

# King's High School

## Senior School Courses

### Year 13



# YEAR 13

There are no compulsory subjects at this level. You must choose carefully to ensure that any future career paths are catered for. As with Year 12, no student may enter the Year 13 without a coursing interview, which preferably involves parents.

There are over thirty possible course options. Several subjects are taken in conjunction with Te Kura – the Correspondence School. This enables us to be able to fit students to their chosen courses most of the time.

Attendance is compulsory for all subjects. Poor attendance will lead to no qualifications being awarded.

There is the possibility of supervised Study for students taking at least five University Entrance subjects (to be confirmed). To begin we ask that you select six subjects, and two potential alternatives.

Think carefully about your options, discuss fully with parents, caregivers and teachers and choose wisely.

## UNIVERSITY ENTRANCE REQUIREMENTS

Students will need **all the following** to be awarded UE:

- Attain NCEA Level 3
- Achieve 14 credits at level three in **each of three subjects from the list of approved subjects**. The list of approved subjects will consist of subjects derived from the New Zealand Curriculum with achievement standards at Level 3
- Achieve UE numeracy – 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy unit standards
- Achieve UE literacy – 10 credits (five in reading and five in writing) at Level 2 and above from specific standards. These standards will be across the curriculum, and not just from English.

Note: All Universities now have a specified entry criteria

Otago University preferential entry is given if:

1. You received NCEA Level 2 endorsed with Merit or Excellence and you obtain University Entrance as stated above
2. You acquire 140 points over five subjects from a maximum of 80 credits.

Each credit gained at

- Excellence level = Four points
- Merit level = Three points
- Achievement level = Two points

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# ACCOUNTING

## INTRODUCTION

Accounting provides an understanding of the financial side of businesses. It is an important subject for anyone who is thinking about running their own business or working in a management role. Accounting may lead to careers in chartered accounting firms, government organisations, not-for-profit organisations, banking and financial services, management consultancies, educational institutions, law firms, business and commercial enterprises.

## PREREQUISITES

If students are new to Accounting, then their placement in class will be at the discretion of the Head of Department.

## CONTENT

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

- Prepare financial information for a partnership
- Prepare financial information for a job-cost subsystem
- Interpret an annual report of a New Zealand company
- Prepare financial information for management decision-making

Students will develop systems to keep track of responsibilities and meet deadlines, manage workload through time management, adapt to changing situations and look for opportunities. They will communicate well in writing and in person, maintain honesty, integrity and high ethical standards, show leadership, and work in a team.

## ASSESSMENT

There are four standards, three are internal assessments totalling 13 credits and one is an external assessment totalling 4 credits. All internal assessments are 'open book'.

## COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$35.00)

For further information, see Mrs Chipping.

# SCHOLARSHIP BIOLOGY

## INTRODUCTION

Scholarship Biology students are expected to demonstrate high level analysis and critical thinking, integration, synthesis and application of developed knowledge, skills and understanding of complex situations, logical development, precision and clarity of ideas, and application of their knowledge and ideas to novel situations.

## PREREQUISITES

An Excellence Endorsement in Level 2 Biology is required or a strong recommendation from your Year 12 teacher.

## CONTENT

Externally Assessed Achievement Standards

- Patterns of Evolution
- Human Evolution

Internally Assessed Achievement Standards

- Homeostasis in animals
- Transfer of genetic information
- Biological Investigation

There is additional reading done which covers new biological findings and technology.

## ASSESSMENT

There are 18 credits in total,

There is a Level 3 external examination covering all two of the external Achievement Standards. The Scholarship examination is a separate three hour examination.

## COURSE RELATED COSTS

There is student workbook encouraged for the three externally assessed topics (approx. \$30.00).

There is a trip to the University of Otago where we ask for a \$5 transport contribution.

For more information, see Mrs Jopson.

# BIOLOGY

## INTRODUCTION

The study of Biology connects us to the world we are living in and reminds us of our interconnectedness with all other life forms. This includes how organisms interact with their environment, how species arise, change and become extinct and how genetics maintains continuity, plus allows for change.

## PREREQUISITES

14 credits in Level 2 Biology with four of these credits from the external examinations, or at the discretion of the Head of Department.

## CONTENT

Externally assessed topics:

- Patterns of Evolution
- Human evolution

Internally assessed topics:

- Homeostasis in animals
- Investigating a Socio-Scientific Issue
- Carrying out a practical biological investigation

Biology uses investigation and experimentation to gain knowledge and understanding. Students must be able to use appropriate terminology to discuss or evaluate biological issues. Abilities for recall of fact, understanding and applying knowledge, interpreting and processing evidence, observation, making judgments based on evidence are also important.

## ASSESSMENT

18 credits of Achievement Standards may be gained in this course.

## COURSE RELATED COSTS

There is student workbook encouraged for the three externally assessed topics (approx. \$30.00).

There is a trip to the University of Otago where we ask for a \$5 transport contribution.

For more information, see Mrs Jopson.

# BUSINESS STUDIES

## INTRODUCTION

Business Studies explores how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. Businesses are influenced by, and impact on, the cultural, ethical, environmental, political, and economic conditions of the day. Issues such as sustainability, citizenship, enterprise, and globalisation are central to both business and the study of business. In this course, students develop their understanding of business theory in a range of relevant contexts, as well as experience starting their own business and selling to the market. An enterprising spirit is essential. Topics include a marketing plan, a carry-out business activity, and strategic response to an event. Students' businesses also have the opportunity to participate in the Young Enterprise Competition.

## PREREQUISITES

A prior study of Economics or Accounting is useful, but not essential. A keen interest in practical business applications and some entrepreneurial flair is desirable. This course is not suitable for students who cannot work in a team or are unable to meet non-negotiable deadlines. These skills are essential for business where you will be dealing with external providers.

## CONTENT

Topics of work will include:

- Developing a marketing plan for a new or existing product.
- Analysing a human resource issue that affects business.
- Carrying out an innovative and sustainable business activity.

It is through this business activity that students will develop evidence for internally assessed Achievement Standards.

## ASSESSMENT

There are three standards, two are internal assessments totalling 15 credits and one is an external assessment totalling 4 credits.

## COURSE RELATED COSTS

There will be costs associated with the Young Enterprise Scheme. There may also be additional costs associated with setting up your business.

For further information, see Mr Sefton.

# CHEMISTRY

## INTRODUCTION

This course aims to provide students with the necessary skills required to pursue a career in Chemistry, or a Chemistry related field. A good understanding of Chemistry is fundamental in many areas such as the Health Sciences, Engineering, Veterinary Science, and many other Science based disciplines. Possessing a knowledge of Chemistry will allow students to investigate, interpret, and understand the role that Chemistry plays in the world around them. The Level 3 course involves a mix of both theory and practical work.

## PREREQUISITES

14 credits in Level 2 Chemistry, or at the discretion of the Head of Department.

## CONTENT

Externally Assessed Standards

- Demonstrate understanding of thermochemical principles and the properties of particles and substances
- Demonstrate understanding of the properties of organic compounds

Internally Assessed Standards

- Demonstrate understanding of spectroscopic data in chemistry
- Demonstrate understanding of oxidation-reduction processes
- Demonstrate understanding of chemical processes in the world around us

## ASSESSMENT

Internal Assessment – 9 credits

External Assessment – 10 credits

## COURSE RELATED COSTS

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

For more information, see Mr Boswell or Mr Higashitani



# SCHOLARSHIP CHEMISTRY

## INTRODUCTION

The Scholarship Chemistry course provides students with the same advantages as the Chemistry course and an opportunity to take on a challenge and extend their understanding. The course is demanding and will require students to spend time in and out of class to master the course content. Successful students can typically apply their knowledge in a range of complex situations, think critically, integrate concepts and synthesise new ideas.

## PREREQUISITES

Minimum of a Merit Endorsement from Level 2 Chemistry, and a recommendation from the Level 2 teacher.

## CONTENT

Externally Assessed Standards

- Demonstrate understanding of thermochemical principles and the properties of particles and substances
- Demonstrate understanding of the properties of organic compounds
- Demonstrate understanding of equilibrium principles in aqueous systems
- Chemistry Scholarship Examination

Internally Assessed Standards

- Demonstrate understanding of spectroscopic data in chemistry
- Demonstrate understanding of oxidation-reduction processes

## ASSESSMENT

Internal Assessment – 6 credits

External Assessment – 15 credits

## COURSE RELATED COSTS

We encourage the purchase of a workbook available via school (approximately \$32.00)

For more information, see Mr Boswell or Mr White.

# CLASSICAL STUDIES

## INTRODUCTION

Classical Studies is the study of Ancient Greece and Rome encompassing the History, Literature, Science, Art & Architecture, Politics and Philosophy of these civilisations. Our own civilisation is based on the achievements of these civilisations. Our system of democracy; our civil engineering; our laws; our art and architecture are all a result of the unique thought and action of the Greeks and Romans.

Classical Studies provides students with a range of skills used and needed in many areas:

- Thinking, problem solving and analytical skills
- Research and computing skills
- Written and oral communication skills

## PREREQUISITES

A minimum of 12 credits in either Level 2 Classics, English, History, Economics or Media Studies or at the discretion of the Head of Department.

## CONTENT

The topics covered in this course include:

- Virgil's Aeneid: The Origins of Rome
- Empire in Ancient Greece and Rome
- Augustus Caesar: First Emperor of Rome

## ASSESSMENT

There are a total of 22 credits available in this course spread across four standards. 10 credits can be obtained through external examinations, 12 credits through internal assessment.

## COURSE RELATED COSTS

N/A

For more information, see Mr McPhail.

# DESIGN & VISUAL COMMUNICATION

## INTRODUCTION

The Level 3 DVC course gives you the opportunity to fully utilise the techniques, skills and knowledge you have developed over the previous three years of DVC.

## PREREQUISITES

At least six internal and six external credits at Level 2 or at the discretion of the Head of Department.

## CONTENT

The programme will revolve around a major project based on a spatial design problem which will allow you to produce evidence for one external and two internal Achievement Standards along similar lines to the way it was done in Levels 1 and 2.

You are required to use design and visual communication skills to solve and produce solutions to problems in your chosen area of design.

Evidence will be generated for the following Achievement Standards:

- Develop a visual presentation that exhibits a design outcome to an audience.
- Resolve and spatial design through graphics practice.
- Produce working drawings to communicate production details for a complex design.

This course is another step up from Level 2. It will be demanding and to be successful there must be on-going commitment and work ethic throughout the year. This will enable you to produce the quality and quantity of work required at this level. However, as with Level 1 and Level 2, if you come prepared to work hard, you will find this 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 more information, see Mr Bowen.

# DIGITAL TECHNOLOGY

## INTRODUCTION

The Year 13 Digital Technology (NCEA Level 3) course is designed to follow on from core knowledge taught in Level 2 Digital Technology. Students are able to explore their own field of interest within the Digital Technology Curriculum, such as Game Development or Computer Programming, and may include areas from outside those previously covered at Level 1 & 2 (such as Electronics, or Web Development). Students will research an idea, develop a proposal, and then use management tools as they develop their outcome to track their progress.

## PRE-REQUISITE:

Successful completion of the Level 2 Digital Technology programme (exceptions can be made on a case-by-case basis).

## CONTENT

### Internal

- Apply user experience methodologies to develop a design for a digital outcome
- Use complex iterative processes to plan and develop a digital outcome

### At least one of:

- Use complex techniques to develop a digital media outcome
- Develop a complex computer program

### External

- Evaluate a digital technology concept
- Present a reflective analysis of developing a digital outcome

## ASSESSMENT

A digital portfolio, written tasks, practical tasks, assignments, oral tests and formal observation of competencies will be used to assess elements of the Achievement Standards at the appropriate times throughout the year.

## COURSE RELATED COSTS

N/A

For more information, see Mr L Smith.

# DRAMA

## INTRODUCTION

In this course, you will use Drama to explore how theory and form combine to create meaning. You will examine how key theatre practitioners like Stanislavski and Brecht have shaped the face of theatre as we know it, including here in Aotearoa. You will also explore how we express our own identities and cultural issues through theatre. It is a mixture of practical play, exploration, performance and academic. Drama students often become leaders in their peer groups and many House Leaders, School Prefects and even Head Prefects have studied Drama.

Drama is an academic subject that also offers NZQA 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

Level 3 Drama students will need at least 60 credits gained at NCEA Level 2 (any subjects). 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

A mixture of Internal and External Achievement Standards:

- Internal credits: 17
- External credits: 4

There will be the opportunity for students to complete Scholarship. This decision will be made in consultation with the Year 13 Teacher and Head of Department Drama.

## COURSE RELATED COSTS

Students may need to purchase tickets to view theatre shows throughout the year.

For more information, see Mr McKenzie or Mr Harington.

# EARTH AND SPACE SCIENCE

## INTRODUCTION

New Zealand is a treasure trove of geologic activity, both historical and current. There are numerous fault lines that lead to frequent earthquakes. The Southern Alps were created by tectonic uplift, while many mountains in the North are still active volcanoes. Dunedin itself rests in the caldera of an ancient volcano.

In this course, you will learn how geologists piece together information from the past to create a timeline of Earth's history. You will then explore how astronomers are finding new eco-planets, and how we study these newly discovered worlds. Finally, you will delve into the intricacies of global atmospheric and oceanic systems, how they affect local climate, and the impact humans are having on them.

## PREREQUISITES

Students are required to have passed a Level 2 Science or at the discretion of the Head of Department.

## CONTENT

Externally Assessed:

- Processes in the Ocean system
- Processes in the Atmosphere system (four credits)

Internally Assessed:

- Investigating an Earth and Space issue
- Investigate evidence related to dating geological events
- Investigate an aspect of Astronomy

## ASSESSMENT

This course will be assessed through three Internal Achievement Standards and two External Achievement Standards for a total of 20 credits.

- Internal Assessment: 12 Credits, eight of which are University Entrance – Reading and Writing
- External Assessment: eight Credits which are also University Entrance – Reading and Writing

## COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$35.00)

For further information, see Mr Keiller.

# ECONOMICS

## INTRODUCTION

Year 13 Economics is a study of 'microeconomics' using New Zealand examples. The first section is about consumer behaviour and how businesses can use this to their advantage. The second section is about producers and how they can manage their scarce resources, costs, and be profitable. The third section is about markets; how they work, fair and unfair outcomes, and market failure. Additional extension opportunities are available for students wishing to pursue Scholarship; however, it is recommended that they have already done Year 12 Economics and 'macroeconomics'.

## PREREQUISITES

If students are new to Economics, then their placement in class will be at the discretion of the Head of Department.

## CONTENT

The Level 3 course is broadly grouped into three areas of study:

- Market Equilibrium – demand, supply, markets, allocative efficiency, taxes, subsidies, trade, price controls, consumer and producer surplus, deadweight loss
- Marginal analysis – consumers, utility, producers, diminishing returns, elasticity
- Market structures – types, firms' strategies, competition, revenue, costs, profit
- Market Failure – externalities, government intervention, merit goods, public goods, equity and efficiency

## ASSESSMENT

There are four standards, two are internal assessments totalling 10 credits and two are external assessments totalling 8 credits.

## COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$35.00). An individual licence for E-Learn Economics is also available which enables 24/7 access at a cost of \$15.

For more information, see Ms Chipping.

# ENGLISH ACADEMIC – 301

## INTRODUCTION

This course continues the academic English programme you will have successfully completed in earlier years.

## PREREQUISITES

Satisfactory completion of 201 in the previous year. This means at least 15 credits, with one external standard passed, and 12 credits at Merit level. These credits should be in either Reading or Writing standards. Your English teacher will also make a recommendation as to which English course you should do.

## COURSE CONTENT

As in the previous two years, you will do all three English Externals

- Written Text
- Visual Text
- Unfamiliar Texts

Likewise, you will have a similar Internal programme to what you are used to:

- Writing Portfolio
- Speech
- Using Critical Texts as a Lens
- Film Close Reading internal (optional)

## ASSESSMENT

There are a possible 24 Level 3 credits on offer in this course.

## COURSE RELATED COSTS

N/A

For more information, see Mr Eade.



# ENGLISH GENERAL - 302

## INTRODUCTION

This is a mostly internally assessed Level 3 English course with only one external. This course is for those who have had some success in English previously, and who wish to continue to study English. 302 has a more practical focus than the Academic Level 3 programme.

## PREREQUISITES

You will have satisfactorily completed English 201 or English 202. Your teacher will also make a recommendation as to which English course you should do.

## COURSE CONTENT

- Internal Assessments in Level 3 Writing OR Level 2 Writing Portfolio if this has not been completed and you need the Credits for University Entrance Literacy.
- Speech
- Film Analysis
- Connections.
- Film Study

## ASSESSMENT

This course is predominately internally assessed, with only one external assessment. You can gain up to a total of 20 Credits.

## COURSE RELATED COSTS

N/A

For more information, see Mr Eade.

# SCHOLARSHIP ENGLISH

## INTRODUCTION

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation. Students who do well are capable of independent thought and have a flair for writing creative responses to text analysis questions.

## COURSE CONTENT AND ASSESSMENT

You will be following the normal 301 course for the first two terms until internal assessment is completed, but with additional required reading to be undertaken. These assessments consist of an internal film study; a critical study; a speech and writing portfolio. In Terms 3 and 4, the focus will shift to a focus on obtaining Scholarship English.

## PREREQUISITES

An Excellence Endorsement in English is required to get into this class or a strong recommendation from your Year 12 teacher.

## COURSE RELATED COSTS

N/A

For more information, see Mr Eade.

# FINANCIAL CAPABILITY (EMPLOYMENT SKILLS)

## INTRODUCTION

Leaving school students face a range of financial decisions - budgeting, buying a car, maybe going flatting, setting up bank accounts, arranging a loan, getting a credit card, checking taxes and choosing a Kiwisaver provider. Navigating the landscape of financial decision making requires a road map. This financial literacy course aims to prepare students for financial decision making beyond school. Financial decision making has lasting consequences, both good and bad. Making well informed, considered decisions starts before you leave school.

## PREREQUISITES

None

## CONTENT

We will study a range of topics/contexts that students are likely to encounter – saving, investing, budgeting, borrowing, work and income.

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

- Analyse and select banking products and services in relation to personal finances
- Analyse personal financial investment options
- Produce a balanced household budget and adjust the budget to reflect changing financial circumstances
- Develop a plan to achieve a long-term personal financial goal(s)
- Analyse credit options and select strategies to manage personal finances
- Evaluate options to increase personal income
- Demonstrate understanding of risk and return on investment for a personal financial investment portfolio
- Analyse and select personal financing options for purchasing a property

## SKILLS

Students will develop skills in research, and analysis. They will develop skills for sound financial planning.

Students will learn to work independent to meet deadlines and manage workload through organisation and time management.

## ASSESSMENT

This course will be assessed using Financial Capability Unit Standards, that will complement the teaching and learning programme, all of which will be internally assessed.

## COURSE RELATED COSTS

N/A

For further information, see Mr Fielding.

# FOOD AND NUTRITION

## INTRODUCTION

This course is for boys who have an interest in food, cooking, food technology and nutrition. It builds on the skill foundations created in Year 11 and Year 12. Throughout the year students will cover a number of dishes that will be useful when they need to cook for themselves and others in situations like flatting. It is a fun but challenging subject.

## PREREQUISITES

It is recommended that students have achieved at least 60 Achievement Standard credits at Level 2 to cope with the academic rigour of the course or entry may be granted at the discretion of the Head of Department. It is possible to take Food and Nutrition for the first time at Level 3 but students must be willing to apply themselves and work hard.

## CONTENT

Topics taught are likely to include:

- Investigating the nutritional issue of how the overconsumption of energy dense foods lead to obesity.
- Investigating the influence of multinational food corporations on eating patterns in New Zealand.
- Analyse a food related ethical dilemma for New Zealand society.
- Demonstrating knowledge of calculating food costs; and calculate food costs, for dishes.

## ASSESSMENT

All standards are internally assessed using both written and practical work. This course consists of both practical and written work. 14 Level 3 Achievement Standard credits are offered and 4 Unit Standard credits are offered. There is no external standards offered in this subject for 2022, so there is no opportunity for 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.

# FRENCH

## INTRODUCTION

At NCEA Level 3 you will continue to learn to speak, write, read and listen to higher and more complex levels of French.

You will reinforce and develop what you learnt at previous levels and learn lots of new language too, which will help to prepare you for your internal and external assessments.

## PREREQUISITES

12 credits at Level 2 French including credits from one external standard or at the discretion of the Head of Department.

## COURSE CONTENT

You will study a variety of material from a range of topics:

- Immigration and racism
- Environmental issues
- The world of work
- An introduction to French literature, which will include a film study and other French texts
- Regions in France
- Well known French people

Your teacher will subscribe you to the Education Perfect vocabulary website—an invaluable tool for building your French vocabulary in preparation for the examinations.

## ASSESSMENT

There are five Achievement Standards to be undertaken.

In total, 24 credits are offered. 10 of these are assessed by external examination at the end of the year and involve listening comprehension and reading comprehension. 14 credits will be assessed internally and include speaking and writing in French.

## COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$32.00)

For more 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. Processes, interactions and patterns are important aspects of this subject.

## PREREQUISITES

Students wishing to take Year 13 Geography must have completed and passed all internal assessments from Year 12 Geography. They must have attempted both external assessment standards from Year 12 Geography, passing one of these. Any student new to Geography in Year 13 will be accepted at the discretion of the Head of Department.

## COURSE CONTENT

- Geographic skills: Mapping skills, graphing, photo interpretation and geographic concepts.
- Cultural Process: Investigations into how Tourism Development has shaped the Queenstown environment
- Global Study: The study of the global pattern of diamond production
- Contemporary Issue: Investigation into the future of New Zealand's energy production
- Guided Research: Collection, processing and presentation of researched material from the Dunedin Coastal Environment
- Contemporary Event: Investigation into a local event from a geographic perspective.

## ASSESSMENT

This course is assessed through six Achievement Standards, worth 22 credits. 14 credits are assessed internally and eight credits externally. All standards earn literacy credits and there are five numeracy credits available in Level 3 Geography.

## COURSE RELATED COSTS

There are two optional enrichment trips offered in this course. The first is a day trip to the Dunedin Coastal environment, which costs approximately \$30. The second is a two-day field trip to the Queenstown area that costs approximately \$270. These trips are optional extras beyond our normal curriculum so must be paid before travel.

For more information, see Mr Cushen.

# HISTORY

## INTRODUCTION

History enables students to understand their heritage and that of their community, society and nation. By examining the past it challenges them to think about continuity and change, similarities and differences and cause and effect. In the process students learn that the truth is often difficult to establish and that judgements should be supported by firm evidence and coherent argument. The course demands a higher level of reading, writing, thinking, knowledge and understanding than at Year 11 and 12. The attainment of Year 12 English Achievement Standards 2.2 and 2.6 on Close Reading and Transactional Writing would help to cope with the demands of this course.

## PREREQUISITES

12 credits from either Year 12 History, English, Classics, or at the discretion of the Head of Department.

## CONTENT

Title: Science, Lunacy and Deceit: A detailed study of Post Enlightenment Relations. This year the course is a study and comparison of three conquests.

- Part A: Research into the Seacliff lunatic asylum; the patients, experiments performed and it's legacy.
- Part B: The Eugenics Movement. Scientific racism and the impact of social Darwinism, looks at the origins of Nazi Germany's racial theories and how systematic the Eugenics movement was instituted worldwide.
- Part C: The events that led to Maori signing the Treaty of Waitangi (1840). How aware were Maori in making their decision? A modern approach.

The course aims to develop further the three inter-related skills of research, interpretation and presentation. In particular, students must be able to describe, analyse and evaluate. The use of quotes and footnotes and the correct presentation of bibliographies is taught in detail and is expected to be used in all internal assessment work. Students will also be challenged to question themselves regarding "What is History?"

## ASSESSMENT

The course is made up of three internal Achievement Standards of five credits and one external Achievement Standard worth four for a total of 19 credits. Three standards are internally assessed accounting for nine credits, and three externally assessed. Students who achieved Excellence at Level 2 will be encouraged to try Scholarship History.

## COURSE RELATED COSTS

N/A

For more information, see Mr Fielding.

# JAPANESE

## INTRODUCTION

Studying Japanese at the Year 13 level will enable students to broaden their employment options both in New Zealand and internationally. It will develop an awareness of the interdependence of all people.

## PREREQUISITE

This course continues the work started in Year 12. Students must have 12 credits from Level 2 Japanese or be approved by the Head of Department.

## CONTENT

Students will learn up to the New Zealand Curriculum Level 8, communication functions, vocabulary and structures at NCEA Level 3. Topics covered include:

- Famous People
- Land and People
- Global and Environmental Issues
- Japan at Work

The main emphasis is on extending both verbal and written skills so that students become confident in communicating with native Japanese speakers in the contexts of trade, travel or tourism and in other professional, educational or social situations.

Students who complete Level 2 Japanese can enter a University Japanese course at the 200-level in the future.

## 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.

There are five Achievement Standards in the course worth 24 credits in total.

## COURSE RELATED COSTS

N/A

For more information, see Mrs Marsh.



# SCHOLARSHIP CALCULUS

## INTRODUCTION

This course is recommended to pupils who have a proven ability in the subject and who enjoy the rigours of mathematical analysis.

## PREREQUISITES

Students who have studied the 201E option and have attained Excellence grades in both Achievement Standard 91262 - Calculus **and** Achievement Standard 91264 Algebraic Methods. This course requires approval from the Head of Department and/or the course teacher. It may be taken in conjunction with Statistics or Scholarship Statistics.

## CONTENT

- Differentiation-theory of techniques, applications
- Trigonometry - identities, applications
- Complex numbers introduction plus algebraic techniques
- Integration theory of processes, application, introduction to differential equations
- Conic Sections – an introduction
- Simultaneous Equations
- Critical Paths
- Linear Programming

## SKILLS

- Further develop Mathematics with an emphasis on calculus
- Develop problem solving and communication skills
- Formulate problems in mathematical terms and solve these through logical, methodical and clearly presented arguments
- Increasingly come to terms with the nature and content of mathematics through mathematical reasoning.

## ASSESSMENT

Pupils can gain up to 27 credits from Achievement Standards.

Conic Sections, Trigonometry, Critical Paths, Linear Programming and Simultaneous Equations are internally assessed, all other papers externally assessed. The Scholarship examination is a separate examination.

## COURSE RELATED COSTS

Students will purchase workbooks (approximately \$40). Students will need to have an approved Graphics calculator (approximately \$130) as used in Levels 1 to 3 NCEA Mathematics.

For more information, see Mr Dryden or Mr McPherson.

# SCHOLARSHIP STATISTICS

## INTRODUCTION

This course is of interest to those pupils who intend to pursue a career that requires a knowledge of statistical processes.

## PREREQUISITES

Pupils in the Statistics option will need to have an Excellence grade in Achievement Standard – 91267 – Probability at Level 2. Entry is at the discretion of the Head of Department.

## CONTENT

- Inference
- Probability
- Bivariate Data
- Simultaneous Equations
- Statistical Literacy
- Experiments
- Evaluating Statistical Reports

## SKILLS

- Develop problem solving and communication skills
- Develop ability to conduct statistically based experiments and to draw valid conclusions from raw data
- Enhance ability to write reports

## ASSESSMENT

Pupils can gain up to 28 credits from Achievement Standards.

Inference, Bivariate Data and Experiments are internally assessed, all other papers externally assessed. The Scholarship examination is a separate examination.

## COURSE RELATED COSTS

Students are encouraged to have an approved Graphics calculator (approximately \$130) as used in Levels 1 to 3 NCEA Mathematics. Students are encouraged to purchase the EAS workbook associated with this course.

For more information, see Mr McPherson.

# MATHEMATICS - CALCULUS

## INTRODUCTION

This course is recommended to pupils who have a proven ability in the subject and who enjoy the rigours of mathematical analysis.

## PREREQUISITES

Year 12 pupils who have studied the 201 option and have attained a Merit Standard 91262 - Calculus and Achievement Standard 91264 - Algebraic Methods. This course can be taken in conjunction with Statistics.

## CONTENT

- Differentiation-theory of techniques, applications
- Trigonometry - identities, applications
- Complex numbers, a brief introduction plus algebraic techniques
- Integration theory of processes, application, introduction to differential equations
- Conic Sections – an introduction
- Simultaneous Equations

## SKILLS

- Further develop mathematics with an emphasis on calculus
- Develop problem solving and communication skills
- Formulate problems in mathematical terms and solve these through logical, methodical and clearly presented arguments
- Increasingly come to terms with the nature and content of mathematics through mathematical reasoning.

## ASSESSMENT

Pupils can gain up to 21 credits from Achievement Standards.

Conic Sections, Trigonometry and Simultaneous Equations are internally assessed, all other papers externally assessed.

## COURSE RELATED COSTS

Students are encouraged to have an approved Graphics calculator (approximately \$130) as used in Levels 1 to 3 NCEA Mathematics. Students are encouraged to purchase the EAS workbook associated with this course.

For more information, see Mr McPherson.

# MATHEMATICS - STATISTICS

## INTRODUCTION

This course is of interest to those pupils who intend to pursue a career that requires a knowledge of statistical processes.

## PREREQUISITES

Pupils in the Statistics option will need to have passed Achievement Standard – 91267 – Probability at Level 2.

## CONTENT

- Inference
- Probability
- Bivariate Data
- Simultaneous Equations
- Statistical Literacy
- Experiments

## SKILLS

- Develop problem solving and communication skills
- Develop ability to conduct statistically based experiments and to draw valid conclusions from raw data
- Enhance ability to write reports

## ASSESSMENT

The two externally assessed Achievement Standards will be assessed by a three hour examination in November. Three Internal Achievement Standards are covered; Inference, Bivariate Data, and Experiments. A total of 20 credits are available.

All assignments and tests must be completed, and they act as formal statements of the pupils' knowledge, understanding and ability.

## COURSE RELATED COSTS

Students are encouraged to have an approved Graphics calculator (approximately \$130) as used in Levels 1 to 3 NCEA Mathematics. Students are encouraged to purchase the EAS workbook associated with this course.

For more information, see Mr McPherson.

# GENERAL MATHEMATICS

## INTRODUCTION

This course has been designed to cater for Year 13 pupils who need to be able to apply Mathematics to every day practical situations. The course will be taught through real-life applications using calculators and computers as tools. All units are at Level 3.

## PREREQUISITES

Entry to the course will be upon recommendation of a pupil's Year 12 teacher and parental consent. Students would benefit from having studied 202 Mathematics last year.

## CONTENT

- Bivariate data
- Statistical Experiment
- Time Series
- Simultaneous Equations
- Trigonometry
- Linear Programming
- Critical path analysis

## ASSESSMENT

Each unit will be assessed internally by Achievement or Standards up to 21 credits.

## COURSE RELATED COSTS

Students are encouraged to have an approved Graphics calculator (approximately \$130) as used in Levels 1 to 3 NCEA Mathematics.

For more information, see Mr McPherson.

# MEDIA STUDIES

## INTRODUCTION

This Course is offered to Year 13 students who would like to continue studying various aspects of the Media.

## PREREQUISITES

Level 2 Media Studies OR 14 credits at Level 2 English OR at the discretion of the Head of Department.

## CONTENT

The course involves a mix of theory and practical work.

Students engage in a media production task, where they write, design, plan and create a media text. The other internal standard involves students learning how to 'read' and interpret texts, especially film. In the external exam, students conduct a genre study into and analyse a media industry.

## ASSESSMENTS

This course is assessed through a combination of internal and external standards.

- Internal = 16 credits
- External = 4 credits

The internal standard contributes three credits towards University Entrance Literacy – Writing, and the external counts towards University Entrance Literacy – Reading and Writing.

## COURSE RELATED COSTS

N/A

For more information, see Mrs Sharma or Mrs Rozenberg.

# MUSIC ACADEMIC

## INTRODUCTION

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

## PREREQUISITES

It is essential for students to have taken Year 12 Music Academic 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 three or more years. Students are also 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.
- **Research:** Student researches an aspect of New Zealand music.
- **Aural:** Students demonstrate aural and theoretical skills through transcription.
- **Score Reading:** Students use their understanding of music theory to analyse music scores.

## ASSESSMENTS

A minimum of 20 credits must be attempted from the range of standards offered. There is the potential to gain university entrance literacy credits in this course.

Internal Assessments are by means of assignments, tests, assignments and performance throughout the year. Students are required to compile their portfolio of compositions, including statements of intention and authenticity for final assessment. External Assessments are by means of end of year examinations in Term 4.

## COURSE RELATED COSTS

N/A

For more information, see Ms Dryden.

# MUSIC TECHNOLOGY

## INTRODUCTION

This course continues on from Level 2 Music Technology and aims to provide the student with a comprehensive working knowledge of music recording, editing and notation applications, sound engineering skills as well as solo and group performance skills.

This course comprises Level 3 Music Technology content and selected Level 3 Music Academic content (from performance, composition or research).

## PREREQUISITES

It is essential for students to have taken Level 2 Music Technology or Music Academic, but if not, entry may only be at the discretion of the Head of the Department. Students must also have been playing their instrument for at least four years.

## CONTENT

- Operate music sequencing and music notation applications
- Plan the recording of 3 songs
- Execute the recording, mixing and mastering of 3 songs
- Song writing and composition
- Performance

## ASSESSMENTS

Course total = 36 credits – a minimum of 20 must be attempted

All Music Technology standards are internally assessed by means of regular testing and assignments.

## COURSE RELATED COSTS

Students will need their own headphones and USB flash drive.

For more information, see Mr Harington.



# OUTDOOR EDUCATION

## INTRODUCTION

King's High School has full accreditation with the Industry Training Organisation responsible for overseeing Outdoor Education, Sport and Fitness. This guarantees a quality course offering a wide range of challenging activities.

The Outdoor Education Course will run for four hours per week. A full year will give students the opportunity to pass at least 18 credits at Level 3.

## PREREQUISITES

None

## OUTDOOR PURSUITS ON OFFER:

- Mountain Biking
- Surfing
- Risk Management
- Ice Skating/Ice Hockey
- Snowboarding/Skiing

## WHO IS ELIGIBLE?

Any Year 13 student who the Course Co-ordinator feels is likely to achieve most of the course aims. It should be noted that this course is not a University Entrance approved course so will only contribute towards the completion of NCEA Level 3.

## COURSE RELATED COSTS

To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of approximately \$420 for this course, to be confirmed at the start of the 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.

There is also an optional ski trip available, which costs approximately \$380.

For more information, see Mr Davis.

# PHYSICAL EDUCATION

## INTRODUCTION

This course is designed for students with a serious academic aim in the area of Physical Education, particularly those planning to attend University or Polytechnic. The aim of this course is to apply the knowledge and understanding required to enable you to develop the physical, social and mental skills required in today's physical activity settings. All units of work have a large practical weighting although the theory work within each unit also requires regular attention.

## PREREQUISITES

Completion of Level 12 Physical Education with at least 12 credits achieved. Each student's previous year's performance will be assessed prior to being accepted into this course.

## CONTENT

The course, depending on the unit of work being covered, can be spent in a classroom or out doing practical work or a mixture of the two. The course is made up of six modules of work:

- Leadership
- Evaluating a physical activity programme
- Skill analysis
- Evaluating the effectiveness of performance improvement programme
- The issue of inactivity and obesity in New Zealand,
- Several practical components

## ASSESSMENT

The course is entirely internally assessed. Students complete Achievement Standards throughout the year by submitting assignments and performing practical skills at the required level of ability. By the end of the year students will have been able to achieve up to 19 credits towards NCEA Level 3.

## COURSE RELATED COSTS

Leadership Unit: approximately \$110 for a white water rafting trip.

For more information, see Mr Corkhill.

# PE – EXERCISE SCIENCE

## INTRODUCTION

This course provides an introduction to the fundamental concepts of anatomical structures and physiological responses to exercise. Students will gain a solid foundation in understanding the human body's structure and function, as well as how it responds and adapts to various forms of physical activity. The course combines theoretical knowledge with practical applications to foster a comprehensive understanding of the subject.

## PREREQUISITES

It is a requirement of the course to have a school PE uniform.

## CONTENT

The course is made up of 2 Unit standards and 1 Achievement standard that provide a total of 16 credits.

## COURSE RELATED COSTS

To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of approximately \$40 for this course, to be confirmed at the start of each year.

For more information, see Mr Corkhill.

# PHYSICS

## INTRODUCTION

This course is designed largely for students interested in studying Physics, Engineering, Medicine or the Sciences at University. It is largely externally assessed.

## PREREQUISITES

16 Credits at Level 2 Physics **including** at least 10 from externally assessed standards.

*This is a demanding course. The meeting of these prerequisites is essential. Students who do not meet these criteria will be allowed entry under special circumstances only.*

## CONTENT

- Mechanics
- Electricity and Magnetism
- Practical Investigations in physics
- Optic and Waves.
- Atomic and Nuclear Physics.

## ASSESSMENT

This course is assessed through 6 Achievement Standards worth 26 credits in total. 10 credits are assessed internally and 16 credits externally. It is not expected that students must complete all 26 credits. To some extent, specific standards can be selected based on individual needs.

- (Physics 3.1, Internally Assessed, 4 Credits)
- (Physics 3.2, Internally Assessed, 3 Credits)
- (Physics 3.3, Externally Assessed, 4 Credits)
- (Physics 3.4, Externally Assessed, 6 Credits)
- (Physics 3.5, Internally Assessed, 3 Credits)
- (Physics 3.6, Externally Assessed, 6 Credits)

## COURSE RELATED COSTS

There may be a cost of \$45.00 for a Course Workbook, possibly with the option of a buy-back.

For more information, see Mr Farry.

# SCHOLARSHIP PHYSICS

## INTRODUCTION

This course is designed for students wishing to sit the Scholarship Physics Examination.

## PREREQUISITES

Entry to the course will be determined purely by results of NCEA Level 2 Physics External Examinations. Students wishing to do this course should not select Level 3 Physics.

## CONTENT

The following are the major course topics that are studied in greater depth.

- Mechanics
- Electricity and Magnetism
- Practical Investigations in Physics
- Optic and Waves
- Atomic and Nuclear Physics

## ASSESSMENT

This course is assessed through five Achievement Standards worth 23 credits in total. Seven credits are assessed internally and 16 credits externally. There is also the additional Scholarship Examination.

## COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$40.00)

For more information, see Mr Farry.

# SPANISH

## INTRODUCTION

There are many benefits for New Zealanders in learning a second language. Students learn to broaden their horizons, gain an understanding of different cultures, develop communication skills and increase the awareness of their own language.

Studying Spanish can be very enjoyable and useful for all students, but especially those who may go into the tourism, business or technology fields.

“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 12 Spanish or at the discretion of the Head of Department.

## CONTENT

- Family, Friends and Relationships
- School and Further Education
- The Community
- Free Time and Leisure
- Immigration and Racism
- Travel and Tourism
- Food and Gastronomy
- Future Plans
- The Environment

By the end of the course, students should be able to:

- Communicate information, ideas, and opinions through different text types in Spanish.
- Express and respond to personal ideas and opinions in Spanish.
- Communicate appropriately in different situations.

## ASSESSMENT

There are five Achievements Standards to be undertaken. In total, 24 credits are offered.

10 of these are assessed by external examination at the end of the year and involve listening and reading comprehension; 14 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 Mrs Marsh.

# TECHNOLOGY

## INTRODUCTION

Level 3 Hard Materials Technology is a course designed for young men who excel in the workshop and are passionate about creating high quality practical projects. This course allows students to find their own problem that they can design a solution for, and then build a prototype. The course is highly enjoyable as the projects that are created are entirely student centred.

## PREREQUISITES

Hard Materials Technology at Year 12 is a must. Priority will be given to students with Merit and Excellence grades from Level 2 Technology. A strong desire to pursue the Engineering, Allied Trades or Technology Tertiary Education is also desirable.

## CONTENT

All assessment is based around the design, problem solving and construction of individual student's project. Students will submit a portfolio of work for marking. Some of the projects that have been completed in the past include:

- Surfboards and water sports equipment.
- BBQs
- Bespoke chairs and stools
- Coffee Tables
- Knives and Meat Cleavers
- Bespoke Lamps and Lighting projects
- Butchers Blocks
- Guitars and other musical instruments
- Lathe projects
- Steam bending projects
- Welding and Milling projects

## 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 for marking.

18 Internal Credits

4 External Credits

Or Students can do a 20 credit Unit Standard based course if they have no intention of going to university and are looking to enter the allied trades or engineering.

## COURSE RELATED COSTS

To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of approximately \$300 for this course (with an exact amount to be confirmed at the start of the year). This contribution will enable us to ensure your son is able to create a quality project to take home.

For more information, see Mr Bowen.

# 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.



# TE REO MĀORI

**TE REO MĀORI ME ŌNA TIKANGA** – Māori language and customs

TAUMATA TUATORU - Level Three

## HE REO WHAKATAKI - AN INTRODUCTION

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

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

Kōrero	- Oral
Whakarongo	- Aural Comprehension
Pānui	- Reading Comprehension
Tuhituhi	- Writing

## NGĀ WHAINGA – PREREQUISITES

Kia piki mai te ākonga ki te Taumata Tuatoru, me tutuki i a ia ngā whiwhinga o te Taumata Tuarua. Mā HOD te whakatau kia uru mai tētahi kāore anō kia whiwhi i ngā whiwhinga o Te Reo Māori Taumata Tuarua.

Entry is permitted for those who have achieved Level Two NCEA in Te Reo Māori. Students who have not completed Level Two Te Reo Māori may do this course at the discretion of the Head of Department.

## NGĀ KAUPAPA – CONTENT

NCEA Criteria

Tikanga Māori

Māori customs including Waiata, Haka, Karakia, Moteatea

Te Awa Rere- Nā Ian & Shirley Cormack

## NGĀ PUKENGA – SKILLS

Kōrero	- Oral
Whakarongo	- Aural Comprehension
Pānui	- Reading Comprehension
Tuhituhi	- Writing

## TE ĀHUA O TE MAHI NCEA

- Whakarongo kia mōhio ki te reo o te ao whānui
- Kōrero kia whakamahi i te reo o te ao whānui
- Pānui kia mōhio ki te reo o te ao whānui
- Tuhi i te reo o te ao whānui
- Waihanga tuhinga auaha i te reo o te ao whānui

## COURSE RELATED COSTS

We encourage the purchase of a workbook (approximately \$20.00)

For more information, see Mr Pene.

# TOURISM

## INTRODUCTION

The Tourism Industry is now New Zealand's most important economic sector. It employs over ten percent of our workforce. It is anticipated it will grow quickly in the next decade offering many opportunities for school leavers.

This course is available for students with an interest in making a career in Tourism. It will lead to tourism studies that can be undertaken at a Polytechnic or University. The aim of the course is to acquire knowledge and understanding of customer service, the industry and its requirements and career options.

Students need to have a genuine interest in pursuing a career in the Tourism Industry to undertake this course.

## PREREQUISITES

Level 2 Tourism or an equivalent subject. Final course entry is at the discretion of the Head of Department.

## CONTENT

During the year the students will follow a course made up of the following Level 3 standards.

- Destination Australia
- Destination Pacific Islands
- Economic Tourism
- NZ Tourist Destination

## ASSESSMENT

All standards are assessed internally throughout the year. There are a total of 18 credits on offer.

It should be noted that this course is a non-approved University Entrance subject so will only contribute towards NCEA Level 3.

## COURSE RELATED COSTS

N/A

For further information, see Mr McMillan.

# VISUAL ARTS - ART HISTORY

## INTRODUCTION

Art History is a course that will engage any student interested in the visual world around them. It seeks to make sense of the prolific visual culture and give reasons why things are the way they are. It helps students to link contemporary to historic, photographic to painting. Students who are curious, analytical and socially aware will find Art History to be a subject they enjoy.

## PREREQUISITES

There are no prerequisites only a willingness to work and an open mind.

## CONTENT

This course will focus on the rise of Modernism and Post Modernism across the 20th Century. Focussing on France, the United States, Germany and New Zealand. It will provide an artistic, social biographical, political or economic context in which to understand the works studied.

Students will look at some of the key Art movements such as Cubism, Abstract Expressionism, Expressionism, Pop Art, Maori Art, analyse specific Art works made by important Artists such as Picasso, Braque, Kandinsky, Pollock and McCahon, and to place them and the movement into a socially framed context.

## ASSESSMENT

This course is assessed through three internal standards worth four credits each and two external standards worth four credits each.

## SCHOLARSHIP

Students who elect to do scholarship will be able to do so in class time. Specialist tutorials will be made available during the year.

## COURSE RELATED COSTS

N/A

For more information, see Mr Kennedy.

# VISUAL ARTS - DESIGN

## INTRODUCTION

The aim is to develop an understanding of existing procedures and practices which underlie the making of art and design and the practice and extension of those in individual performance.

## PREREQUISITES

12 credits at Year 12 Visual Arts Achievement Standards in the field of Design, or at the discretion of the Head of Department.

## CONTENT

**Foundation skills** - students will work on several set projects related to a selection of the following: illustration, layout and typography, 3D design, company identity, fashion/costume design. They will work to a clearly defined brief as designers for clients considering parameters of such vital things as function, size, style, cost, materials and market. Students will be expected to critically assess the effectiveness of their own and others' work.

**Individual project** - students will undertake a series of related design projects in which they themselves have clearly defined the design problem. This will involve thorough research. The design solution will be communicated through drawings, models and/or finished art work.

**Compiling the examination folio** - students will select works representative of each stage of the working process to present in a three-panel folio.

## ASSESSMENT

Level 3 Achievement Standards internal 3.2, 3.3 and external standard 3.4.

## SCHOLARSHIP

Students who elect to do scholarship will be able to do so in class time. Specialist Scholarship tutorials will be available during the year.

## COURSE RELATED COSTS

The senior art fee is approximately \$110.00. This covers the art pack containing most of the personal materials each student requires, as well as the costs involved in the preparation of the end of year folio. It also includes a contribution to other consumable items needed, but not in their packs.

For more information, see Mrs Sharma.

# VISUAL ARTS - PAINTING

## INTRODUCTION

The aim is to develop an understanding of existing procedures and practices which underlie the making of painting and the practice and extension of those in individual performance.

## PREREQUISITES

Year 12 Visual Arts Achievement Standards in the field of Painting is preferable, or at the discretion of the Head of Department

## CONTENT AND SKILLS

- Drawing - revision of the basic skills
- Drawing to painting - students interpret drawings into painting
- Individual project - students work on thematic study of their own choice. They will use at least one established form of painting and make reference to relevant recent and established practice to provide original work. They will develop sequences of drawings, small works and finished paintings.
- Compiling the examination folio - students will select appropriate works from this project and present these in a three-panel folio.

## ASSESSMENT

Two internal standards 3.2 and 3.3 and external 3.4

## SCHOLARSHIP

Students who elect to do Scholarship will be able to do so in class time. Specialist tutorials will be made available during the year.

## COURSE RELATED COSTS

The senior art fee is approximately \$110.00. This covers the art pack containing most of the personal materials each student requires, as well as the costs involved in the preparation of the end of year folio. It also includes a contribution to other consumable items needed, but not in their packs.

For more information, see Mr Kennedy.

# VISUAL ARTS - PHOTOGRAPHY

## INTRODUCTION

The aim is to develop an understanding of existing procedures and practices which underlie the making of Artwork in a photographic medium and the practice and extension of that into individual performance.

## PREREQUISITES

A minimum of 16 Year 12 Visual Arts Achievement Standards in the field of Photography or by negotiation with the Head of Department Art. Having access to a Digital SLR Camera is of benefit although not essential as the Art Department does have some to loan out.

## CONTENT

- **Foundation skills.** Students will work on extending those skills established during the Year 12 course and extending those as required for their individual project.
- **Individual project.** Students will undertake an individually negotiated project. This will be grounded in research and extended through practical investigation. Students must be prepared to work outside of class hours.
- **Compiling the examination folio.** Students will select works representative of each stage of the working process.

## ASSESSMENT

Two internal standards 3.2, 3.3 worth four credits each and external standard 3.4 which is worth 14 credits. 3.1 is optional but strongly recommended.

## SCHOLARSHIP

Students who elect to do Scholarship will be able to do so in class time. Specialist tutorials will be made available during the year.

## COURSE RELATED COSTS

The senior art fee is approximately \$110.00. This covers the art pack containing most of the personal materials each student requires, as well as the costs involved in the preparation of the end of year folio. It also includes a contribution to other consumable items needed, but not in their packs.

For more information, see Mrs Rozenberg.

# GATEWAY PROGRAMME

## WHAT IS GATEWAY?

The Gateway programme is offered to Year 12 and 13 students who have a identified a career in a particular industry (or industries) and are ready to learn and work in a workplace. It can also, lead on to further Tertiary study programmes.

Gateway students should expect to spend one day per week during term time or holidays at their work placement (minimum of 10 days per year).

Students are expected to achieve at least 20 credits fat Level 2 (and possibly Level 3) for Gateway

At the end of the Gateway Programme, our student's should have a pathway to tertiary study, full or part-time work or gain apprenticeships.

## AIMS

- To provide students with structured workplace learning, across a range of industries and businesses, while they continue to study at school.
- To allow students to test drive their career choices, while gaining valuable real experience learning.
- To give students confidence to make a smooth transition from school to tertiary study or work.

## GATEWAY APPLICATION PROCESS

To be eligible for the gateway at King's High School students must fulfil the following criteria:

- Display a 'work willing' and 'can do 'attitude
- Be a team player
- Have a proven strong attendance record
- Show perseverance
- Show respect for rules and regulations
- Have good communication skills
- Have organisation and time management skills

Students will have to manage their school learning programme as well as studying Gateway unit standards at Level 2 and 3.

Applications must be made in writing and submitted to Mrs Starkey. Forms are available from her office. This will be followed by an interview with Mrs Starkey.

For more information, see the Pathways Co-ordinator Mrs Elder, or Mr Fielding.

# TRADES ACADEMY PROGRAMME

**OTAGO SECONDARY TERTIARY COLLEGE (OSTC)** - previously known as the Trades Academy

Otago Secondary Tertiary College (Otago Polytechnic) offers a training programme, which gives Secondary School students a head start to achieving career-based Vocational Pathway qualifications while still at school. It is designed for Year 12 and 13 students who:

- want an alternative to traditional secondary and tertiary education.
- are looking for something hands-on, practical and relevant to an industry or profession.
- want a qualification that gives the skills and strengths employers are looking for.
- Want to obtain NCEA credit for real-world career training.

Courses for 2022 in Dunedin are likely to include:

- Automotive (Motor Industry)
- Building, Construction and Allied Trades (BCATS)
- Cookery (Level 3 only)
- Engineering
- Hairdressing
- Health and Wellbeing.
- Fashion Design

Boys go to the OSTC course for one full day a week, and do five other subjects at King's.

Boys will write an application and be interviewed before being accepted to an OTSC course. Applications are made in **August**, at coursing time. Late applications cannot be accepted. Students must make a full-year commitment, so should not apply if they might leave during the next year.

For more information, see Mr Fielding.

<https://www.op.ac.nz/study/still-in-school/otago-secondary-tertiary-college/>