

King's High School

Senior School Courses

Year 11



YEAR 11

English, Mathematics and Science are compulsory subjects.

By now you should be considering your future. The options you studied in Year 10 have given you some indication of subjects you might continue with. Your personal strengths and career goals are important to think about as you make your course selection. By choosing a wide range of subjects in Year 11, you allow yourself broad choices in future. Consider carefully the general direction you wish to follow.

Boys will aim to achieve the National Certificate of Educational Achievement Level 1. For NCEA Level 1, you need 60 credits. Alongside this you will also need to complete the Literacy and Numeracy co-requisites.

Personal Excellence is the expectation for all. Higher achievement is rewarded in the NCEA. Boys should strive for Merit and Excellence grades for **Certificate Endorsement and Course Endorsement**.

Certificate Endorsement: Your NCEA Level 1 can be endorsed with Merit or Excellence. **50 credits at Excellence** will give you an Excellence endorsement; **50 credits at Merit** (or a combination of Merit and Excellence) will give you a Merit endorsement.

Course Endorsement: If in a single year in a course (subject) you gain 14 or more credits at Merit and/or Excellence, you will gain endorsement in that course. Of these 14 credits, at least three credits must be from externally assessed standards and three credits from internally assessed standards.

All boys will be assessed using Achievement Standards (NZ Curriculum standards) and (in some subjects) Unit Standards. Achievement Standards can be assessed internally by the school, or externally by NZQA in examinations or portfolios. Unit Standards are assessed internally by the school. Results are listed on the student's NZQA **Record of Achievement**.

University Entrance is an entry requirement for tertiary study and some jobs. You need to ensure you meet the minimum requirements. Some start in Year 11. Make sure you are on track with:

- **UE numeracy** – 10 credits (as for **NCEA Level 1**)
 - **UE literacy** – five credits in reading and five credits in writing from **Level 2** standards or above
 - **NCEA Level 3 AND** 14 credits at Level 3 in each of **three approved subjects** (subjects with Level 3 Achievement Standards).
-

TABLE OF CONTENTS

Contents

BUSINESS, ECONOMICS AND ACCOUNTING (BEA)	1
DESIGN & VISUAL COMMUNICATION.....	2
DIGITAL TECHNOLOGY	3
DRAMA.....	4
ENGLISH 101 & EXTENSION	5
ENGLISH 102	6
ENGLISH 103	7
FOOD & NUTRITION.....	8
FRENCH.....	9
GEOGRAPHY.....	10
HISTORY.....	11
JAPANESE.....	12
MATHEMATICS - 101 EXTENSION	13
MATHEMATICS - 101.....	14
MATHEMATICS - 102.....	15
MATHEMATICS - 103.....	16
MUSIC ACADEMIC	17
MUSIC TECHNOLOGY	18
OUTDOOR EDUCATION.....	19
PHYSICAL EDUCATION	20
SCIENCE – 101 EXTENSION.....	21
SCIENCE – 101	22
SCIENCE – 102	23
SCIENCE – 103.....	24
SOCIAL INQUIRY	25
SPANISH.....	26
TE AO HAKA	27
TE REO MAORI.....	28
TECHNOLOGY.....	29
VISUAL ARTS.....	30

BUSINESS, ECONOMICS AND ACCOUNTING (BEA)

INTRODUCTION

In Year 11 the subjects of Accounting, Business Studies and Economics are combined into one class.

Students will study all three subjects during the year and be able to make informed choices leading into their subject selection for Year 12.

PREREQUISITES

None.

CONTENT

The course covers the following:

- businesses and financial decision-making
- determining the price of a product
- understanding how interdependent businesses respond to events
- understanding how a business's financial viability is affected by an event

ASSESSMENT

This course will be assessed using four Achievement Standards. Two of these are externals, and two are internals, each are worth 5 credits.

For further information, see Mrs Chipping.

DESIGN & VISUAL COMMUNICATION

INTRODUCTION

The Level 1 DVC course has been designed to enable you to be as successful as possible and follows on from skills in the Year 10 course.

PREREQUISITES

Suitable grades in the Year 10 end of year DVC assessments.

CONTENT

The programme consists of a number of projects which allow you to produce evidence for two external and two internal Achievement Standards for a total of 20 credits.

It is based on your use of graphical design and visual communication skills to solve and show solutions to problems based around two areas of design introduced in your Year 10 course. These are:

- Product Design
- Visual Communication

ASSESSMENT

One of the advantages of this course is that there are no exams. The internal Achievement Standards are assessed by your teachers and evidence for the external Achievement Standards is generated within your class work, then sent to external markers at the end of the year.

The internal standards cover the topics of:

- Using rendering techniques to communicate ideas
- Using the work of an influential designer to inform design ideas
- Developing design ideas through graphics practice
- Promoting an organised body of work to an audience

The external standards cover the topics of:

- 2D and 3D sketching
- Instrumental orthographic drawings and conventions
- Instrumental pictorial drawings

As long as you come prepared to work, you will find the Level 1 DVC course interesting, stimulating and enjoyable.

COURSE RELATED COSTS

There are no course related costs for this subject. You will need to ensure you have all stationery equipment required, at the start of the year.

For further information, see Mr Bowen.

DIGITAL TECHNOLOGY

INTRODUCTION

The Year 11 Digital Technology (NCEA Level 1) course is designed to strengthen core knowledge from the areas of Digital Information, Programming and Computer Science, Digital Media and the Technological Development Process. Students will develop skills and knowledge of tools and techniques in these areas.

PRE-REQUISITE:

Successful completion of Year 10 Digital Technology assessments (Exceptions can be made on an individual basis).

CONTENT:

The general theme of this course is around skills application, with a focus on elements relating to game development, including 3D modelling and animation. The year begins with a look at computer hardware and exploring the basics of building a computer system. 3D Modelling skills follow with the development of a game environment to meet the requirements of a given brief. Programming is introduced through the Python Language and covers the fundamentals required for Level 2 and 3 Programming. Finally, a game concept is planned, developed and created using the GML Programming Language and toolset. There are two external written reports discussing User Interface Interactions and Compression Coding.

ASSESSMENT

The internal standards cover the topics of:

- Designing and developing a working computer system
- Designing and developing 3D images
- Designing and developing a program using Python
- Designing and developing a computer game

The external standards cover the topics of:

- Demonstrating understanding of Human-Computer Interaction
- Demonstrating understanding of Compression Coding

The externals are a Common Assessment Task which will involve students giving a short response to a set context and issue from the resources provided.

COURSE RELATED COSTS

N/A

For more information, see Mr L Smith.

DRAMA

INTRODUCTION

Communication skills and relationship skills are often at the top of the list for a respective employer or business. We live in a world where, more than ever, it is your ability to form a strong relationship and connection with your client or team that makes the difference. Drama focusses on building these skills.

In this course, you will use Drama to explore who we are, where we have come from, and where we are heading. It is a mixture of practical play, exploration, performance and academic. You will develop your ability to communicate and listen to others, make decisions solo and in teams, work on projects to meet deadlines, and grow your confidence.

Drama students often become leaders in their peer groups and many House Leaders, School Prefects and even Head Prefects have studied Drama.

It is also an academic subject that caters right through to Y13 Scholarship. The Drama Dept has had many successes since beginning in 2013, including winning numerous Regional and National awards at Shakespeare Festivals, being invited to perform plays at Allen Hall Theatre at Otago University, to gaining Scholarships: including 1st and 2nd place in New Zealand.

Performing in front of classmates and occasionally to an invited audience is a requirement of the course. Performances usually occur during class time but can sometimes take place in the evening.

PREREQUISITES

Drama is open to all students at Level 1, Level 2 and Level 3. Ability in English or previous performance experience is a benefit but any student who is willing to participate and apply themselves can experience success in this subject.

COURSE CONTENT

Using NCEA Achievement Standards, this course will teach:

- Practical Skills – Acting Roles and Theatre Forms
- Communication and Interpretation Skills – Analysing a Play
- Developing Ideas – Devising your own Drama
- Understanding the Arts in Context – Theatre History and Exam

ASSESSMENT

Internal Assessments by performance and portfolio and two externally assessed standards.

- | | | |
|--------------------|---|----|
| • Internal Credits | - | 10 |
| • External Credits | - | 10 |

COURSE RELATED COSTS

N/A

For further information, see Mr McKenzie or Mr Harington.

ENGLISH 101 & EXTENSION

INTRODUCTION

The Academic course in English at Level 1 continues with the work you have been doing in Years 9 and 10.

PREREQUISITES

You should be comfortably working at Level 5 of the Curriculum in reading and writing in Year 10. If you are not sure about this, talk it over with your teacher, who will make a recommendation about which English course you should do next year.

COURSE CONTENT AND ASSESSMENT

You will do a full NCEA English programme covering Written Text, Visual Text and Unfamiliar Text. Internals will come from Formal and Creative Writing, Speech, and Significant Connections across Texts. There are four standards, two internally assessed and two externally assessed. This will give you a possible 20 Level 1 NCEA Credits.

COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$25.00)

Where does it lead: At Level 2, you will have the choice to continue with Academic English (201) or to move into the General English (202) programme.

For further information, see Mr Eade.

ENGLISH 102

INTRODUCTION

The General English course at Level 1 also continues on from the work you did in Year 10, but is less academically demanding than 101. This means that you won't have quite as heavy a workload of externally assessed standards, and your Internal Assessment programme will be a little more practical.

PREREQUISITES

You will be working comfortably at Level 4 of the curriculum, with some achievement at Level 5 for reading and writing, in Year 10. Your English teacher will make a recommendation as to which English course you should be doing next year.

COURSE CONTENT AND ASSESSMENT

You will likely do one of the two available externally assessed Achievement Standards, chosen by your teacher at the beginning of the year. Internally assessed Credits will come from Speech, a Static Image project, Creative or Formal Writing, Wide Reading or Significant Connections and Film study.

COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$25.00)

Where does it lead: English 102 feeds in comfortably to English 202 and the less demanding English 203 course.

For further information, see Mr Eade.

ENGLISH 103

INTRODUCTION

The Foundation English course at Level 1 also continues on from the work you did in Year 10, but has is less academically demanding than 101 or 102. This means that you will have a more practical course which is fully internally assessed. It will ensure you meet the alternative Literacy pathway for NCEA Level 1. You will continue to work on your skills in reading, writing, accurate use of language, speaking, listening, and presenting.

COURSE CONTENT AND ASSESSMENT

You will do up to six internally assessed Unit Standards, and three internally assessed Achievement Standards, chosen by your teacher at the beginning of the year. Credits will come from Reading, Writing and Interpersonal Speaking Unit Standards for Level 1 Literacy. In addition, there will be credits from Communication and English letter writing, form filling, Speech, Wide Reading and Film study.

PREREQUISITES

You will be working at Level 4 of the curriculum, or below, in Year 10. Your English teacher will make a recommendation as to which English course you should be doing next year.

COURSE RELATED COSTS

N/A

Where does it lead: English 103 leads into English 203. This is **NOT** a pathway to English for University Entrance (Achievement Standards pathway) and is not a pathway to University Entrance Literacy.

For more information, see Mr Eade.

FOOD & NUTRITION

INTRODUCTION

Students will learn how to cook and what to cook to live a healthy lifestyle. Food and Nutrition is about building practical kitchen skills, food safety and nutritional knowledge. It is a fun but challenging subject.

PREREQUISITES

None.

CONTENT

Topics taught are likely to include:

- Preparing food hygienically and safely and identify poor food handling issues.
- Planning, preparing and serving food to meet the nutritional needs of a teenager.
- Implementing procedures to produce a product that meets specifications.
- Applying nutritional knowledge to interpret and compare mixed nutritional messages on packaging.

ASSESSMENT

This is an academic course consisting of both practical and written work. 20 Level 1 Achievement Standard credits are offered, this includes two external assessments. Students are able to gain a subject endorsement.

COURSE RELATED COSTS

To deliver the curriculum beyond the limits of central funding successfully a contribution of approximately \$250 is appreciated for this course (with an exact amount to be confirmed at the start of the year). This contribution will enable us to ensure we are able to deliver a high-quality education in this subject for your son.

For more information, see Mrs Gilmore or Mrs Cromarty.

FRENCH

PREREQUISITES

Year 10 French or equivalent

CONTENT

- School
- Family and friends
- Tourism
- Travel and holidays
- Shopping
- Health

Within each topic, students will develop their listening, speaking, reading and writing skills, deepen their knowledge of French culture and develop their grammatical understanding. Like many other skills in life, learning a language requires personal practice. Students will be expected to practise their French and will be given tasks to help them do this. Students may use the vocabulary-learning website Education Perfect to help with their vocabulary practice. The teacher will enrol them at the start of the NCEA course.

ASSESSMENT

There are four Achievement Standards to be undertaken. In total, 20 credits are offered. 10 of these are assessed by external examination at the end of the year and may involve listening comprehension and reading comprehension. The other 10 credits are assessed internally and include speaking and writing in French.

QUALIFICATION GAINED

- Full course completion - 20 credits in NCEA French Level 1
- Australian Language Certificate

COURSE RELATED COSTS

The cost of the Australian Language Certificate is \$16 (optional)

This subject has links with

English, Geography, Economics, Travel and Tourism, Commerce and Trade.

Level 1 French leads on to:

NCEA French Level 2.

For further information, see Mrs Brooks.

GEOGRAPHY

INTRODUCTION

The aim of Geography is to help students develop an understanding of the environment as a home for people. Geography has a co-ordinated syllabus from Year 10 to Year 13.

PREREQUISITE

Level 1 Geography is an open entry course.

CONTENT

- Natural Hazards: The study of floods at a local and world scale.
- Skills in Geography: Mapping skills, graphing, photo interpretation and geographic concepts.
- Global Study: The study of the global pattern of earthquakes.
- Contemporary issue: Investigation into the coastal erosion at St Clair.
- Guided Research: Collection, processing and presentation of researched material from the Tautuku Coastal Environment.
- Sustainability: Research into Macraes Goldmine and surrounds.

ASSESSMENT

This course is assessed through four Achievement Standards, worth 20 credits. This is made from two internally and two externally assessed standards.

COURSE RELATED COSTS

There are optional enrichment field trips offered in this course. There will be trips to St Clair beach, the Macraes Goldmine and the Tautuku Coastal Environment in the Catlins with a total cost of approximately \$165.00. These trips are optional extras beyond our normal curriculum so must be paid before travel.

For further information, see Mr Cushen.

HISTORY

INTRODUCTION

The study of History at this level helps us to understand several 20th Century events which have shaped the world as we know it. Topics range from New Zealand's involvement in World War 1 to the struggle for Black Civil Rights in the 50's and 60's, the impact of individuals such as Martin Luther King and how these struggles were politicised and ended in murder. There is also an in-depth look at the history of Rugby and how the 1981 Springbok Tour protests helped shape our modern identity.

PREREQUISITE

There is no prerequisite for this course.

CONTENT

The content will be based around three main topics.

- New Zealand and World War I: Passchendale, the Somme, Gallipoli
- A New Zealand issue: The Springbok Tour of 1981
- USA: The Assassination Nation 1960-70

It is with this content understanding and historical skills that the NCEA in History Level 1 will be assessed.

ASSESSMENT

The two Internal Achievement Standards are assessed through a project during the year. Two external assessments are completed in the end of year examinations.

COURSE RELATED COSTS

N/A

For further information, see Mr Fielding.

JAPANESE

INTRODUCTION

There are many benefits for New Zealanders in learning a second language.

Language learning contributes to broadening the cultural horizons of young New Zealanders by giving them an understanding of a non-English speaking culture and developing the ability to communicate with speakers of another language.

People learn a second language for a variety of reasons. It can be a matter of practical necessity, it can be simply for pleasure and enjoyment. Knowing a second language can be valuable in commercial contacts or when travelling, and it can open doors to a wider range of cultural, scientific and technical knowledge.

Studying Japanese would be very useful for students who may go into tourism, business or technology.

Learning a second language will also increase an awareness and appreciation of one's own language and provide the skills which will enable other languages to be learned.

PREREQUISITE

Students are expected to have studied Japanese in Years 9 and 10 and be competent at reading and writing in both Hiragana and Katakana.

CONTENT

The NCEA Level 1 course is function-based and separated into topics. During the year Level 4, 5 and 6 in the New Zealand Curriculum will be emphasised through the following topics:

- | | |
|----------------|-----------------------|
| • Shopping | • Going on Holiday |
| • A Blind Date | • Going to the Doctor |
| • Weather | • Town and Around |
| • School Life | • Planning a Party |

There are a number of achievement objectives, structures and vocabulary to be covered. As language is cumulative and building on skills already learned is important, there will be revision of structures and vocabulary covered in Years 9 and 10.

ASSESSMENT

There will be regular formative vocabulary and grammar tests throughout the year as well as practice in NCEA type tests to cover the skill of Listening and Reading. The course is made up of 20 credits.

COURSE RELATED COSTS

N/A

For further information, see Mrs Marsh.

MATHEMATICS - 101 EXTENSION

INTRODUCTION

This course is designed to challenge the most able Year 11 students who have been through the Junior extension courses and provides a platform from which further studies can be confidently undertaken. This course covers work at Levels 6 and 7 of the NZ Curriculum and associated Achievement Standards at Level 1.

PREREQUISITES

Allocation of a place in this course will be made by the Head of Department and is dependent on pupil performance in Year 10 Cambridge Course or extension work at Year 10. You will have been working on Curriculum Level 5 and 6 to ensure success in this course.

CONTENT

Understanding and contextual application of material is uppermost in topics taught. The course is assessing using the following standards:

- Algebra (MCAT Assessment)
- Graphs, Tables and Equations (TEG External)
- Measurement
- Number
- Geometry
- Trigonometry
- Linear Algebra (optional)

ASSESSMENT

Students will be assessed against all Level 1 Mathematics Achievement Standards for a total of 20 credits. Two of these are internally assessed, two are externally assessed. There may also be opportunities to attempt standards from higher level NCEA standards to gain additional credits.

COURSE RELATED COSTS

We encourage the purchase of a set of workbooks (approximately \$40.00). Students are encouraged to have an approved Graphics calculator (approximately \$130) for use in Levels 1 to 3 NCEA Mathematics but the Y9 to 10 calculator is sufficient this year if this is an issue.

For further information, see Mr McPherson.

MATHEMATICS - 101

INTRODUCTION

This course is designed to challenge the more able Year 11 students and provides a platform from which further studies can be confidently undertaken. This is a general course in Mathematics which brings together topics covered in Years 9 and 10 and extends them in greater depths in a number of places. This course leads to the Mathematics 201 or 202 course in year 12

PREREQUISITES

Students are enrolled in this course by the Head of Department and entry is dependent on pupil performance in Curriculum Level 5 in Year 10, with a focus on Algebra.

CONTENT

Understanding and contextual application of material is uppermost in topics taught. The course is assessed using the following standards

- Algebra
- Tables, Equations and Graphs
- Measurement
- Trigonometry
- Number
- Linear Graphs

ASSESSMENT

Students will be assessed against all Level 1 Mathematics Achievement Standards. Two of these are internally assessed, two are externally assessed. This course gives a total of 20 Credits.

COURSE RELATED COSTS

We encourage the purchase of a set of workbooks (approximately \$40.00). Students are encouraged to have an approved Graphics calculator (approximately \$130) for use in Levels 1 to 3 NCEA Mathematics but the Y9 to 10 calculator is sufficient this year if this is an issue.

For further information, see Mr McPherson.

MATHEMATICS - 102

INTRODUCTION

This course is designed as a general Mathematics course for Year 11 students and provides a platform from which further studies can be confidently undertaken. This is a general course in Mathematics which brings together topics covered in Years 9 and 10 and extends them in greater depths in a number of places. This course leads to the Mathematics 202 or 203 course in Year 12.

PREREQUISITES

Students are placed into this course by the Head of Department, entry is based on pupil performance at Curriculum Level 4 and 5 in Year 10.

CONTENT

Understanding and contextual application of material is uppermost in topics taught. The course is assessed using the following standards

- Tables, Equations and Graphs
- Measurement
- Number
- Trigonometry
- Geometric Representations
- Linear Graphs

ASSESSMENT

Students will be assessed against all Level 1 Mathematics Achievement Standards. Two of these are internally assessed, two are externally assessed. Students may opt to complete only one of the external assessments.

COURSE RELATED COSTS

We encourage the purchase of a set of workbooks (approximately \$40.00). The Y9 to 10 calculator (a FX Scientific calculator) is sufficient this year.

For further information, see Mr McPherson.

MATHEMATICS - 103

INTRODUCTION

This course is designed for those students who have had trouble with Mathematics in the junior school but who want to gain proficiency at the more practical aspects of the subject. It is designed to gather evidence for NCEA Level 1 Numeracy.

The course will be assessed through Unit Standards and Achievement Standards. These Unit Standards are Year 11 specific and are of a practical nature. A student will need to achieve success in all the internal Achievement Standards if he is to contemplate a 203 course at Level 2. For most students, there is no Mathematics course that follows on from 103 to Level 2 in Year 12.

PREREQUISITES

Students are placed into this course by the Head of Department, entry based on pupil performance at Curriculum Level 4 and teacher recommendation.

CONTENT

Knowledge and skills in following areas will be developed by considering Mathematics in 'real life' situations and will cover three key areas:

- Number
- Measurement
- Statistics

ASSESSMENT

Students will be assessed using a variety of tasks including assignments, investigations, and class tests. Most students will be expected to sit three assessed Achievement Standards. Successful students may gain up to 15 credits.

COURSE RELATED COSTS

The Y9 to 10 calculator (a FX Scientific calculator) is sufficient for this course.

For further information, see Mr McPherson.

MUSIC ACADEMIC

INTRODUCTION

This course aims to provide the students with skills, understanding and values of a wide range of musical styles through **performance, composition, research, analysis, and aural**.

PREREQUISITES

Students should have taken Year 10 Music but if not, entry may only be at the discretion of the Head of Department. All students enrolling in this course must have been playing a musical instrument or singing for at least two years. As well, students are required to participate in a school (or other) instrumental or vocal group, or a band.

CONTENT

- **Performance:** Students perform on their main instrument or voice. There is both a Solo and Group Performance.
- **Composition:** Students create original pieces of music or songs.
- **Musical Knowledge:** Students study two contrasting pieces of music from different contexts.
- **Score Reading:** Students use their understanding of music theory to analyse music scores (External).
- **Aural:** (Extension): Students demonstrate aural and theoretical skills through transcription (External).

ASSESSMENTS

Course total = 20 credits.

Internal Assessments are by means of tests, assignments and performances throughout the year. External Assessments are by means of end of year examinations in Term 4.

COURSE RELATED COSTS

N/A

For further information, see Ms Dryden.

MUSIC TECHNOLOGY

INTRODUCTION

This course is a practical course only, comprising a combination of Level 1 Music Technology content and Level 1 Performance Music.

It aims to give students a basic understanding of the features, functions and techniques associated with music technology equipment and of solo and group performance skills on their chosen instrument. The course continues at Levels 2 and 3.

PREREQUISITES

It is essential for students to have experience in Music classes at year 9 or 10 and they must have been playing a musical instrument for two or more years.

CONTENT

- Live performance music
- Introductory knowledge of music technology equipment and techniques
- Knowledge of sound technology for a performance context
- Knowledge of simple stage lighting

ASSESSMENT

Students select their own course from the available 20 credits in consultation with the teacher.

COURSE RELATED COSTS

Students will need their own headphones and USB flash drive.

For further information, see Mr Harington.

OUTDOOR EDUCATION

INTRODUCTION

This Outdoor Education Course is theoretical in content, containing several practical components. The aim of the course is to acquire knowledge and understanding about the body and how it works in the outdoors.

PREREQUISITES

Completion of Year 10 Sports Science is recommended. Each student's previous year's academic results will be considered prior to being accepted into the course.

CONTENT

The course will be a combination of theory and practical depending on the nature of the activity being covered.

The course is made up of the following:

- How participation in physical activities affects well-being (practical activity with written analysis).
- How the body functions during physical activity (class based anatomy, physiology and biomechanics)
- Demonstrate quality movement in the performance of a physical activity (written and video analysis)
- Demonstrate strategies to improve the performance of a physical activity
- Demonstrate and describe responsible behaviour for safety (practically with written analysis)

This combination will allow students to gain recognition for their practical and theoretical skills.

ASSESSMENT

The course is entirely internally assessed utilising Achievement Standards. Students complete units of work throughout the year and are assessed by sitting tests, performing practical skills at the required level and submitting assignment work.

The course offers up to 20 credits towards NCEA.

NOTE: This course uses the same standards as the Physical Education and Sport and Recreation courses, therefore you can only choose one of them.

COURSE RELATED COSTS

To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of approximately \$360 for this course, to be confirmed at the start of each year. This cost reflects the need to use outside expertise and locations for effective outdoor education. This contribution will enable us to ensure we are able to deliver a high quality education in this subject for your son.

For further information, see Mr Cassidy or Mr Davis.

PHYSICAL EDUCATION

INTRODUCTION

This Physical Education Course is largely theoretical in content with several practical components and is aimed at the academic student in this field. The aim of the course is to acquire knowledge and understanding about the body and how it works.

PREREQUISITES

Completion of Year 10 Sports Science is highly recommended. Each student's previous year's academic performance will be considered prior to being accepted into the course.

CONTENT

The course will be a combination of theory and practical depending on the nature of the activity being covered.

The course is made up of the following:

- How participation in physical activities affects well-being (practical activity with written analysis)
- How the body functions during physical activity (class based – anatomy, physiology and biomechanics)
- How the body is portrayed in physical activity (research and written activity)
- Leadership and Communication (practical with written analysis)
- Examining movement in the performance of a physical activity (written and video analysis)

This combination will allow students to gain recognition for their practical and theoretical skills.

ASSESSMENT

The course is entirely internally assessed utilising Achievement Standards. Students complete units of work throughout the year and are assessed by sitting tests, performing practical skills at the required level and submitting assignment work.

The course offers up to 20 credits towards NCEA.

NOTE: This course uses the same standards as the Outdoor Pursuits and Sport and Recreation courses, therefore you can only choose one of them.

COURSE RELATED COSTS

To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of approximately \$30 for this course, to be confirmed at the start of each year. This contribution reflects the need to use outside locations and resources for effective physical education delivery.

For further information, see Mr Corkhill or Mr Cassidy.

SCIENCE – 101 EXTENSION

INTRODUCTION

This course is designed for the Year 11 students who have been through the junior extension courses, including Cambridge and performed consistently at a high level. Students in this course will be self-motivated and have the ability to work independently.

PREREQUISITES

At the discretion of the HOD and the student's Year 10 Science teacher.

CONTENT

Externally Assessed Topics:

- Carbon chemistry
- Genetic Variation and Change
- Heat transfer

Internally Assessed Topics:

- Investigation of Chemical Reactions
- Investigation of space exploration
- Investigating a Biological Issue

ASSESSMENT

There are two internally assessed standards and two externally assessed standards for a total of 20 Credits.

COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$30.00).

There is a field trip during the year which we ask for a \$10 contribution towards the cost of transportation.

For further information, see Mr Boswell.

SCIENCE – 101

INTRODUCTION

Science is your introduction to the natural world: how it works; how it develops; where it is heading. Science has always been exciting and relevant, never more so than today. All King's boys continue with Science for world knowledge and to keep their options open for senior subjects e.g. Biology, Chemistry, Electronics, Science and/or Physics.

PREREQUISITES

A successful Year 10 result at Level 5 to attempt NCEA Level 1 assessments. Your Science teacher will make a recommendation to the HOD of Science regarding class placement in Level 1 Science.

CONTENT

1. Biology

- Research a Biological Issue
- Genetics (External)

2. Physics

- Mechanics – Force and Motion (External)
- Linear Mathematical Investigation

3. Chemistry

- Investigate Chemical Reactions

ASSESSMENT

There are two internally assessed standards and two externally assessed standards for a total of 20 Credits.

COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$30.00)

For further information, see Mr Boswell.

SCIENCE – 102

INTRODUCTION

This course is designed for those students who showed in Year 9 and 10 that they would not cope with a large number of external examinations. This course is assessed by achievement standards and supports vocational pathways for the manufacturing and technology sector.

PREREQUISITES

Entry into this course will be at the recommendation of the Science department based on the student's level of achievement in Year 10 Science.

CONTENT

Topics covered include:

CONTENT

1. Biology

- Microorganisms (internally assessed)

2. Physics

- Linear Mathematical Investigation (internally assessed)
- Mechanics – Force and Motion (externally assessed)

3. Chemistry

- Investigate Properties of Metals (internally assessed)
- Investigate Chemical Reactions (internally assessed)

ASSESSMENT

There are two internally assessed standards and two externally assessed standards for a total of 20 Credits.

Successful completion of this course **MAY** lead to Level 2 Science course. See the Level 2 prerequisites for each of these subjects.

COURSE RELATED COSTS

N/A

For further information, see Mr Boswell.

SCIENCE – 103

INTRODUCTION

This course is designed for those students who worked at Curriculum Levels 3 and 4 in Year 9 and 10 and would not cope with external examinations. It is a fully internally assessed course.

PREREQUISITES

Entry into this course will be at the recommendation of the Science department based on the student's level of achievement in Year 10 Science.

CONTENT

Topics covered include:

- Linear Investigation
- Properties of Metals
- Astronomical Cycles
- Formation of surface features in New Zealand
- Microorganisms

ASSESSMENT

There are up to four assessments available, for a total of 20 credits.

NOTE: Please be aware this course does not lead into Level 2 Biology, Chemistry, Electronics or Physics. It may lead into the Level 2 Earth and Space Science, however that will depend on the prerequisites for the course.

COURSE RELATED COSTS

N/A

For further information, see Mr Boswell.

SOCIAL INQUIRY

INTRODUCTION

The study of contemporary issues within our community is the focus of the NCEA level 1 Social Studies course. Social Studies at L1 “emphasises ideas of interconnectedness, social action, reciprocity, power, and leadership with a focus on responsibilities and obligations, participation, and protection.”

The course will look to explore social issues that are relevant to the learners through inquiry into local issues around protection of natural areas, discussing their findings of an inquiry based question around the local issue. The course will endeavour to foster qualities that will benefit the students beyond the secondary school experience, qualities such as critical thinking, teamwork, collaboration skills, problem-solving, reflection, planning and organisation. Due to the nature of the L1 course this would be a course that would lead to L2 and L3 Tourism Studies and a pathway to University to study Tourism (BCom).

PREREQUISITES

There is no prerequisite for this course.

CONTENT

The content will be based around three main topics.

- Demonstrate understanding of findings of a Social Studies inquiry. (Internal)
- Demonstrate understanding of perspectives on a contemporary social issue. (Internal)
- Demonstrate understanding of decisions made in relation to a contemporary social issue. (External)

ASSESSMENT

The two Internal Achievement Standards, worth five credits each, are assessed through research during the year. The external assessment is worth five credits, with the option of sitting a second external if desired.

COURSE RELATED COSTS

N/A

For further information, see Mr McMillan.

SPANISH

INTRODUCTION

“Spanish is a particularly significant language for New Zealand because of the important economic and cultural ties this country is developing with Spain, Latin America and the rest of the Spanish-speaking world.” (N.Z. Curriculum)

Spanish is one of the most widely spoken languages in the world with over 350 million native speakers in 22 countries.

PREREQUISITES

Year 10 Spanish or equivalent.

CONTENT

- Family and Friends
- School
- The Community
- Free Time
- Daily Life
- Travel/Holidays
- Food and Recipes
- Future Plans

ASSESSMENT

There are four Achievements Standards to be undertaken. In total, 20 credits are offered.

10 of these are assessed by external examination at the end of the year and involve listening and reading comprehension; 10 credits will be assessed internally and include speaking and writing in Spanish.

COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$30.00)

For further information, see Ms Marsh

TE AO HAKA

INTRODUCTION

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge but is progressive in the development and evolution of the art form.

Intrinsic to Te Ao Haka are culture, language, and identity. Te Ao Haka is a vehicle used to wananga and communicate culture, tikanga, knowledge systems, and iwi traditions. Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapu, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts.

Ākonga who engage with Te Ao Haka recognise that pride in their culture also comes with a responsibility in that culture and to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form.

For more information, see Mr Fielding or Mr Pene

TE REO MAORI

TE REO MĀORI ME ŌNA TIKANGA - Māori language and customs

TAUMATA TUATAHI - Level 1

HE REO WHAKATAKI - AN INTRODUCTION

E aro atu ana ngā akoranga ki ngā kaupapa e whā o te Tohu Mātauranga Taumata Tuatahi.

The course will focus on the four parts of language assessed for Level 1 NCEA.

Kōrero - Oral

Whakarongo - Aural Comprehension

Pānui - Reading Comprehension

Tuhituhi - Writing

NGĀ WHAINGA – PREREQUISITES

Kia piki mai te ākonga ki tēnei taumata, me tutuki i a ia ngā āheinga tau tua-ngahuru. Mā HOD te whakatau kia uru mai tētahi kāore anō kia tutuki i ngā āheinga o Te Reo Māori Tau Tua-Ngahuru.

Entry is permitted for those who have completed Year 10 Te Reo Māori.

Students who have not done Year 9 and 10 Māori may do this course at the discretion of the Head of Department.

NGĀ KAUPAPA – CONTENT

NCEA obligations (See below for NCEA criteria)

Tikanga Māori

Māori customs including Waiata, Haka, Karakia, Moteatea

Te Mātāpuna—nā Ian & Shirley Cormack

NGĀ PUKENGA – SKILLS

Kōrero - Oral

Whakarongo - Aural Comprehension

Pānui - Reading Comprehension

Tuhituhi - Writing

NGĀ PAEARU TOHU MĀTAURANGA – NCEA ASSESSMENT CRITERIA

1.1: Whakarongo kia mōhio ki te reo o tōna ao - six credits Internal

1.2: Kōrero i kia whakamahi i te reo o tōna ao - six credits Internal

1.3: Pānui kia mōhio ki te reo o tōna ao - six credits External

1.4: Tuhituhi i te reo o tōna ao - six credits External

1.5: Waihanga tuhinga i te reo o tōna ao - six credits Internal

COURSE RELATED COSTS

N/A

For further information, see Mr Pene.

TECHNOLOGY

INTRODUCTION

This course is an extension of Year 10 Technology where student centred projects form the basis of all assessment for the year. Students are immersed in the technological process where they use both practical and design skills to solve real world problems when making their project.

PREREQUISITES

An interest in design and problem solving using practical knowledge are a must. Students are expected to have completed all projects in Year 10 Technology to a satisfactory level.

CONTENT

Students will undertake one project based around the students finding an issue within a determined context. The students will then design a solution for, and build a prototype to 'fix' the issue they have identified. Practical skills covered and potential contexts to work in include:

- Metal and Wood Lathe projects
- Bespoke chopping Boards
- Wood Joinery projects
- Hot Metal Work (forge)
- Skateboard making
- BBQs and Braziers

ASSESSMENT

One of the advantages of this course is that there is a practical focus. The internal Achievement Standards are assessed by your teachers and evidence for the external Achievement Standards is generated within your class work, then sent to external markers at the end of the year for marking.

10 Internal Credits

10 External Credits

COURSE RELATED COSTS

To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of approximately \$195 for this course (with an exact amount to be confirmed at the start of year). This contribution will enable us to ensure your son is able to create a quality project to take home.

For further information, see Mr Bowen.

VISUAL ARTS

INTRODUCTION

The aim of the course is to enable students to understand and come to terms with their visual and cultural environment through the development of perceptual awareness, creative imagination, personal skill and technique and critical facilities.

PREREQUISITES

None

CONTENT

The subject matter will be relevant to the year group for 2019. The course content will centre on an auto ethnographic approach using elements from the students own history.

This will involve using a range of materials and equipment to develop the appropriate skills in a selection of: drawing, painting, printmaking, mixed media or construction.

Drawing is seen to be the foundation skill and will receive due emphasis. Students will be encouraged to talk and write about their own and others' work. This may involve trips to galleries and visits from artists.

ASSESSMENT

This course is assessed through Visual Art Achievement Standards.

Standards 1.2 and 1.3 are internally assessed (14 credits). AS1.4 (12 credits) is assessed by the preparation of two A1 folio boards and will be subject to external verification.

Students will receive formative assessment formally and informally during the year.

Final assessment dates for the achievement standards will be given to the students at the commencement of the course.

COURSE RELATED COSTS

There is an approximately \$110 cost for this course. This reflects the value of the art stationery pack provided that contains most of the personal materials each student requires, as well as the costs involved in the preparation of the end of year folio.

For further information, see Mr Kennedy.