to use the statistical enquiry cycle to come to conclusions.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91839	1	Psychology 1.1 - Demonstrate understanding of psychological approaches	Report	6	Y			
I	AS91840	1	Psychology 1.2 - Demonstrate understanding of a psychological debate	Report	3	Y			
I	AS91841	1	Psychology 1.3 - Demonstrate understanding of the methods used in psychological research	Project	4	Y			
I	AS91035	1	Mathematics and Statistics 1.10 – Investigate a given multivariate data set using the statistical enquiry cycle	Report	4	Y	Y		

STEAM THURSDAY

Semester One



Physical Education

In this course you will participate in a range of physical activities, ranging from traditional sports and fitness, to trending games, exercise classes and physical activities. You will gain an understanding of what motivates you and others to be active. Part two of this course is using this knowledge to plan and implement a physical activity for others.

Pathway Indicators



Learning Objectives:

- Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.
- Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90965	1	Physical Education 1.4 – Demonstrate understanding of societal influences on physical activity	Project	4				
Level 2									
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3				

Biology

Investigate the dynamics of how animals and plants respond to various stimuli in the environment – development of orientation abilities, rhythms, growth responses. This includes an investigation into the behavioural patterns of an invertebrate animal. We will also study various aspects of human homeostasis (the ability to maintain a constant internal state) and investigate what happens when things go wrong.

Pathway
Indicators

Learning Objectives:

- Describe how organisms orientate themselves in space & time within their environment
- Describe relationships between organisms
- Investigate the niche & behaviour of an organism
- Describe the maintenance of various homeostatic systems & what happens when they malfunction

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
E	AS91603	3	Biology 3.3 – Demonstrate understanding of the responses of plants and animals to the external environment	External	5	Y		Y	Y
I	AS91601	3	Biology 3.1 – Carry out a practical investigation in a biological context	Report	4	Y	Y		
I	AS91604	3	Biology 3.4 – Demonstrate understanding of how an animal maintains a stable environment	Report	3	Y		Y	

This is a Year 11 Art course that explores a range of hands-on approaches to art-making. The class will first vote and select an area of knowledge and then delve into their own ideas within this using their own choice of art techniques. Here they will develop their skills in research, independent learning, generation of ideas, creative thinking and innovation, on top of technical skills within an array of different drawing, collage and painting approaches.

Pathway
Indicators

Learning Objectives:

- Learn to become more creative and play with ideas to do with a personalised topic.
- Learn a variety of drawing, collage and painting techniques to express one's own ideas.
- Prepare for the future: Strengthen skills in focusing, time management, open-ended thinking, problem solving, self-expression, imaginative play, hand-eye coordination, look at things anew, questioning,

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90914	1	Visual Arts 1.2 - Use drawing methods and skills for recording information using wet and dry media	Project	4				
I	AS90915	1	Visual Arts 1.3 - Use drawing conventions to develop work in more than one field of practice	Project	6				
E	AS90916	1	Visual Arts 1.4 - Produce a body of work informed by established practice, which develops ideas, using a range of media	Portfolio	12				

Food Technology

Explore a unique modern design culture by examining from the initial position of Aotearoa's bi-culturalism. Students will investigate native Aotearoa/New Zealand ingredients and how these can be used to develop new and innovative food products targeted at the artisan food market.

Pathway Indicators



Learning Objectives:

- Use native ingredients to design and make a food product suitable for an artisan market
- Demonstrate knowledge of how history and culture can influence food design
- Develop an understanding of designing culturally appropriate food outcomes

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91357	2	Generic Technology 2.4 - Undertake effective development to make and trial a prototype	Portfolio	6				

BIOPICS is about real life stories told on the big screen. We will look closely at how the media shapes personal stories, including the narrative elements used to create drama, in the Biopic genre.

Pathway Indicators



Learning Objectives:

- Students will gain knowledge, skills, and experience to examine and evaluate media concepts.
- Students will gain knowledge, skills, and experience to examine and evaluate meaning in media texts.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91249	2	Media Studies 2.2 - Demonstrate understanding of narrative in media texts	Portfolio	4	Y			
I	AS91103	2	English 2.6 - Create a crafted and controlled visual and verbal text	Project	3	Y			
Level 3									
I	AS91491	3	Media Studies 3.2 - Demonstrate understanding of the meaning of a media text through different readings	Project	3				
I	AS91477	3	English 3.6 - Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	Project	3				

Economics

A better understanding of the world around us helps us to respond to the threats and opportunities that emerge when things change. A mix of Economics standards will help you to understand business, markets, government policies. This course includes a case study of and visit to, a local business.

Pathway Indicators



Learning Objectives:

- Demonstrate understanding of decisions a producer makes about production
- Demonstrate understanding of a government choice where affected groups have different viewpoints
- Demonstrate understanding of the interdependence of sectors of the New Zealand economy
- Analyse unemployment using economic concepts and models

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90984	1	Economics 1.2 - Demonstrate understanding of decisions a producer makes about production	Report	5	Y			
I	AS90987	1	Economics 1.5 - Demonstrate understanding of a government choice where affected groups have different viewpoints	Report	4	Y			
I	AS90988	1	Economics 1.6 - Demonstrate understanding of the interdependence of sectors of the New Zealand economy	Report	3	Y			
Level 2									
I	AS91225	2	Economics 2.4 - Analyse unemployment using economic concepts and models	Report	4	Y			
I	AS91227	2	Economics 2.6 - Analyse how government policies and contemporary economic issues interact	Report	6	Y		Y	

Technology

Design and build a bespoke piece of furniture where metal and wood meet. There are a wide range of assessment opportunities available for you if you select this course.

Pathway
Indicators

Learning Objectives:

- Demonstrate knowledge of safety on an engineering sites
- Select, use and care for engineering hand tools.
- Select, use and maintain portable handheld engineering power tools.
- Demonstrate knowledge of timber and other construction materials.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US21911	2	Demonstrate knowledge of safety on engineering worksites	Project	1				
I	US2395	2	Select, use, and care for engineering hand tools	Project	4				
I	US2396	2	Select, use, and maintain portable hand held engineering power tools	Project	4				
I	US24360	2	Demonstrate knowledge of timber and other construction materials used in BCATS projects	Project	5				
I	US12927	2	Use basic woodworking hand tools for elementary construction work	Project	4				
I	US24350	2	Identify, select, maintain, and use portable power tools for BCATS projects	Project	6				
I	AS91344	2	Construction and Mechanical Technologies 2.20 - Implement advanced procedures using resistant materials to make a specified product with special features	Project	6				

This course is intended for students who need to get Level 2 and 3 credits and at the same time, want to gain computer skills that can be used in many areas within the workplace. It comprises Unit Standards ONLY.

Pathway
Indicators

Learning Objectives:

- This course focusses on gaining knowledge and various computer skills that will improve student confidence using a variety of software.
- Students will learn to apply more advanced techniques creating documents.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US2792	1	Produce simple desktop published documents using templates	Portfolio	2				
I	US5946	1	Use computer technology to create and deliver a presentation	Portfolio	3				
I	US18743	1	Produce a spreadsheet from instructions using supplied data	Portfolio	2				
Level 2									
I	US29774	2	Use the main features and functions of a desktop publishing application to create documents	Project	3				
I	US29770	2	Use the main features and functions of a spreadsheet application for a purpose	Project	3				
I	US29769	2	Use the main features and functions of a word processing application for a purpose	Project	3				
Level 3									
I	US29785	3	Use a word processing application to integrate images, spreadsheet and database data into documents	Project	4				
I	US29789	3	Use a presentation application to produce an interactive multimedia presentation	Project	3				
I	US29792	3	Use a desktop publishing application to produce documents	Project	4				

In this course you will learn some really important skills, tips and advice about what employers are looking for. To be truly future-focussed you need to think about some basics that will help you smash it in the workforce. So, learning about and developing your customer relationship skills AND communication skills will really help you.

Pathway
Indicators



Learning Objectives:

- To develop communication skills
- To develop listening skills
- To develop customer relationship skills

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US4258	2	Describe ways of managing and coping with change	Portfolio	2				
I	US62	2	Maintain personal presentation for the workplace	Portfolio	2				
Level 3									
I	US378	3	Provide customer service for international visitors	Portfolio	2				
I	US1307	3	Present ideas and information orally to a specified audience in a predictable situation	Portfolio	4				
I	US3491	3	Write reports	Portfolio	4				
I	US9705	3	Give and receive feedback	Portfolio	3				
I	US11097	3	Listen to gain information in an interactive situation	Portfolio	3				

Traditional history and knowledge intertwines with Māori legendary superheroes. Explore drawing, print making and developing mural ideas for a large final art piece.

Pathway
Indicators

Learning Objectives:

- Apply knowledge of a range of conventions from established practice, using appropriate processes and procedures.
- Consider and reflect on the contexts underlying their own and other's work.
- Generate, develop and clarify ideas.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91313	2	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to printmaking	Portfolio	4				
I	AS91325	2	Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	Final Artwork	4				

Music

You are able to pick this course in both semesters. Compose and record an E.P. (3-4 songs) of original music. Design an album cover and accompanying artwork - lyric notes, poster (digital and hard copy). Upload and release your music on a digital platform.

If you have not taken music previously then you may not be able to complete assessments relative to your year level. For example if in 2020 you are Year 12 and have not studied music before, then you will be working towards NCEA Level 1 standards.

Pathway Indicators



Learning Objectives:

- Compose original musical ideas
- Create imaginative lyrics and themes
- Setup and operate recording equipment
- Gain experience in marketing and design

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91092	1	Music 1.3 - Compose two original pieces of music	Portfolio	6				
I	US27656	1	Demonstrate and apply introductory knowledge of music technology equipment and techniques	Portfolio	4				
Level 2									
I	AS91273	2	Music Studies 2.8 - Devise an instrumentation for an ensemble	Portfolio	6				
I	AS91274	2	Making Music 2.2 - Perform a substantial piece of music as a featured soloist on a second instrument	Portfolio	4				
i	AS91092	2	Music 1.3 - Compose two original pieces of music	Portfolio	4				
Level 3									
I	AS91849	3	Making Music 3.11 - Compose three original songs that express imaginative thinking	Portfolio	8				
I	AS91418	3	Making Music 3.3 - Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	Test	4				
I	AS91424	3	Music Studies 3.9 - Create two arrangements for an ensemble	Portfolio	4				

VOC

Vocational

Schools out!... Where to now? What's happening next for you? It's time to face the next chapter in your journey. Where will you be going and what will you be doing? Set some goals and know how to reach them. Are you prepared to become a part of the adventure and life challenges that lie ahead of you. Challenge yourself and grab a WOF for the world that awaits you. This course will both find out if you have what it takes, and also develop your personal skills to live in our exciting and changing global city.

Pathway
Indicators

Learning Objectives:

- Identify, investigate, plan, implement and manage a valid career pathway
- Develop skills that will assist your transition to tertiary study or future employment
- Demonstrate knowledge of job search skills and successfully participate in a Gateway work placement

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US10781	2	Produce a plan for own future directions	Internal Assessment	3				
I	US12383	2	Explore career options relevant to an area of learning and explore their implications for oneself	Internal Assessment	3				
I	US12352	2	Describe aspects of one's own lineage, heritage whakapapa, and cultural identity	Internal Assessment	3				
I	US7118	2	Manage own learning in a programme	Internal Assessment	3				
I	AS91236	2	Evaluate factors that influence people's ability to manage change	Internal Assessment	5				
Level 3									
I	US1312	3	Give oral instructions in the workplace	Internal Assessment	3				
I	US4251	3	Plan a career pathway	Internal Assessment	3				
I	US27563	3	Describe teams and team leadership	Internal Assessment	4				

Mathematics

Networks can represent all sorts of systems in the real world. The Internet is a network where the nodes are computers or other devices and the edges are physical (or wireless, even) connections between the devices. Join this course to learn how Mathematics can be used to solve problems involving networks and optimisation. Additional standards will be available if time allows.

Pathway Indicators



Learning Objectives:

- Apply Network Methods in solving problems.
- Use Critical Path Analysis to solve problems.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91260	2	Mathematics and Statistics 2.5 - Apply network methods in solving problems	Report	2		Y		
Level 3									
I	AS91576	3	Mathematics and Statistics 3.4 - Use critical path analysis in solving problems	Report	2				
I	AS91574	3	Mathematics and Statistics 3.2 - Apply linear programming methods in solving problems	Report	3				

Who's in control – individuals, the people, the government? Someone has to take charge but someone might rebel. Through books, stories and film, we will see how people have reacted to living under tight controls and even no control.

Semester One will focus on film, writing and reading.

Pathway
Indicators

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90052	1	English 1.1 - Produce creative writing	Essay	3	Y			
I	AS90053	1	English 1.5 - Produce formal writing	Essay	3	Y			
I	AS90854	1	English 1.10 - Form personal responses to independently read texts, supported by evidence	Report	4	Y			
I	AS90856	1	English 1.11 - Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Report	3	Y			
Level 2									
I	AS91101	2	English 2.4 - Produce a selection of crafted and controlled writing	Portfolio	6				Y
I	AS91106	2	English 2.9 - Form developed personal responses to independently read texts, supported by evidence	Report	4			Y	
I	AS91107	2	English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	Report	3				
i	AS91105	2	English 2.8 - Use information literacy skills to form developed conclusion(s)	Report	4			Y	
Level 3									
I	AS91477	3	English 3.6 - Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	Report	3				Y
I	AS91478	3	English 3.7 - Respond critically to significant connections across texts, supported by evidence	Report	4				
I	AS91480	3	English 3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Report	3				

Technology

Design, build and race your own motorbike.

Pathway
Indicators

Learning Objectives:

- Demonstrate safety in the workshop
- Select, use and care for engineering hand tools
- Select, use and maintain engineering portable power tools, measuring equipment
- Assemble mechanical components under supervision.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US21911	2	Demonstrate knowledge of safety on engineering worksites	ITO	1				
I	US2395	2	Select, use, and care for engineering hand tools	ITO	4				
I	US2396	2	Select, use, and maintain portable hand held engineering power tools	ITO	4				
I	US4435	2	Select, use and care for engineering dimensional measuring equipment	ITO	3				
I	US4436	2	Select, use and care for engineering marking-out equipment	ITO	4				
I	US2387	2	Assemble mechanical components under supervision	ITO	2				

History

Have you ever wondered what it was like to be a black American after slavery? Or why Nelson Mandela was imprisoned for so long in South Africa? Have you heard people talking about the Springbok Rugby Tour that nearly put New Zealand into Civil War? Have you ever wondered why there is so much conflict between different religious groups? Want to know more about some important world events? This course is for you! You will explore one of the above topics, as well as having the chance to research an event of your choice. This course is open to all Level 1, 2 and 3 students.

Pathway Indicators



Learning Objectives:

- Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.
- Understand how people's perspectives on past events that are of significance to New Zealanders differ.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91001	1	History 1.1 - Carry out an investigation of an historical event, or place, of significance to New Zealanders	Project	4	Y			
I	AS91002	1	History 1.2 - Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Report	4	Y			
I	AS91004	1	History 1.4 - Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	Report	4	Y			
Level 2									
I	AS91229	2	History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Project	4	Y		Y	
I	AS91230	2	History 2.2 - Examine an historical event or place that is of significance to New Zealanders	Report	5	Y		Y	
I	AS91232	2	History 2.4 - Interpret different perspectives of people in an historical event that is of significance to New Zealanders	Report	5	Y		Y	
Level 3									
I	AS91434	3	History 3.1 - Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Internal project	5			Y	
I	AS91435	3	History 3.2 - Analyse an historical event, or place, of significance to New Zealanders	Internal Report	5			Y	
I	AS91437	3	History 3.4 - Analyse different perspectives of a contested event of significance to New Zealanders	Internal assessment	5			Y	

Physics

Physical Education

Albert Einstein once said, “You have to learn the rules of the game. And then you have to play better than anyone else”. Human performance is amazing but it takes Physics to be able to throw a javelin a world record distance of 98.48 metres.

In this course you will learn the biomechanical principles and how they relate to sport. As a sportsperson or coach, you will be able to use Physics principles to get your ultimate performance. This course will require you to be an active participant and make links between physics principles and their practical application.

Pathway Indicators



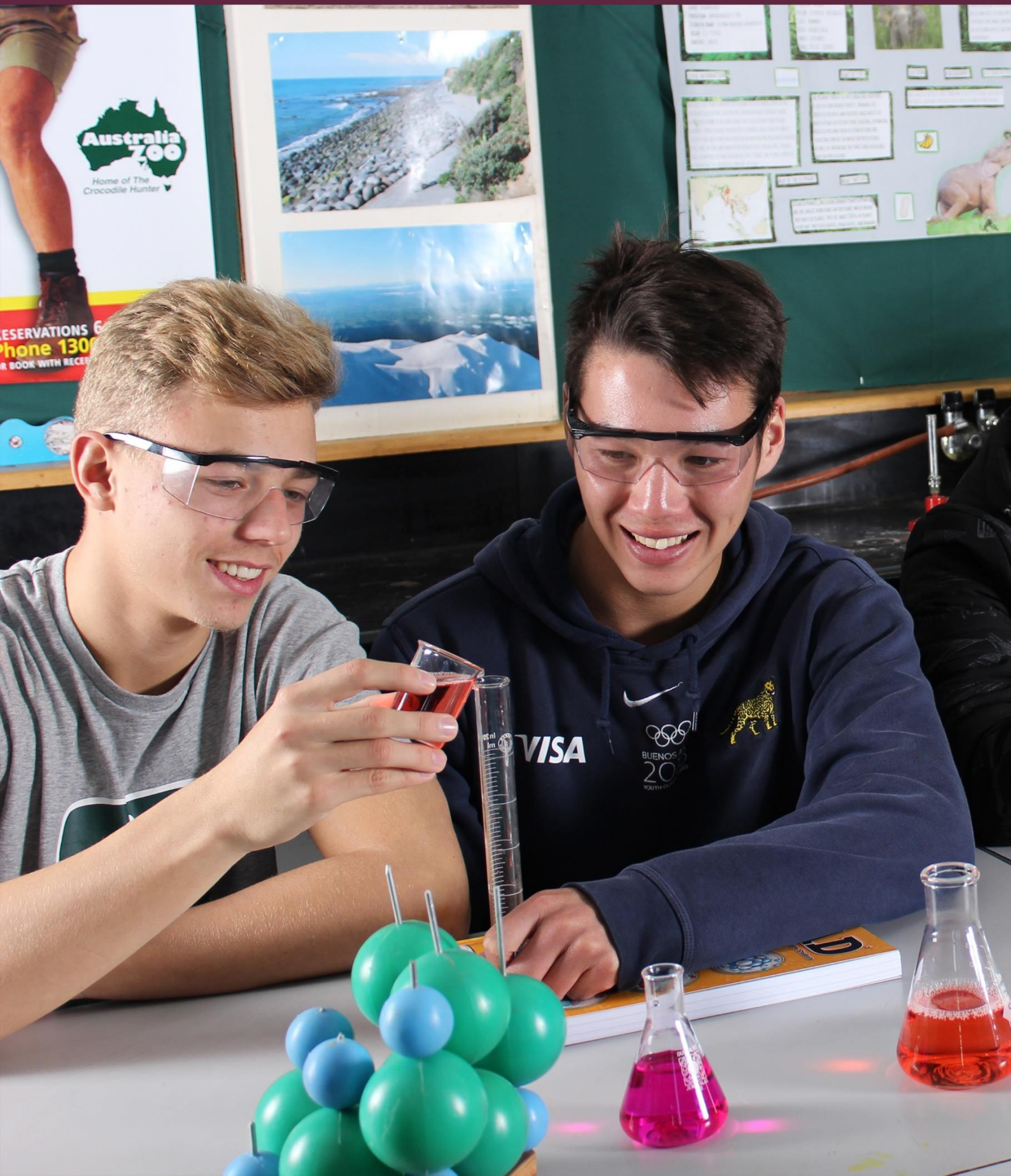
Learning Objectives:

- Investigate how physics knowledge is used in a biological application
- Apply scientific knowledge to enhance physical performance
- Acquire, apply and refine motor skills using the principles of motor skill learning

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91169	2	Physics 2.2 - Demonstrate understanding of physics relevant to a selected context	Report	3	Y	N	N	N
E	AS91171	2	Physics 2.4 - Demonstrate understanding of mechanics	External Assessment	6	Y	Y	N	N
I	AS91328	2	Physical Education 2.2 - Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	Report	5	Y	N	N	N

STEAM FRIDAY

Semester One



Health and Physical Education

How can we increase our levels of physical activity today and make healthy choices in the future? How can we can connect with leisure activities in our local community? The course will give you the opportunity to try a range of different leisure activities such as ten-pin bowling, lawn bowls, indoor bowls, petanque, table tennis, zumba, yoga and ki o' rahi, with the aim of building a healthy mind and a healthy body.

Using a range of different activities students will actively participate and explain factors that influenced their participation using a reflection logbook. You will also have the opportunity to be assessed on the quality of your skill in a physical activity or sport.

This course will require active participation and give students the opportunity to develop skills in a range of leisure activities. Our goal is to give learners the tools to be lifelong participants in leisure activities and the skills to reflect on their participation in a wide variety of activities.

Pathway Indicators



Learning Objectives:

- Participate actively in a variety of physical activities
- Explain factors that influence personal participation
- Demonstrate performance in a chosen sport

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90962	1	Physical Education 1.1 - Participate actively in a variety of physical activities and explain factors that influence own participation	Portfolio	5				
I	AS90964	1	Physical Education 1.3 - Demonstrate quality movement in the performance of a physical activity	Portfolio	3				

Biology

Investigate the processes used by cells to carry out the important functions that keeps you and other organisms alive. The use of microscopes to observe cells and practical investigations are key skills in this course. This course is highly recommended if you are wishing to study Biology at a higher level.

Pathway
Indicators

Learning Objectives:

- Describe the components of cells & their functioning
- Describe cell processes – photosynthesis, respiration, cell division, cellular transport & enzymes
- Demonstrate ability to use a microscope to observe cells & carry out practical investigations

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91156	2	Biology 2.4 - Demonstrate understanding of life processes at the cellular level	External Assessment	4	Y	N	N	N
I	AS91153	2	Biology 2.1 - Carry out a practical investigation in a biology context, with supervision	Practical Investigation	4	N	Y	N	N
I	AS91160	2	Biology 2.8 - Investigate biological material at the microscopic level	Practical Assessment	3	N	N	N	N

MXD

Psychology

Mathematics

Geography

Shaquon Thomas was 13 years old when he was first arrested in Chicago. Other arrests quickly followed, his face maturing in a progression of mug shots. By 18, Mr Thomas had been wounded in a shooting and then in May 2015, at just 19 years old, he was fatally shot in what the police said was a running gang feud. In Chicago, law makers and those working in criminal justice have begun to work hard to lower the level of violent crime in the their city. Has it worked? The Level 2 course is a deep dive into the culture of violent crime that exists in Chicago.

The Level 3 course takes a further step into learning about Criminology. You will investigate an aspect of global crime and its effects on victims and society. You will even have a chance to consider the neuroscience of why people may behave in the way that they do.

Pathway
Indicators



Learning Objectives:

- Be able to use psychological approaches to explain human behaviour
- Be able to use geographical understanding to explain urban patterns
- Understand and use the statistical inquiry cycle

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91844	2	Psychology 2.1 - Examine different psychological approaches used to explain a behaviour	Portfolio	6	Y		Y	
I	AS91241	2	Geography 2.2 - Demonstrate geographic understanding of an urban pattern	Portfolio	3	Y			
I	AS91264	2	Mathematics and Statistics 2.9 - Use statistical methods to make an inference	Portfolio	4	Y	Y		
Level 3									
I	AS91872	3	Psychology 3.1 – Analyse the interaction between psychological approaches	Report	6	Y		Y	
I	AS91432	3	Geography 3.7 – Analyse aspects of a geographic topic at a global scale	Portfolio	3				
I	AS91581	3	Mathematics and Statistics 3. – Investigate bivariate measurement data	Report	4	Y	Y		
	AS91875	3	Psychology 3.4 - Analyse how theories are applied within a field of psychological practice	Report	4	Y		Y	

Expert Partnerships

This course offers students the opportunity to create their own epic story (or stories) in the genre of Dystopian literature. Students would learn the mechanics of creative writing, including how to draft, rework and present at least one piece of writing. Stories could then be brought to life using design, illustration and digital media. Students will create Dystopian landscapes and the people and creatures that inhabit them.

Pathway
Indicators

Learning Objectives:

- Students will learn the mechanics of creative writing, including how to draft, rework a piece of writing.
- Students will undertake brief development to address a design situation
- Students will learn digital media for illustration.
- Students will learn to present their work as a digital portfolio.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90052	1	English 1.1 - Produce creative writing	Portfolio	3	Y			
I	AS90856	1	English 1.11 - Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Project	3	Y			
I	AS90915	1	Visual Arts 1.3 - Use drawing conventions to develop work in more than one field of practice	Portfolio	6				

Business Studies

Introducing Young Enterprise: Design Store. This year you have the exciting opportunity to be part of Spotswood College's design store start up business. During the first semester of the programme you will conduct market research, and design and develop a creative marketing plan; including logo and poster/brochure design and online marketing using social media platforms. You will also develop a sustainable business plan for managing and operating the store.

Pathway Indicators



Learning Objectives:

- Learn how to plan and run a business
- Engage in entrepreneurial experiences
- Develop a range of skills to help them in their career and in life
- Consult with and create networks in their community

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS90846	2	Business Studies 2.4 - Conduct market research for a new or existing product	Project	3	y	y		
I	AS90848	2	Business Studies 2.6 - Carry out, review and refine a business activity within a community context with guidance	Project	9	Y			
Level 3									
I	AS91382	3	Business Studies 3.4 - Develop a marketing plan for a new or existing product	Project	6	Y		Y	
I	AS91384	3	Business Studies 3.6 - Carry out, with consultation, an innovative and sustainable business activity	Project	9				

Chemistry

Dmitri Mendeleev, Marie Curie and Linus Pauling were all amazing and ground-breaking chemists. One thing they all had in common was their love and passion for imagination, curiosity and taking a risk. This course takes students to the next level of Chemistry. Students will continue to master their understanding of three key branches of Chemistry; Structure and Bonding, Organic and Aqueous Chemistry. Through these topics, students will make sense of the magic and mechanics of Chemistry.

Pathway
Indicators

Learning Objectives:

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.
- Relate properties of matter to structure and bonding
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.
- Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91388	3	Chemistry 3.2 - Demonstrate understanding of spectroscopic data in chemistry	Test	3				
I	AS91393	3	Chemistry 3.7 - Demonstrate understanding of oxidation-reduction processes	Test	3				
I	AS91387	3	Chemistry 3.1 - Carry out an investigation in chemistry involving quantitative analysis	Report	4				Y

Geography

Study the world of human geography. This course focuses on the world and how people interact with it. Some of the topics include Human Trafficking, HIV/AIDS, Blood Diamonds, Crime in Chicago, World Population and the Maldives Islands.

Pathway Indicators



Learning Objectives:

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91012	1	Geography 1.6 - Describe aspects of a contemporary New Zealand geographic issue	Report	3	Y			
I	AS91013	1	Geography 1.7 - Describe aspects of a geographic topic at a global scale	Report	3	Y			
I	AS91009	1	Geography 1.3 - Demonstrate geographic understanding of the sustainable use of an environment	Report	3	Y			
Level 2									
I	AS91245	2	Geography 2.6 - Explain aspects of a contemporary New Zealand geographic issue	Report	3	Y			
I	AS91246	2	Geography 2.7 - Explain aspects of a geographic topic at a global scale	Report	3	Y			
I	AS91241	2	Geography 2.2 - Demonstrate geographic understanding of an urban pattern	Report	3	Y			
Level 3									
I	AS91431	3	Geography 3.6 - Analyse aspects of a contemporary geographic issue	Report	3				
I	AS91432	3	Geography 3.7 - Analyse aspects of a geographic topic at a global scale	Report	3				
I	AS91428	3	Geography 3.3 - Analyse a significant contemporary event from a geographic perspective	Report	3				

ESL

ESOL

This course covers Reading, Writing, Listening and Speaking with emphasis on communication skills. The content of each student's course will vary according to their English language proficiency level on entry to the course. Support for literacy requirements is offered for Level 1 and U.E. IELTS support is also available.

Pathway
Indicators

Learning Objectives:

- Speaking skills. Improve overall ability in fluency, communication, and conversational skills. Ability to present ideas in a variety of situations.
- Listening skills. Improve ability to listen and apply information in a variety of contexts and situations.
- Reading and comprehension skills. The student will improve in their ability to read closely and analyse written material. Reading for gist, detail and to make meaning from the context of a sentence.
- Writing skills. Ability to express ideas using appropriate language in a range of styles. Formal writing, simple, compound and complex sentence structures. Tenses and grammar revision.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US27981	1	Read and understand basic texts for practical purposes (EL)	Test	7				
I	US27982	1	Read and understand basic texts on very familiar topics (EL)	Test	8				
I	US27996	1	Write basic texts on very familiar topics (EL)	Test	8				
I	US27997	1	Write basic texts for practical purposes (EL)	Test	7				
Level 2									
I	US27983	2	Read and understand simple texts on familiar topics (EL)	Test	8				
I	US27999	2	Write simple texts on familiar topics (EL)	Test	8				
I	US28000	2	Write simple texts for practical purposes (EL)	Test	7				

Why are we all different? Where did your characteristics come from? We will study the processes involved in the inheritance of characteristics and why there is variation amongst us. In addition, we will also study the effects microbes have on us, both positive and negative. This course is highly recommended if you are wishing to study Biology at a higher level.

Pathway
Indicators

Learning Objectives:

- Describe the processes involved in the causes of variation in a population & the inheritance of characteristics between generations
- Use genetic knowledge to predict possible outcomes for the inheritance of different characteristics
- Describe different microbes (bacteria, fungi & viruses), and how they interact with humans

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS90948	1	Science 1.9 - Demonstrate understanding of biological ideas relating to genetic variation	External	4	Y			
I	AS90950	1	Science 1.11 - Investigate biological ideas relating to interactions between humans and micro-organisms	Report	4				

This Year 12 and 13 course is a chance for you to be hands-on and learn to be creative and inventive again. You learn to think up and play with new connections and experiment using anything. In this course you get to create your own project, own topic, and own realm. For example, you could delve into the mysteries of the mind and human behaviour, or glue gun different objects together to make a personal world of your dreams or live out your future ideal job. This course suits students interested in any career, particularly in architecture, interior design, landscape architecture, urban planning, psychology, curating, politics, event managing, art, film, sociology, education, statistics, engineering or environmental science.

Pathway
Indicators

Learning Objectives:

- Learn to become more creative, integrate, invent, think up new connections and experiment.
- Learn to delve deeply into your own project and push it into unexpected directions.
- Learn how the art of today creates new exciting ideas, challenges and innovates. Then learn to use these techniques to drive your own project.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91314	2	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to sculpture	Project	4				
I	AS91319	2	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established sculpture practice	Project	4				
E	AS91324	2	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within sculpture	Portfolio	12				
Level 3									
I	AS91449	3	Sculpture 3.2 - Use drawing to demonstrate understanding of conventions appropriate to sculpture	Project	4				
I	AS91454	3	Sculpture 3.3 - Systematically clarify ideas using drawing informed by established sculpture practice	Project	4				
E	AS91459	3	Sculpture 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within sculpture practice	Portfolio	14				

Technology

Design and build your wind vane to match your identity. This is a course for keen metal workers who want to gain greater knowledge on the finer skills of working with metal.

Pathway
Indicators

Learning Objectives:

- Health and safety in the workshop
- Design process
- Measuring, cutting and construction
- Lathe, drill, tap, die,

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US22926	1	Demonstrate knowledge of safety procedures in a specific engineering workshop	Portfolio	2	N	N	N	N
I	US22924	1	Develop a simple product using engineering materials	Portfolio	10	N	N	N	N

VOC

Vocational

Schools out!... Where to now? What's happening next for you? It's time to face the next chapter in your journey. Where will you be going and what will you be doing? Set some goals and know how to reach them. Are you prepared to become a part of the adventure and life challenges that lie ahead of you? Challenge yourself and grab a WOF for the world that awaits you. This course will find out if you have what it takes, and also develop your personal skills to live in our exciting and changing global city.

Pathway
Indicators

Learning Objectives:

- Identify, investigate, plan, implement and manage a valid career pathway
- Develop skills that will assist your transition to tertiary study or future employment
- Demonstrate knowledge of job search skills and successfully participate in a Gateway work placement

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US10781	2	Produce a plan for own future directions	Internal Assessment	3				
I	US12383	2	Explore career options relevant to an area of learning and explore their implications for oneself	Internal Assessment	3				
I	US12352	2	Describe aspects of one's own lineage, heritage whakapapa, and cultural identity	Internal Assessment	3				
I	US7118	2	Manage own learning in a programme	Internal Assessment	3				
I	AS91236	2	Evaluate factors that influence people's ability to manage change	Internal Assessment	5				
Level 3									
I	US1312	3	Give oral instructions in the workplace	Internal Assessment	3				
I	US4251	3	Plan a career pathway	Internal Assessment	3				
I	US27563	3	Describe teams and team leadership	Internal Assessment	4				

Technology

This course covers 3D modelling and printing (using 123D Design and UpBox printers), Desktop Publishing (using InDesign CC and Photoshop CC) as well as Web design with 3 linked pages. Since these are the new standards and it is a new course, the standards are subject to change.

Pathway
Indicators

Learning Objectives:

- Students develop understandings and skills related to producing quality digital outcomes or environments.
- Digital Technologies focus on understanding, developing and using digital software, hardware and electronic systems across a range of contexts including school, the home and wider community settings.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91877	1	Digital Technologies 1.1 - Develop a proposal for a digital outcome	Portfolio	3	Y			
I	AS91880	1	Digital Technologies 1.4 - Develop a digital media outcome	Project	4	Y			
E	AS91886	1	Digital Technologies 1.10 - Demonstrate understanding of compression coding for a chosen media type	Report	3				
Level 2									
I	AS91891	2	Digital Technologies 2.2 - Apply conventions to develop a design for a digital technologies outcome	Portfolio	3				
I	AS91893	2	Digital Technologies 2.4 - Use advanced techniques to develop a digital media outcome	Project	4				
E	AS91899	2	Digital Technologies 2.10 - Present a summary of developing a digital outcome	Report	3				
Level 3									
I	AS91903	3	Digital Technologies 3.4 - Use complex techniques to develop a digital media outcome	Portfolio	4				
I	AS91907	3	Digital Technologies 3.8 - Use complex processes to develop a digital technologies outcome	Project	6				
I	AS91909	3	Digital Technologies 3.10 - Present a reflective analysis of developing a digital outcome	Report	3				

English

This course will awhi you as you undertake Level 1/2 English through internal assessments. During this exciting semester you will have the opportunity to view and discuss a film's message. You can respond to your own selection of books and stories, carry out research and complete writing of your own.

Semester One will focus on film, writing and reading. Standards will be selected from those below.

Pathway
Indicators

Learning Objectives:

- Read, respond to and analyse a wide variety of written texts, to show a developed understanding.
- Produce a selection of crafted and controlled writing.
- View, respond to, analyse and develop understanding of film.
- Undertake research

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90052	1	English 1.1 - Produce creative writing	Portfolio	3	Y			
I	AS90053	1	English 1.5 - Produce formal writing	Essay	3	Y			
I	AS90853	1	English 1.9 - Use information literacy skills to form conclusion(s)	Report	3	Y			
I	AS90854	1	English 1.10 - Form personal responses to independently read texts, supported by evidence	Report	4	Y			
I	AS90856	1	English 1.11 - Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Report	3	Y			
Level 2									
I	AS91101	2	English 2.4 - Produce a selection of crafted and controlled writing	Portfolio	6	Y			Y
I	AS91106	2	English 2.9 - Form developed personal responses to independently read texts, supported by evidence	Report	4	Y		Y	
I	AS91105	2	English 2.8 - Use information literacy skills to form developed conclusion(s)	Report	4	Y		Y	
I	AS91107	2	English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	Report	3	Y			

Bush Craft

Horticulture

Explore the rugged side of New Plymouth and learn the tricks to survive in the wild, from cooking on open fires to reading maps using compass directions. Discover your limits in the bush and get to know what is growing around you. Learn the skills to being a leader and effective team member. Start your career into conservation, outdoor education or even the armed forces with Survival of the Fittest. You will be assessed from a selection of the following standards.

Pathway
Indicators



Learning Objectives:

- Fitness walks and exercises
- Demonstrate fire lighting and cooking
- Complete bush tramps
- Demonstrate map reading skills
- Demonstrate knowledge of plant identification
- Describe correct outdoor equipment
- Contribute and lead outdoor activities

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US431	2	Navigate in good visibility on land	Practical	3				
I	US467	2	Demonstrate personal and social development through participation in adventure based learning	Portfolio	3				
Level 3									
I	US24648	3	Identify the physical characteristics and a range of plants used in amenity horticulture	Portfolio	7				
I	US468	3	Assist in the facilitation of an adventure based learning programme for the development of the participants	Portfolio	6				
I	US31534	3	Demonstrate knowledge of and assist in pre-activity planning of an outdoor activity.	Portfolio	6				
I	US31536	3	Contribute to the review of outdoor activity and reflect on own assistant leadership	Practical	3				
I	US34538	3	Use communication skills and facilitation techniques while working with participants for an outdoor activity	Portfolio	6				

Mathematics

Surveying is one of the oldest professions in the world. The first land surveys date back to nearly 3000 years ago when Egyptian surveyors subdivided the fertile land around the Nile River. We depend on surveying to ensure order in the physical world around us. Surveyors play an integral role in land development, from the planning and design of land subdivisions through to the final construction of roads, utilities and landscaping. This course will teach you some fundamental mathematical techniques that will help you develop and understand the key skills required in surveying. Just as real surveyors, you will be working both indoors and out taking practical measurements and using online software to map out the real world. There will also be an opportunity to work alongside a surveyor in the real world and experience what this varied and interesting job has to offer.

Pathway
Indicators

Learning Objectives:

- Students develop understandings and skills related to producing quality digital outcomes or environments.
- Digital technologies focus on understanding, developing and using digital software, hardware and electronic systems across a range of contexts including school, the home and wider community settings.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91256	2	Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems	Project	2		Y		
I	AS91259	2	Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems	Project	3		Y		
I	AS91260	2	Mathematics and Statistics 2.5 – Apply network methods in solving problems	Project	2		Y		

Design and Visual Communication

Design a building to fit in with our Sea Shore environment using Graphics practice to communicate and inform design ideas.

Pathway
Indicators

Learning Objectives:

- Demonstrate understanding of and skills in advanced visual communication techniques to visually communicate and present detailed visual information.
- Demonstrate ability to explore and develop design ideas by applying specialist visual communication and design knowledge and techniques in response to a brief.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91338	2	Design and Visual Communication 2.31 - Produce working drawings to communicate technical details of a design	Portfolio	4				
E	AS91339	2	Design and Visual Communication 2.32 - Produce instrumental perspective projection drawings to communicate design ideas	Portfolio	3				
I	AS91341	2	Design and Visual Communication 2.34 - Develop a spatial design through graphics practice	Portfolio	6	Y			
Level 3									
I	AS91629	3	Design and Visual Communication 3.32 - Resolve a spatial design through graphics practice	Portfolio	6				
E	AS91631	3	Design and Visual Communication 3.34 - Produce working drawings to communicate production details for a complex design	Portfolio	6				

Drama

An introduction to NCEA Drama covering Theatre Form (Commedia) and mask making. This will include improvisation, physical slap stick, vocal techniques and creating narrative within a group context.

Pathway Indicators



Learning Objectives:

- Become familiar with the language and assessment requirements of NCEA Drama. Build confidence in making decisions around characterisation, use of techniques and performance for an audience.
- Design and make a prop for a purpose (your own character). Become familiar with a different culture and historical performance art from Italy.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90999	1	Drama 1.4 - Select and use features of a drama/theatre form in a performance	Practical	4	Y			
I	US26690	1	Construct item(s) to meet production needs for a performance context from a given brief	Practical	3				



STEAM

Semester Two

STEAM OVERVIEW

Semester Two

Tuesday					Thursday					Friday				
Course Code	Course Title	Dep	NCEA Level		Course Code	Course Title	Dep	NCEA Level		Course Code	Course Title	Dep	NCEA Level	
<u>ATMFAM</u>	Atoms Family	Science	2	ACD	<u>BEST</u>	Best in Show	Technology	2	MXD	<u>ART</u>	Art	Art	1	MXD
<u>BIOCHM</u>	Biology and Chemistry	Science	1	ACD	<u>BLAST</u>	It's a Blast	Social Science	1 2 3	MXD	<u>EMPLYR</u>	What Employers Want	Vocational	2 3	VOC
<u>CLNC SH</u>	Cloning for Cash	Science	2	VOC	<u>CRMBTS</u>	Crime Bites	Social Science & Mathematics	2 3	MXD	<u>ENTPRSE</u>	Enterprise: Design Store	Social Studies & Art	2 3	MXD
<u>CLTCTR</u>	Cult Couture	Technology	3	MXD	<u>CRTCAL</u>	The Critical Thinker	Social Studies	1 2	ACD	<u>ETHER</u>	The Ether Bunnies	Science	3	ACD
<u>GOTTRD</u>	Got a Trade Got It Made	Technology	1	VOC	<u>CYBSIS</u>	21 st Century Cyber Sistas	Technology	2		<u>GENEXP</u>	Gene Expression	Science	2	ACD
<u>GRTOTD</u>	Ready for the GrEAT Outdoors	Technology & Physical Education	1	MXD	<u>DESJNK</u>	Design Junkies	Technology	2	MXD	<u>HDGAME</u>	Getting Your Head in the Game	Physical Education & Health	1	MXD
<u>LDGAME</u>	Lead the Game	Physical Education	1 2	MXD	<u>DOCOS</u>	Documentaries: Fact or Fiction?	English & Media Studies	2 3	MXD	<u>JSTDIT</u>	Just Do It!	ESOL	1 2 3	ESL
<u>LOGICL</u>	Let's Get Logical	Technology	2 3	MXD	<u>DTGWRK</u>	Digital Skills for the Workplace	Technology	1 2 3	VOC	<u>MDMAST</u>	Media Mastery	Media Studies & English	2 3	MXD
<u>MEDWRT</u>	Media Writing	English and Media Studies	2 3	MXD	<u>DYNMIC</u>	Group Dynamics and Dynamic Groups	Physical Education	2	MXD	<u>MYCHCE</u>	My Future, My Goals, My Choice	Vocational	2 3	VOC
<u>MKNGUP</u>	Making it Up!	Drama	1	MXD	<u>EMPLYR</u>	What Employers Want	English	2 3	VOC	<u>PHXCHM</u>	Physics and Chemistry	Science	1	ACD
<u>MSPACE</u>	MakerSpace	Technology	3	MXD	<u>EVLUTON</u>	Human Evolution and Evolutionary Processes	Science	3	ACD	<u>PRTTYP</u>	Design and Fast Prototyping	Technology	1 2 3	MXD
<u>MUSFLM</u>	Music and Film	Music	1 2 3	MXD						<u>RGHTHG</u>	Do the Right Thing!	English	1 2	MXD

[Back to Table of Contents](#)

STEAM OVERVIEW

Semester Two

Tuesday						Thursday						Friday								
Course Code	Course Title	Dep	NCEA Level			Course Code	Course Title	Dep	NCEA Level			Course Code	Course Title	Dep	NCEA Level					
<u>OWNBSS</u>	Be Your Own Boss	Social Science	1	2	ACD	<u>MKSTFF</u>	Create your own project and make cool stuff	Art		3	MXD	<u>RU4REAL</u>	Are You for Real?	Social Science	1	2	3	MXD		
<u>PAINTG</u>	Painting	Arts		2	3	MXD	<u>MSCWRD</u>	Music to the World	Music	1	2	3	MXD	<u>SIZZLE</u>	Sizzle to Sizzle	Technology		1	MXD	
<u>PHTFOL</u>	Photography Folio	Arts		2	3	MXD	<u>NETWRK</u>	Networking	Mathematics		2	3	MXD	<u>SRVIVL</u>	Survival of the Fittest	Bush Craft & Horticulture		2	3	VOC
<u>PTRGHT</u>	Put it Right	English	1	2	3	ACD	<u>PODIUM</u>	Podium Finish or Personal Best	Physical Education		3	MXD	<u>SRVYRS</u>	The Surveyors	Mathematics		2		MXD	
<u>TPGEAR</u>	Top Gear	Vocational		2		VOC	<u>POWER</u>	I Got the Power	English	1	2	3	ACD	<u>TARDIS</u>	Tardis	Technology		2	3	MXD
<u>TRAVEL</u>	Travel and Tourism	Social Science		2	3	VOC	<u>RCTRCK</u>	From Workshop to Racetrack	Technology		2		MXD	<u>TGTHER</u>	Together Everyone Achieves	Physical Education		2	3	MXD
<u>WHYAMI</u>	Why Am I?	Social Science & Mathematics	1			MXD	<u>SPOTTY</u>	Spotty's World of Adventure	Science & Mathematics		3	ACD	<u>WEWERE</u>	The Way We Were	Drama		2	3	MXD	

[Back to Table of Contents](#)

STEAM TUESDAY

Semester Two



Chemistry

Marie Curie, Albert Einstein and Ernest Rutherford were all amazing and ground-breaking scientists. One thing they all had in common was their love and passion for imagination, curiosity and taking a risk. This course takes students to the next level of Chemistry. Students will be introduced to three key branches of Chemistry; Structure and Bonding, Organic and Chemical Reactivity. Through these topics students will make sense of the magic and mechanics of Chemistry.

Pathway
Indicators

Learning Objectives:

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.
- Relate properties of matter to structure and bonding.
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.
- Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91164	2	Chemistry 2.4 - Demonstrate understanding of bonding, structure, properties and energy changes	External Assessment	5	Y			
E	AS91165	2	Chemistry 2.5 - Demonstrate understanding of the properties of selected organic compounds	External Assessment	4	Y			
E	AS91166	2	Chemistry 2.6 - Demonstrate understanding of chemical reactivity	External Assessment	4	Y			

Study the biological processes involved in the inheritance of characteristics and why there is variation amongst us. We also investigate the molecular structure, properties and uses of acids and bases. This course is highly recommended if you are wishing to study Biology and/or Chemistry at a higher level.

Pathway
Indicators

Learning Objectives:

- Describe the processes involved in the causes of variation in a population and the inheritance of characteristics between generations.
- Use genetic knowledge to predict possible outcomes for the inheritance of different characteristics.
- Describe characteristics and reactions of acids and bases, and how they are measured using the pH scale.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS90948	1	Science 1.9 - Demonstrate understanding of genetic variation	External	4	Y			
E	AS90944	1	Science 1.5 - Demonstrate understanding of aspects of acids and bases	External	4				

VOC

Horticulture

Convert soil into cash by cloning a variety of plants from cuttings and sell these on Trademe. Become familiar with all the plants at Spotswood College on a first name basis and learn how to make them grow their best while keeping a diary of all you've done. Use chainsaws and log splitters to prepare firewood for sale.

Pathway
Indicators

Learning Objectives:

- Maintain a documented work record
- Grow and pot up plants from stem cuttings
- Plant and care for plants
- Identify and describe plants

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US2803	2	Maintain a documented work record	Portfolio	5				
I	US23781	2	Grow and pot up plants from stem cuttings	Project	5				
I	US21027	2	Plant and care for bedding plants and herbaceous perennials	Project	10				
I	US24648	2	Identify the physical characteristics and range of plants used in amenity horticulture	Portfolio	7				
Level 3									
I	US6916	3	Demonstrate knowledge of the rules relating to chainsaw use	Workbook	5				
I	US6917	3	Demonstrate basic chainsaw operation	Practical	8				

MXD

Textiles Technology

Students will choose a New Zealand designer of their choice to collaborate with. They will design and make a bespoke fabric collection for an upcoming season of their choice. They will look at trend forecasting reports as inspiration for the collection and choose an experience they have had in life that they feel strongly about to base their design ideas around. Research into this will develop the aesthetics for their collections. A final product from this fabric will be developed for their designer and a prototype made for this. Business opportunities will be explored throughout this project.

Pathway
Indicators

Learning Objectives:

- Develop a conceptual design for an outcome considering fitness for purpose in the broadest sense.
- Initiate ideas through exploration.
- Implement complex procedures to create an applied design for a specified product.
- Develop a prototype considering fitness for purpose in the broadest sense.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91610	3	Generic Technology 3.3 - Develop a conceptual design considering fitness for purpose in the broadest sense	Portfolio	6				
E	AS91627	3	Design and Visual Communication 3.30 - Initiate design ideas through exploration	Portfolio	4				
I	AS91623	3	Construction and Mechanical Technologies 3.23 - Implement complex procedures to create an applied design for a specified product	Portfolio	4				
I	AS91611	3	Generic Technology 3.4 - Develop a prototype considering fitness for purpose in the broadest sense	Portfolio	6				

Technology

This is a hands-on program that leads to two qualifications: the National Certificate in Building, Construction and Allied Trade Skills (BCATS) at Level 1. They are innovative, practical, multi-disciplinary programmes for students, providing them with the skills and knowledge to springboard into any career in the construction industry.

Pathway Indicators



Learning Objectives:

- Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project
- Apply elementary workshop procedures and processes for a BCATS project
- Use joints for a BCATS project
- Demonstrate knowledge of construction and manufacturing materials used in BCATS projects

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US24352	1	Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project	Project	2				
I	US24355	1	Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	Project	4				
I	US25920	1	Use joints for a BCATS project	Project	3				
I	US24356	1	Apply elementary workshop procedures and processes for BCATS projects	Project	8				

Use of the outdoor environment contributes to personal growth and social awareness, and develops skills for life and the world of work. Qualities such as a sense of responsibility and a purpose in life are nurtured. There is also a great deal of intrinsic enjoyment and satisfaction to be experienced from participation in outdoor activities. This course combines two practical components that are required for having fun in the great outdoors. Students will learn about practices and strategies to address food handling issues, as well as demonstrating personal strategies to manage risk. They will have the opportunity to put both sets of skills into practice, with a challenging local tramping experience.

Pathway
Indicators

Learning Objectives:

- Plan, cook, store, transport and serve food for the outdoors.
- Investigate and practice safety procedures and strategies to manage risk situations.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90959	1	Home Economics 1.4 - Demonstrate knowledge of practices and strategies to address food handling issues	Report	5	Y			
I	AS90968	1	Physical Education 1.7 - Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities	Practical demonstration of strategies	3	Y			

Physical Education

Here is an opportunity through sport to lead young people actively engaging positively in physical activity. You will go to community primary and intermediate schools and coach, lead and support individuals and teams by organising and leading structured lessons for students to participate in. You will be expected to participate in a range of activities and games.

Pathway
Indicators

Learning Objectives:

- Appraise, acquire and refine specialised motor skills by using the principles of motor skill learning.
- Implement and evaluate a physical activity programme.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90964	1	Physical Education 1.3 - Demonstrate quality movement in the performance of a physical activity	Performance	3				
I	AS90969	1	Physical Education 1.8 - Take purposeful action to assist others to participate in physical activity	Log Book	2				
Level 2									
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Report	3	Y			

Electronics

Come on in, hone your electronics skills by designing your own printed circuits or if you feel confident, dig deeper into how Electronics works.

Pathway Indicators



Learning Objectives:

- Demonstrate understanding of advanced/complex concepts and components in electronic environments.
- Demonstrate ability to develop an advanced/complex electronic environment
- Demonstrate advanced/complex assembly and testing techniques used in electronic and embedded systems.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US18240	2	Demonstrate knowledge of basic electronic components	Test	5				
I	US18241	2	Demonstrate knowledge of basic electronic systems	Test	5				
I	US18242	2	Construct a simple printed circuit	Project	3				
I	US18243	2	Construct simple electronic products from supplied circuit schematics	Project	6				
Level 3									
I	US26119	3	Construct, and report on the performance of, a simple electronic programmable circuit	Report	4				
I	US26121	3	Plan, construct, modify, and report on an electronic prototype	Report	6				
I	US26120	3	Describe and construct circuits to demonstrate the operation and properties of electronic devices	Report	3				
I	US26122	3	Demonstrate knowledge of and build circuits using digital electronic devices that interface with ADC and DAC functions	Report	3				
I	US26123	3	Demonstrate knowledge of the practical applications of logic circuits	Report	3				

This course will focus on specific writing skills needed for working in the media. Students will learn the conventions of script writing and/or magazine article writing. We'll also look at ethical issues and significant developments in the media and reflect on how these issues affect society.

Pathway
Indicators



Learning Objectives:

- Students will gain knowledge, skills, and experience to examine and evaluate media concepts.
- Students will gain knowledge, skills, and experience to examine meaning in media texts.
- Students will gain knowledge, skills, and experience to apply knowledge of media conventions and technology to create media.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91254	2	Media Studies 2.7 - Demonstrate understanding of an ethical issue in the media	Project	3	Y			Y
I	AS91255	2	Media Studies 2.8 - Write developed media text for a specific target audience	Project	3				
Level 3									
I	AS91496	3	Media Studies 3.7 - Demonstrate understanding of a significant development in the media	Project	3				
I	AS91497	3	Media Studies 3.8 - Write a media text to meet the requirements of a brief	Project	3				Y

Drama

You will go through the process of reading, analysing and realising a script. This will include theme and content analysis, along with character creation and applying voice, body, movement and awareness of staging to an end product. You could present the play to an outside audience at the end of the semester if you wish.

Pathway Indicators



Learning Objectives:

- Learn how to bring a script to life. Go through the process of reading, character creation, casting, line learning, blocking and performing in front of an audience.
- Consider the use of technology to enhance your drama, i.e. projection, lights, costume, props, set and even make up.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91000	1	Drama 1.5 - Demonstrate understanding of a significant play	Project	4	Y			
I	AS90009	1	Drama 1.4 - Perform an acting role	Practical performance	4	Y			

Technology

Supported Learning

Use modern designing and manufacturing techniques to make products.

Pathway
Indicators

Learning Objectives:

- To learn how to design a product
- To learn the skills required to produce the product
- To learn how to make the product

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91057	1	Construction and Mechanical Technologies 1.20 - Implement basic procedures using resistant materials to make a specified product	Portfolio	6				
I	AS91059	1	Construction and Mechanical Technologies 1.22 - Demonstrate understanding of basic concepts used to make products from resistant materials	Project	4	Y			
Level 2									
I	AS91344	2	Construction and Mechanical Technologies 2.20 - Implement advanced procedures using resistant materials to make a specified product with special features	Project	6				
I	AS91347	2	Construction and Mechanical Technologies 2.22 - Demonstrate understanding of advanced concepts used to make products	Project	4	Y			
Level 3									
I	AS91620	3	Construction and Mechanical Technologies 3.20 - Implement complex procedures to integrate parts using resistant materials to make a specified product	Project	6				
I	AS91623	3	Construction and Mechanical Technologies 3.23 - Implement complex procedures to create an applied design for a specified product	Project	4				

Music

Design, record and edit a 3-4 minute short film/video clip. Compose and record music to go with your film. This can be composed for real instruments or created digitally on a D.A.W. (Digital Audio Workstation), or compose a 3-4 minute piece of music and then create a video to go with your music.

Pathway Indicators



Learning Objectives:

- Developing original musical ideas
- Designing, capturing and editing a video/film.
- Operate a D.A.W. to compose, produce and record music.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90993	1	Media Studies 1.5 - Produce a design and plan for a media product using a specified range of conventions	Portfolio	3				
I	AS90994	1	Media Studies 1.6 - Complete a media product from a design and plan using a specified range of conventions	Portfolio	6				
Level 2									
I	AS91252	2	Media Studies 2.5 - Produce a design and plan for a developed media product using a range of conventions	Portfolio	4				
I	AS91253	2	Media Studies 2.6 - Complete a developed media product from a design and plan using a range of conventions	Portfolio	4				
I	AS91272	2	Making Music 2.3 - Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Performance	4				
Level 3									
I	AS91418	3	Making Music 3.3 - Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	Performance	4				
I	AS91494	3	Media Studies 3.5 - Produce a design for a media product that meets the requirements of a brief	Portfolio	6				
I	AS91495	3	Media Studies 3.6 - Produce a media product to meet the requirements of a brief	Portfolio	4				

Accounting

The external side of the Be Your Own Boss accounting course for those wishing to gain subject endorsement and a deeper understanding of Accounting. Students will prepare and analyse financial statements for a small business so that financial information can be communicated to a wide range of users.

Pathway
Indicators

Learning Objectives:

- Process financial transactions for a small entity
- Prepare financial information for a community organisation's annual general meeting
- Demonstrate understanding of accounting processing using accounting software
- Demonstrate understanding of an accounts receivable subsystem for an entity

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90978	1	Accounting 1.3 - Prepare financial statements for sole proprietor	External	5				
I	AS90980	1	Accounting 1.5 - Interpret accounting information for sole proprietor	External	4	Y			
Level 2									
I	AS91176	2	Accounting 2.3 - Prepare financial information for an entity that operates accounting subsystems	External	5		Y		
I	AS91177	2	Accounting 2.4 - Interpret accounting information for entities that operate accounting subsystems	External	4	Y	Y		

This Painting programme approaches the practice of painting as a self-reflective, critical activity that draws on a wealth of varied historical, material and conceptual accomplishments related to the medium. The programme promotes the creative side where students generate, develop and extend ideas. Examples of personalised topics that can be selected are: dreams, imagination, space, landscapes, emotions, magical realms, people in nature, fantasy, a film, abstract art, tell a story or something completely different.

Pathway
Indicators

Learning Objectives:

- Learn to articulate ideas, reflect on one's own work, develop ideas and be experimental.
- Learn a range of traditional, modern and contemporary painting techniques. And learn to question conventional ideas about art and painting.
- Be challenged to develop a critical self-awareness about their work and to better understand the contexts

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91306	2	Visual Arts 2.1 - Demonstrate an understanding of methods and ideas from established practice appropriate to painting	Project	4	Y			
I	AS91316	2	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established painting practice	Project	4				
E	AS91321	2	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	Portfolio	12				
Level 3									
I	AS91441	3	Painting 3.1 - Analyse methods and ideas from established painting practice	Project	4				
I	AS91451	3	Painting 3.3 - Systematically clarify ideas using drawing informed by established painting practice	Project	4				
E	AS91456	3	Painting 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	Portfolio	14				

Photography

This course is for Level 2 or 3 students who are wanting to do a Photography folio. You will write a proposal for a concept for a photography folio and then produce a body of work that demonstrates your understanding of Photography and contemporary art making. It is recommended that students have taken Contemporary Visual Culture: Photography in Semester One.

Pathway
Indicators

Learning Objectives:

- Students will produce a systematic body of work that shows understanding of Photography conventions and ideas.
- Students will learn the technology for sizing and printing their folio using Adobe Photoshop and our Cannon Pro printer.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91322	2	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	Portfolio	12				
Level 3									
E	AS91457	3	Photography 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	Portfolio	14				

English

We all make mistakes, sometimes really big ones. However, we can make up for them. Through books, stories and film, we will see how people have righted wrongs.

Semester Two will focus on the externals. However, the course can be adapted to include some internals if there is need to do so.

Pathway
Indicators

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS90849	1	English 1.1 - Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	External	4	Y			
E	AS90850	1	English 1.2 - Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	External	4	Y			
E	AS90851	1	English 1.3 - Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	External	4	Y			
Level 2									
E	AS91098	2	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	External	4			Y	Y
E	AS91099	2	English 2.2 - Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4				Y
E	AS91100	2	English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	External	4			Y	
Level 3									
E	AS91472	3	English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	External	4			Y	Y
E	AS91473	3	English 3.2 - Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4				Y
E	AS91474	3	English 3.3 - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	External	4			Y	Y

This course is about developing students' driving knowledge and skills. It support students studying towards their licence and provides practical knowledge that will be important for students looking for careers in the transportation, driving and automotive industries.

Pathway
Indicators



Learning Objectives:

- Understand traffic laws and road safety
- Understand and reduce hazards
- Understand how to cope with stress, health and fatigue for driving

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US3462	2	Demonstrate knowledge of traffic law for the purpose of safe driving	Portfolio	2				
I	US3464	2	Describe strategy for dealing with human risk factors: as a driver	Portfolio	2				
I	US3465	2	Describe driving risk management techniques	Portfolio	1				
I	US3467	2	Describe motor vehicle dynamics and handling	Portfolio	2				
I	US3472	2	Describe the contributing factors and the consequences of road crashes	Portfolio	1				
I	US1734	2	Identify methods of managing health and stress as a land transport operator	Portfolio	3				
I	US17676	2	Carry out start up and shut down procedures on a light motor vehicle and make ready for use	Portfolio	3				
I	US20969	2	Demonstrate procedures when a light motor vehicle has broken down	Portfolio	2				

Tourism

You will learn about the exciting world of travel - different places to go, attractions around the world and about the opportunities to work in the Industry. A field trip to Rotorua is planned. A selection of the standards below will be available for you to complete if you pick this as a Semester 2 course only. There is a \$100 cost for the course and there will be a cost for the field trip too.

Pathway
Indicators

Learning Objectives:

- The characteristics and business of tourism and the destinations and regions.
- Literacy and Numeracy skills in Tourism and the economic impact of tourism and career pathways

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US24728	2	Demonstrate knowledge of work roles in tourism	Portfolio	3				
I	US24730	2	Demonstrate knowledge of the business of tourism	Portfolio	4				
I	US24729	2	Demonstrate knowledge of world tourist destinations	Portfolio	4				
I	US24731	2	Demonstrate knowledge of destination New Zealand	Portfolio	4				
I	US24732	2	Demonstrate knowledge of tourist characteristics and needs	Portfolio	3				
I	US18237	2	Perform calculations for the tourism and travel industry	Portfolio	2				
I	US23761	2	Read and comprehend work related documents in English for a tourism workplace	Portfolio	3				
I	US23767	2	Demonstrate knowledge of and use the internet in a tourism workplace	Portfolio	2				
Level 3									
I	US24725	3	Describe and analyse the economic significance of tourism	Portfolio	4				
I	US3727	3	Demonstrate knowledge of the South West Pacific as a travel destination	Portfolio	6				
I	US17788	3	Explain the significance of natural attractions in a tourism Maori context	Portfolio	5				
I	US23755	3	Identify and self-evaluate the demands of a specific role in a tourism workplace	Portfolio	3				
I	US24733	3	Describe and promote New Zealand as a tourist destination	Portfolio	5				
I	US17384	3	List and use a range of Te Reo Maori greetings and farewells in tourism	Portfolio	3				

Why are you like you are? Is it your genes or is it your experiences? Are criminals born or are they made? Did you know that one of the world's most important scientific studies about humans has been quietly carried out in Dunedin for the past 44 years? The Dunedin Study looks to find answers to questions about nature and nurture, and to discover what makes us behave in the way that we do. This course will take a good look at the study and some of its findings – you will learn why people make the choices they do. If you are interested in studying Crime Bites or further Psychology courses at Level 2 and 3, this is a great Level 1 introductory course. You will be learning to describe the approaches to explain certain types of behaviour, as well as using statistics to develop your own conclusions.

Pathway
Indicators

Learning Objectives:

- You will be able to describe approaches used in psychology to explain behaviour.
- You will be able to describe and undertake psychological research.
- You will learn how to use the statistical enquiry cycle to come to conclusions.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91839	1	Psychology 1.1 - Demonstrate understanding of psychological approaches	Report	6	Y			
I	AS91840	1	Psychology 1.2 - Demonstrate understanding of a psychological debate	Report	3	Y			
I	AS91841	1	Psychology 1.3 - Demonstrate understanding of the methods used in psychological research	Project	4	Y			
I	AS91035	1	Mathematics and Statistics 1.10 – Investigate a given multivariate data set using the statistical enquiry cycle	Report	4	Y	Y		

STEAM THURSDAY

Semester Two



Food Technology

When is a tart not a tart? And how does one test such a thing? By handing out a seemingly simple yet deceptively challenging brief to masterfully re-create the classic dessert: Marco Pierre White's Lemon Tart. Who will win "Best in Show"?

Best in Show will be delivered in conjunction with level 2 Barista units. Students will work towards establishing a school cafe from which coffee service will be provided.

Pathway
Indicators

Learning Objectives:

- Demonstrate knowledge of how to make a specified product using a process
- Develop an understanding of patisserie and baking techniques
- Develop an understanding and knowledge of techniques required to create a food outcome for competition
- Develop knowledge of commercial espresso coffee equipment
- Demonstrate knowledge of how to prepare espresso beverages under supervision

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91351	2	Generic Technology 2.60 Implement advanced procedures to process a specified product.	Other	4				
I	US17285	2	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	Other	4				

Geography

This course is about the natural world with a focus on extreme natural events, in particular, volcanoes. This course follows on from the Semester One course "Geopeople". You can choose to do standards from the Semester One course, as well as the external standards below.

Pathway
Indicators

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS91007	1	Geography 1.1 - Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)	External	4	Y			
Level 2									
E	AS91240	2	Geography 2.1 - Demonstrate geographic understanding of a large natural environment	External	4	Y		Y	Y
Level 3									
E	AS91426	3	Geography 3.1 - Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment	External	4			Y	Y

MXD

Psychology

Mathematics

Geography

Shaquon Thomas was 13 years old when he was first arrested in Chicago. Other arrests quickly followed, his face maturing in a progression of mug shots. By 18, Mr Thomas had been wounded in a shooting and then in May 2015, at just 19 years old, he was fatally shot in what the police said was a running gang feud. In Chicago, law makers and those working in criminal justice have begun to work hard to lower the level of violent crime in the their city. Has it worked? The Level 2 course is a deep dive into the culture of violent crime that exists in Chicago.

The Level 3 course takes a further step into learning about Criminology. You will investigate an aspect of global crime and its effects on victims and society. You will even have a chance to consider the neuroscience of why people may behave in the way that they do.

Pathway
Indicators

Learning Objectives:

- Be able to use psychological approaches to explain human behaviour
- Be able to use geographical understanding to explain urban patterns
- Understand and use the statistical inquiry cycle

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91844	2	Psychology 2.1 - Examine different psychological approaches used to explain a behaviour	Portfolio	6	Y		Y	
I	AS91241	2	Geography 2.2 - Demonstrate geographic understanding of an urban pattern	Portfolio	3	Y			
I	AS91264	2	Mathematics and Statistics 2.9 - Use statistical methods to make an inference	Portfolio	4	Y	Y		
I	AS91845	2	Psychology 2.2 - Examine how a psychological debate has changed over time	Report	4	Y		Y	
Level 3									
I	AS91872	3	Psychology 3. – Analyse the interaction between psychological approaches	Report	6	Y		Y	
I	AS91432	3	Geography 3. – Analyse aspects of a geographic topic at a global scale	Portfolio	3				
I	AS91581	3	Mathematics and Statistics 3. – Investigate bivariate measurement data	Report	4	Y	Y		
I	AS91875	3	Psychology 3.4 - Analyse how theories are applied within a field of psychological practice	Report	6	Y		Y	

Expert Partnerships

Economics

The external side of the Critical Thinker economics course for those wishing to gain subject endorsement and a deeper understanding of economics. Students will learn the principles of supply and demand and how the market reacts to different events. The effects of inflation on producers and consumers, gain an understanding of the importance of trade and free trade agreements to a small island nation such as our own.

Pathway Indicators



Learning Objectives:

- Demonstrate understanding of decisions a producer makes about production
- Demonstrate understanding of a government choice where affected groups have different viewpoints
- Demonstrate understanding of the interdependence of sectors of the New Zealand economy
- Analyse unemployment using economic concepts and models

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS90983	2	Economics 1.1 - Demonstrate understanding of consumer choices, using scarcity and/or demand	External	4	Y			
E	S90985	2	Economics 1.3 - Demonstrate understanding of producer choices using supply	External	3	Y			
E	AS90986	2	Economics 1.4 - Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium	External	5	Y			
Level 2									
E	AS91222	3	Economics 2.1 - Analyse inflation using economic concepts and models	External	4	Y			Y
E	AS91223	3	Economics 2.2 - Analyse international trade using economic concepts and models	External	4	Y			Y

Technology

The 21st century Cyber Sista celebrates fierce mana wahine! Highly creative testing and trialling of techniques and processes with textiles materials will enable you to design pieces that combine wearable arts with street style. You will combine up-cycled street wear (think denim / t shirts etc) with traditional and contemporary fibres to produce a wearable arts head-to-toe look that expresses your tribe - ancestral, futuristic or imagined. Your research into historic and current clothing styles will enable you to follow paths created by our ancestors to unite the cycle where our past meets our futures.

Pathway
Indicators

Learning Objectives:

- Critically analyse their own and others' outcomes to inform the development of ideas for feasible outcomes.
- Undertake ongoing experimentation and functional modelling.
- Understand how materials are formed, manipulated and transformed in different ways depending on their properties.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91357	2	Generic Technology 2.4 - Undertake effective development to make and trial a prototype	Portfolio	6	N	N	N	N
I	AS91340	2	Design and Visual Communication 2.33 - Use the characteristics of a design movement or era to inform own design ideas	Portfolio	3	Y	N	N	N

Technology

Design and build a bespoke piece of furniture where metal and wood meet. There are a wide range of assessment opportunities available for you if you select this course.

Pathway
Indicators

Learning Objectives:

- Demonstrate knowledge of safety on an engineering sites.
- Select, use and care for engineering hand tools.
- Select, use and maintain portable handheld engineering power tools.
- Demonstrate knowledge of timber and other construction materials.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US21911	2	Demonstrate knowledge of safety on engineering worksites	Project	1				
I	US2395	2	Select, use, and care for engineering hand tools	Project	4				
I	US2396	2	Select, use, and maintain portable hand held engineering power tools	Project	4				
I	US24360	2	Demonstrate knowledge of timber and other construction materials used in BCATS projects	Project	5				
I	US12927	2	Use basic woodworking hand tools for elementary construction work	Project	4				
I	US24350	2	Identify, select, maintain, and use portable power tools for BCATS projects	Project	6				
I	AS91344	2	Construction and Mechanical Technologies 2.20 - Implement advanced procedures using resistant materials to make a specified product with special features	Project	6				

We will look at the genre of documentaries and consider how these are constructed to appear realistic but are sometimes very deceptive. We'll also look at aspects of the media industry and the relationship between media and its audience. This course will focus on preparing for two external standards.

Pathway
Indicators

Learning Objectives:

- Students will gain knowledge, skills, and experience to examine and evaluate media contexts.
- Students will gain knowledge, skills, and experience to examine and evaluate meaning in media texts.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91248	2	Media Studies 2.1 - Demonstrate understanding of the relationship between a media product and its audience	External	3	Y		Y	Y
E	AS91251	2	Media Studies 2.4 - Demonstrate understanding of an aspect of a media genre	External	4	Y		Y	Y
Level 3									
E	AS91490	3	Media Studies 3.1 - Demonstrate understanding of an aspect of a media industry	External	4			Y	
E	AS91493	3	Media Studies 3.4 - Demonstrate understanding of a relationship between a media genre and society	External	4			Y	Y

This course is intended for students who need to get Level 2 and 3 credits and at the same time, want to gain computer skills that can be used in many areas within the workplace. It comprises Unit Standards ONLY.

Pathway
Indicators

Learning Objectives:

- This course focusses on gaining knowledge and various computer skills that will improve student confidence using a variety of software.
- Students will learn to apply more advanced techniques creating documents.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US2792	1	Produce simple desktop published documents using templates	Portfolio	2				
I	US5946	1	Use computer technology to create and deliver a presentation	Portfolio	3				
I	US18743	1	Produce a spreadsheet from instructions using supplied data	Portfolio	2				
Level 2									
I	US29774	2	Use the main features and functions of a desktop publishing application to create documents	Project	3				
I	US29770	2	Use the main features and functions of a spreadsheet application for a purpose	Project	3				
I	US29769	2	Use the main features and functions of a word processing application for a purpose	Project	3				
Level 3									
I	US29785	3	Use a word processing application to integrate images, spreadsheet and database data into documents	Project	4				
I	US29789	3	Use a presentation application to produce an interactive multimedia presentation	Project	3				
I	US29792	3	Use a desktop publishing application to produce documents	Project	4				

Physical Education

“The quality of a leader is reflected in the standards they set for themselves” - Ray Kroc

This course will give students the opportunity to participate in a variety of physical activities and encourage them to develop high levels of social responsibility. These skills are important not only in a team/sport environment, but in the workplace. Students will be encouraged to demonstrate and reflect on their interpersonal skills; being a role model, playing fair, being inclusive and assisting others. Taking responsibility for their own behaviour will influence their ability to build leadership skills. Students will take on a leadership role; applying and evaluating their communication skills, group management, motivation building, goal setting and action planning.

Pathway
Indicators

Learning Objectives:

- Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions and sense of self-worth.
- Plan and evaluate strategies to improve skills, recognising the needs of others.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91334	2	Physical Education 2.8 - Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	Report	3				
I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Report	4	Y			

In this course you will learn some really important skills, tips and advice about what employers are looking for. To be truly future-focussed, you need to think about some basics that will help you smash it in the workforce. So, learning about and developing your customer relationship skills AND communication skills will really help you.

Pathway
Indicators



Learning Objectives:

- To develop communication skills
- To develop listening skills
- To develop customer relationship skills

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US4258	2	Describe ways of managing and coping with change	Portfolio	2				
I	US62	2	Maintain personal presentation for the workplace	Portfolio	2				
Level 3									
I	US378	3	Provide customer service for international visitors	Portfolio	2				
I	US1307	3	Present ideas and information orally to a specified audience in a predictable situation	Portfolio	4				
I	US3491	3	Write reports	Portfolio	4				
I	US9705	3	Give and receive feedback	Portfolio	3				
I	US11097	3	Listen to gain information in an interactive situation	Portfolio	3				

Biology

Study the emergence of humans from quadrupedal apes to bipeds over the last 4 million years, and investigate the various hominin species that have existed. We will also study evolutionary processes across all species leading to possible speciation.

Pathway Indicators



Learning Objectives:

- Describe reasons for the development of bipedalism in humans
- Describe the changes in features of human ancestors over time
- Demonstrate understanding of various evolutionary processes

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
E	AS91606	3	Biology 3.6 - Demonstrate understanding of trends in human evolution	External	4			Y	Y
E	AS91605	3	Biology 3.5 - Demonstrate understanding of evolutionary processes leading to speciation	External	4			Y	Y

MXD

Art

Sculpture

This Level 2 and 3 course is a chance for you to be hands-on and learn to be creative and inventive again. You learn to think up and play with new connections and experiment using anything. In this course you get to create your own project, own topic, and own realm. For example, you could delve into the mysteries of the mind and human behaviour, or glue gun different objects together to make a personal world of your dreams or live out your future ideal job. This course suits students interested in any career, particularly in architecture, interior design, landscape architecture, urban planning, psychology, curating, politics, event managing, art, film, sociology, education, statistics, engineering or environmental science.

Pathway
Indicators

Learning Objectives:

- Learn to become more creative, integrate, invent, think up new connections and experiment.
- Learn to delve deeply into your own project and push it into unexpected directions.
- Learn how the art of today creates new exciting ideas, challenges and innovates. Then learn to use these techniques to drive your own project.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91314	2	Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to sculpture	Project	4				
I	AS91319	2	Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established sculpture practice	Project	4				
E	AS91324	2	Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within sculpture	Portfolio	12				
Level 3									
I	AS91449	3	Sculpture 3.2 - Use drawing to demonstrate understanding of conventions appropriate to sculpture	Project	4				
I	AS91454	3	Sculpture 3.3 - Systematically clarify ideas using drawing informed by established sculpture practice	Project	4				
E	AS91459	3	Sculpture 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within sculpture practice	Portfolio	14				

Music

Compose and record an E.P. (3-4 songs) of original music. Design an album cover and accompanying artwork - lyric notes, poster (digital and hard copy) Upload and release your music on a digital platform.

If you have not taken music previously, then you may not be able to complete assessments relative to your year level. For example if in 2020 you are Year 12 and have not studied music before, then you will be working towards NCEA Level 1 standards

Pathway Indicators



Learning Objectives:

- Compose original musical ideas
- Create imaginative lyrics and themes
- Setup and operate recording equipment
- Gain experience in marketing and design

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91092	1	Music 1.3 - Compose two original pieces of music	Portfolio	6				
I	US27656	1	Demonstrate and apply introductory knowledge of music technology equipment and techniques	Portfolio	4				
Level 2									
I	AS91273	2	Music Studies 2.8 - Devise an instrumentation for an ensemble	Portfolio	6				
I	AS91274	2	Making Music 2.2 - Perform a substantial piece of music as a featured soloist on a second instrument	Portfolio	4				
i	AS91092	2	Music 1.3 - Compose two original pieces of music	Portfolio	4				
Level 3									
I	AS91849	3	Making Music 3.11 - Compose three original songs that express imaginative thinking	Portfolio	8				
I	AS91418	3	Making Music 3.3 - Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	Test	4				
I	AS91424	3	Music Studies 3.9 - Create two arrangements for an ensemble	Portfolio	4				

Mathematics

Networks can represent all sorts of systems in the real world. The Internet is a network where the nodes are computers or other devices and the edges are physical (or wireless, even) connections between the devices. Join this course to learn how Mathematics can be used to solve problems involving networks and optimisation. Additional standards will be available if time allows.

Pathway Indicators



Learning Objectives:

- Apply network methods in solving problems.
- Use Critical Path Analysis to solve problems.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91260	2	Mathematics and Statistics 2.5 - Apply network methods in solving problems	Report	2		Y		
Level 3									
I	AS91576	3	Mathematics and Statistics 3.4 - Use critical path analysis in solving problems	Report	2				
I	AS91574	3	Mathematics and Statistics 3.2 - Apply linear programming methods in solving problems	Report	3				

Physical Education

Sports psychologists encourage athletes to set goals based on their own performance potential, rather than goals like winning; an outcome that can be out of their control. What we can control is the use of exercise physiology and sports science to reach our personal best performance. This course will enable participants to build the skills and knowledge they need to develop a fitness-based training programme, which they will then implement and evaluate. Students may already have a performance goal in mind for themselves; they may want to be aiming towards completing a class-based challenge (e.g. Run A Muck) or want to develop a programme for others (as someone might in a coaching role). Whatever the target, students will have the tools to maximise their performance now and into the future.

Pathway Indicators



Learning Objectives:

- Plan, implement and evaluate a physical activity programme.
- Devise, apply and evaluate strategies to improve physical activity performance.
- Demonstrate physical skills in an applied setting.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91501	3	Physical Education 3.4 - Demonstrate quality performance of a physical activity in an applied setting	Performance assessment	4				
I	AS91789	3	Physical Education 3.9 - Devise strategies for a physical activity outcome	Report	4				
I	AS91501	3	Physical education 3.7 – Analyse issues in safety management for outdoor activity to devise safety management strategies	Report	3				

Who's in control – individuals, the people, the government? Someone has to take charge but someone might rebel. Through books, stories and film we will see how people have reacted to living under tight controls and even no control.

Semester Two will focus on the externals. However, the course can be adapted to include some internals if there is a need to do so.

Pathway
Indicators

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS90849	1	English 1.1 - Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	External	4	Y			
E	AS90850	1	English 1.2 - Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	External	4	Y			
E	AS90851	1	English 1.3 - Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	External	4	Y			
Level 2									
E	AS91098	2	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	External	4			Y	Y
E	AS91099	2	English 2.2 - Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4				Y
E	AS91100	2	English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	External	4			Y	
Level 3									
E	AS91472	3	English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	External	4			Y	Y
E	AS91473	3	English 3.2 - Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4				Y
E	AS91474	3	English 3.3 - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	External	4			Y	Y

TAG

Technology

Design, build and race your own motorbike.

Pathway
Indicators

Learning Objectives:

- Demonstrate safety in the workshop
- Select, use and care for engineering hand tools
- Select, use and maintain engineering portable power tools, measuring equipment
- Assemble mechanical components under supervision.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US21911	2	Demonstrate knowledge of safety on engineering worksites	ITO	1				
I	US2395	2	Select, use, and care for engineering hand tools	ITO	4				
I	US2396	2	Select, use, and maintain portable hand held engineering power tools	ITO	4				
I	US4435	2	Select, use and care for engineering dimensional measuring equipment	ITO	3				
I	US4436	2	Select, use and care for engineering marking-out equipment	ITO	4				
I	US2387	2	Assemble mechanical components under supervision	ITO	2				

Expert Partnerships

Being a theme park designer is a job many people want and for this very reason that also makes it a tough gig to land. How about using physics principles to plan and design rides for a theme park here at school??!! This course uses a theme park as the context to study Level 3 Physics and Calculus concepts.

Pathway
Indicators

Learning Objectives:

- Be able to understand translational, oscillatory and rotational motion.
- Use Mathematical skills to solve real life problems.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
E	AS91524	3	Physics 3.4 - Demonstrate understanding of mechanical systems	Portfolio	6	Y			
I	AS91522	3	Physics 3.2 - Demonstrate understanding of the application of physics to a selected context	Portfolio	3	Y			
	AS91521	3	Physics 3.1 – Carry out a practical investigation to test a physics theory relating to two variables in a non linear relationship	Report	4	Y			
I	AS91573	3	Mathematics and Statistics 3.4 – Apply the geometry of conic sections in solving problems	Report	3		Y		
I	AS91575	3	Mathematics and Statistics 3.3 - Apply trigonometric methods in solving problems	Report	4		Y		

STEAM FRIDAY

Semester Two



This is a Level 1 Art course that explores a range of hands-on approaches to art-making. The class will first vote and select an area of knowledge and then delve into their own ideas within this, using their own choice of art techniques. Here they will develop their skills in research, independent learning, generation of ideas, creative thinking and innovation on top of technical skills within an array of different drawing, collage and painting approaches.

Pathway
Indicators

Learning Objectives:

- Learn to become more creative and play with ideas to do with a personalised topic.
- Learn a variety of drawing, collage and painting techniques to express one's own ideas.
- Prepare for the future: Strengthen skills in focusing, time management, open-ended thinking, problem solving, self-expression, imaginative play, hand-eye coordination, look at things anew, questioning,

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90914	1	Visual Arts 1.2 - Use drawing methods and skills for recording information using wet and dry media	Project	4				
I	AS90915	1	Visual Arts 1.3 - Use drawing conventions to develop work in more than one field of practice	Project	6				
E	AS90916	1	Visual Arts 1.4 - Produce a body of work informed by established practice, which develops ideas, using a range of media	Portfolio	12				

In this course you will learn some really important skills, tips and advice about what employers are looking for. To be truly future-focussed you need to think about some basics that will help you smash it in the workforce. So, learning about and developing your customer relationship skills AND communication skills will really help you.

Pathway
Indicators



Learning Objectives:

- To develop communication skills
- To develop listening skills
- To develop customer relationship skills

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US4258	2	Describe ways of managing and coping with change	Portfolio	2				
I	US62	2	Maintain personal presentation for the workplace	Portfolio	2				
Level 3									
I	US378	3	Provide customer service for international visitors	Portfolio	2				
I	US1307	3	Present ideas and information orally to a specified audience in a predictable situation	Portfolio	4				
I	US3491	3	Write reports	Portfolio	4				
I	US9705	3	Give and receive feedback	Portfolio	3				
I	US11097	3	Listen to gain information in an interactive situation	Portfolio	3				

Introducing Young Enterprise: Design Store. This year you have the exciting opportunity to be part of Spotswood College's design store start up business. This course involves applying design processes to generate ideas and create prototypes for stocking and selling in the design store. These could include: Jewellery, pottery, children's books or toys, woodcut stamps, cards and gift wrapping, clothing, screen printing, harakeke flax weaving, skateboard decks, soaps and candles, artworks and illustrations or anything you may dream up!

Pathway
Indicators



Learning Objectives:

- Learn how to plan and run a business
- Engage in entrepreneurial experiences
- Develop a range of skills to help them in their career and in life
- Consult with and create networks in their community

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91044	1	Generic Technology 1.1 - Undertake brief development to address a need or opportunity	Project	4	Y			
I	AS91046	1	Generic Technology 1.3 - Use design ideas to produce a conceptual design for an outcome to address a brief	Project	6				
Level 2									
I	AS91354	2	Generic Technology 2.1 - Undertake brief development to address an issue	Project	4	Y			
I	AS91356	2	Generic Technology 2.3 - Develop a conceptual design for an outcome	Project	6				
Level 3									
I	AS91608	3	Generic Technology 3.1 - Undertake brief development to address an issue within a determined context	Project	4				
I	AS91610	3	Generic Technology 3.3 - Develop a conceptual design considering fitness for purpose in the broadest sense	Project	6				

Chemistry

Dmitri Mendeleev, Marie Curie and Linus Pauling were all amazing and ground-breaking chemists. One thing they all had in common was their love and passion for imagination, curiosity and taking a risk. This course takes students to the next level of Chemistry. Students will continue to master their understanding of three key branches of Chemistry; Structure and Bonding, Organic and Aqueous Chemistry. Through these topics students will make sense of the magic and mechanics of Chemistry.

Pathway
Indicators

Learning Objectives:

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.
- Relate properties of matter to structure and bonding
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.
- Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
E	AS91390	3	Chemistry 3.4 - Demonstrate understanding of thermochemical principles and the properties of particles and substances	External Assessment	5				
E	AS91391	3	Chemistry 3.5 - Demonstrate understanding of the properties of organic compounds	External Assessment	5				
E	AS91392	3	Chemistry 3.6 - Demonstrate understanding of equilibrium principles in aqueous systems	External Assessment	5				

Biology

Why are we all different? How do we get the characteristics and behaviour we exhibit? We will study the processes involved in the inheritance of different characteristics and why there is variation amongst us. We will also look at how this relates to the development of adaptations in animals. This course is highly recommended if you are wishing to study Biology at a higher level.

Pathway Indicators



Learning Objectives:

- Describe the processes involved in the causes of variation in a population & the inheritance of characteristics between generations
- Describe the processes involved in the expression of traits from our DNA

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91154	2	Biology 2.2 - Analyse the biological validity of information presented to the public	Project	3	Y			
I	AS91155	2	Biology 2.3 - Demonstrate understanding of adaptation of plants or animals to their way of life	Project	3	Y			
E	AS91159	2	Biology 2.7 - Demonstrate understanding of gene expression	External	4	Y			

We can do all the right training, stretch carefully before the match, get plenty of sleep and eat a balanced diet, but sometimes, on the day, the performance just doesn't come together. Using sports psychology and self-management skills can be the 'X' factor an athlete needs. The goal-setting process helps athletes understand where they are currently and also where they want to go. Mental skills training can teach an athlete how to set systematic goals that are focused on the process and performance, rather than focused on the outcome of competition. Students will plan, implement and evaluate a SMART action plan to achieve a personal health-related goal. In addition, students will build competency in meeting challenges, working with others, being organised and showing perseverance.

Pathway
Indicators



Learning Objectives:

- Develop skills and responsible attitudes in challenging physical situations.
- Choose and maintain ongoing involvement in physical activities and examine factors that influence participation
- Evaluate a SMART Action Plan

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90970	1	Physical Education 1.9 - Demonstrate self management strategies and describe the effects on participation in physical activity	Portfolio	3	Y			
I	AS90971	1	Health 1.1 - Take action to enhance an aspect of personal well-being	Portfolio	3	Y			

ESL

ESOL

This course covers Reading, Writing, Listening and Speaking with emphasis on communication skills. The content of each student's course will vary according to their English language proficiency level on entry to the course. Support for literacy requirements is offered for Level 1 and U.E. IELTS support is also available.

Pathway
Indicators

Learning Objectives:

- Speaking skills. Improve overall ability in fluency, communication, and conversational skills. Ability to present ideas in a variety of situations.
- Listening skills. Improve ability to listen and apply information in a variety of contexts and situations.
- Reading and comprehension skills. The student will improve in their ability to read closely and analyse written

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US27981	1	Read and understand basic texts for practical purposes (EL)	Test	7	N	N	N	N
I	US27982	1	Read and understand basic texts on very familiar topics (EL)	Test	8	N	N	N	N
I	US27996	1	Write basic texts on very familiar topics (EL)	Test	8	N	N	N	N
I	US27997	1	Write basic texts for practical purposes (EL)	Test	7	N	N	N	N
Level 2									
I	US27983	2	Read and understand simple texts on familiar topics (EL)	Test	8	N	N	N	N
I	US27999	2	Write simple texts on familiar topics (EL)	Test	8	N	N	N	N
I	US28000	2	Write simple texts for practical purposes (EL)	Test	7	N	N	N	N

Media Studies

We will go through the entire process of planning and producing a media product, whether that be a magazine feature, a short film or a mini documentary. We'll do everything from choosing lay-outs to interviewing and photographing talent, to editing final pieces.

Pathway
Indicators

Learning Objectives:

- Students will gain knowledge, skills, and experience to examine and evaluate media concepts.
- Students will gain knowledge, skills, and experience to examine meaning in media texts.
- Students will gain knowledge, skills, and experience to apply knowledge of media conventions and technology to create media.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91252	2	Media Studies 2.5 - Produce a design and plan for a developed media product using a range of conventions	Project	4	Y			
I	AS91253	2	Media Studies 2.6 - Complete a developed media product from a design and plan using a range of conventions	Project	6	Y			
Level 3									
I	AS91494	3	Media Studies 3.5 - Produce a design for a media product that meets the requirements of a brief	Project	4				
I	AS91495	3	Media Studies 3.6 - Produce a media product to meet the requirements of a brief	Project	6				

VOC

Vocational

Schools out!... Where to now? What's happening next for you? It's time to face the next chapter in your journey. Where will you be going and what will you be doing? Set some goals and know how to reach them. Are you prepared to become a part of the adventure and life challenges that lie ahead of you? Challenge yourself and grab a WOF for the world that awaits you. This course will find out if you have what it takes, and also develop your personal skills to live in our exciting and changing global city.

Pathway
Indicators

Learning Objectives:

- Identify, investigate, plan, implement and manage a valid career pathway
- Develop skills that will assist your transition to tertiary study or future employment
- Demonstrate knowledge of job search skills and successfully participate in a Gateway work placement

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US10781	2	Produce a plan for own future directions	Internal Assessment	3				
I	US12383	2	Explore career options relevant to an area of learning and explore their implications for oneself	Internal Assessment	3				
I	US12352	2	Describe aspects of one's own lineage, heritage whakapapa, and cultural identity	Internal Assessment	3				
I	US7118	2	Manage own learning in a programme	Internal Assessment	3				
I	AS91236	2	Evaluate factors that influence people's ability to manage change	Internal Assessment	5				
Level 3									
I	US1312	3	Give oral instructions in the workplace	Internal Assessment	3				
I	US4251	3	Plan a career pathway	Internal Assessment	3				
I	US27563	3	Describe teams and team leadership	Internal Assessment	4				

Develop understanding of how and why objects in different scenarios move in relation to each other (mechanics) and investigate the molecular structure, properties and uses of acids and bases. This course is highly recommended if you are wishing to study Physics and/or Chemistry at a higher level.

Pathway
Indicators

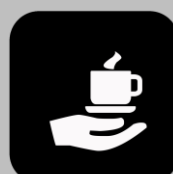
Learning Objectives:

- Describe the movement of objects to determine and calculate speed & acceleration
- Describe how different types of forces and energy create movement
- Describe characteristics and reactions of acids and bases and how they are measured using the pH scale
- Describe how substances react to form compounds and other substances

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS90940	1	Science 1.1 - Demonstrate understanding of aspects of mechanics	External	4		Y		
E	AS90944	1	Science 1.5 - Demonstrate understanding of aspects of acids and bases	External	4				

Technology

This course covers 3D modelling and printing (using 123D Design and UpBox printers), Desktop Publishing (using InDesign CC and Photoshop CC) as well as Web design with 3 linked pages. Since these are the new standards and it is a new course, the standards are subject to change

Pathway
Indicators

Learning Objectives:

- Students develop understandings and skills related to producing quality digital outcomes or environments.
- Digital Technologies focus on understanding, developing and using digital software, hardware and electronic systems across a range of contexts including school, the home and wider community settings.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91877	1	Digital Technologies 1.1 - Develop a proposal for a digital outcome	Portfolio	3	Y			
I	AS91880	1	Digital Technologies 1.4 - Develop a digital media outcome	Project	4	Y			
E	AS91886	1	Digital Technologies 1.10 - Demonstrate understanding of compression coding for a chosen media type	Report	3				
Level 2									
I	AS91891	2	Digital Technologies 2.2 - Apply conventions to develop a design for a digital technologies outcome	Portfolio	3				
I	AS91893	2	Digital Technologies 2.4 - Use advanced techniques to develop a digital media outcome	Project	4				
E	AS91899	2	Digital Technologies 2.10 - Present a summary of developing a digital outcome	Report	3				
Level 3									
I	AS91903	3	Digital Technologies 3.4 - Use complex techniques to develop a digital media outcome	Portfolio	4				
I	AS91907	3	Digital Technologies 3.8 - Use complex processes to develop a digital technologies outcome	Project	6				
I	AS91909	3	Digital Technologies 3.10 - Present a reflective analysis of developing a digital outcome	Report	3				

English

This course will allow you to undertake Level 1/2 English through external assessments. During this exciting semester you will have the opportunity to view and discuss a film's message. You can respond to your own selection of books and stories, carry out research and complete writing of your own.

Semester Two will focus on the External. However the course can be adapted to include some internal if there is a need to do so.

Pathway
Indicators

Learning Objectives:

- Read, respond to and analyse a wide variety of written texts, to show a developed understanding.
- Produce a selection of crafted and controlled writing.
- View, respond to, analyse and develop understanding of film.
- Undertake research.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
E	AS90849	1	English 1.1 - Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	External	4	Y			
E	AS90850	1	English 1.2 - Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	External	4	Y			
E	AS90851	1	English 1.3 - Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	External	4	Y			
Level 2									
E	AS91098	2	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	External	4	Y		Y	Y
E	AS91099	2	English 2.2 - Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4	Y			Y
E	AS91100	2	English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	External	4	Y		Y	Y

History

Have you ever wondered what it was like to be a black American after slavery? Or why Nelson Mandela was imprisoned for so long in South Africa? Have you heard people talking about the Springbok Rugby Tour that nearly put New Zealand into Civil War? Have you ever wondered why there is so much conflict between different religious groups? Want to know more about some important world events? This course is for you! You will explore one of the above topics, as well as having the chance to research an event of your choice. This course is open to all Level 1, 2 and 3 students. This course is a follow on from Are You for Real in Semester One. If you are carrying on with the class you may continue with your Semester One assessments, begin further assessments or complete work towards externals. New students are welcome.

Pathway Indicators



Learning Objectives:





- Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.
- Understand how people's perspectives on past events that are of significance to New Zealanders differ.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS91001	1	History 1.1 - Carry out an investigation of an historical event, or place, of significance to New Zealanders	Project	4	Y			
I	AS91002	1	History 1.2 - Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Report	4	Y			
I	AS91004	1	History 1.4 - Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	Report	4	Y			
Level 2									
I	AS91229	2	History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Project	4	Y		Y	
I	AS91230	2	History 2.2 - Examine an historical event or place that is of significance to New Zealanders	Report	5	Y		Y	
I	AS91232	2	History 2.4 - Interpret different perspectives of people in an historical event that is of significance to New Zealanders	Report	5	Y		Y	
Level 3									
I	AS91434	3	History 3.1 - Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Internal project	5			Y	
I	AS91435	3	History 3.2 - Analyse an historical event, or place, of significance to New Zealanders	Internal Report	5			Y	
I	AS91437	3	History 3.4 - Analyse different perspectives of a contested event of significance to New Zealanders	Internal assessment	5			Y	

Technology

Listen to your weld sizzle whilst making a BBQ, then listen to your sausages sizzling on the hot plate.

Pathway Indicators



Learning Objectives:

- Demonstrate basic engineering workshop skills.
- Measuring, cutting, welding.
- Demonstrate knowledge of safety procedures in an engineering workshop.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US22923	1	Demonstrate basic engineering workshop skills under close supervision	Project	12				
I	US22926	1	Demonstrate knowledge of safety procedures in a specific engineering workshop	ITO	2				

VOC

Bush Craft

Horticulture

Explore the rugged side of New Plymouth and learn the tricks to survive in the wild; from cooking on open fires to reading maps using compass directions. Discover your limits in the bush and get to know what is growing around you. Learn the skills to being a leader and effective team member. Start your career into conservation, outdoor education or even the armed forces with Survival of the Fittest. You will be assessed against a selection of the following standards.

Pathway Indicators



Learning Objectives:

- Fitness walks and exercises
- Demonstrate fire lighting and cooking
- Complete bush tramps
- Demonstrate map reading skills
- Demonstrate knowledge of plant identification
- Describe correct outdoor equipment
- Contribute and lead outdoor activities

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	US431	2	Navigate in good visibility on land	Practical	3				
I	US467	2	Demonstrate personal and social development through participation in adventure based learning	Portfolio	3				
Level 3									
I	US24648	3	Identify the physical characteristics and a range of plants used in amenity horticulture	Portfolio	7				
I	US468	3	Assist in the facilitation of an adventure based learning programme for the development of the participants	Portfolio	6				
I	US31534	3	Demonstrate knowledge of and assist in pre-activity planning of an outdoor activity.	Portfolio	6				
I	US31536	3	Contribute to the review of outdoor activity and reflect on own assistant leadership	Practical	3				
I	US34538	3	Use communication skills and facilitation techniques while working with participants for an outdoor activity	Portfolio	6				

Mathematics

Surveying is one of the oldest professions in the world. The first land surveys date back to nearly 3000 years ago when Egyptian surveyors subdivided the fertile land around the Nile River. We depend on surveying to ensure order in the physical world around us. Surveyors play an integral role in land development, from the planning and design of land subdivisions through to the final construction of roads, utilities and landscaping. This course will teach you some fundamental mathematical techniques that will help you develop and understand the key skills required in surveying. Just as real surveyors, you will be working both indoors and out taking practical measurements and using online software to map out the real world. There will also be an opportunity to work alongside a surveyor in the real world and experience what this varied and interesting job has to offer.

Pathway
Indicators

Learning Objectives:

- Students develop understandings and skills related to producing quality digital outcomes or environments.
- Digital technologies focus on understanding, developing and using digital software, hardware and electronic systems across a range of contexts including school, the home and wider community settings.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91256	2	Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems	Project	2		Y		
I	AS91259	2	Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems	Project	3		Y		
I	AS91260	2	Mathematics and Statistics 2.5 – Apply network methods in solving problems	Project	2		Y		

Design and Visual Communication

Choose an era, for example, Renaissance or design movement, for example, Modernism, to research and use their influence to design a product of your choice.

Pathway
Indicators

Learning Objectives:

- Demonstrate understanding of and skills in advanced/complex visual communication techniques to visually communicate and present detailed visual information and design ideas.
- Demonstrate ability to explore and develop design ideas by applying specialist visual communication and design knowledge and techniques in response to a brief.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91337	2	Design and Visual Communication 2.30 - Title Use visual communication techniques to generate design ideas	Portfolio	3				
I	AS91340	2	Design and Visual Communication 2.33 - Use the characteristics of a design movement or era to inform own design ideas	Portfolio	3	Y			
I	AS91342	2	Design and Visual Communication 2.35 - Develop a product design through graphics practice	Portfolio	6				
Level 3									
E	AS91627	3	Design and Visual Communication 3.30 - Initiate design ideas through exploration	Portfolio	4				
I	AS91630	3	Design and Visual Communication 3.33 - Resolve a product design through graphics practice	Portfolio	6				

Physical Education

"Talent wins games, but teamwork and intelligence win championships." --Michael Jordan

Being able to work as a team is often the defining difference between successful and unsuccessful groups and this is clearly evident in the context of sport. In this course, students will investigate a range of group processes and analyse their effectiveness. This includes setting and reviewing goals, using initiative, providing assistance and support for others, communicating effectively, problem solving and acknowledging differences. While these skills will be practised in a sports context, they are undoubtedly characteristics that can be utilised well beyond the playing field. Together, as a team, students will also develop skills in a selected sport and demonstrate them in a competition setting. By working towards a common performance goal, students can experience individual and collective success.

Pathway
Indicators

Learning Objectives:

- Acquire, apply and refine specialised motor skills by using the principles of motor learning.
- Plan strategies and demonstrate interpersonal skills to respond to challenging situations.
- Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour and decisions.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91336	2	Physical Education 2.10 - Analyse group processes in physical activity	Portfolio	3	Y			
I	AS91330	2	Physical Education 2.4 – Perform a physical activity in an applied setting	Practical Performance	4				
Level 3									
I	AS91501	3	Physical Education 3.4 - Demonstrate quality performance of a physical activity in an applied setting	Practical performance	4				

Drama

Following on from Semester One, but also independent for those who are new to Drama, we will explore the work of NZ playwright, Bruce Mason. In particular, his play “The Pohutukawa Tree” which explores the demise of Maori iwi in rural NZ during the 1950’s. This will be a page to stage study, with the option for devising for those who have not already attempted the standard.

Students interested in theatre technology could also gain Unit Standard credits through this course through costuming, lighting, set design, make-up, props, stage management.

Pathway
Indicators

Learning Objectives:

- Learn about an iconic New Zealand Theatre practitioner and his influence on social awareness, particularly the legacy of colonisation.
- Prepare a performance for an external audience applying theatre technology such as lighting, costuming and set design.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91216	2	Drama 2.4 - Perform features of a complex drama or theatre form or period	Performance	4	Y		Y	
I	AS91217	2	Drama 2.5 - Examine the work of a playwright	Project	4	Y		Y	
Level 3									
I	AS91515	3	Drama 3.4 - Select and use complex performance skills associated with a drama form or period	Performance	4			Y	
I	AS91516	3	Drama 3.5 - Demonstrate understanding of the work of a drama or theatre theorist or practitioner	Project	4			Y	

A photograph of three female students sitting at a desk in a classroom, focused on their work. The student in the foreground is wearing a dark blue hoodie and holding a pink pen. The student in the middle is wearing a grey sweater and a watch, resting her head on her hand. The student in the background is wearing a maroon sweater and holding a pink highlighter. They are surrounded by papers, a laptop, and a purple water bottle. A dark blue diagonal banner is overlaid on the right side of the image.

POPUPS AND SHORT COURSES

POPUP and PATHWAY courses are short courses designed to complement your STEAM, Literacy and Numeracy Courses and other aspirations you have.

They are **MODULAR** based and each course lasts for at least 8 weeks. There are two **POPUP** courses per week on Monday and Wednesday.

You will need to ensure that you have read all the course information and along with your Kaiawhina, make a choice that is correct for you.

Course types:

NCEA	Access to specialist teachers who can help support your learning and some also have additional NCEA standards on offer.
Vocational	Additional time and learning opportunities for students studying Vocational courses or on Gateway placements
Internships	Opportunities to learn in a real life context on a variety of college based initiatives
Leadership	Peer Support and Event Planning
Pathway	Supported study times

POPUP Semester One Overview

POPUPs Module One

[Module 1 Monday](#)

[Module 1 Wednesday](#)

POPUPs Module Two

[Module 2 Monday](#)

[Module 2 Wednesday](#)

POPUP Semester Two Overview

POPUPs Module Three

[Module 3 Monday](#)

[Module 3 Wednesday](#)

POPUPs Module Four

[Module 4 Monday](#)

[Module 4 Wednesday](#)

[Back to Table of Contents](#)

Semester One

Module One		Module Two	
Monday	Wednesday	Monday	Wednesday
NCEA	Accounting Level 2	Economics Level 2	Accounting Level 2
	Economics Level 2	Economics Level 2	Economics Level 2
	Accounting Level 3	Economics Level 3	Accounting Level 3
	Economics Level 3	Economics Level 3	Economics Level 3
	Science Level 1	Science Level 1	Biology Level 2
	Science Level 1	Science Level 1	Science Level 1 (CHM)
	Biology Level 2	Biology Level 2	Mathematics Hub
	Biology Level 2	Mathematics Hub	Science Level 1 (BIO)
	English & Media Hub	English & Media Hub	Physics Level 2
	Physics Level 2	Physics Level 2	Physics Level 2
VOCATIONAL	Numeracy Support	Geography Level 3	Numeracy Support
	Geography Level 3	Geography Level 3	Geography Level 3
	Social Science Hub	Numeracy Support	Social Science Hub
	Numeracy Support	Social Science Hub	Numeracy Support
	Social Science Hub	Art Hub	Social Science Hub
INTERNSHIP	Literacy Support		Literacy Support
	Literacy Support		Literacy Support
	Drama Hub		Drama Hub
LEADERSHIP	Gateway Grind	Gateway Grind	Gateway Grind
	Gateway Grind	Gateway Grind	Gateway Grind
	Farming and Agriculture	Farming and Agriculture	Farming and Agriculture
	Farming and Agriculture	Farming and Agriculture	Farming and Agriculture
	Canteen	Canteen	Canteen
	Canteen	Canteen	Canteen
PATHWAY	Peer Support: Physical Education	Peer Support: Physical Education	Peer Support: Physical Education
	Peer Support: Physical Education	Peer Support: Physical Education	Peer Support: Physical Education
	Peer Support: Digital Technology	Peer Support: Horticulture	Peer Support: Digital Technology
	Peer Support: Horticulture	Peer Support: Digital Technology	Peer Support: Horticulture
	Peer Support: International	Peer Support: Digital Technology	Peer Support: International
	Peer Support: Digital Technology	Peer Support: International	Peer Support: Digital Technology
PATHWAY	Peer Support: Predator Free Taranaki	Peer Support: Technology	Peer Support: Predator Free Taranaki
	Peer Support: Technology	Peer Support: Technology	Peer Support: Technology
	Peer Support: Textiles		Peer Support: Textiles
PATHWAY	Peer Support: Music and Drama		Peer Support: Music and Drama
	Peer Support: Music and Drama		Peer Support: Music and Drama
PATHWAY	Pathway Programmes	Pathway Programmes	Pathway Programmes
	Pathway Programmes	Pathway Programmes	Pathway Programmes



POPUKS MODULE ONE

[Back to POPUP Contents](#)

NCEA	Social Science
ACC2	Accounting (Level 2)
ACC3	Accounting (Level 3)

Students will work through a selection of the standards below:

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91179	2	Accounting 2.6 - Demonstrate understanding of an accounts receivable subsystem for an entity	Portfolio	3	Y	Y		
I	AS91386	2	Accounting 2.7 - Demonstrate understanding of an inventory subsystem for an entity	Portfolio	3	Y	Y		
I	AS91175	2	Accounting 2.2 - Demonstrate understanding of accounting processing using accounting software	Portfolio	4		Y		
Level 3									
I	AS91405	3	Accounting 3.2 - Demonstrate understanding of accounting for partnerships	Portfolio	4				
I	AS91409	3	Accounting 3.6 - Demonstrate understanding of a job cost subsystem for an entity	Portfolio	4				
I	AS91407	3	Accounting 3.4 - Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	Portfolio	5			Y	Y

NCEA	Science
SCI1	Science (Level 1)
BIO2	Biology (Level 2)

This course covers the requirements for the practical internals below:

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90925	1	Biology 1.1 - Carry out a practical investigation in a biological context, with direction	Practical	4		Y		
Level 2									
I	AS91153	2	Biology 2.1 - Carry out a practical investigation in a biology context, with supervision	Practical	4		Y		

NCEA	English
HUBENG	English Hub (Level 2)
HUBMED	Media (Level 2)

This course is a supported study with a specialist teacher. Students will be expected to bring their own Media and English work to this course. There may be some additional standards available in negotiation with the teacher.

NCEA	Mathematics
TUTNUM	Numeracy (Level 1)

This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Numeracy credits.

[Back to POPUP Contents](#)**NCEA**

Social Science

HUBSOC

Geography, History and Tourism Hubs (Levels 1, 2 & 3)

This course is a supported study with a specialist teacher. Students will be expected to bring their own Social Science (Geography or History) work to this course. There may be some additional standards available in negotiation with the teacher.

VOCATIONAL

Vocational Pathways

GTWYGRND

Gateway Grind

Gateway Grid Core and Industry Standards Level 2/3. ***“Learning is the GATEWAY to adventure” – ANON***
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Are you finding it hard to manage your Gateway workload on top of your timetabled subjects?

Maybe you need to catch up or meet a looming deadline for your Industry Training Organisation course or paper. On the other hand, perhaps you need to complete some STEAM, LITERACY or NUMERACY work you have missed while on work placement.

Whatever the need we are here to help and support you reaching your individual goals.

Has your work placement lead to a job application that you need help sprucing up? Or maybe you are close to becoming VP Sector endorsed and would like to complete some more Generic and Industry units of work to achieve this milestone.

Set some goals, work both independently and collaboratively to make the most of your Gateway placement and STAR / Gateway courses.

Complete a selection of individually planned Industry and Generic units.

INTERNSHIP

Agriculture

AGRICLT

Farming and Agriculture

Agriculture and its success is vital for the wellbeing of the local community. Join this course and learn about this interesting vocation in a practical and hands-on setting. With a working farm on site and lots of field trips you are sure to find this course fun and enjoyable whilst gaining qualifications and experience. There are assessments available through negotiation with the course tutor.

INTERNSHIP

Executive Office

CANTEEN

Canteen

Are you interested in learning about the hospitality industry? This internship will suit any student who wishes to learn about running and managing a food delivery service. You can apply for this internship and placements will be announced in Term 4.

[Back to POPUP Contents](#)**LEADERSHIP**

Physical Education

PEERPED

Peer Support: Physical Education

Level 2 and 3 students will use this time to deliver a leadership through sport programme in our primary communities. This course will run over Module 1 and Module 2 with the use of the semester to complete the following standards.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Project	4	Y			
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3	Y			
Level 3									
I	AS91503	3	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Project	5				
I	AS91505	3	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	Project	4			Y	

LEADERSHIP

Technology (Peer Support for Junior STEAM)

PEERTEC

Peer Support: Creative Design

This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Creative Design course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP

Digital Technology (Peer Support for Junior STEAM)

PEERDTG

Peer Support: Digital Skills Passport

This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Digital Skills Passport course. Placements in these Peer Support roles are at the discretion of the teacher .

LEADERSHIP

International (Peer Support for the International Department)

PEERINT

Peer Support: International

This is for students who are interested in taking on a Peer Support Leadership in the International Department. At the beginning of Term 1 Spotswood College plays host to around 25 students from other nationalities on a six month or more exchange programme. We also have other students visiting us for shorter lengths of time. If you are interested in being a Peer Support Leader in the International department and learning about how to make excellent hosts then sign up for this course. Placement in these Peer Support roles are at the discretion of the teacher.

[Back to POPUP Contents](#)
LEADERSHIP

Technology, Science and Mathematics (Peer Support for Junior STEAM)

PEERPRED

Peer Support: Predator Free Taranaki

This is for students who are interested in taking on a Peer Support Leadership. You will be supporting the Junior students in the Predator Free Taranaki course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP

Textiles Technology (Peer Support for Junior STEAM)

PEERFSH

Peer Support: Power of Fashion

This is for students who are interested in taking on a Peer Support Leadership in Textiles. You will be supporting the Junior students in the Power of Fashion course. Placements in these Peer Support roles are at the discretion of the teacher(s).

LEADERSHIP

Music and Drama (Peer Support for Junior STEAM)

PEERREA

Peer Support: What is Real?

This is for students who are interested in taking on a Peer Support Leadership in Music and Drama. You will be supporting the Junior students in the What is Real course. Placements in these Peer Support roles are at the discretion of the teacher(s).

PATHWAY

Various Programmes

PATHWAY

Pathway

This programme is to support students in their learning across all their STEAM, Literacy and Numeracy courses. Quiet places are made available for study and students are supervised. There are also additional online programmes that can be run during this time. Students who are studying towards Correspondence courses, University Papers or Scholarship are also catered for during this time.

[Back to POPUP Contents](#)

NCEA		Social Science							
ECO2		Economics (Level 2)							
ECO3		Economics (Level 3)							
Students will work through a selection of the standards below:									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91225	2	Economics 2.4 - Analyse unemployment using economic concepts and models	Portfolio	4	Y			
I	AS91227	2	Economics 2.6 - Analyse how government policies and contemporary economic issues interact	Portfolio	6	Y		Y	
Level 3									
I	AS91401	3	Economics 3.3 - Demonstrate understanding of micro-economic concepts	Portfolio	5			Y	
I	AS91402	3	Economics 3.4 - Demonstrate understanding of government interventions to correct market failures	Portfolio	5			Y	

NCEA		Science							
BIO2		Biology (Level 2)							
This course covers the requirements for the Biology Level 2 Ecology internal which includes a fieldtrip to collect data.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91158	2	Biology 2.6 - Investigate a pattern in an ecological community, with supervision	Practical	4	Y			

NCEA		Science							
PHX2		Physics (Level 2)							
This course covers the practical requirements for the Physics Level 2 Practical Investigation.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91168	2	Physics 2.1 - Carry out a practical physics investigation that leads to a non-linear mathematical relationship	Practical	4	Y	Y		

NCEA		Science								
SCI1		Science (Level 1)								
This course covers the practical requirements for the Science Level 1 Metals Investigation.										
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write	
Level 1										
I	AS90946	1	Science 1.7 - Investigate the implications of the properties of metals for their use in society	Practical	4					

[Back to POPUP Contents](#)

NCEA		Social Science							
GEO3		Geography (Level 3)							
This module includes learning on the geographic world as an introduction to students who have not studied Geography before and as a recap for other students. It is advised that students select this course for both Module 1 and Module 2.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91430	3	Geography 3.5 - Conduct geographic research with consultation	Report	5				

NCEA	Mathematics
TUTNUM	Numeracy (Level 1)
This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Numeracy credits.	

NCEA	English
TUTLIT	Literacy (Level 1)
This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Literacy credits.	

NCEA	Social Science
HUBSOC	Social Science Hub
<p>This course is a supported study with a specialist teacher. Students will be expected to bring their own Social Science (Geography, History, Tourism) work to this course. There may be some additional standards available in negotiation with the teacher. Levels 1 to 3 catered for and students who are not already taking a Social Science STEAM are still welcome for some additional assessment opportunities.</p>	

NCEA	Drama								
HUBDRA	Drama External Prep and School Production Hub								
Drama External preparation and School Production Preparation. Students wishing to work on External and/or Unit Standards that will support the School Production.									
Examples of assessment in costume design, makeup, set design, prop making are listed below. Other standards may be available on consultation with the teacher.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US26689	1	Demonstrate knowledge of costuming for a performance context	Portfolio	3				
I	US26690	1	Construct item(s) to meet production needs for a performance context from a given brief	Portfolio	3				
Level 2									
I	US27701	2	Demonstrate knowledge and skills of make-up design and application for a specified character	Portfolio	3				

[Back to POPUP Contents](#)
VOCATIONAL

Vocational Pathways

GTWYGRND

Gateway Grind

Gateway Grid Core and Industry Standards Level 2/3. ***“Learning is the GATEWAY to adventure” – ANON***

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Whatever the need we are here to help and support you reaching your individual goals.

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Set some goals, work both independently and collaboratively to make the most of your Gateway placement and STAR / Gateway courses.

Complete a selection of individually planned Industry and Generic units.

INTERNSHIP

Agriculture

AGRICLT

Farming and Agriculture

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INTERNSHIP

Executive Office

CANTEEN

Canteen

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[Back to POPUP Contents](#)

LEADERSHIP		Physical Education							
PEERPED		Peer Support: Physical Education							
Level 2 and 3 students will use this time to deliver a leadership through sport programme in our primary communities. This course will run over Module 1 and Module 2 with the use of the semester to complete the following standards.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Project	4	Y			
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3	Y			
Level 3									
I	AS91503	3	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Project	5				
I	AS91505	3	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	Project	4			Y	

LEADERSHIP	Horticulture (Peer Support for Junior STEAM)
PEERHOR	Peer Support: Grow and Eat

This is for students who are interested in taking on a Peer Support Leadership role in the Science department. You will be supporting the Junior students in the Grow and Eat course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Digital Technology (Peer Support for Junior STEAM)
PEERDTG	Peer Support: Meet a Need

This is for students who are interested in taking on a Peer Support Leadership role in the Digital Technology department. You will be supporting the Junior students in the Meet a Need course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Technology (Peer Support for Junior STEAM)
PEERTEC	Peer Support: Makerspace, Matariki or Tool Time

This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Makerspace, Matariki or Tool Time course. Placements in these Peer Support roles are at the discretion of the teacher.

PATHWAY	Various Programmes
PATHWAY	Pathway

This programme is to support students in their learning across all their STEAM, Literacy and Numeracy courses. Quiet places are made available for study and students are supervised.

There are also additional online programmes that can be run during this time.

Students who are studying towards Correspondence courses, University Papers or Scholarship are also catered for during this time.



POPUPS MODULE TWO

[Back to POPUP Contents](#)

NCEA	Social Science
ACC2	Accounting (Level 2)
ACC3	Accounting (Level 3)

Students will work through a selection of the standards below:

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91179	2	Accounting 2.6 - Demonstrate understanding of an accounts receivable subsystem for an entity	Portfolio	3	Y	Y		
I	AS91386	2	Accounting 2.7 - Demonstrate understanding of an inventory subsystem for an entity	Portfolio	3	Y	Y		
I	AS91175	2	Accounting 2.2 - Demonstrate understanding of accounting processing using accounting software	Portfolio	4		Y		
Level 3									
I	AS91405	3	Accounting 3.2 - Demonstrate understanding of accounting for partnerships	Portfolio	4				
I	AS91409	3	Accounting 3.6 - Demonstrate understanding of a job cost subsystem for an entity	Portfolio	4				
I	AS91407	3	Accounting 3.4 - Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	Portfolio	5			Y	Y

NCEA	Science
BIO2	Biology (Level 2)

This course covers the requirements for the Biology Level 2 Ecology Internal which includes a fieldtrip to collect data.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91158	2	Biology 2.6 - Investigate a pattern in an ecological community, with supervision	Practical	4	Y			

NCEA	Mathematics
HUBMAT	Mathematics Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Mathematics work to this course. There may be some additional standards available in negotiation with the teacher.

NCEA	English
HUBENG	English Hub (Level 2)
HUBMED	Media Hub (Level 2)

This course is a supported study with a specialist teacher. Students will be expected to bring their own Media and English work to this course. There may be some additional standards available in negotiation with the teacher.

[Back to POPUP Contents](#)
NCEA

Mathematics

TUTNUM

Numeracy (Level 1)

This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Numeracy credits

NCEA

Social Science

HUBSOC

Social Science Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Social Science (Geography or History) work to this course. There may be some additional standards available in negotiation with the teacher.

NCEA

Art

HUBART

Art Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Art, Photography or Design work to this course. There may be some additional standards available in negotiation with the teacher.

VOCATIONAL

Vocational Pathways

GTWYGRND

Gateway Grind

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Complete a selection of individually planned Industry and Generic units.

INTERNSHIP

Agriculture

AGRICLT

Farming and Agriculture

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[Back to POPUP Contents](#)
INTERNSHIP

Executive Office

CANTEEN

Canteen

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LEADERSHIP

Physical Education

PEERPED

Peer Support: Physical Education

Level 2 and 3 students will use this time to deliver a leadership through sport programme in our primary communities. This course will run over Module 1 and Module 2 with the use of the semester to complete the following standards.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Project	4	Y			
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3	Y			
Level 3									
I	AS91503	3	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Project	5				
I	AS91505	3	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	Project	4			Y	

LEADERSHIP

Technology (Peer Support for Junior STEAM)

PEERTEC

Peer Support: Creative Design

This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Creative Design course. Placements in these Peer Support roles are at the discretion of the teacher.

[Back to POPUP Contents](#)
LEADERSHIP Digital Technology (Peer Support for Junior STEAM)

PEERDTG Peer Support: Digital Skills Passport

This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Digital Skills Passport course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP International (Peer Support for the International Department)

PEERINT Peer Support: International

This is for students who are interested in taking on a Peer Support Leadership in the International Department. At the beginning of Term 1 Spotswood College plays host to around 25 students from other nationalities on a six month or more exchange programme. We also have other students visiting us for shorter lengths of time. If you are interested in being a Peer Support Leader in the International department and learning about how to make excellent hosts then sign up for this course. Placement in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP Technology, Science and Mathematics (Peer Support for Junior STEAM)

PEERPREP Peer Support: Predator Free Taranaki

This is for students who are interested in taking on a Peer Support Leadership. You will be supporting the Junior students in the Predator Free Taranaki course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP Textiles Technology (Peer Support for Junior STEAM)

PEERFSH Peer Support: Power of Fashion

This is for students who are interested in taking on a Peer Support Leadership in Textiles. You will be supporting the Junior students in the Power of Fashion course. Placements in these Peer Support roles are at the discretion of the teacher(s).

LEADERSHIP Music and Drama (Peer Support for Junior STEAM)

PEERREA Peer Support: What is Real?

This is for students who are interested in taking on a Peer Support Leadership in Music and Drama. You will be supporting the Junior students in the What is Real course. Placements in these Peer Support roles are at the discretion of the teacher(s).

PATHWAY Various Programmes

PATHWAY Pathway

This programme is to support students in their learning across all their STEAM, Literacy and Numeracy courses. Quiet places are made available for study and students are supervised. There are also additional online programmes that can be run during this time. Students who are studying towards Correspondence courses, University Papers or Scholarship are also catered for during this time.

[Back to POPUP Contents](#)

NCEA		Social Science							
ECO2		Economics (Level 2)							
ECO3		Economics (Level 3)							
Students will work through a selection of the standards below:									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91225	2	Economics 2.4 - Analyse unemployment using economic concepts and models	Portfolio	4	Y			
I	AS91227	2	Economics 2.6 - Analyse how government policies and contemporary economic issues interact	Portfolio	6	Y		Y	
Level 3									
I	AS91401	3	Economics 3.3 - Demonstrate understanding of micro-economic concepts	Portfolio	5			Y	
I	AS91402	3	Economics 3.4 - Demonstrate understanding of government interventions to correct market failures	Portfolio	5			Y	

NCEA		Science									
CHM1		Chemistry (Level 1)									
This course covers the requirements for the Science Level 1 Practical Chemistry Investigation internal.											
I/E	Standard	Level	Title			Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1											
I	AS90930	1	Chemistry 1.1 - Carry out a practical chemistry investigation, with direction			Practical	4	Y			

NCEA		Science							
SCI1		Biology (Level 1)							
This course covers the requirements for the Science Level 1 Microbes Investigation internal.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90950	1	Science 1.11 - Investigate biological ideas relating to interactions between humans and micro-organisms	Practical	4				

NCEA		Science							
PHX2		Physics (Level 2)							
This course covers the requirements for the Physics Level 2 Atomic and Nuclear Physics Internal									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91172	2	Physics 2.5 - Demonstrate understanding of atomic and nuclear physics	Report	3	Y			

[Back to POPUP Contents](#)

NCEA		Social Science							
GEO3		Geography (Level 3)							
This module includes learning on the geographic world as an introduction to students who have not studied geography before and as a recap for other students. It is advised that students select this course for both Module 1 and Module 2.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91430	3	Geography 3.5 - Conduct geographic research with consultation	Report	5				

NCEA	Mathematics
TUTNUM	Numeracy (Level 1)
This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Numeracy credits.	

NCEA	Social Science
HUBSOC	Social Science Hub
<p>This course is a supported study with a specialist teacher. Students will be expected to bring their own Social Science (Geography, History, Tourism) work to this course. There may be some additional standards available in negotiation with the teacher. Levels 1 to 3 catered for and students who are not already taking a Social Science STEAM are still welcome for some additional assessment opportunities.</p>	

NCEA	English
TUTLIT	Literacy (Level 1)
This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Literacy credits.	

NCEA		Drama							
HUBDRA		Drama External Prep and School Production Hub							
Drama External preparation and School Production Preparation. Students wishing to work on External and/or Unit Standards that will support the School Production. Examples of assessment in costume design, makeup, set design, prop making are listed below. Other standards may be available on consultation with the teacher.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US26689	1	Demonstrate knowledge of costuming for a performance context	Portfolio	3				
I	US26690	1	Construct item(s) to meet production needs for a performance context from a given brief	Portfolio	3				
Level 2									
I	US27701	2	Demonstrate knowledge and skills of make-up design and application for a specified character	Portfolio	3				

[Back to POPUP Contents](#)
VOCATIONAL Vocational Pathways

GTWYGRND Gateway Grind

Gateway Grid Core and Industry Standards Level 2/3. ***“Learning is the GATEWAY to adventure” – ANON***
 Gateway Grind is specifically designed for those students doing a Gateway placement through the Vocational Pathways department.

In this POP UP you will have a facilitator to support you in completing your individual Gateway course content. You will have time to complete both course and assessment work.

Are you finding it hard to manage your Gateway workload on top of your timetabled subjects?

Maybe you need to catch up or meet a looming deadline for your Industry Training Organisation course or paper. On the other hand, perhaps you need to complete some STEAM, LITERACY or NUMERACY work you have missed while on work placement.

Whatever the need we are here to help and support you reaching your individual goals.

Has your work placement lead to a job application that you need help sprucing up? Or maybe you are close to becoming VP Sector endorsed and would like to complete some more Generic and Industry units of work to achieve this milestone.

Set some goals, work both independently and collaboratively to make the most of your Gateway placement and STAR / Gateway courses.

Complete a selection of individually planned Industry and Generic units.

INTERNSHIP Agriculture

AGRICLT Farming and Agriculture

Agriculture and its success is vital for the wellbeing of the local community. Join this course and learn about this interesting vocation in a practical and hands-on setting. With a working farm on site and lots of field trips you are sure to find this course fun and enjoyable whilst gaining qualifications and experience. There are assessments available through negotiation with the course tutor.

INTERNSHIP Executive Office

CANTEEN Canteen

Are you interested in learning about the hospitality industry? This internship will suit any student who wishes to learn about running and managing a food delivery service. You can apply for this internship and placements will be announced in Term 4.

[Back to POPUP Contents](#)

LEADERSHIP	Physical Education
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PEERPED	Peer Support: Physical Education
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Level 2 and 3 students will use this time to deliver a leadership through sport programme in our primary communities. This course will run over Module 1 and Module 2 with the use of the semester to complete the following standards.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
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Level 2

I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Project	4	Y			
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3	Y			

Level 3

I	AS91503	3	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Project	5				
I	AS91505	3	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	Project	4			Y	

LEADERSHIP	Peer Support: Grow and Eat
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PEERHOR	Horticulture (Peer Support for Junior STEAM)
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This is for students who are interested in taking on a Peer Support Leadership role in the Science department. You will be supporting the Junior students in the Grow and Eat course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Peer Support: Meet a Need
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PEERDTG	Digital Technology (Peer Support for Junior STEAM)
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This is for students who are interested in taking on a Peer Support Leadership role in the Digital Technology department. You will be supporting the Junior students in the Meet a Need course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Peer Support: Makerspace, Matariki or Tool Time
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PEERTEC	Technology (Peer Support for Junior STEAM)
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This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Makerspace, Matariki or Tool Time course. Placements in these Peer Support roles are at the discretion of the teacher.

PATHWAY	Various Programmes
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PATHWAY	Pathway
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This programme is to support students in their learning across all their STEAM, Literacy and Numeracy courses. Quiet places are made available for study and students are supervised. There are also additional online programmes that can be run during this time. Students who are studying towards Correspondence courses, University Papers or Scholarship are also catered for during this time.

Semester Two

	Module Three		Module Four	
	Monday	Wednesday	Monday	Wednesday
NCEA	Accounting Level 2	Economics Level 2	Accounting Level 2	Economics Level 2
	Accounting Level 3	Economics Level 3	Accounting Level 3	Economics Level 3
	Physics Level 3	Science Level 1	Science Hub	Science Hub
	Biology Level 1	Geography Level 3	Art Hub	Geography Level 3
	Biology Level 2	Physics Level 3	Mathematics Hub	Physics Hub
	Art Hub	Chemistry Hub	Numeracy Support	Chemistry Hub
	Mathematics Hub	Literacy Support	Social Science Hub	Social Science Hub
	Numeracy Support	Social Science Hub	Literacy Support	Literacy Support
	Social Science Hub		Drama Hub	
	Literacy Support			
	Drama Hub			
VOCATIONAL	Gateway Grind	Gateway Grind		
INTERNSHIP	Farming and Agriculture	Farming and Agriculture	Farming and Agriculture	Farming and Agriculture
	Canteen	Canteen	Canteen	Canteen
LEADERSHIP	Peer Support: Physical Education	Peer Support: Physical Education	Peer Support: Physical Education	Peer Support: Physical Education
	Peer Support: Art	Peer Support: Social Studies	Peer Support: Art	Peer Support: Social Studies
	Peer Support: International	Peer Support: Drama	Peer Support: International	Peer Support: Drama
	Peer Support: Technology	Peer Support: Digital Technology	Peer Support: Technology	Peer Support: Digital Technology
	Peer Support: Digital Technology	Peer Support: Art	Peer Support: Digital Technology	Peer Support: Art
		Peer Support: Technology		Peer Support: Technology
PATHWAY	Pathway Programmes	Pathway Programmes	Pathway Programmes	Pathway Programmes

POPUPS MODULE THREE



[Back to POPUP Contents](#)**NCEA**

Social Science

ACC2

Accounting (Level 2)

ACC3

Accounting (Level 3)

Students will work through a selection of the standards below:

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91176	2	Accounting 2.3 - Prepare financial information for an entity that operates accounting subsystems	External	5		Y		
E	AS91177	2	Accounting 2.4 - Interpret accounting information for entities that operate accounting subsystems	External	4	Y	Y		
Level 3									
E	AS91406	3	Accounting 3.3 - Demonstrate understanding of company financial statement preparation	External	5				
E	AS91408	3	Accounting 3.5 - Demonstrate understanding of management accounting to inform decision-making	External	4				

NCEA

Science

PHX3

Physics (Level 3)

This course covers the requirements for the Level 3 Modern Physics internal.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91525	3	Physics 3.5 - Demonstrate understanding of Modern Physics	External	3				

NCEA

Science

SCI1

Science (Level 1)

BIO2

Biology (Level 2)

This course covers the requirements for the Biology Level 1 Life Processes and the Biology Level 2 Adaptations internals.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90949	1	Science 1.10 - Investigate life processes and environmental factors that affect them	Portfolio	3				
Level 2									
I	AS91155	2	Biology 2.3 - Demonstrate understanding of adaptation of plants or animals to their way of life	Portfolio	3				

NCEA

Art

HUBART

Art Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Art, Photography or Design work to this course. There may be some additional standards available in negotiation with the teacher.

[Back to POPUP Contents](#)**NCEA**

Mathematics

HUBMAT

Mathematics Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Mathematics work to this course. There may be some additional standards available in negotiation with the teacher.

NCEA

Mathematics

TUTNUM

Numeracy (Level 1)

This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Numeracy credits.

NCEA

Social Science

HUBSOC

Social Science Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Social Science (Geography or History) work to this course. There may be some additional standards available in negotiation with the teacher.

NCEA

English

TUTLIT

Literacy (Level 1)

This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Literacy credits.

NCEA

Drama

HUBDRA

Drama External Prep and Drama Hub

Drama External preparation and for students wishing to work on written work for Drama internals. Additional standards may be available in negotiation with the teacher.

VOCATIONAL

Vocational Pathways

GTWYGRND

Gateway Grind

Gateway Grid Core and Industry Standards Level 2/3. ***“Learning is the GATEWAY to adventure” – ANON***
Gateway Grind is specifically designed for those students doing a Gateway placement through the Vocational Pathways department.

In this POP UP you will have a facilitator to support you in completing your individual Gateway course content. You will have time to complete both course and assessment work.

Are you finding it hard to manage your Gateway workload on top of your timetabled subjects?

Maybe you need to catch up or meet a looming deadline for your Industry Training Organisation course or paper. On the other hand, perhaps you need to complete some STEAM, LITERACY or NUMERACY work you have missed while on work placement.

Whatever the need we are here to help and support you reaching your individual goals.

Has your work placement lead to a job application that you need help sprucing up? Or maybe you are close to becoming VP Sector endorsed and would like to complete some more Generic and Industry units of work to achieve this milestone.

Set some goals, work both independently and collaboratively to make the most of your Gateway placement and STAR / Gateway courses.

Complete a selection of individually planned Industry and Generic units.

[Back to POPUP Contents](#)
INTERNSHIP Agriculture

AGRICLT Farming and Agriculture

Agriculture and its success is vital for the wellbeing of the local community. Join this course and learn about this interesting vocation in a practical and hands-on setting. With a working farm on site and lots of field trips you are sure to find this course fun and enjoyable whilst gaining qualifications and experience. There are assessments available through negotiation with the course tutor.

INTERNSHIP Executive Office

CANTEEN Canteen

Are you interested in learning about the hospitality industry? This internship will suit any student who wishes to learn about running and managing a food delivery service. You can apply for this internship and placements will be announced in Term 4.

LEADERSHIP Physical Education

PEERPED Peer Support: Physical Education

Level 2 and 3 students will use this time to deliver a leadership through sport programme in our primary communities. This course will run over Module 1 and Module 2 with the use of the semester to complete the following standards.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Project	4	Y			
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3	Y			
Level 3									
I	AS91503	3	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Project	5				
I	AS91505	3	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	Project	4			Y	

[Back to POPUP Contents](#)

LEADERSHIP	Technology (Peer Support for Junior STEAM)
PEERTEC	Peer Support: Creative Design
This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Creative Design course. Placements in these Peer Support roles are at the discretion of the teacher.	
LEADERSHIP	Technology, Science and Mathematics (Peer Support for Junior STEAM)
PEERPREP	Peer Support: Predator Free Taranaki
This is for students who are interested in taking on a Peer Support Leadership. You will be supporting the Junior students in the Predator Free Taranaki course. Placements in these Peer Support roles are at the discretion of the teacher.	
LEADERSHIP	Digital Technology (Peer Support for Junior STEAM)
PEERDTG	Peer Support: Digital Skills Passport
This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Digital Skills Passport course. Placements in these Peer Support roles are at the discretion of the teacher.	
LEADERSHIP	Textiles Technology (Peer Support for Junior STEAM)
PEERFSH	Peer Support: Power of Fashion
This is for students who are interested in taking on a Peer Support Leadership in Textiles. You will be supporting the Junior students in the Power of Fashion course. Placements in these Peer Support roles are at the discretion of the teacher(s).	
LEADERSHIP	International (Peer Support for the International Department)
PEERINT	Peer Support: International
This is for students who are interested in taking on a Peer Support Leadership in the International Department. At the beginning of Term 1 Spotswood College plays host to around 25 students from other nationalities on a six month or more exchange programme. We also have other students visiting us for shorter lengths of time. If you are interested in being a Peer Support Leader in the International department and learning about how to make excellent hosts then sign up for this course. Placement in these Peer Support roles are at the discretion of the teacher.	
LEADERSHIP	Peer Support: Makerspace
PEERTEC	Technology (Peer Support for Junior STEAM)
This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Makerspace course. Placements in these Peer Support roles are at the discretion of the teacher.	
PATHWAY	Various Programmes
PATHWAY	Pathway
This programme is to support students in their learning across all their STEAM, Literacy and Numeracy courses. Quiet places are made available for study and students are supervised. There are also additional online programmes that can be run during this time. Students who are studying towards Correspondence courses, University Papers or Scholarship are also catered for during this time.	

[Back to POPUP Contents](#)

NCEA		Social Science							
ECO2		Economics (Level 2)							
ECO3		Economics (Level 3)							
Students will work through a selection of the standards below:									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91222	2	Economics 2.1 - Analyse inflation using economic concepts and models	External	4	Y			Y
E	AS91223	2	Economics 2.2 - Analyse international trade using economic concepts and models	External	4	Y			Y
Level 3									
E	AS91399	3	Economics 3.1 - Demonstrate understanding of the efficiency of market equilibrium	Portfolio	4			Y	Y
E	AS91403	3	Economics 3.5 - Demonstrate understanding of macro-economic influences on the New Zealand economy	Portfolio	6			Y	Y

NCEA		Science							
SCI1		Science (Level 1)							
This course covers the requirements for the Science Level 1 Impact on Ecosystems.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	AS90951	1	Science 1.12 - Investigate the biological impact of an event on a New Zealand ecosystem	Project	4				

NCEA		Social Science							
GEO3		Geography (Level 3)							
This module includes learning on the geographic world as an introduction to students who have not studied Geography before and as a recap for other students. It is advised that students select this course for both Module 3 and Module 4. Students can work towards the external assessments as well as choose some of the internal assessments.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
E	AS91429	3	Geography 3.4 - Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills	External	4			Y	Y
I	AS91428	3	Geography 3.3 - Analyse a significant contemporary event from a geographic perspective	Project	3			Y	
I	AS91431	3	Geography 3.6 - Analyse aspects of a contemporary geographic issue	Project	3			Y	
I	AS91431	3	Geography 3.6 - Analyse aspects of a contemporary geographic issue	Project	3Y				

[Back to POPUP Contents](#)

NCEA		Science							
PHX3		Physics (Level 3)							
This course covers the requirements for the Physics Level 3 Practical Investigation.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
I	AS91521	3	Physics 3.1 - Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	Project	4				

NCEA	Science
HUBCHM	Chemistry Hub

This is a time where students from any Chemistry courses (Levels 2 and 3 or Scholarship) can come to finish assessments or prepare for external examinations.

NCEA	English
TUTLIT	Literacy (Level 1)

This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Literacy credits.

NCEA	Social Science
HUBSOC	Social Science Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Social Science (Geography or History) work to this course. There may be some additional standards available in negotiation with the teacher.

VOCATIONAL	Vocational Pathways
GTWYGRND	Gateway Grind

Gateway Grid Core and Industry Standards Level 2/3. ***“Learning is the GATEWAY to adventure” – ANON***

Gateway Grind is specifically designed for those students doing a Gateway placement through the Vocational Pathways department.

In this POP UP you will have a facilitator to support you in completing your individual Gateway course content. You will have time to complete both course and assessment work.

Are you finding it hard to manage your Gateway workload on top of your timetabled subjects?

Maybe you need to catch up or meet a looming deadline for your Industry Training Organisation course or paper. On the other hand, perhaps you need to complete some STEAM, LITERACY or NUMERACY work you have missed while on work placement.

Whatever the need we are here to help and support you reaching your individual goals.

Has your work placement lead to a job application that you need help sprucing up? Or maybe you are close to becoming VP Sector endorsed and would like to complete some more Generic and Industry units of work to achieve this milestone.

Set some goals, work both independently and collaboratively to make the most of your Gateway placement and STAR / Gateway courses.

Complete a selection of individually planned Industry and Generic units.

[Back to POPUP Contents](#)**INTERNSHIP** Agriculture**AGRICLT** Farming and Agriculture

Agriculture and its success is vital for the wellbeing of the local community. Join this course and learn about this interesting vocation in a practical and hands-on setting. With a working farm on site and lots of field trips you are sure to find this course fun and enjoyable whilst gaining qualifications and experience. There are assessments available through negotiation with the course tutor.

INTERNSHIP Executive Office**CANTEEN** Canteen

Are you interested in learning about the hospitality industry? This internship will suit any student who wishes to learn about running and managing a food delivery service. You can apply for this internship and placements will be announced in Term 4.

LEADERSHIP Physical Education**PEERPED** Peer Support: Physical Education

Level 2 and 3 students will use this time to deliver a leadership through sport programme in our primary communities. This course will run over Module 1 and Module 2 with the use of the semester to complete the following standards.

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Project	4	Y			
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3	Y			
Level 3									
I	AS91503	3	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Project	5				
I	AS91505	3	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	Project	4			Y	

[Back to POPUP Contents](#)
LEADERSHIP Social Science (Peer Support for Junior STEAM)

PEERSOC Peer Support: Dragon's Den

This is for students who are interested in taking on a Peer Support Leadership role in the Social Science department. You will be supporting the Junior students in the Dragon's Den course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP Drama (Peer Support for Junior STEAM)

PEERDRA Peer Support: Darkwood Manor Mystery

This is for students who are interested in taking on a Peer Support Leadership role in the Drama department. You will be supporting the Junior students in the Darkwood Manor Mystery course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP Digital Technology (Peer Support for Junior STEAM)

PEERDTG Peer Support: Meet A Need

This is for students who are interested in taking on a Peer Support Leadership role in the Digital Technology department. You will be supporting the Junior students in the Meet A Need course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP Art and Science (Peer Support for Junior STEAM)

PEERART Peer Support: Nurture Nature

This is for students who are interested in taking on a Peer Support Leadership role in the Art and Science department. You will be supporting the Junior students in the Nurture Nature course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP Technology (Peer Support for Junior STEAM)

PEERTEC Peer Support: Bright Sparks, Street Style or Tool Time

This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in one of the following courses: Bright Sparks, Street Style or Tool Time. Placements in these Peer Support roles are at the discretion of the teacher.

PATHWAY Various Programmes

PATHWAY Pathway

This programme is to support students in their learning across all their STEAM, Literacy and Numeracy courses. Quiet places are made available for study and students are supervised. There are also additional online programmes that can be run during this time. Students who are studying towards correspondence courses, university papers or scholarship are also catered for during this time.



POPUPS MODULE FOUR

[Back to POPUP Contents](#)

NCEA	Science
ACC2	Accounting (Level 2)
ACC3	Accounting (Level 3)

Students will work through a selection of the standards below:

I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91176	2	Accounting 2.3 - Prepare financial information for an entity that operates accounting subsystems	External	5		Y		
E	AS91177	2	Accounting 2.4 - Interpret accounting information for entities that operate accounting subsystems	External	4	Y	Y		
Level 3									
E	AS91406	3	Accounting 3.3 - Demonstrate understanding of company financial statement preparation	External	5				
E	AS91408	3	Accounting 3.5 - Demonstrate understanding of management accounting to inform decision-making	External	4				

NCEA	Science
HUBSCI	Science Hub

This is a time where students from any science courses (Level 1, 2 and 3, Biology, Chemistry, Physics or Science) can come to finish assessments or prepare for external examinations.

NCEA	Art
HUBART	Art Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Art, Photography or Design work to this course. There may be some additional standards available in negotiation with the teacher.

NCEA	Mathematics
HUBMAT	Mathematics Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Mathematics work to this course. There may be some additional standards available in negotiation with the teacher.

NCEA	Mathematics
TUTNUM	Numeracy (level 1)

This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Numeracy credits.

NCEA	Social Science
HUBSOC	Social Science Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Social Science (Geography or History) work to this course. There may be some additional standards available in negotiation with the teacher.

[Back to POPUP Contents](#)**NCEA** English**TUTLIT** Literacy (Level 1)

This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Literacy credits.

NCEA Drama**HUBDRA** Drama External Prep and Drama Hub

Drama External preparation and for students wishing to work on written work for Drama internals. Additional standards may be available in negotiation with the teacher.

INTERNSHIP Agriculture**AGRICLT** Farming and Agriculture

Agriculture and its success is vital for the wellbeing of the local community. Join this course and learn about this interesting vocation in a practical and hands-on setting. With a working farm on site and lots of field trips you are sure to find this course fun and enjoyable whilst gaining qualifications and experience. There are assessments available through negotiation with the course tutor.

INTERNSHIP Executive Office**CANTEEN** Canteen

Are you interested in learning about the hospitality industry? This internship will suit any student who wishes to learn about running and managing a food delivery service. You can apply for this internship and placements will be announced in Term 4.

LEADERSHIP Technology (Peer Support for Junior STEAM)**PEERTEC** Peer Support: Creative Design

This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Creative Design course. Placements in these Peer Support roles are at the discretion of the teacher.

[Back to POPUP Contents](#)

LEADERSHIP		Physical Education							
PEERPED		Peer Support: Physical Education							
<p>Level 2 and 3 students will use this time to deliver a leadership through sport programme in our primary communities. This course will run over Module 1 and Module 2 with the use of the semester to complete the following standards.</p>									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Project	4	Y			
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3	Y			
Level 3									
I	AS91503	3	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Project	5				
I	AS91505	3	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	Project	4			Y	

LEADERSHIP	Technology, Science and Mathematics (Peer Support for Junior STEAM)
PEERPRED	Peer Support: Predator Free Taranaki

This is for students who are interested in taking on a Peer Support Leadership. You will be supporting the Junior students in the Predator Free Taranaki course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Digital Technology (Peer Support for Junior STEAM)
PEERDTG	Peer Support: Digital Skills Passport

This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Digital Skills Passport course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Textiles Technology (Peer Support for Junior STEAM)
PEERFSH	Peer Support: Power of Fashion

This is for students who are interested in taking on a Peer Support Leadership in Textiles. You will be supporting the Junior students in the Power of Fashion course. Placements in these Peer Support roles are at the discretion of the teacher(s).

LEADERSHIP	International (Peer Support for the International Department)
PEERINT	Peer Support: International

This is for students who are interested in taking on a Peer Support Leadership in the International Department. At the beginning of Term 1 Spotswood College plays host to around 25 students from other nationalities on a six month or more exchange programme. We also have other students visiting us for shorter lengths of time. If you are interested in being a Peer Support Leader in the International Department and learning about how to make excellent hosts then sign up for this course. Placement in these Peer Support roles are at the discretion of the teacher.

[Back to POPUP Contents](#)**LEADERSHIP**

Peer Support: Makerspace

PEERTEC

Technology (Peer Support for Junior STEAM)

This is for students who interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in the Makerspace course. Placements in these Peer Support roles are at the discretion of the teacher.

PATHWAY

Various Programmes

PATHWAY

Pathway

This programme is to support students in their learning across all their STEAM, Literacy and Numeracy courses. Quiet places are made available for study and students are supervised. There are also additional online programmes that can be run during this time. Students who are studying towards correspondence courses, university papers or scholarship are also catered for during this time.

[Back to POPUP Contents](#)

NCEA		Social Science							
ECO2		Economics (Level 2)							
ECO3		Economics (Level 3)							
Students will work through a selection of the standards below:									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
E	AS91222	2	Economics 2.1 - Analyse inflation using economic concepts and models	External	4	Y			Y
E	AS91223	2	Economics 2.2 - Analyse international trade using economic concepts and models	External	4	Y			Y
Level 3									
E	AS91399	3	Economics 3.1 - Demonstrate understanding of the efficiency of market equilibrium	Portfolio	4			Y	Y
E	AS91403	3	Economics 3.5 - Demonstrate understanding of macro-economic influences on the New Zealand economy	Portfolio	6			Y	Y

NCEA			Social Science						
GEO3			Geography (Level 3)						
<p>This module includes learning on the geographic world as an introduction to students who have not studied Geography before and as a recap for other students. It is advised that students select this course for both Module 3 and Module 4. Students can work towards the external assessments as well as choose some of the internal assessments.</p>									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 3									
E	AS91429	3	Geography 3.4 - Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills	External	4			Y	Y
I	AS91428	3	Geography 3.3 - Analyse a significant contemporary event from a geographic perspective	Project	3			Y	
I	AS91431	3	Geography 3.6 - Analyse aspects of a contemporary geographic issue	Project	3			Y	
I	AS91431	3	Geography 3.6 - Analyse aspects of a contemporary geographic issue	Project	3Y				

NCEA	Science
HUBSCI	Science Hub Physics Hub Chemistry Hub

This is a time where students from any science courses (Level 1, 2 and 3, Biology, Chemistry, Physics or Science) can come to finish assessments or prepare for external examinations.

NCEA	Social Science
HUBSOC	Social Science Hub

This course is a supported study with a specialist teacher. Students will be expected to bring their own Social Science (Geography or History) work to this course. There may be some additional standards available in negotiation with the teacher.

[Back to POPUP Contents](#)

NCEA	English
TUTLIT	Literacy (Level 1)
This course is a supported study with a specialist teacher. Students will be supported to gain NCEA Level 1 Literacy credits.	

INTERNSHIP	Agriculture
AGRICLT	Farming and Agriculture
Agriculture and its success is vital for the wellbeing of the local community. Join this course and learn about this interesting vocation in a practical and hands-on setting. With a working farm on site and lots of field trips you are sure to find this course fun and enjoyable whilst gaining qualifications and experience. There are assessments available through negotiation with the course tutor.	

INTERNSHIP	Executive Office
CANTEEN	Canteen
Are you interested in learning about the hospitality industry? This internship will suit any student who wishes to learn about running and managing a food delivery service. You can apply for this internship and placements will be announced in Term 4.	

LEADERSHIP		Physical Education							
PEERPED		Peer Support: Physical Education							
Level 2 and 3 students will use this time to deliver a leadership through sport programme in our primary communities. This course will run over Module 1 and Module 2 with the use of the semester to complete the following standards.									
I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 2									
I	AS91332	2	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Project	4	Y			
I	AS91335	2	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Project	3	Y			
Level 3									
I	AS91503	3	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Project	5				
I	AS91505	3	Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	Project	4			Y	

[Back to POPUP Contents](#)

LEADERSHIP	Social Science (Peer Support for Junior STEAM)
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PEERSOC	Peer Support: Dragon's Den
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This is for students who are interested in taking on a Peer Support Leadership role in the Social Science department. You will be supporting the Junior students in the Dragon's Den course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Drama (Peer Support for Junior STEAM)
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PEERDRA	Peer Support: Darkwood Manor Mystery
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This is for students who are interested in taking on a Peer Support Leadership role in the Drama department. You will be supporting the Junior students in the Darkwood Manor Mystery course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Digital Technology (Peer Support for Junior STEAM)
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PEERDTG	Peer Support: Meet A Need
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This is for students who are interested in taking on a Peer Support Leadership role in the Digital Technology department. You will be supporting the Junior students in the Meet A Need course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Art and Science (Peer Support for Junior STEAM)
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PEERART	Peer Support: Nurture Nature
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This is for students who are interested in taking on a Peer Support Leadership role in the Art and Science department. You will be supporting the Junior students in the Nurture Nature course. Placements in these Peer Support roles are at the discretion of the teacher.

LEADERSHIP	Technology (Peer Support for Junior STEAM)
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PEERTEC	Peer Support: Bright Sparks, Street Style or Tool Time
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This is for students who are interested in taking on a Peer Support Leadership role in the Technology department. You will be supporting the Junior students in one of the following courses: Bright Sparks, Street Style or Tool Time. Placements in these Peer Support roles are at the discretion of the teacher.

PATHWAY	Various Programmes
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PATHWAY	Pathway
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This programme is to support students in their learning across all their STEAM, Literacy and Numeracy courses. Quiet places are made available for study and students are supervised. There are also additional online programmes that can be run during this time. Students who are studying towards correspondence courses, university papers or scholarship are also catered for during this time.



LEARNING SUPPORT

SNRE Experience Class

My Journey, My Future

LEARNING SUPPORT STUDENTS

If your child is in SNRE or Te Waka Manaaki in 2020 (Year 11, 12 or 13) their week will look slightly different from the mainstream's senior timetable.

SNRE students will participate in two STEAM courses, which will allow our students to take part in our senior transition work and life skills programme - 'My Journey, My Future'.

All SNRE students will be taught their literacy and numeracy courses woven throughout this programme. All SNRE students will participate in Learning Advisory. During the two Pop Up slots, SNRE student timetables will be part of the 'My Journey, My Future.' However, some students may be taking mainstream Pop Up courses at this time. This will be confirmed at a later date.

A member of the Learning Support Faculty teaching staff will meet with you and your child to confirm subject selection early in Term 4.









Learning Support Faculty

This is an integrated transition programme aimed at preparing our students for life beyond school and will focus on work skills and personal development to enhance independent life skills.

Most students will require two or more years to complete a range of these credits.

Literacy, numeracy, technology and personal well-being (hauora) will be developed in a range of integrated learning settings. Students will have the opportunity to gain Supported Learning NCEA Unit Standards, along with NCEA Unit and Achievement standards.

Pathway Indicators



I/E	Standard	Level	Title	Assessment Mode	Credits	L1 Lit	L1 Num	UE Read	UE Write
Level 1									
I	US26622 US26624 US26625	1	General Literacy – Write, Read and Spoken	Portfolio	10	Y			
I	US29307	1	Apply Literacy in a range of day-to-day contexts (Supported Learning)	Portfolio	5				
I	US26623 US26626 US26627	1	General Numeracy – Use Numbers to Solve Problems, Interpret Statistical Information for a Purpose, Use Measurement to Solve Problems	Portfolio	10		Y		
I	US29308	1	Apply numeracy in a range of day-to-day contexts (Supported Learning)	Portfolio	5				
I	US29299	1	Access and use facilities in the community (Supported Learning)	Portfolio	4				
I	US29301	1	Demonstrate strategies to ensure personal safety (Supported Learning)	Portfolio	4				
I	US29298	1	Maintain Routines and Commitments (Supported Learning)	Portfolio	8				
I	US29310	1	Apply Basic Skills and Practices in a Workplace Context (Supported Learning)	Portfolio	8				
I	US29311	1	Act in Accordance with the basic rights and responsibilities needed for work. (Supported Learning)	Portfolio	8				
I	AS90157	1	Demonstrate skills in Horticulture in agricultural or horticultural production	Portfolio	4				
I	US1	1	Prepare and sow outdoor seedbeds manually	Portfolio	5				

COURSE SELECTION

Name					
Course	Literacy	Numeracy	STEAM Tuesday	STEAM Thursday	STEAM Friday
Semester One					
Semester One (Reserve)					
Semester Two					
Semester Two (Reserve)					

Name	Example Student				
Course	Literacy	Numeracy	STEAM Tuesday	STEAM Thursday	STEAM Friday
Semester One	§LBCKTME	§NCFEKAI	CLNCSH	ATEROA	ENTPRSE
Semester One (Reserve)	§LLIZLIT	§NRLWRLD	SMART	BIOPIC	ACTLFE
Semester Two	§LLETPSY	§NTEMNGA	LDGAME	ERTTAB	ENTPRSE
Semester Two (Reserve)	§LFUTURE	§NNODPST	MUSFLM	DOCOS	RGHTHG



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