



# WELLINGTON COLLEGE

## Course Selection Guide 2019

### Years 10 and 11





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## Who To See For More Information

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### General Enquiries

- |  |                   |
|--|-------------------|
| • Curriculum and National Qualifications | Mr D Thorp        |
| • Careers' Adviser                       | Mrs T Greenstreet |
| • International Student Dean             | Mr Y Feng (Actg)  |
| • Year 9 Dean                            | Ms J Vreeburg     |
| • Year 10 Dean                           | Mr P Maitland     |
| • Year 11 Dean                           | Mr M Bangma       |

### Heads of Department/Teachers in Charge of Subjects and Learning Areas

- |  |                  |
|--|------------------|
| • Accounting and Commerce                      | Ms S Glover      |
| • Art and Art History                          | Mrs J Caldwell   |
| • Biology                                      | Mr S Hann        |
| • Business                                     | Mr J Koshy       |
| • Chemistry                                    | Mr P Kendon      |
| • Chinese                                      | Mr F Yu          |
| • Design and Visual Communication & Technology | Mr K White       |
| • Drama  | Ms K Howes       |
| • Economics                                    | Ms S Glover      |
| • English                                      | Mr R Everett     |
| • English Language                             | Mr V Mau (Actg)  |
| • French                                       | Ms J Bush-Daumec |
| • Geography and Social Studies                 | Mr C Blacklock   |
| • German                                       | Ms M Tornquist   |
| • History                                      | Mr S Tester      |
| • Japanese                                     | Mr S Muroya      |
| • Latin and Classical Studies                  | Mr K Tattersall  |
| • Māori  | Mr J Belczacki   |
| • Mathematics                                  | Mr I Clark       |
| • Music  | Mr L Boyle       |
| • Physics                                      | Dr H Abu-Shanab  |
| • Physical Education, Health                   | Mr D Cournane    |
| • Science                                      | Mr S Hann        |
| • Spanish                                      | Ms M Villanueva  |
| • Sports Academy                               | Mr M Tinkle      |



## Introduction – Year 10 and Year 11

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The purpose of this booklet is to give an overview of the compulsory part of the Year 10 and Year 11 programme and provide information about the option selections so that an informed decision can be made about choices leading to NCEA Level 1 and beyond. When choosing options, consideration needs to be given to possible employment interest, polytechnic or university intentions and the motivation that can be achieved through a student studying a course in which he is interested.

### Year 10 Programme

Students in Year 10 are provided with an overall grounding in academic work. This means, regardless of option choices, at the end of next year, almost all subjects and almost all career paths are open to all students.

Please realise that choosing not to take a subject may mean it cannot be picked up later. This applies to most languages as well as some other subjects. Refer to the separate ‘Curriculum and Course Planning Guide 2019’ for prerequisites to courses in subsequent years.

All Year 10 students will study English, Mathematics, Science, Social Studies, Health and Physical Education plus Technology, and have a choice of 3 option subjects. In their choices, **students will need to select at least one language, and at least one arts subject.** Use this booklet, but also have discussions with key staff, to enable a planned decision for the course of study selected. Then complete the Year 10 Course Selection for 2019 which is provided on page 65, where the options are indicated.

### Year 11 Programme

**All Year 11 students will have a programme of six subjects** ie English, Mathematics, Science and three option subjects (see Course Selection for Year 11 in 2019 on page 67). Physical Education is also offered as a full option subject for Year 11 for NCEA Level 1, leading on to NCEA Level 2 in Year 12 and Level 3 in Year 13.

There are alternative courses in English, Mathematics and Science, that contribute towards NCEA qualifications. Students selected for these courses will be advised by the HOD of English/Mathematics/Science or the Dean.

### Entry to Study in Year 12 Subjects

To continue a subject at Year 12, a student requires a minimum of 14 credits in the subject at level 1, PLUS any prerequisites specified by the subject Head of Department.

To begin a new subject at Year 12, a student must meet the prerequisites specified by the subject Head of Department.

Prerequisites may include:

- a specific standard required for entry into the Year 12 course
- a specific level of achievement (eg Merit) required in a nominated standard.

Note: Where special circumstances exist, a student may be admitted to a Year 12 course at the discretion of the Head of Department.



## National Certificates of Educational Achievement (NCEAs)

There are three NCEA qualifications within the New Zealand Qualifications Framework (NZQF). The NCEAs are at the first three levels of the ten levels on the NZQF. Students usually prepare for NCEA Level 1 in Year 11, Level 2 in Year 12 and Level 3 in Year 13. Some credits for the NCEAs are gained by internal assessment within the school, while in most subjects, other credits are gained by external assessment in November/December.

**To be awarded NCEA Level 1**, students must achieve 80 credits at level 1 or above.

Included in this total, at least 10 credits are needed in literacy from specified standards and 10 credits are required in numeracy from specified standards. Information on the achievement standards and unit standards that will fulfil the literacy and numeracy requirements can be found at <http://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/>

Those level 1 standards that are available at Wellington College and contribute to the literacy and numeracy requirements are coded within courses identified in this booklet as follows:

#contributes to the literacy requirement

+contributes to the numeracy requirement.

Specified standards at levels 2 and 3 also contribute towards the numeracy and literacy requirements for NCEA L1. Note that not all the standards which contribute to the literacy and numeracy requirements for NCEA Level 1 will be offered at Wellington College in 2019.

**To be awarded NCEA Level 2**, students must achieve 80 credits, 60 of which must be at level 2 or above. The other 20 credits can be from any level on the NZQF. **The NCEA Level 1 literacy and numeracy requirement must be met to gain NCEA Level 2.**

**To be awarded NCEA Level 3**, students must achieve 80 credits, 60 of which must be at level 3 or above. The other 20 credits can be at level 2 or above. **The NCEA Level 1 literacy and numeracy requirement must be met to gain NCEA Level 3.**

**Certificate and Course Endorsement** To qualify for a **certificate** endorsement with Excellence for NCEA, students require 50 credits at Excellence level. An endorsement with Merit, requires 50 credits at Merit (or Merit and Excellence). **Course** endorsement at Merit and Excellence level is also possible. To qualify for either of these, a student must gain 14 credits or more at the level of the endorsement. This must include a minimum of 3 internally assessed credits and 3 externally assessed credits. However, Physical Education and Level 3 Visual Arts course endorsements can be gained without external standards.

## University Entrance Requirements

Students studying at levels 1, 2 and 3 will need to meet the following UE requirements to gain entry to university:

- attain NCEA Level 3
- achieve 14 credits at level three in **each of three subjects from the list of approved subjects** that can be viewed at: <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/>
- achieve UE numeracy - 10 credits at Level 1 or above from specific achievement standards through a range of subjects, or a package of three unit standards (26623, 26626, 26627- all three are required)
- achieve UE literacy - 10 credits (five in reading and five in writing) at Level 2 and above from specific standards. Standards that meet UE literacy requirements from can be viewed at: <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/>



### **Guaranteed Entry Score (GES)**

Most NZ universities have introduced a GES requirement. Students must attain a minimum GES points score for guaranteed entrance to undergraduate courses. This points score is based on the grade levels students gain in NCEA level 3 subjects. In preparation for entry to university, students must access the websites of appropriate NZ universities where they are intending to apply, to be sure of the requirements for guaranteed entry to the courses they wish to undertake. Students planning to attend Auckland University must take note of their Literacy requirements – 17 English credits at either Level 2 or Level 3.

### **Entries and Fees for National Qualifications**

Fees must be paid to qualify for a ‘Record of Achievement’ in April the following year. NZQA has set the fees as follows:

<b>New Zealand Qualifications Framework (NZQF) including NCEA</b>	<b>Any NZQF standards</b>	<b>Each NZ Scholarship subject</b>
<b>New Zealand Domestic Students</b>	<b>\$76.70</b>	<b>\$30 per subject</b>
<b>International Fee Paying (IFP) Students</b>	<b>\$383.30</b>	<b>\$102.20 per subject</b>

### **School Assessment and Reporting**

Heads of Department/teachers in each subject will provide students/caregivers with a course outline at the start of the year through eWC which can be found on the MyApps section of the website. For Year 10, assessments are held throughout the year and there is a formal set of examinations during Term 4. All these assessments conform to the Junior Assessment Framework (JAF). For years 10 and 11, reports are issued three times a year and are accessed through the Parent Portal. In Year 11, ‘practice external examinations’ are held around weeks 7 to 9 of Term 3 in preparation for the national external examinations in November. Year 11 students have an interim report issued at the end of Term 1. A full report is produced in early Term 3, while a summary of internal standards and progress on external standards is issued early in Term 4.

### **Wellington College Assessment Procedures 2019**

Students are given clear information about procedures and the assessment of standards offered at the beginning of each course studied. This will include the criteria and assessment methods to be used, the frequency of such assessments and the procedures to be followed where further assessment is available.

#### **Attendance**

Students are expected to attend class on a regular basis as set out in the school policy on attendance.

#### **Breaches of the Rules**

All work submitted for assessment purposes must be a student’s own work. For long-term assessments, working drafts may need to be submitted. Where evidence indicates that work presented for internal assessment is not an individual’s own work, a Not Achieved grade will be awarded. Breaches of the rules include plagiarism, impersonation, false declarations of authenticity, cheating and all forms of collusion in tests and exams. Should a possible breach of the rules occur, the appropriate HOD will consult with Mr Thorp, who will be the final arbiter.



## **Verifying Grades**

Students will be required to acknowledge the grades that they have been awarded, by signing the result slip attached to each piece of internally assessed work. Students will also be required to verify the final grades awarded that are submitted to NZQA.

## **Appeals**

Students have the right to appeal any assessment-related decisions, including breaches of the rules, missed and late assessments, as well as grades awarded for assessments. Appeals are to be made within five school days from the time of the event, or once assessed work is returned and gone over by the teacher. For all appeals, an 'Appeal Application Form' is to be completed by the student and handed to the appropriate HOD to process. Mr Thorp may be involved in the decision if needed. The decision made on the Appeal by the HOD/Mr Thorp will be final. Application Forms are available on the College website at the following link

<https://www.wellington-college.school.nz/sites/default/files/user35/images/Wellington%20College%20Appeal%20Application%20Form%202018.pdf>

## **Late Work/ Absence from Assessment**

Late work or absence from an assessment will result in no credit being awarded for that standard. If a student has already been given an adequate opportunity to achieve the standard, a Not Achieved grade will be awarded. However, if circumstances causing lateness/absence have been discussed with the appropriate HOD, are deemed legitimate, and supported by a doctor's certificate in the case of illness, the following outcomes may be possible:

- provide a specified time extension to submit work for assessment (eg an assignment)
- schedule the assessment at another agreed time
- provide a further assessment opportunity
- use relevant standard-specific evidence to award a grade
- no credit awarded.

## **Entries and Withdrawals from Standards**

All entries require a result to be reported. In certain circumstances, some students might be entered in a reduced number of standards within a course. If a student has already been given an adequate opportunity to achieve the standard, a Not Achieved grade will be awarded and no withdrawal can take place. When withdrawals do occur, these are to be in consultation with the students. For externals, any final withdrawals must occur before 1 September, and for internals, prior to 1 December.

## **Further Assessment Opportunities**

There will be one assessment opportunity for each internal standard. However for some nominated standards, one further assessment opportunity will be provided in a year. Also, specific aspects of a completed assessment can be reviewed, called 'Resubmission'. If it is available, only one resubmission opportunity is given per standard per year.

Full details relating to the standards being assessed, including whether further assessment opportunities and resubmission are available for standards will be provided by departments in student course information found on eWC.

## **Derived Grade**

If circumstances are such that a student believes that he has a case for a derived grade for an externally assessed standard, application supported by documented evidence must be made in writing by the student using the appropriate NZQA forms and submitted to Mr Thorp. The derived grade related to an absence from an external assessment must be based on authentic evidence related to the standard. If students have failed to attend common examinations or tests, or failed to complete other assessments relevant to that standard, or no other evidence is





available, the school will have no valid information to supply to NZQA. Therefore allocation of a derived grade will not be possible. **There is no derived grade process for NZ Scholarship.**

### **Special Assessment Conditions**

Assistance is available for students who need special assessment conditions for internal and external assessment and have been identified as meeting required criteria. For matters on special assessment conditions, the contact person is Ms S Glover, HOD Learning Support.

### **Privacy Act**

Records of student work and release of results must be done in accordance with the privacy legislation. Staff are to obtain written approval to use assessed student work as exemplars.

### **Retention of Student Work**

All internal assessment material will be retained by the department until it is no longer required for moderation purposes.

### **Student Obligations**

1. Understand the assessment programme, procedures and policies.
2. Understand the requirements of each assessment being completed.
3. Check thoroughly the accuracy of the assessment by teachers when work is returned and verify grades in writing within 5 school days once work is returned.
4. Discuss problems/concerns with the Teacher/HOD.

### **Career Development Information**

This section aims to help support both the parent/caregiver and your son(s) to ensure he is able to build on his **Career Management Competencies** and have the necessary skills to transition to the senior school and then effectively into the world of work or further tertiary study. There are three career management competencies:

**Developing Self-awareness:** Competencies that enable young people to understand themselves and the influences on them.

**Exploring Opportunities:** Competencies that enable young people to investigate opportunities in learning and work, and relate them to themselves.

**Deciding and Acting:** Competencies that enable young people to make and adjust their plans, to manage change and transition, and to take appropriate action.

Career research theory shows that most students cement their career ideas when they are 15-16, although some can be as late as in their early twenties. Students should **pick a subject because they enjoy it** and can see several pathways that they are interested in, rather than focussing on one. An approach of “putting all your eggs in one basket” can be stressful, if they do not fulfil all the criteria, or if students change their minds later. It is also good to look at all the levels of ability so that students can see that there are pathways for them.

Students may wish to consider their personal learning styles when making subject choices. Some subjects require a significant amount of content to be absorbed such as in languages. Others emphasise processing skills where information is sorted and summarised. **Students are strongly advised to keep their subjects as broad as possible and they do not need to specialise until Year 12.** The Careers’ Room in the Student Services building, 2<sup>nd</sup> level, is open to students at all times. However, priority is given to Year 13 students, preferably in their study periods, and all other year levels must come in their own time before or after school, at interval and/or lunchtime unless requested by the Deans. There is extensive information outlining subjects required for all Polytechnic, University and Trade courses on the walls around the



office for students to take. Students could also use ‘**Career Quest**’ (an interactive online career survey) and do some career research by logging into their Career Central online portfolio.

To enable students to take greater responsibility and more initiative in planning and preparing for their future, they can access the Career page on the school website. The areas covered include: Making Appointments, Career-related events, Gateway, STAR, Defensive Driving, Entrance to University, Student Loans and Allowances, University Accommodation, Gap Year, Career Options and Information, Job Finding Skills, Work Experience, and Part-time Jobs. There is also a new drop down for tools for Parents as Career Educators.

You can also ‘like’ the “**Wellington College Careers**” **facebook page** which has regular updates on opportunities in career development and opportunities to explore work and tertiary options.

## **Vocational Pathways**

Vocational Pathways give a new and clearer framework for vocational options and programmes. The pathways help students think about their future options to see which subjects and standards they should study to achieve their career goals. They are designed to improve the relevance of learning for students, support programme design and careers advice, and improve the links between education and employment. The Vocational Pathways have been developed through a partnership between government agencies, the industry training sector, secondary and tertiary educators, and industry and employer representatives. Achieving credits towards Vocational Pathways means students are developing foundation skills and knowledge in areas that employers value. Students can work towards the vocational pathway(s) by gaining credits from the different achievement standards and unit standards recommended by the sectors. The Vocational Pathways will make it easier for prospective employers and others to see when students have the strengths, abilities and qualities they are looking for. See <http://youthguarantee.net.nz/vocational-pathways/students-and-whanau/>

**Year 13 students** will have this information on their NZQA Record of Achievement.

**Years 11 and 12 students** can use the profile builder to check what sector/industry their subject standards/credits fit.

I am available for appointments by arrangement, leading up to the course selection process if students wish to discuss pathway planning. There are planned drop-in sessions at lunchtimes in SR1 in the 3 weeks leading up to the Course Selection deadline of 6 August when selection sheets are due to be submitted.

**Mrs T Greenstreet**

**HOD Careers and Transition**

**Compulsory Subjects** (outlined on pages 11 to 22).

**Option Subjects** (outlined on pages 23 to 63).

**When making selections for 2019, complete the Course Selection Forms as follows:** Year 10 on page 65 and Year 11 on page 67.



**What Will I Study?**

Students will examine how writers and directors creatively use the conventions of their chosen medium to make us consider a range of relevant ideas about the character of being a good man. Classes will cover a range of text forms including novels, poetry, films and short stories. Students will be expected to use the style of the texts that they study in creating their own work as evidence of learning. The focus is on developing the ability to communicate critical ideas creatively.

**What Skills Will I Learn?**

Students will develop their understanding of how language is purposely crafted in texts. They will then demonstrate their understanding by using language to communicate their critical and creative thinking. There will be an increased focus on how language is used in texts to make the readers consider ideas that are applicable to them as they grow into good men.

**What Do I Need To Have Already Studied?**

The course flows from the material studied in Year 9, but a greater level of sophisticated thought and creativity is developed. We have provision for a wide range of entry ability, and extra assistance is available where necessary.

**Where Does This Subject Lead?**

The course prepares students so that they are, by the end-of-the year, ready for the demands of NCEA. Ultimately, of course, English provides the writing and reading skills needed for success in all courses and lifelong learning.

**How Is This Subject Assessed?**

The students' work is assessed against the curriculum levels determined in the *New Zealand Curriculum*. Student self-reflection is an essential aspect of assessment so as to gain a formative understanding of student needs. The College also uses PAT and writing assessments to ascertain student need.

**Other Details**

Where possible, visiting performers are welcomed to the school to encourage students' perception of the wide uses of language. Such trips are a cost in addition to any other fees. Parents are notified as such events arise and may elect the option of non-attendance for their son/s.



**What Will I Study?**

Each English course is based on the achievement objectives as outlined in the New Zealand Curriculum. Assessment is generally based on standards at NCEA Level 1. The focus of the class will be on examining how language features of texts are effectively used.

**Potential Pathways from this Subject**

The Year 11 English course prepares students for the increasingly complex demands of the NCEA Level 2 course in Year 12.

**Assessment**

Year 11 English consists of three different programmes that cater for different groups of students and their learning needs. The *Advanced Course* is designed to accelerate students using a Level 2 standard, while studying advanced literature. Students selected for this course will be identified by the department according to success in English in years 9 and 10. The *General Course* will flow on directly from the years 9 and 10 programme, with an emphasis on developing student ability to infer meaning from text while developing creative writing skills. The *Skills Course* is designed to support identified students with the conventions of reading and writing. Students will be selected for this course in consultation with their teachers in years 9 and 10. This course will enable students to gain English credits and improve their literacy across the curriculum.

The following standards *may* be offered and assessed, according to teacher judgement and course requirements:

Registered Numbers, Titles, Credit Value and Assessment Mode of Standards	Advanced (11ENA)	General (11ENG)	Skills (11ENS)
90849 v3 (1.1)# Show understanding of specified aspect(s) of studied written text(s), with supporting evidence 4 credits External	√	√	√
90850 v4 (1.2)# Show understanding of specified aspect(s) of studied visual or oral text(s), with supporting evidence 4 credits External	√	√	√
90851 v2 (1.3)# Show understanding of significant aspects of unfamiliar written texts through close reading, with supporting evidence 4 credits External	√	√	
90052 v5 (1.4)# Produce creative writing 3 credits Internal	√	√	√
90053 v5 (1.5)# Produce formal writing 3 credits Internal			√
90857 v2 (1.6)# Construct and deliver an oral text 3 credits Internal	√	√	√
90852 v2 (1.8)# Explain significant connection(s) across texts, using supporting evidence 4 credits Internal		√	√
91104 v2 (2.7)# Analyse significant connections across a range of texts, supported by evidence 4 credits Internal	√		
Total credits possible	22	22	21

# These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.



**What Will I Study?**

Year 9 and Year 10 courses teach the basic concepts of Mathematics. There is an emphasis on maintenance and development of skills. These courses provide the groundwork for further study in Mathematics at senior levels, and develop skills to aid in the analysis and solution of mathematical problems met in everyday life.

**What Skills Will I Learn?**

Arithmetic, algebraic skills and problem solving will be maintained and developed. Geometry, measurement and statistics will be studied, and trigonometry will be seen for the first time.

**What Do I Need To Have Already Studied?**

Year 9 Mathematics.

**Potential Pathways from this Subject**

Year 11 Advanced Mathematics (11MCA), Year 11 Mathematics (11MAA/11MAT) or Year 11 Numeracy (11NUM). NCEA Level 1 is designed as a three-year course beginning at Year 9, hence there is continuity and overlap between this and the Year 10 course.

Year 11 Advanced Mathematics (11MCA) is a course designed for the top mathematicians in Year 10. It comprises a selection of NCEA Level 1 standards, but has a focus on problem solving and algebraic reasoning. This is a challenging course which is designed to extend and advance our top students.

Year 11 Numeracy (11NUM) is a course designed to help those students who need to spend time to improve their basic arithmetical and statistical skills. This course will be very similar to the NCEA Level 1 course, but progresses at a slower rate and provides a practical approach to the content covered.

**How Is This Subject Assessed?**

There will be three in-class closed book assessments at the end of each term. These will be based on the Wellington College Junior Assessment Rubric which is designed to assess the levels of thinking by students across the various curriculum strands. There will also be a two hour summative closed book examination in Term 4. There will also be two Level 1 internal achievement standards assessed as follows:

- 91026 v3 (1.1) Apply numeric reasoning in solving problems (4 credits)
- 91032 v3 (1.7) Apply right-angled triangles in solving measurement problems (3 credits).

**Other Details**

Standard mathematical equipment includes a ruler, protractor and compass.

A scientific **or** graphical calculator (*Casio fx-9750GII*) is also required.



The NCEA Level 1 course follows on naturally from Year 9 and Year 10 Mathematics, sharing considerable overlap with the Year 10 course. The Year 11 course is viewed as both a revision and maintenance of skills learned to date, with an extension of selected material and several new topics being introduced for the first time. Various enrichment exercises are possible within this course for the more able students.

### **Potential Pathways from this Subject**

Year 11 Mathematics flows directly into one of four Year 12 courses. Students will be placed into the appropriate Year 12 course by the HOD Mathematics, based on the results from Level 1 Mathematics. A minimum of 14 credits in Level 1 Mathematics is required to progress into any of the Level 2 Mathematics courses. A student who achieves fewer than 14 credits will be required to repeat the Year 11 course.

### **Assessment**

The course comprises five achievement standards – one assessed internally, and four assessed externally by an end-of-year examination.

Full details of all the standards offered and assessed are as follows:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credit Value</b>	<b>Assessment Mode</b>
91027 v4 (1.2) <sup>+</sup>	Apply algebraic methods in solving problems	4	External
91028 v3 (1.3) <sup>+</sup>	Investigate relationships between tables, equations or graphs	4	External
91030 v3 (1.5) <sup>+</sup>	Apply measurement in solving problems	3	Internal
91031 v4 (1.6) <sup>+</sup>	Apply geometric reasoning in solving problems	4	External
91035 v3 (1.10) <sup>+#</sup>	Investigate a given multivariate data set using the statistical enquiry cycle	4	Internal

<sup>+</sup> These standards contribute to the numeracy requirement for NCEA Level 1. <sup>#</sup> This standard contributes towards the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.



## Mathematics – Numeracy (11NUM)

## Year 11/NCEA Level 1

This is an alternative Mathematics course for students who will have difficulty coping with the demands of the full Mathematics NCEA Level 1 course. Students will be placed in this course by the HOD Mathematics, based on their Year 10 Mathematics results.

The course offers the opportunity to consolidate basic skills and provide students with the opportunity to improve their mathematical confidence.

### Potential Pathways from this Subject

Students who gain 10 credits or more in this course have the opportunity to enrol in the Level 2 Numeracy course. Any student who achieves fewer than 10 credits will be required to repeat either this course, or the full Year 11 Mathematics course.

**Note:** Successful completion of this course does not provide entry into the main Year 12 Mathematics course in the following year.

### Assessment

The course comprises six achievement standards – five assessed internally and one assessed externally by an end-of-year examination.

Full details of all the standards offered and assessed are as follows:

Registered Number	Standard Title	Credit Value	Assessment Mode
91026 v3 (1.1) <sup>+</sup>	Apply numeric reasoning in solving problems	4	Internal
91030 v3 (1.5) <sup>+</sup>	Apply measurement in solving problems	3	Internal
91032 v3 (1.7) <sup>+</sup>	Apply right-angled triangles in solving measurement problems	3	Internal
91034v3 (1.9) <sup>+</sup>	Apply transformation geometry in solving problems	2	Internal
91035 v3 (1.10) <sup>+#</sup>	Investigate a given multivariate data set using the statistical enquiry cycle	4	Internal
91036 v3 (1.11) <sup>+#</sup>	Investigate bivariate numerical data set using the statistical enquiry cycle	3	Internal

<sup>+</sup> These standards contribute to the numeracy requirement for NCEA Level 1. <sup>#</sup> These standards contribute towards the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.



## **Advanced Mathematics (11MCA)**

## **Year 10/NCEA Level 1**

This is an alternative course designed for our top Year 10 Mathematics students. There will be two classes studying this course. It comprises a selection of NCEA Level 1 standards, but has a focus on problem solving and algebraic reasoning. This is a challenging course which is designed to extend and advance our top students.

### **Potential Pathways from this Subject**

Students who perform well in NCEA Level 1, will have the opportunity to study the Cambridge Advanced Subsidiary Level Mathematics (AS) and NCEA Level 2.

### **Assessment**

The course comprises five achievement standards – two assessed internally, and four assessed externally by an end-of-year examination.

Full details of the NCEA Level 1 Mathematics standards offered and assessed are:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credit Value</b>	<b>Assessment Mode</b>
91026 v3 (1.1) <sup>+</sup>	Apply numeric reasoning in solving problems	4	Internal
91027 v4 (1.2) <sup>+</sup>	Apply algebraic methods in solving problems	4	External
91028 v3 (1.3) <sup>+</sup>	Investigate relationships between tables, equations or graphs	4	External
91030 v3 (1.5) <sup>+</sup>	Apply measurement in solving problems	3	Internal
91031 v4 (1.6) <sup>+</sup>	Apply geometric reasoning in solving problems	4	External

<sup>+</sup> These standards contribute to the numeracy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1 Mathematics.





**What Will I Study?**

Seven topics each of between 4-6 weeks duration:

- Metallic World
- Space – NCEA Level 1 standard 90954 v3 (1.15) ‘Demonstrate understanding of the effects of Astronomical Cycles on Planet Earth’
- The Body Part 1 – Reproduction and Digestion
- Sustainable Earth
- Electricity
- Force, Motion and Machines
- The Body Part 2 – Heart and Circulation

**What Skills Will I Learn?**

Use and application of scientific knowledge; planning and carrying out experiments; interpretation of data; communication; scientific use of laboratory equipment; gathering information and science report writing.

**What Do I Need To Have Already Studied?**

Year 9 Science

**Potential Pathways from this Subject**

- (a) Year 11 Science - ie gaining credits towards NCEA Level 1.
- (b) Year 11 Biology **or** Space and Rocket Science **or** Physics as a sixth subject for NCEA Level 1.

**How Is This Subject Assessed?**

There will be a combination of the following: Formal tests at the end of most topics; a practical investigation; an inquiry learning task; an end of year 2-hour common examination. There will also be a written test early in Term 2 that will assess NCEA Level 1 standard 90954 v3 (1.15) mentioned above.

**Other Details**

Trips may be made to the: Carter Observatory, Te Papa, VUW Open Day at the discretion of your teacher. There may also be an opportunity to help with ongoing tree planting work in the town belt above the College.



**What Skills Will I Learn?**

Ability to:

- think as a scientist, work cooperatively, use scientific language, symbols and text
- plan practical scientific investigations, process and interpret scientific information
- communicate scientific information, gather and report scientific information
- use scientific knowledge and understanding to describe/explain scientific phenomena; apply scientific knowledge and understanding in a variety of contexts.

**Course Coverage and Assessment**

There are two courses and entry to these will be based on the results across all assessments in Year 10 Science. Details of the two courses are outlined below.

**1. Course One (11SC1)**

There are 4 units of work. The standards below will be offered and assessed, with 16 credits possible.

**Note:** students in this course can also opt for a single Science subject (L1 Biology, Physical Sciences or Physics). The course provides a sound foundation for separate Science subjects in Year 12.

Registered Number	Standard Title	Credits	Assessment Mode
90940 v3 (1.1) <sup>+</sup>	Demonstrate understanding of aspects of mechanics	4	External
90944 v4 (1.5)	Demonstrate an understanding of aspects of acids and bases	4	External
90948 v3 (1.9) <sup>#</sup>	Demonstrate understanding of biological ideas relating to genetic variation	4	External
90950 v3 (1.11) <sup>#</sup>	Investigate biological ideas relating to interactions between humans and microorganisms	4	Internal

Students in 11SC1 may choose 11 Physics **OR** 11 Biology **OR** 11 Space and Rocket Science as an option.

**2. Course Two (11SC2)**

There are five units of work. The standards below will be offered and assessed, with 20 credits being possible. **Note:** students in this course **cannot** take a single Science subject as an option (Level 1 Biology, Space and Rocket Science or Physics). Students who perform well in this course will have a sound foundation to take separate Science subjects in Year 12.

Registered Number	Standard Title	Credits	Assessment Mode
90940 v3 (1.1) <sup>+</sup>	Demonstrate understanding of aspects of mechanics	4	External
90947 v4 (1.8)	Investigate selected chemical reactions	4	Internal
90943 v3 (1.4) <sup>+</sup>	Investigate implications of heat for everyday life	4	Internal
90950 v3 (1.11) <sup>#</sup>	Investigate biological ideas relating to interactions between humans and microorganisms	4	Internal
90935 v3 (Phys 1.1) <sup>+</sup>	Carry out a practical physics investigation	4	Internal

<sup>#</sup>These standards contribute to the literacy requirement and <sup>+</sup> these standards contribute to the numeracy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.



**Introduction**

Science 3 is for students who are in Year 11 but who, based on performance in Year 10, are unlikely to be successful in the Level 1 Science external assessments. This course is still at Level 1, but is fully internally assessed and will focus on achievement of credits across a range of Physics, Biology and Chemistry topics with emphasis on their relevance in everyday life.

**What Skills Will I learn?**

The programme provides students with opportunities to:

- acquire a body of basic scientific knowledge and an understanding of some important scientific ideas
- develop basic experimental and investigative abilities
- recognise the difference between scientific and non-scientific ideas and explanations.

**Assessment**

There will be five standards available for this course worth a total of 18 credits towards NCEA Level 1.

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
90946 v3 (Science 1.7)	Investigate the implications of the properties of metals for their use in society	4	Internal
90935 v3 (Physics 1.1)	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	4	Internal
90950 v3 (Science 1.11)	Investigate biological ideas relating to interactions between humans and micro-organisms	4	Internal
90931 v3 (Chemistry 1.2)	Demonstrate understanding of the chemistry in a technological application	2	Internal
90955 v3 (Science 1.6)	Investigate an astronomical or Earth science event	4	Internal

**Qualification:** Credits towards NCEA Level 1.



**What Topics Will I Study?**

The Year 10 topics are:

1. **Conflict and Commemoration**
2. **Human Rights**
3. **Economic Decision Making**
4. **Sustainability**
5. **Current Events**

**What Skills Will I Learn?**

You will learn thinking, valuing, communication, research, presentation, interpretation and reasoning skills. There is also a strong emphasis on mapping and graphing skills, as well as local, national and international current affairs.

**What Do I Need To Have Already Studied?**

You will have already studied Social Studies in Year 9. Year 10 Social Studies builds on what you have studied in Year 9.

**Potential Pathways from this Subject**

Social Studies enables students to participate in a changing society as informed, confident, responsible and critical citizens. Students will achieve this aim by developing a knowledge and conceptual understanding of human society.

Social Studies also provides a skills and knowledge base that leads on to a number of subjects such as Geography, History and Economics.

**How Is This Subject Assessed?**

There will be assessments on both Social Studies skills and concepts as well as knowledge throughout the year. There will also be a formal examination at the end of Term 4.



All Year 10 students will be involved in a combined Health and Physical Education programme which utilises 3 periods per the 6-day cycle.

The aim of the course is to provide students with the skills, knowledge and attitudes which will allow them to become lifelong learners who are confident, creative, connected and actively involved. The programme will help produce the vision for Health and Physical Education by developing the key competencies outlined in *The Zealand Curriculum*:

- Thinking
- Using language/symbols/text
- Managing self
- Relating to others
- Participating and contributing.

There are 4 key groups of Achievement Objectives which are developed within the Health and Physical Education curriculum:

- Personal and Physical Development
- Movement Concepts and Motor Skills
- Relationships With Other People
- Healthy Communities and Environments.

These are developed using a range of different activities covered both in the classroom, but more often in the Gymnasium or outside environment, as outlined below:

- Invasion Games
- Net Games
- Decision Making (Drug Education)
- Athletics
- Fitness Principles and Development
- Interpersonal Skills and Leadership
- Healthy Relationships/Sexuality Education
- International Games.

At the conclusion of this course, in association with the Year 9 programme from the previous year, students will be in a strong position to consider carrying on their interest in Physical Education through years 11 to 13 as part of the academic programme, including the opportunity to sit NZ Scholarship in Physical Education.



All Year 10 students will be involved in the Technology programme which utilises three periods per the 6-day cycle.

### **What Will I Study?**

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities. Innovation is at the heart of technology practice. Quality outcomes result from creative thinking and practices that are informed, critical and creative.

### **What Will I Learn?**

Technology is never static. It is influenced by, and in turn impacts on the cultural, ethical, environmental, political and economic conditions of the day. The aim is for students to develop a broad technological literacy that will equip them to participate in society. They learn practical skills as they work with real clients to develop models, products and systems. Technological areas include materials, control, information and communication, structural.

### **Prerequisites**

The course flows on from the material studied in Year 9, but a greater level of technological literacy is explored. We have the provision for a wide range of ability.

### **Potential Pathways from this Subject**

The course prepares students so that they are, by the end of the year, ready for the demands of NCEA L1 for **Materials Technology, Digital Technology** plus **Design and Visual Communication**. Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. **Design and Visual Communication** is the visual representation.

### **How Is It Assessed?**

Reporting is based around the three strands:

- Technology Practice
- Technology Knowledge
- Nature of Technology

### **Other Details**

Due to the explorative and problem-solving nature of Technology, each student will be required to meet the cost of his own practical materials and stationery. At Year 10, there is an endeavour to limit the cost for materials to \$10.

## **OPTION SUBJECTS**

The following pages outline the details of the **OPTION SUBJECTS** available at years 10 and 11. The **Course Selection Form for Year 10** is on p65 and that for **Year 11** is on p67.



**Introduction**

Accounting knowledge is required across many different sectors of society and in a wide variety of different jobs. Accounting at college is not just about learning how to become an accountant, as all students will come across financial reports during their lives. These may involve running their own business, working in a business or owning shares in a publicly listed company.

**Prerequisites**

There are no prerequisites for this course of study.

**Course Content**

This course covers the accounting processes and records for community organisations and sole proprietor businesses. On the satisfactory completion of this course, a student has the skills necessary to record financial transactions and prepare financial reports for a sole trader business and a community organisation on a cash basis.

**Assessment**

The following standards will be offered and assessed:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
90977 v3 (1.2)	Process financial transactions for a small entity	5	Internal
90978 v3 (1.3)	Prepare financial statements for sole proprietors	5	External
90979 v3 (1.4) <sup>#</sup>	Prepare financial information for a community organisation's annual general meeting	4	Internal
90980 v3 (1.5) <sup>#</sup>	Interpret accounting information for sole proprietors	4	External

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Twenty-one credits towards NCEA Level 1.



**What Will I Study?**

Traditional and contemporary styles and conventions within **Art** and **Design**. These will include:

- Observational drawing and painting
- Understanding and developing ideas using a range of media and methods in art making
- Investigating their own identity through printmaking
- Learning about Art in Aotearoa

**What Skills Will I Learn?**

Students' existing skills gained in Year 9 are encouraged and developed further in preparation for Level 1 Art or Design. There is emphasis on **practical, creativity** and **theory** as follows:

- **Practical Knowledge:** Students will learn how to draw from observation describing shape, tone, details and textures. Through this they will also practice proportion and perspective. Students will also learn to manage and control tools associated with painting and printmaking and they will learn various ways of using wet and dry media.
- **Creativity and idea development:** Students will learn how to communicate ideas through using their imagination while being informed by artists' work.
- **Communicating and interpreting:** Students will learn how to write about artworks, and articulate their ideas both written and verbally. Students will make connections between their own work, and the work of others.

**What Do I Need To Have Already Studied?**

Year 9 Art students who enjoyed, were enthusiastic and achieved success in the Art should apply for the Year 10 course.

Should numbers opting to take Art at Year 10 be more than six classes, there will be a selection process based on individual performance at Year 9.

**Potential Pathways from this Subject**

Many of the Year 10 Art students carry on with the subject at Year 11. Art branches into two option subjects – Level 1 Art (Painting/Printmaking) and Level 1 Design (Drawing/Computer generated graphic design using Adobe packages including Photoshop, Illustrator and Indesign).

At the senior level, the department offers study in five different fields: Painting, Printmaking, Photography, Sculpture and Design. All the art subjects will provide opportunities to the variety of creative opportunities on offer around the country. There are many courses at University level where previous Art experience is an advantage. Some include Visual Communication Design, Architecture, Multi-media, Digital Design, Animation, Landscape Design, Fine Arts, Photography and Textile Design. There are also a wide range of courses available for those wanting to follow a creative digital pathway in the future. For more details of creative careers do not hesitate to make an appointment to see the HOD or the Careers' Adviser.

**How Is This Subject Assessed?**

Students are assessed at the end of each major project.

**Other Details**

Each student will be required to carry the cost of his own materials and equipment which is approximately \$80. This cost will cover materials the student can take home and use for homework. The Art Department covers many other costs associated with specialist materials and equipment.





## **Art Painting and Printmaking (11ART) Year 11/NCEA Level 1**

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Art at NCEA Level 1 aims to extend students' awareness of their environment and encourage them to creatively explore and examine attitudes and observations through visual media. Personal drawing and painting techniques are developed to enable the students to select appropriate processes to express their ideas visually. Students will also have an opportunity explore sculptural and printmaking conventions. Critical thinking and art experience will be extended by actively studying and understanding existing works of traditional and contemporary artists in order to develop a visual vocabulary.

### **Prerequisites**

To successfully attempt Art at Year 11, it is recommended that students have successfully completed Art at Year 10. Any student wanting to do Art at Year 11 without taking the Year 10 Art course will need to set up an interview with the Head of Department to establish suitability for the course.

### **Costs**

Initial fee costs are \$65, which includes art-making materials.

### **Assessment**

Students taking Art at Year 11 will be working towards credits for NCEA L1. The course will consist of three units of work that will be assessed against the following standards:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
90914 v3 (1.2)	Use drawing methods and skills for recording information, using wet and dry media	4	Internal
90916 v3 (1.4)	Produce a body of work informed by establishing practice, which develops ideas, using a range of media	12	External
90917 v3 (1.5)	Produce a finished work that demonstrates skills appropriate to cultural conventions	4	Internal

**Note:** If a student does not meet the minimum work level required in the folio for standard 90916 v3 (1.4) worth 12 credits, there will be an alternative internal standard [90915 v2 (1.3)] that could be attempted.

Results for 90916 v3 (1.4) will be externally verified.

**Note:** At Year 11, students may select **only one** of:

- Art Painting and Printmaking
- Art Design.

**Qualification:** Credits towards NCEA Level 1.



Art Design at NCEA Level 1 aims to extend students' awareness of their environment and encourage them to explore and examine attitudes and observations through a range of visual media. Personal drawing and design techniques are developed to enable the students to select appropriate processes for using design conventions within a brief. Critical thinking and art experience will be expanded by actively studying and understanding existing works of established graphic designers in order to develop a visual vocabulary. Students will learn to use computer software, such as Photoshop, to enable them to respond to contemporary design practice through their own work. This will be communicated through a visual diary and in the portfolio.

### **Prerequisites**

To successfully attempt Design at Year 11, it is recommended that students have successfully completed Art at Year 10. Any student wanting to do Design at Year 11 with little previous experience will need to see the Head of Department to establish suitability for the course.

It is recommended that students have access to their own digital cameras or phone and will need to ensure they top up their printing cards regularly to enable them to print their work. Access to Adobe software at home, especially Photoshop, would also benefit the students' ability to do regular homework.

### **Costs**

Students are encouraged to have access to a digital camera and will need to use the school's laser printers during the year that incur some expense. Initial fee costs are \$50 for access to materials, plus additional costs for printing.

### **Assessment**

Students taking Design at Year 11 will be working towards credits for NCEA L1. The course will consist of three units of work that will be assessed against the following standards:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
90914 v3 (1.2)	Use drawing methods and skills for recording information, using wet and dry media	4	Internal
90916 v3 (1.4)	Produce a body of work informed by establishing practice, which develops ideas, using a range of media	12	External
90915 v2 (1.3)	Use drawing conventions to develop work in more than one field of practice	6	Internal

**Note:** If a student does not meet the minimum work level required in the folio for standard 90916 (1.4) worth 12 credits, there will be an alternative internal standard [90917 v3 (1.5)] that could be attempted.

Results for 90916 v3 (1.4) will be externally verified.

**Note:** At Year 11, students may select **only one** of:

- Art Painting and Printmaking
- Art Design.

**Qualification:** Credits towards NCEA Level 1.



**Aims**

In studying biology, students will investigate and develop their understanding of:

- the structural features and functions of plants and animals
- how these relate to life processes eg reproduction and digestion
- the biological impact of natural and human actions on a New Zealand ecosystem.

**What Will I Study?**

**Flowering Plants**

Asexual and sexual reproduction of flowering plants (including dispersal), germination and growth (including development such as flowering, primary and secondary growth and photosynthesis).

**The Effects of Humans on a New Zealand Ecosystem**

A study of the effect of introduced species on a native ecosystem.

**Mammals as Consumers**

Processing food (physical and chemical digestion, absorption and assimilation, egestion), transport of products of digestion within the body (circulation), use of food at the cell level (respiration).

**Life Processes and Environmental Factors**

*Life processes:* support and movement, reproduction, sensitivity, growth, excretion, nutrition, gas exchange.

*Environmental factors* that affect life processes: temperature, pH, light intensity, moisture levels and nutrient supply.

**A Biological Issue**

A biological issue on which people hold different opinions or viewpoints eg immunisation, the use of 1080 to control possums/rats, mining versus conservation, logging versus conservation, hydroelectricity schemes – effect on native ecosystems, sustainability of NZ fisheries.

**Assessment**

Five standards will be offered and assessed, with 18 credits possible.

Registered Number	Standard Title	Credits	Assessment Mode
Bio 90928 v3 (1.4) <sup>#</sup>	Demonstrate an understanding of the biological ideas relating to the life cycle of flowering plants	4	External
Bio 90929 v4 (1.5) <sup>#</sup>	Demonstrate understanding of biological ideas relating to a mammal as a consumer	3	External
Bio 90926 v3 (1.2) <sup>#</sup>	Report on a biological issue	3	Internal
Sci 90949 v3 (1.10)	Investigate life processes and environmental factors that affect them	4	Internal
Sci 90951 v3 (1.12)	Investigate the biological impact of an event on a New Zealand ecosystem	4	Internal

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Note:** In Year 11, only **one** of Biology **or** Space and Rocket Science **or** Physics can be selected. This is only for students doing 11SC1.

**Qualification:** Credits towards NCEA Level 1.



The Year 10 course is for students who have already completed one year's study of Chinese. The programme is based on the National Curriculum for Chinese and leads to NCEA Level 1.

**What Will I Study?**

- the Chinese language - speaking, listening, reading and writing
- Chinese culture.

**What Skills Will I Learn?**

- effective communication - the ability to talk to people in Chinese and to read and write the language
- expertise in language learning - knowledge about how to acquire an Asian language which does not use our alphabet
- appreciation of an Asian culture and another way of thinking
- disciplined study methods - the ability to organise material and to work accurately.

**What Do I Need To Have Already Studied?**

Satisfactory completion of Year 9 Chinese, or prior knowledge of the language.

**Potential Pathways from this Subject**

- further study – Chinese is offered at NCEA levels 1, 2 and 3, as well as for NZ Scholarship
- career - Chinese is the most widely spoken language in the world and New Zealand's cultural and economic ties with the Chinese speaking world are becoming increasingly important
- leisure - knowledge of another language makes travel more interesting and broadens understanding beyond cultural stereotypes.

**How Is This Subject Assessed?**

Students need to create a writing portfolio, give a spoken presentation and conduct a conversation with a fellow student. A school examination will be held at the end of Term 4. These examinations will assess areas of listening and reading.



This course is for students who have already completed two years study of Chinese. The programme is based on the National Curriculum for Chinese and leads to NCEA Level 1.

### Prerequisites

Satisfactory completion of Year 10 Chinese, or prior knowledge of the language.

### Course content

The Chinese course focuses on developing the basic spoken and written language skills essential for communication in everyday situations. Language work covers the themes of my school, my family, celebrating a birthday, a school holiday, a letter to a friend, shopping and learning a foreign language. Linguistic studies are consolidated by background work on life in China, so that the language is learnt in its appropriate cultural context.

### Assessment

The following standards will be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
90868 v2 (1.1)	Demonstrate understanding of a variety of spoken Chinese texts relating to areas of most immediate relevance	5	External
90869 v2 (1.2)	Give a spoken presentation in Chinese that communicates a personal response	4	Internal
90870 v2 (1.3)	Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations	5	Internal
90871 v2 (1.4)	Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance	5	External
90872 v2 (1.5) <b>Optional</b>	Write a variety of text types in Chinese on areas of most immediate relevance <i>This standard is recommended for students who wish to extend and develop their language.</i>	5	Internal

**Qualification:** Credits towards NCEA Level 1.



**What Will I Study?**

Year 10 Commerce is an introduction to all commercial subjects (Accounting, Economics and Business). The course provides a foundation for the study of Economics, Business and Accounting at Year 11. Year 10 Commerce is not a prerequisite for Year 11 Economics or Accounting, but it is helpful. The Economics component focuses on consumers and their economic decision making, protection, management and participation in the economy. The Accounting section is an introduction to the concepts of Accounting and how businesses prepare their accounting records. The Business part of the course gives the students the opportunity to work cooperatively in 'Business' groups to plan, develop, market and sell a product at Market Day.

**What Skills Will I Learn?**

The skills developed in this course can be broadly classified into thinking, decision-making, investigation, statistical and communication skills. Accounting adds numeracy and problem-solving. A variety of teaching activities and approaches are used to develop all of these areas. The course has a number of practically-based topics where skills are learnt that can be applied to real life situations.

**What Do I Need To Have Already Studied?**

There are no prerequisites.

**Potential Pathways from this Subject**

Accounting, Business and Economics can be studied through to Year 13. There are a wide variety of commerce-related degrees, diplomas and certificates offered by tertiary institutions or you can simply use the skills learnt in your everyday life.

**How Is This Subject Assessed?**

A variety approaches to assessment are used, common testing, research projects and group and/or individual presentations, and Market Day.

**Two Highlights of the Year**

**WC World.** During the Accounting unit, students will participate in an Accounting game where students keep financial records. The game integrates everyday classroom activities with accounting.

**Market Day.** To complete the unit on Production, students are assigned the task of designing, producing and marketing their very own product, to be sold on the annual market day. All profits will go towards a charity chosen by the students.



## **Commerce - Economics and Business (11CMM) Year 11/NCEA Level 1**

### **Introduction**

Economics and Business have a vital role to play in our rapidly changing society. An understanding of the basic economic and business concepts and the way in which the New Zealand economy operates are crucial for young people today.

### **Prerequisites**

There are no prerequisites.

### **Content**

This level focuses on how two sectors of the economy (households and firms) interact through the market. This interaction results in economic decisions about what will be produced and the process of production. The market is the central component of New Zealand's mixed economy. By studying the mechanism that allocates scarce resources and determines prices, students should understand the forces that impinge on their own economic participation.

Topics covered include factors influencing supply/demand, influences on the use of resources, firms' interaction in the market place and influences on consumer decisions, and operational decisions made by small business owners to achieve their business objectives.

This programme will allow students to examine the collective behaviour of the groups involved in the market. It will also provide a practical opportunity for the students to involve themselves in a one-off business activity, which can benefit students who choose 12 Business in the following year.

### **Assessment**

The following standards will be offered and assessed:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
90988 v3 Eco (1.6) <sup>#</sup>	Demonstrate understanding of the interdependence of sectors of the NZ economy	3	Internal
90986 v3 Eco (1.4) <sup>#</sup>	Demonstrate understanding of how consumer, producer, and/or government choices affect society using 'market equilibrium'	5	External
90838 v3 Bus (1.2)	Demonstrate understanding of external factors influencing a small business	4	External
90842 v2 Bus (1.6) <sup>#</sup>	Carry out and review a product-based business activity within a classroom context with direction	6	Internal

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Eighteen credits towards NCEA Level 1 are possible.



**What Will I Study?**

- Drama Creation: Students will devise and script their own plays
- Drama Performance: Group and class productions
- Drama Studies: View Professional performances and study theorists

**What Skills Will I Learn?**

- Creativity: Performance units include devising group performances incorporating conventions of drama and theatre forms
- Practical Knowledge: Students will study Stanislavski's acting techniques and apply them to a scripted text for a group performance
- Interpretation and Reflection: Analysis of live and recorded performance
- Drama Theory: Study theatre history to understand the context of plays and the ideas presented.

**Potential Pathways from this Subject**

The Year 10 Drama class provides a solid foundation from which to pursue Drama at NCEA Level 1 and through to NZ Scholarship level. The course is an opportunity to extend student interest and ability in Drama as well as building confidence in being creative, public speaking skills and group work – all of which are vital in professional areas. Drama knowledge and experience can lead on to many of the media and theatre industries and may include career opportunities in performance work, technical work, event management, writing and design.

**How Is This Subject Assessed?**

All course content is based around performance and assessment is mostly practical. There is some theoretical study which underpins the work and this is assessed through supporting documentation for each performance. Although all performances are as a group, students will be assessed individually.

**Other Details**

An integral part of studying Drama is the opportunity to see professional theatre. Students will be taken on class trips and may have local theatre practitioners run workshops with them. These opportunities will incur a course cost at the beginning of the year.





### Prerequisites

Students may pick up this subject at Year 11, but a study of Drama at Year 10 is helpful. Students should have a strong interest and enthusiasm for the subject and have been involved in extra-curricular performances. Those who have not completed coursework or participated positively in the Year 10 Drama course in 2018 will need consultation with the HOD Drama. Acceptance will be at the discretion of the HOD.

### How Is This Subject Assessed?

All internal assessments are performance based with a portfolio as supporting documentation. Students are assessed individually within group performances. The external assessment draws on practical work covered in the internal standards. Assessments are sometimes expected to take place outside of class time in front of an invited audience.

### Course Content

The course content, based on the Level 1 achievement standards includes:

- Perform a group production in the style of studied theatre form
- Demonstrate knowledge of the conventions of a theatre form (in the external examination)
- Use drama techniques (skills in voice, body, movement, space) in the performance of a script
- Give an oral presentation analysing a studied text.

### Assessment

It is probable that the following standards will be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
90997 v2 (1.2) <sup>#</sup>	Devise and perform a drama	5	Internal
90998 v2 (1.3) <sup>#</sup>	Demonstrate understanding of features of a drama/theatre form	4	External
90999 v4 (1.4) <sup>#</sup>	Select and use features of a drama/theatre form in a performance	4	Internal
91000 v3 (1.5) <sup>#</sup>	Demonstrate understanding of a significant play	4	Internal
<i>One of the following two:</i>			
90009 v6 (1.6) <sup>#</sup>	Perform an acting role in a scripted production	5	Internal
90006 v6 (1.1) <sup>#</sup>	Apply drama techniques in a dramatic context	4	Internal

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.

### Other Details

An integral part of studying Drama is the opportunity to see professional theatre. Students will be taken on class trips and may have local theatre practitioners run workshops with them. These opportunities will incur a small cost at the beginning of the year.



This subject is taken by students for whom English is not their first language. Each student is tested when he first starts at the College and the most appropriate programme within the English or English Language Department will be decided. This decision will depend on the student's English ability, previous academic level and age.

There are four separate programmes within the English Language Department:

- English Language: Years 9 and 10
- English Language: Level 1, Level 2 and Level 3 (unit standards)
- English Literacy: Level 1 (unit standards)
- English: Level 1 and Level 2 (achievement standards)

### **English Language at Years 9 and 10 (9ESL), (10ESL)**

These are optional language-support classes, and will be designed around the abilities and needs of the students. The students may be at any level, ranging from Basic to Intermediate level. If a student's test result at the beginning of the year shows that he is above the Intermediate level, then it is in his best interest to select a different option subject.

*Please note:*

All Year 9 and Year 10 students will also study English in a mainstream class.

### **English Language at Years 11 to 13 (11ELL), (12ELL) (13ELL)**

These classes are for students who still require a level of support with their academic English. Students will study and be assessed against English Language unit standards at levels 1, 2 and 3. The primary objective at Level 3 is to develop students' academic writing and reading skills in preparation for university study.

### **English Literacy (11LIT or 12LIT)**

These courses involve assessment against English Language unit standards and enable students to study towards gaining the NCEA Level 1 Literacy requirements.

### **English (11ELI or 12ELI)**

In these courses, students can study and be assessed against NCEA English achievement standards at Level 1 or Level 2. Level 1 achievement standards enable students to study towards the NCEA Level 1 Literacy requirements. The Level 2 achievement standards enable students to study towards meeting the literacy requirements for University Entrance.



**What Will I Study?**

- French language - speaking, listening, reading and writing
- French culture is an integral part of language learning and students gain an appreciation of another culture and another way of thinking. In particular there is a focus on the lifestyle of people in France and other French speaking countries.

**What Skills Will I Learn?**

By the end of this year, students should be able to:

- cope with a variety of routine situations when talking to French speakers
- use familiar language with some flexibility and pick up some new language from its context
- read and write short emails, blogs and letters
- interact and converse appropriately in familiar social situations according to the norms and conventions of French-speaking people
- use a range of language-learning strategies and be able to relate these to their own language.

**What Do I Need To Have Already Studied?**

Satisfactory completion of Year 9 French or prior knowledge of the language. Students use the Studio One course books in Year 9 and Year 10.

**Potential Pathways from this Subject**

- further study - French can be studied at all year levels
- career - languages are useful in many fields - commercial, scientific and technical - when studied in conjunction with other subjects
- exchanges both during and beyond school life – potential study at a French university where most courses only cost 300 Euro
- leisure - knowledge of another language makes travel more interesting.

**How Is This Subject Assessed?**

Topic-based vocabulary tests; writing and speaking portfolios and assessments in reading and listening. Wellington College Junior Assessment Framework use the NCEA format to prepare students for NCEA study at Year 11.

There will be an investigation of an aspect of the culture of the French language.



## French (11FRE)

## Year 11/NCEA Level 1

The Year 11 course prepares students for NCEA Level 1. By the end of the year students should be able to:

- interact with French speakers in familiar and social situations, and cope with some less familiar ones
- use basic language patterns spontaneously
- write short passages, personal letters, emails, blogs and brochures.

Students who are achieving at this level show a willingness to experiment with new language and to read independently, and are increasingly confident in using a range of language-learning strategies.

### Prerequisites

One of the following:

- satisfactory completion of the Year 10 course
- prior knowledge of the basics of the language or proven linguistic ability.

### Course Content

The course is based on the achievement objectives at levels 5 and 6 as set down in *French in the New Zealand Curriculum*, with emphasis on the communicative use of language.

By the end of the year students should be able to:

Communicate about past activities and events. Communicate about present and past states, feelings, and opinions. Communicate about past habits and routines. Describe, compare, and contrast people, places, and things. Give and follow instructions. Communicate about problems and solutions. Communicate about immediate plans, hopes, wishes, and intentions. Communicate in formal situations.

### Assessment

The following standards will be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
90878 v2 (1.1)	Demonstrate understanding of a variety of spoken French texts relating to areas of most immediate relevance	5	External
90879 v2 (1.2)	Give a spoken presentation in French that communicates a personal response	4	Internal
90880 v2 (1.3)	Interact using spoken French to communicate personal information, ideas and opinions in different situations	5	Internal
90881 v2 (1.4)	Demonstrate understanding of a variety of French texts on areas of most immediate relevance	5	External
90882 v2 (1.5)	Write a variety of text types in French on areas of most immediate relevance <i>This standard is recommended for students who wish to extend and develop their language.</i>	5	Internal

**Qualification:** Credits towards NCEA Level 1.



Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time – past, present, and future. It explores the relationships and connections between people and both natural and cultural environments. Geography investigates the ways in which features are arranged on the earth's surface. It describes and explains the patterns and processes that create them. There are no prerequisites required for students who wish to take Year 10 Geography.

### What Will I Study?

This introductory course involves the study of six units of work covering aspects of Physical and Human Geography. The topics are:

1. **New Zealand and the World**
2. **Geographic Skills**
3. **Geographic Concepts**
4. **Landforms**
5. **Climate and Weather**
6. **Regional Studies: Asia and Pacific**
7. **Geographic Issues Around the World**

### By The End of This Course Students Will Be Able To:

- think geographically
- apply basic Geographic concepts
- process geographic information
- demonstrate familiarity with both New Zealand and world Geography.

### How Is This Subject Assessed?

Geographic knowledge, skills, concepts and application will be assessed. Assignments may include the making of a weather station, a field trip report, planning a world trip and a personal research project on tourism. In addition, students may be offered the opportunity to attempt the Level 2 Tourism standard 24729 v3 'Demonstrate knowledge of world tourism destinations'.

### Potential Pathways from this Subject

The course will be a useful background for Geography at NCEA levels 1, 2 and 3. Geography can then be studied at university as part of an arts or science degree.

### Where Can Studying Geography Lead Me To In The Future?

Urban/rural planning within local or national government; overseas development aid work for government agencies or NGOs; armed forces; geographic information systems and remote sensing; Cartography; Antarctic research; environmental research or consultancy; secondary school teaching; Meteorology; social/public policy making and analysis; diplomat with the Ministry of Foreign Affairs and Trade; resource management; tourist industry; social science research; fossil fuel exploration with oil companies; university research and lecturing as well as surveying.

### Other Details About This Course

Minimal costs will be involved in a local field trip. Students will also be required to purchase a workbook costing approximately \$10.00.



Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time – past, present, and future. It explores the relationships and connections between people and both natural and cultural environments. Geography investigates the ways in which features are arranged on the Earth’s surface. It describes and explains the patterns and processes that create them. There are no prerequisites required for students who wish to take Level 1 Geography.

### **Where Can Studying Geography Lead Me To In The Future?**

Urban/rural planning in the public/private sector; overseas development aid work for government agencies or NGOs; armed forces; geographic information systems and remote sensing; Cartography; Antarctic research; environmental research or consultancy; secondary school teaching; Meteorology; social/public policy making and analysis; diplomat with the Ministry of Foreign Affairs and Trade; resource management; tourist industry; social science research; fossil fuel exploration; university research and lecturing; surveying.

### **Course Content**

1. **Population studies:** New Zealand and China.
2. **Global study:** Youthful and aging populations.
3. **Geographic skills, concepts and patterns.**
4. **Geographic research.**
5. **A geographic issue.**
6. **The sustainable use of an environment.**

### **Assessment**

There are 13 internal credits offered in the course and 8 external credits. The following standards may be offered and assessed:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
91008 v3 (1.2) <sup>#</sup>	Demonstrate geographic understanding of population concepts	4	External
91009 v3 (1.3)	Demonstrate a geographic understanding of the sustainable use of an environment	3	Internal
91010 v2 (1.4) <sup>+</sup>	Apply concepts and basic geographic skills to demonstrate understanding of a given environment	4	External
91011 v3 (1.5) <sup>##</sup>	Conduct geographic research with direction	4	Internal
91012 v3 (1.6)	Describe aspects of a contemporary New Zealand geographic issue	3	Internal
91013 v2 (1.7) <sup>#</sup>	Describe aspects of a geographic topic at a global scale	3	Internal

<sup>#</sup> These standards contribute to the literacy requirement and <sup>+</sup> these standards contribute to the numeracy requirement for NCEA Level 1.

### **Field Trip**

Multiple field trips to Wellington’s CBD may take place in Term 1. There will be no costs involved.

**Qualification:** Credits towards NCEA Level 1.



**What Will I Study?**

- the German language - speaking, listening, reading and writing
- German culture is an integral part of language learning and students gain an appreciation of another culture and another way of thinking. In particular, there is a focus on the lifestyle of people in Germany and other German speaking countries.

**What Skills Will I Learn?**

By the end of this year, students should be able to:

- cope with a variety of routine situations when talking to German speakers
- use familiar language with some flexibility and pick up some new language from its context
- read and write short emails, blogs and letters, and fill out simple forms
- interact and converse appropriately in familiar social situations according to the norms and conventions of German-speaking people
- use a range of language-learning strategies and be able to relate these to their own language.

**What Do I Need To Have Already Studied?**

This course is open to all Year 10 students.

**Potential Pathways from this Subject**

- further study - German can be studied at all year levels
- career – German is useful in many fields - commercial, scientific, and technical and tourism – when studied in conjunction with other subjects. Scholarships and zero-fee opportunities are available for New Zealanders wishing to study at German universities
- leisure – knowledge of another language makes travel more interesting
- travel to Germany in Year 12 – all Year 12 students can apply to go to Germany for two months at the end of Year 12. Students stay with a family and attend school.

**How Is This Subject Assessed?**

There will be an investigation of an aspect of the culture of the German language.

Topic-based vocabulary tests, writing and interaction portfolios, and assessments to measure progress in listening and reading comprehension. Wellington College's junior assessment framework uses an NCEA format to prepare students for NCEA at Year 11 onwards.



The Year 11 course prepares students for NCEA Level 1. By the end of the year students should be able to:

- interact with German speakers in familiar and social situations, and cope with some less familiar ones
- use basic language patterns spontaneously
- demonstrate understanding of spoken and written texts
- write short passages, personal letters/emails/blogs and brochures.

Students who are achieving at this level show a willingness to experiment with new language and to read independently, and are increasingly confident in using a range of language-learning strategies.

### Prerequisites

One of the following:

- satisfactory completion of the Year 10 course
- prior knowledge of the basics of the language or proven linguistic ability.

### Course Content

The course is based on the achievement objectives at levels 5 and 6 as set down in *German in the New Zealand Curriculum*, with emphasis on the communicative use of language.

By the end of the year students should be able to: Communicate about past activities and events. Communicate about present and past states, feelings, and opinions. Communicate about past habits and routines. Describe, compare, and contrast people, places, and things. Give and follow instructions. Communicate about problems and solutions. Communicate about immediate plans, hopes, wishes, and intentions. Communicate in formal situations.

### Assessment

The following standards will be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
90883 v2 (1.1)	Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance	5	External
90884 v2 (1.2)	Give a spoken presentation in German that communicates a personal response	4	Internal
90885 v2 (1.3)	Interact using spoken German to communicate personal information, ideas and opinions in different situations	5	Internal
90886 v2 (1.4)	Demonstrate understanding of a variety of texts on areas of most immediate relevance	5	External
90887 v2 (1.5) <b>Optional</b>	Write a variety of text types in German on areas of most immediate relevance <i>This standard is recommended for students who wish to extend and develop their language.</i>	5	Internal

**Qualification:** Credits towards NCEA Level 1.





**What Will I Study?**

This course will cover a range of historical events from a wide range of themes over different time periods. Your teacher will choose three or more topics from the range listed below. The number and duration of topics will depend on the teacher. Additional topics may also be added:

- Gandhi in India
- Lenin and Stalin – Russia/USSR 1900-1957
- The American West
- WWII Historical Debates 1939-41
- The Space Race
- Alexander the Great

**What Skills Will I Learn?**

By the end of this course you should have improved your ability to:

- examine and communicate historical ideas
- examine sources that help us understand the past
- examine the perspectives and actions of different people in the past.

**What Do I Need To Have Already Studied?**

This course is open to all Year 10 students. You can choose to take this course even if you did not take History in Year 9.

**Potential Pathways from this Subject**

You can continue studying History through to Year 13. The skills and understandings that you develop in History are particularly important for those seeking to study law or journalism but the skills learnt in History can be applicable to a range of careers and subjects.

**How Is The Subject Assessed?**

You will undertake essay and perspectives assessments designed to help prepare you for NCEA.



## The Course

This course will cover a range of historical events from a wide range of themes over different time periods. It is designed to develop a range of historical thinking skills. You do not have to have studied History before to do well in this course.

## Prerequisites

This course is open to all Year 11 students, even if they have not studied History before.

## What Topics Will I Study?

Your teacher will choose a variety of three or more topics from the range listed below. The number and duration of topics will depend on the teacher and assessment considerations. Additional topics may also be added at the teacher's discretion:

- The Sinking of the Titanic
- Course of WWII (1941-1945)
- Berlin in the Cold War
- The Cuban Missile Crisis
- Prohibition in USA
- Apartheid in South Africa
- Mussolini's Rise to Power
- Assassination of JFK

## Assessment

Year 11 History will offer a guaranteed minimum of 20 credits at NCEA Level 1 or 2 selected from the range available below. Advanced students may be offered the opportunity to sit two standards at NCEA Level 2 in substitution for standards at NCEA Level 1.

Registered Number	Standard Title	Credits	Assessment Mode
91001 v3 (1.1) <sup>#</sup>	Carry out an investigation of an historical event, or place, of significance to New Zealanders	4	Internal
<b>OR</b> 91229 v2 (2.1) <sup>#</sup>	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	4	Internal
91017 v3 <sup>#</sup> (1.3)	Demonstrate understanding of links between context(s) and art works	4	Internal
91002 v3 (1.2) <sup>#</sup>	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	4	Internal
91004 v3 (1.4) <sup>#</sup>	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	4	Internal
<b>OR</b> 91232 v2 (2.4) <sup>#</sup>	Interpret different perspectives of people in an historical event that is of significance to New Zealanders	5	Internal
91005 v3 (1.5) <sup>#</sup>	Describe the causes and consequences of an historical event	4	External
<b>OR</b> 91003 v 3 (1.3) <sup>#</sup>	Interpret sources of an historical event of significance to New Zealanders	4	External

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1 (with the possibility of some credits towards Level 2).



**What Will I Study?**

- the Japanese language - speaking, listening, reading and writing
- Japanese culture.

**What Skills Will I Learn?**

- effective communication - the ability to talk to people in Japanese and to read and write the language with precision
- expertise in language learning - knowledge about how to acquire an Asian language which does not use our alphabet
- appreciation of another culture and another way of thinking
- disciplined study methods - the ability to organise material and to work accurately.

**What Do I Need To Have Already Studied?**

Satisfactory completion of Year 9 Japanese or prior knowledge of the language.

**Potential Pathways from this Subject**

- further study - Japanese can be studied at all year levels
- career - languages are useful in many fields - commercial, scientific and technical - when studied in conjunction with other subjects
- leisure - knowledge of another language makes travel more interesting.

**How Is This Subject Assessed?**

Topic-based tests assessing progress in each of the four language skills: speaking (speech and oral interaction), listening, reading and writing.

There will be an investigation of an aspect of the culture of the Japanese language.



The Year 11 course takes students through to level six of the National Curriculum. During the year there will be regular assessments in the four language skills:

Listening, Reading, Speaking, Writing

The students' knowledge of Japanese culture will be tested within these skills. Students will be expected to read and write both kana scripts and to recognise the kanji required for assessment at NCEA Level 1.

### Prerequisites

One of the following:

- satisfactory completion of the Year 10 course
- a prior knowledge of the basics of the language.

### Course Content

The course is based on the prescribed topics, and the grammar and word list set down in the National Japanese Syllabus, with emphasis on the communicative use of the language. The ability to comprehend and use everyday Japanese language is developed through a study of the following Japanese cultural topics: Schooling, Family Life and Traditions, Housing, Shopping, Eating, Transport and Travel, Holidays and Festivals, Sport and Leisure, Health, Holidaying in Japan.

### Assessment

The following standards will be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
90893 v2 (1.1)	Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	5	External
90894 v2 (1.2)	Give a spoken presentation in Japanese that communicates a personal response	4	Internal
90895 v2 (1.3)	Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations	5	Internal
90896 v2 (1.4)	Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance	5	External
90897 v2 (1.5) <b>Optional</b>	Write a variety of text types in Japanese on areas of most immediate relevance <i>This standard is recommended for students who wish to extend and develop their language.</i>	5	Internal

**Qualification:** Credits towards NCEA Level 1.



**What Will I Study?**

- the Latin language - developing the ability to read in Latin
- Roman civilisation - examining the society and history of Rome and its empire, with particular emphasis on the Roman army, Roman religion and mythology.

**What Skills Will I Learn?**

- expertise in language - a greater understanding of English grammar, knowledge about how to learn other languages (in particular Romance languages), enrichment of English vocabulary
- appreciation of the impact of Rome on Western culture - a sense of the past and an opportunity to compare another society with our own
- effective study methods - the ability to analyse, to organise material and to work accurately.

**What Do I Need To Have Already Studied?**

Year 9 Latin

**Potential Pathways from this Subject**

Latin can be studied at all year levels. It provides a valuable background for Classical Studies - a popular subject in Year 12 and Year 13 and at universities, and in general helps to encourage intellectual discipline.

**How Is This Subject Assessed?**

- topic-based tests assessing language
- research and creative/craft assignments assessing Roman history
- a film study.



## Latin (11LAT)

## Year 11/NCEA Level 1

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The Year 11 course prepares students for NCEA Level 1, and assesses the ability to read Latin, and understand Roman civilisation and its contribution to the Western World.

### Prerequisites

One of the following:

- satisfactory completion of the Year 10 course
- proven linguistic ability.

### Course Content

The language component of the course is based on the grammar and word list prescribed for NCEA Level 1. Emphasis is placed on understanding the fundamental structures of Latin and increasing knowledge of English grammar and vocabulary.

The historical component of the course is based on the study of the Roman army and/or heroes and monsters of classical mythology.

Emphasis is placed on developing understanding of the roots of Western culture and acquiring skills of interpretation, investigation and critical evaluation.

### Assessment

The following standards will be selected:

Registered Number	Standard Title	Credits	Assessment Mode
90862 v2 (1.1) <sup>#</sup>	Translate adapted Latin text into English, demonstrating understanding	6	External
90863 v2 (1.2) <sup>#</sup>	Demonstrate understanding of adapted Latin text	5	External
91025 v2 (1.5) <sup>#</sup> [Classical Studies]	Demonstrate understanding of the links between aspects of the classical world and another culture	6	Internal
90865 v2 (1.4) <sup>#</sup>	Present a Roman viewpoint	4	Internal

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.

Students may also enter for level 2 external standards, where appropriate.



**What Will I Study?**

- Te Reo Māori (Māori language) – greetings, my family, my home, my school
- Tikanga Māori (Māori culture and custom) – marae protocol, prayers, kapa haka and songs.

**What Skills Will I Learn?**

- the ability to communicate in te reo Māori within a range of familiar situations, using appropriate listening, speaking, reading and writing skills
- an understanding and appreciation of Māori values and customs
- lifelong language learning skills and strategies.

**What Do I Need To Have Already Studied?**

- Satisfactory completion of the Year 9 Māori course
- Students who are able to demonstrate ability and/or commitment to te reo Māori can be granted entry to the course at the discretion of the HOD Māori.

**Te Reo Māori Beyond The Classroom**

A knowledge of te reo Māori and tikanga Māori gives students the ability to participate fully in the Māori world. This is becoming even more necessary as New Zealand embraces its bicultural origins.

Te Reo Māori offers many exciting career pathways. Knowledge of te reo Māori and tikanga Māori are essential skills in many careers.

**How Is This Subject Assessed?**

At the end of terms 1, 2 and 3, students will be assessed on one of :

- Speaking
- Writing
- Listening/reading comprehension

At the end of the year there will be an examination covering all language skills.

**Other Details**

Students of Māori will be expected to participate in school-based Maori events as part of “Te Kapa o te Kura”. They are also encouraged to join the school’s kapa haka group.

Students will be given opportunities to attend cultural events and performances.



The aim of the Year 11 Māori course is to develop lifelong linguistic skills in te reo Māori and tikanga Māori and to prepare candidates for NCEA Level 1 Te Reo Māori.

### Prerequisites

- Satisfactory completion of the Year 10 Māori course
- Students who are able to demonstrate ability and/or commitment to te reo Māori can be granted entry to the course at the discretion of the HOD Māori.

### Course Content

The course uses student experiences to develop a sound foundation of communication skills in te reo Māori. Students will use te reo Māori to explore a range of familiar situations including:

- Ngā Mihi - Greetings
- Te Kāinga me te Whānau – the home and family
- Te Kura me te Akomanga – school and the classroom
- Hui Māori – Māori meetings and gatherings.

### Oral Language Skills

Students will develop a range of skills in listening and speaking in both formal and informal situations.

### Written Language Skills

Students will develop the ability to interpret and produce a range of different text types.

### Other Details

Students of Māori will be expected to participate in school-based Maori events as part of “Te Kapa o te Kura”. They are also encouraged to join the school’s kapa haka group. Students will be given opportunities to attend cultural events and performances.

### Assessment

The following standards **may** be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
91085 v3 (1.1) <sup>#</sup>	Whakarongo kia mōhio ki te reo o tōna ao	6	Internal
91086 v3 (1.2) <sup>#</sup>	Kōrero kia whakamahi i te reo o tōna ao	6	Internal
91087 v2 (1.3) <sup>#</sup>	Pānui kia mōhio ki te reo o tōna ao	6	External
91088 v2 (1.4) <sup>#</sup>	Tuhi i te reo o tōna ao	6	External
91089 v3 (1.5) <sup>#</sup>	Waihanga tuhinga i te reo o tōna ao	6	Internal

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.





**What Will I Study?**

Each term will focus on a topic of study which will be explored through practical and academic tasks.

- Term 1: Musical Snapshots (Overview of Music History from the development of notation to Hip-Hop)
- Term 2: New Zealand Music (Early Māori Music, Waiata, and Contemporary Popular NZ Music)
- Term 3: World Music (The music of Africa, Indonesia and Latin America)
- Term 4: Music Project (Further investigation of performance, composition, and arrangement)

**What Skills Will I Learn?**

- Creativity: Group composition assignments include the following: writing in the genres studied, songwriting, programme music
- Practical Performance: Group Performance/Solo Performance
- Aural/Listening: A wide range of musical styles is covered, together with distinguishing musical elements such as rhythm, melody and instrumental sounds
- Music Theory: Understanding notation and applying musical literacy to composition, practical work, as well as listening activities.

**What Do I Need To Have Already Studied?**

Year 9 Music provides a sound base for students wishing to take Year 10 Music. However, it is strongly recommended that students learn an instrument, either at school or privately. Instrumental tuition can be arranged for those wishing to begin an instrument in Year 10 at the College.

**Potential Pathways from this Subject**

Many of the Year 10 Music class carry on with the subject into NCEA Level 1, and beyond. It is a particularly suitable course for those students with an aptitude and interest in music. The course should not necessarily be seen as a preparation for a career option “What can I do with music ...?” but should be viewed as an opportunity to extend a musical interest/ability, part of an all-round balanced education. Many students develop a life-long interest and a creditable critical understanding through a continued musical education at school.

**Possible Extension**

For students who have already reached Grade 3 Music level or above, there is the possibility of undertaking NCEA Level 1 Music Solo Performance and/or Aural skill external exam. Potential students should show an expression of interest by discussing this with the HOD Music at the beginning of the year and this will be decided on an individual basis.

**How Is This Subject Assessed?**

Graded on composition, aural/listening, musical knowledge and performance.

**Other Details**

Any prospective Year 10 Music student is encouraged to discuss the course with the HOD of Music, and also to talk with students at school who have taken Music as an option in Year 10 and above. As with some languages, it is not always possible for students to pick up Music later if it is dropped at the end of Year 9.



In line with current music education practice, NCEA Level 1 Music aims to develop and further encourage practical skills and literacy in music through an interweaving of four strands:

- learning the language of music
- developing ideas in music
- communicating and interpreting meaning in music
- understanding music in context.

### Prerequisites

Ideally students should have studied music in Year 10 and all students who take performance standards in Level 1 Music be learning an instrument with regular tuition, either at school or privately. Other students may gain entry by audition and at the discretion of the HOD – consultation is required.

### Course Content

The course content and assessment is a combination of academic and practical standards, designed to prepare students for both music pathways in years 12 and 13. Students will be given the opportunity to undertake coursework to support all standards listed below. However students will discuss exact combination of assessments undertaken with their teacher and/or HOD.

### Assessment

It will be probable that the following standards will be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
91090 v3 (1.1)	Perform two pieces of music as a featured soloist	6	Internal
91091 v3 (1.2)	Demonstrate ensemble skills through performing a piece of music as a member of a group	4	Internal
91092 v3 (1.3)	Compose two original pieces of music	6	Internal
91093 v3 (1.4)	Demonstrate aural and theoretical skills through transcription	4	External
91094 v3 (1.5) <sup>#</sup>	Demonstrate knowledge of conventions used in music scores	4	External
91095 v3 (1.6) <sup>#</sup>	Demonstrate knowledge of two music works from contrasting contexts	6	Internal

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.



This course offers students a unique opportunity to work across the performance arts. Students will develop their talent and skills in different areas of performance. The course will be largely practical and performance-based, with standards offered in Dance, and Performing Arts Technology. Level 1 will be a foundation year for students who wish to continue this subject in the senior school with University Entrance credits available at Level 3.

### Prerequisites

There are no prerequisites for this course. However, experience in an area of Performing Arts, such as Dance, Drama, Poly Club or Kapa Haka is preferable but not essential.

### Course Content and Assessment

The course is composed of achievement and unit standards, with the flexibility to cater for the interests of the class. All standards offered provide students the chance to achieve at Merit and Excellence levels. The content is taught throughout the year, with major performance assessments held in terms 2 or 3. Specialist tutors will be brought in throughout the first three terms and students will choreograph their own dances, and performance material for assessments. Progress will be monitored through in-class assessments.

The credits in this course count towards an overall NCEA Level 1 endorsement but, due to no externally assessed standards being offered, this course is not eligible for a subject course endorsement.

### Assessment

The following standards may be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
90858 v3 (1.1) [Dance]	Compose dance sequences for given briefs	6	Internal
90002 v6 (1.2) [Dance]	Perform dance sequences	6	Internal
90859 v3 (1.3) [Dance]	Demonstrate ensemble skills in a dance.	4	Internal
90860 v3 (1.4)* [Dance]	Demonstrate understanding of the elements of dance	4	Internal
<i>Plus ONE of:</i>			
26686 v4 (level 1) OR	Demonstrate and apply knowledge of simple stage lighting for a performance context.	4	Internal
26689 v3 (level 1) OR	Demonstrate knowledge of costuming for a performance context.	3	Internal
26690 v4 (level 1) OR	Construct item(s) to meet production needs for a performance context from a given brief.	3	Internal
26688 v4 (level 1)	Demonstrate knowledge and make-up application for a performance context	4	Internal

\*Optional extra standard

**Qualification:** Credits towards NCEA Level 1.



**Prerequisites**

It is expected that students have been active and enthusiastic participants in the years 9 and 10 Physical Education programmes.

**Course Outline**

The Year 11 course combines practical and theory elements of Physical Education. The major focus for Year 11 Physical Education is on participating in an engaged and consistent manner. Through reflection, students will examine both interpersonal skills and potential barriers to participation. A wide variety of activities will be used throughout the year. These activities will challenge students as individuals and as team members.

The theoretical aspect of the course will cover topics such as Functional Anatomy, Exercise Physiology and Biomechanics. These aspects will be examined in relation to the performance of specific skills.

**Potential Pathways from this Subject**

The study of Physical Education can lead to careers in teaching, coaching, exercise consultancy, physiotherapy, medicine, sports management and a variety of other avenues relating to sport and recreational services.

**Assessment**

The standards will all be internally assessed with a total of 20 credits possible. The specific achievement standards to be offered and assessed are:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
90962 v3 (1.1)	Participate actively in a variety of physical activities and explain factors that influence own participation	5	Internal
90963 v3 (1.2) <sup>#</sup>	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	5	Internal
90964 v3 (1.3)	Demonstrate quality movement in the performance of a physical activity	3	Internal
90966 v3 (1.5) <sup>#</sup>	Demonstrate interpersonal skills in a group and explain how these skills impact on others	4	Internal
90967 v3 (1.6) <sup>#</sup>	Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	3	Internal

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification: Credits towards NCEA Level 1.**



**Vision**

The vision for the Wellington College Academy of Sport is “to support students to reach their potential as outstanding sportsmen and outstanding young men”.

This course is based in the training facility in the Frank Crist Centre. Here athletes have direct access to first class training resources and may work with the schools Strength and Conditioning Coach, who designs their programmes and monitors their progress and wellness along with the classroom teacher.

The programme is designed to transition the student from a basic understanding of what to expect from training to a true understanding of what high performance really is. This is based on the following principles:

- Teaching students the WHY and HOW of effective training
- Teaching the six life skills (nutrition, goal setting, time management, planning, commitment and developing mental resilience)
- Creating a clearly defined pathway that provides continuity, develops an aspirational mindset, and exposes and develops hitherto unseen talent.

**Course Outline**

- understanding the importance of energy systems development for performance,
- developing lifting movement competency
- sports psychology to develop physical skills.

These areas are assessed specifically as part of the Junior Assessment Framework at school.

The key to success in the Sports Academy, is not just the physical aspect, but requires a commitment by the students to immerse themselves in the surrounding educational aspects of fitness and training. It is a long-term, sustainable, holistic approach to improving a student’s performance across all skill sets and ability levels.

**Entry**

To gain entry into the Academy, students need to apply online to the Wellington College Academy of Sport. The online application form can be found on the Academy of Sport website.

Selection criteria are based on a student’s level of performance, and a positive attitude, with priority given to those playing at the higher levels, particularly in sports that are offered at the school. (Athletics, Football, Hockey, Rugby, Cricket, Rowing, Basketball, Swimming).



## Prerequisites

Students wishing to apply for entry into the Wellington College Academy of Sport will need to be motivated athletes aspiring to become first team players while at Wellington College and/or regional representative players in their chosen sport(s). To gain entry into this course, students need to fill out the online application form which can be found on the Academy of Sport website.

## Course Outline

The vision for the academy is to “to support students to reach their potential as outstanding sportsmen and outstanding young men”. This course will develop students both mentally and physically. The key areas of focus are:

- fitness testing and programme development
- skill analysis and development (aligned with the principles of biomechanics, functional anatomy and exercise physiology)
- leadership and interpersonal skills
- sports performance
- motivation and sustainable training.

## Potential Pathways from this Subject

This course is a part of the development pathway for aspiring young sportsmen. In addition, it will open up opportunities for students to continue study in Physical Education at Level 2 and beyond.

## Assessment

The standards will all be internally assessed with a total of 20 credits possible. The specific achievement standards to be offered and assessed are:

Registered Number	Standard Title	Credits	Assessment Mode
90962 v3 (1.1)	Participate actively in a variety of physical activities and explain factors that influence own participation	5	Internal
90963 v3 (1.2) <sup>#</sup>	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	5	Internal
90964 v3 (1.3)	Demonstrate quality movement in the performance of a physical activity	3	Internal
90966 v3 (1.5) <sup>#</sup>	Demonstrate interpersonal skills in a group and explain how these skills impact on others	4	Internal
90967 v3 (1.6) <sup>#</sup>	Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	3	Internal

<sup>#</sup> These standards contribute to the literacy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.



**What is Physics?**

Physics is the study of **how** and **why**. For example:

- **how** a ball travels after it is thrown, and **why** it moves that way
- **how** a camera lens focuses light on to a film to form an image, and **why** light behaves like that.

Physics deals in measurable quantities. These can range from the world of electrons and atoms to the vastness of stars and galaxies. Mostly though, it is concerned with everyday objects, and this makes it one of the most practical of the sciences.

**Ask yourself these questions**

- Are you genuinely interested in the world around you?
- Are you fairly good at maths and science now?
- Are you considering a career that involves science or engineering, or requires a qualification in physics?

**What will you study in Physics?**

The Year 11 course focuses on understanding with emphasis on application. It is divided into six key units of study – light and waves, heat, electricity and electromagnetism, motion, application of Physics and an internal investigation. You will undertake a programme of practical work in addition to studying the theory of physics.

**Prerequisites**

Successful completion of Year 10 Science course with a B2 grade or above and at the discretion of the HOD Physics. Note that there will be only **one** class in 2019.

**Assessment**

The following standards will be offered and assessed, giving a total of 18 credits.

Registered Number	Standard Title	Credits	Assessment Mode
90935 v3 (1.1) <sup>+</sup>	Carry out a practical physics investigation, that leads to a linear mathematical relationship, with direction	4	Internal
90936 v3 (1.2) <sup>#</sup>	Demonstrate understanding of the physics of an application	2	Internal
90937 v3 (1.3) <sup>+</sup>	Demonstrate understanding of aspects of electricity and magnetism	4	External
90938 v3 (1.4) <sup>+</sup>	Demonstrate understanding of aspects of wave behaviour	4	External
90939 v3 (1.5) <sup>+</sup>	Demonstrate understanding of aspects of heat transfer	4	External

A unit on Mechanics also forms part of the course.

<sup>+</sup>These standards contribute to the numeracy requirement and this standard<sup>#</sup> contributes to the literacy requirement for NCEA Level 1.

**Note:** In Year 11, only **one** of Biology **or** Space and Rocket Science **or** Physics can be selected. This is only for students doing 11SC1.

**Qualification:** Eighteen credits towards NCEA Level 1.



The aim of the Year 11 Samoan course is to develop lifelong skills in the Samoan language and culture, and to prepare candidates for NCEA Level 1 Samoan.

### Prerequisites

Students who are able to demonstrate ability in and/or commitment to the Samoan language can be granted entry to the course at the discretion of the HOD Languages.

### Course Content

- Demonstrate understanding of a variety of spoken Samoan texts on areas of most immediate relevance
- Give a spoken presentation in Samoan that communicates a personal response
- Interact using spoken Samoan to communicate personal information, ideas and opinions in different situations
- Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance
- Write a variety of text types in Samoan on areas of most immediate relevance.

### Other Details

Staffing a single course for Level 1 Samoan may be delivered through Te Kura.

### Assessment

Course assessments will be offered from the following standards:

Registered Number	Standard Title	Credits	Assessment Mode
90903 v2 (1.1)	Demonstrate understanding of a variety of spoken Samoan texts on areas of most immediate relevance	5	External
90904 v2 (1.2)	Give a spoken presentation in Samoan that communicates a personal response	4	Internal
90905 v2 (1.3)	Interact using spoken Samoan to communicate personal information, ideas and opinions in different situations	5	Internal
90906 v2 (1.4)	Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance	5	External
90907 v2 (1.5)	Write a variety of text types in Samoan on areas of most immediate relevance	5	Internal

**Qualification:** Credits towards NCEA Level 1.





## Background and Course Content

Space exploration is ramping up. NASA aims to send humans to Mars in the 2030s, the soon-to-be-launched James Webb telescope will allow us to look further back in time than ever before; and earlier this year the TESS satellite, on the look-out for Earth-like planets orbiting distant stars, was launched from Cape Canaveral in Florida. *Rocket Lab* has a launch site on the Mahia peninsula in Hawkes Bay.

In the Space and Rocket Science course, students will learn about:

- history of space exploration
- chemistry of rocket fuel and more general carbon chemistry
- physics of rocket design
- astronomical observations – discoveries and techniques used
- stresses on the human body in space
- electricity and magnetism
- how to design, build and launch rockets

## Who should take Space and Rocket Science?

This course is aimed at students doing 11SC1 who have an interest in Astronomy, as well as Chemistry and Physics. It will be useful for those students aiming to pursue Chemistry and/or Physics at Level 2 and beyond. However, note that students **will** be admitted to the Year 12 Chemistry and Year 12 Physics courses with a **good** result in NCEA L1 Science *without* having taken Physics or Space and Rocket Science.

## Prerequisites

The prerequisite is that students have shown clear ability in Science in Year 10 with grades of C1 or higher. This means that this course is an option which is open to any student doing 11SC1. However, students selected to do 11SC2 or 11SC3 cannot choose this as an option.

## Assessment

Five standards will be offered and assessed, with a total of 18 credits possible as follows:

Registered Number	Standard Title	Credits	Assessment Mode
90930 v3 (Chem 1.1) <sup>+</sup> <b>OR</b>	Carry out a practical chemistry investigation with direction <b>OR</b>	4	Internal
90935 v3 (Phys 1.1) <sup>+</sup>	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	4	
90955 v3 (Sci 1.16) <sup>#</sup>	Investigate an astronomical or earth science event	4	Internal
90932 v3 (Chem1.3)	Demonstrate understanding of aspects of carbon chemistry	4	External
90937 v3 (Phys 1.3) <sup>+</sup>	Demonstrate understanding of aspects of electricity and magnetism	4	External
90936 v3 (Phys 1.2) <sup>#</sup> <b>OR</b>	Demonstrate understanding of the physics of an application <b>OR</b>	2	Internal
90931 v3 (Chem 1.2) <sup>#</sup>	Demonstrate understanding of chemistry in a technological application	2	

<sup>+</sup> These standards contribute to the numeracy requirement and these standards<sup>#</sup> contribute to the literacy requirement for NCEA Level 1. Note: In Year 11, only one of Biology **or** Space and Rocket Science **or** Physics can be selected. This is only for students doing 11SC1.

**Qualification:** Eighteen credits towards NCEA Level 1.



**What Will I Study?**

- the Spanish language - speaking, listening, reading and writing
- Spanish culture - the lifestyle of people in Spain and other Spanish speaking Central and South American countries.

**What Skills Will I Learn?**

- effective communication - the ability to talk to people in Spanish and to read and write the language with precision
- expertise in language - greater understanding of English and knowledge about how to learn another language
- appreciation of another culture and another way of thinking
- disciplined study methods - the ability to organise material and to work accurately
- use technology/BYOD

**What Do I Need To Have Already Studied?**

Satisfactory completion of Year 9 Spanish is required.

**Potential Pathways from this Subject**

- further study - Spanish can be studied at all year levels beyond Year 10
- business/education/tourism industry
- career - languages are useful in many fields - commercial, scientific and technical - when studied in conjunction with other subjects
- leisure/travelling and overseas experiences – a knowledge of another language makes travel more interesting.

**How Is This Subject Assessed?**

Topic-based tests, assessing progress the four language skills: speaking, listening, reading and writing. There will be an investigation of an aspect of the culture of the Spanish language.

Students will be expected to produce a portfolio with examples of spoken and written skills in a variety of contexts.



This course is intended for students who have demonstrated some ability in second language learning in the junior school or who have a special interest and/or background in the subject. The programme will be based on the *Spanish in the New Zealand Curriculum* and will prepare students for selected NCEA Level 1 standards.

**Prerequisites**

One of the following :

- satisfactory completion of a Year 10 language course
- a demonstrated special interest in the subject
- prior knowledge of the basic vocabulary and structures of Spanish.

**Course Content**

The course is based on the prescribed vocabulary and structures set down in *Spanish in the New Zealand Curriculum*, with emphasis on the communicative use of language.

Classwork will focus on:

- developing the four language skills – speaking, listening, reading and writing
- increasing knowledge of Spanish culture, both in Spain and Central/South America.

**Assessment**

The following standards will be offered and assessed

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
90908 v2 (1.1)	Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance	5	External
90909 v2 (1.2)	Give a spoken presentation in Spanish that communicates a personal response	4	Internal
90910 v2 (1.3)	Interact using spoken Spanish to communicate personal information ideas and opinions in different situations	5	Internal
90911 v2 (1.4)	Demonstrate understanding of a variety of Spanish texts relating to areas of most immediate relevance	5	External
90912 v2 (1.5) <b>Optional</b>	Write a variety of text types in Spanish on areas of most immediate relevance <i>This standard is recommended for students who wish to extend and develop their language.</i>	5	Internal

**Qualification:** Credits towards NCEA Level 1.



## Technology Courses Available For All Year Levels in 2019

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Technology has three major learning areas at Wellington College

- **Materials Technology**
- **Design and Visual Communication**
- **Digital Technologies:**
  - Information Management
  - Electronics and Control
  - Digital Media
  - Computer Science

### Pathways from Year 9 to Year 13

<b>Year 9 Technology</b>			
Compulsory for all students			
<b>Year 10 Technology</b>			
Compulsory for all students			
<b>Year 11 options</b>			
<b>Materials Technology</b>	<b>Design and Visual Communication (DVC)</b>	<b>Digital Technology (DTE)</b> Electronics Information Management, Programming	
<b>Year 12 options</b> (see notes at the bottom of this page)			
<b>Materials Technology</b>	<b>Design and Visual Communication (DVC)</b>	<b>Digital Technology Media (DTM)</b> Information Management, Media	<b>Digital Technology Science (DTS)</b> Electronics, Programming and Information Management
<b>Year 13 options</b> (see notes at the bottom of this page)			
<b>Materials Technology</b>	<b>Design and Visual Communication (DVC)</b>	<b>Digital Technology Media (DTM)</b> Information Management, Media	<b>Digital Technology Science (DTS)</b> All areas with a programming and Scholarship focus

**Prerequisites:** If students gain at least 14 credits from one Technological area in Year 11, they can move between Technological areas from one year to the next when choosing Year 12 or Year 13 courses. Consultation with the HOD is recommended.

#### Selection Options Possible:

**Year 12:** All students can select Design and Visual Communication. However, students can also select **one** of the following: Digital Technology Media **or** Digital Technology Science **or** Materials Technology.

**Year 13:** All students can select Design and Visual Communication. However, students can also select **one** of the following:

- Digital Technology Media
- Digital Technology Science
- Materials Technology.



**What Will I Study?**

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities, by addressing needs and realising opportunities. Innovation is at the heart of technology practice. Quality outcomes result from creative thinking and practices that are informed, critical and creative.

**What Will I Learn?**

Technology is never static. It is influenced by, and in turn impacts on the cultural, ethical, environmental, political and economic conditions of the day. The aim is for students to develop a broad technological literacy that will equip them to participate in society. They learn practical skills as they work with real clients to develop models, products and systems. The technological focus area is hard materials.

**Prerequisites**

Satisfactory completion of the Year 10 Technology course.

**Potential Pathways from this Subject**

Technology can be studied at all levels. The course will provide an excellent background for any student who is looking for a career in design in any area.

**How Is It Assessed?**

The following standards will be offered and assessed:

Registered Number	Standard Title	Credits	Assessment Mode
91044 v3 (1.1) <sup>#</sup>	Undertake brief development to address a need or opportunity.	4	Internal
91047 v4 (1.4)	Undertake development to make a prototype to address a brief	6	Internal
91057 v4 (1.20)	Implement basic procedures using resistant materials to make a specified product	6	Internal
91049 v4 (1.6) <sup>#</sup>	Demonstrate understanding of how the materials enable technological products to function.	4	External

<sup>#</sup>These standards contribute to the literacy requirement for NCEA Level 1.

**Other Details**

Due to the explorative and problem solving nature of Technology, each student will be required to meet the cost of his own practical materials and stationery. At Year 11, the aim is to limit the cost for materials to \$70.

**Qualification:** Credits towards NCEA Level 1.



## **Design and Visual Communication (11DVC) Year 11/NCEA L1**

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### **What Will I Study?**

The Year 11 course in Design and Visual Communication is structured around two contexts:

- **Spatial Design** - such as architecture, interior, and landscape conceptual design
- **Product Design** - such as fashion, packaging, media products, technological and engineering conceptual design.

### **What Will I Learn?**

Students will gain a sound understanding of freehand sketching, rendering, presentation, layout techniques, technical drawing skills, the design process, how to analyse current designs, and be aware of sustainable design issues. Students will be exposed to the use of computer programmes during their assignments. These programmes include Indesign, Photoshop, Google sketch up and Archicad.

### **Prerequisites**

Satisfactory completion of the Year 10 Technology course.

### **Potential Pathways from this Subject**

Design and Visual Communication can be studied at all levels. The course will provide an excellent background for any student who is looking for a career in the visual communication field from Architecture to Product design.

### **How Is It Assessed?**

The following standards will be offered and assessed:

<b>Registered Number</b>	<b>Standard Title</b>	<b>Credits</b>	<b>Assessment Mode</b>
91063 v5 (1.30)	Produce freehand sketches that communicate own design ideas	3	External
91064 v5 (1.31) <sup>+</sup>	Produce instrumental, mutli-view working drawings to communicate technical features of own design ideas	3	External
91066 v4 (1.33)	Use rendering techniques to communicate the form of own design ideas.	3	Internal
91067 v5 (1.34)	Use the work of an influential designer to inform own design ideas	3	Internal
91068 v5 (1.35)	Demonstrate the development of a design idea communicated through graphics practice.	6	Internal

<sup>+</sup> This standard contributes towards the numeracy requirement for NCEA Level 1.

**Qualification:** Credits towards NCEA Level 1.



**What Will I Study?**

The Year 11 course in Digital Technology will focus on the following skills:

- **Programming** – learn basic programming concepts by using Gamedmaker and Basic (Picaxe)
- **Media** – learn concepts around presenting media outcomes and the skills required to satisfy these requirements.
- **Electronics** – learn basic concepts by designing, making and programming an electronic outcome.

**What Will I Learn?**

Students will gain a sound understanding of the Technological Design process, which they will be expected to follow while completing two major assessments. The first major assessment requires students to design and make their own computer games, this will introduce students to the basic concepts of computer programming and media design. The second major assessments will introduce students to basic robotics, electronics, and more computer programming.

**Prerequisites**

Satisfactory completion of the Year 10 Technology course.

**Potential Pathways from this Subject**

Technology can be studied at all levels. The course will provide an excellent background for any student who is looking for a career in a technology field which could encompass programming, engineering, or computer software development.

**Assessment**

There are 3 internally assessed standards and one externally assessed standard as follows:

Registered Number	Standard Title	Credits	Assessment Mode
91883 v1 (1.7)	Develop a computer program	4	Internal
91880 v1 (1.4)	Develop a digital media outcome	4	Internal
91881 v1 (1.5)	Develop an electronics outcome	6	Internal
91885 v1 (1.9)	Demonstrate understanding of searching and sorting algorithms	3	External

**Other Details**

Due to the explorative and problem-solving nature of Technology, each student will be required to meet the cost of his own practical materials and stationery. At Year 11, there is an endeavour to limit the cost for materials to \$80.

**Qualification:** Credits towards NCEA Level 1.







## Year 10 Course Selection Form For 2019

Name \_\_\_\_\_ Tutor Class in 2018 \_\_\_\_\_  
First Name Last Name

All Year 10 students will study:

**English, Mathematics, Science, Social Studies, Health & Physical Education, plus Technology.**

For the option subjects given below, select a **total of three subjects** by ticking the appropriate boxes. Choose at least **one** from Section 1 and **one** from Section 2. The third choice can come from sections 1, 2 or 3.

### 1. Select at least one of:

- |   |                                   |   |
|---|-----------------------------------|---|
| <input type="checkbox"/> Chinese          | <input type="checkbox"/> French   | <input type="checkbox"/> German   |
| <input type="checkbox"/> English Language | <input type="checkbox"/> Japanese | <input type="checkbox"/> Latin  |
| <input type="checkbox"/> Māori            | <input type="checkbox"/> Spanish  | <input type="checkbox"/> Integrated Studies<br>(only for students who <b>have not</b> studied a language in Year 9) |

### 2. Select at least one of:

- |                              |                                |                                |
|------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> Art | <input type="checkbox"/> Drama | <input type="checkbox"/> Music |
|------------------------------|--------------------------------|--------------------------------|

### 3. Other options available:

- |                                   |                                    |                                  |
|-----------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Geography | <input type="checkbox"/> History |
|-----------------------------------|------------------------------------|----------------------------------|

### Notes:

\* Have you ticked **three** boxes?

\*If you wish to be considered for the **Year 10 Academy of Sport**, an online application must be made through: <https://sites.google.com/a/wellington-college.school.nz/wellington/application-forms>

\* Students' subject selections will be met where possible within the available timetable.

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**An information meeting will be held at 4.00pm, Wednesday 1 August 2018, in the Brierley**

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this form to your **Tutor Teacher** by Monday, 6 August 2018.





## Year 11 Course Selection Form For 2019

Name \_\_\_\_\_ Tutor Class in 2018 \_\_\_\_\_

First Name

Last Name

All Year 11 students will study: **English, Mathematics and Science.**

For all the option subjects given below, select a **total of three subjects** by placing ticks in appropriate boxes.

- Art Design **OR**  Art Painting & Printmaking
- Accounting  Biology **OR**  Space and Rocket Science **OR**  Physics
- Chinese  Comm-Eco/Bus  Drama  English Language
- French  Geography  German  History
- Japanese  Latin  Māori  Music
- Performing Arts  Physical Education  Samoan  Spanish
- Design & Visual Communication (DVC)
- Digital Technology (DTE)  Materials Technology (TEC)

Academy of Sport (See below - application via website)

**Notes:**

- \* Only ONE of **Biology, Space and Rocket Science** or **Physics** can be selected.
- \* Only ONE of the two **Art** options listed can be selected.
- \* If you wish to be considered for the **Academy of Sport** you will need to make an online application through: <https://sites.google.com/a/wellington-college.school.nz/wellington/application-forms>
- \* Students' subject selections will be met where possible within the available timetable.

.....  
**An information meeting will be held at 4.00pm, on Wednesday  
1 August 2018, in the Brierley**

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

**Please return this form to your Tutor Teacher by Monday, 6 August 2018.**

