



Lexie Brothers, Year 12.



ROTORUA  
GIRLS  
HIGH SCHOOL

CURRICULUM GUIDE  
YEAR 12

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# Introduction

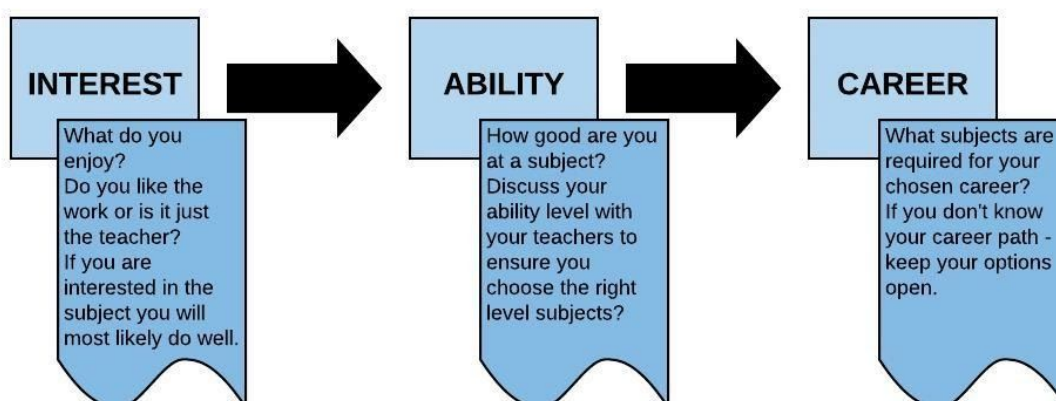
Welcome to the 2021 Year 12 Curriculum Guide. This year we have designed courses in all curriculum areas that can cater for your individual needs. During term 3 a teacher will meet with you to discuss a preliminary course for 2021, after discussions at Option Evening on Thursday the 27th August 2020. Please discuss options with your whānau/family. You will have plenty of chances before the start of 2021 to ensure that your timetable provides you with all the opportunities you deserve on the pathway ahead. Please do not hesitate to contact us at any time to discuss how we can assist you with your choices.

## Using this booklet:

This booklet provides the necessary information for students and their whānau/family to make informed decisions regarding their subject choices for 2021.

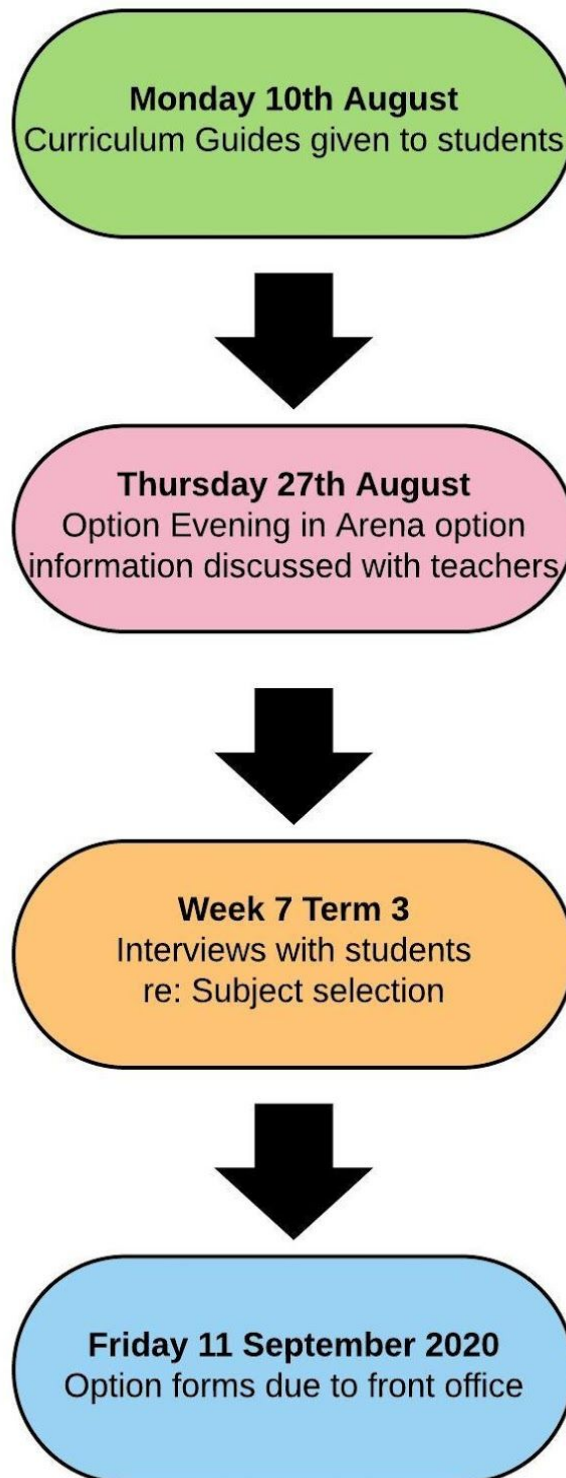
General information is provided at the beginning of the booklet for choices in Year 12. The second section provides specific subject information to help students make their subject choices for 2021. The last section of the booklet are the planning pages and notes pages to be used at option evening gathering information for the course interviews that will happen in the week of 31 August to 4 September.. The subject selection form, which is a separate form will be given to students at the interview and they will bring it home to be signed by parents. This form will need to be returned to the front office by Friday the 11th September 2020.

## Choosing a programme of study



This is YOUR choice for YOUR future

## Process for selecting your option subject



## NCEA – What does it all mean?

The National Certificate of Educational Achievement (NCEA) is the main National Qualification for secondary school students in New Zealand. Credits are the currency of the NCEA qualification. Generally speaking, one credit represents ten hours of learning and assessment. This time includes teaching, homework and assessment.

### How many credits are needed to earn NCEA?

To gain **NCEA Level 1**: Achieve **80 credits** at any level (Level 1- 3). This includes at least 10 credits in each literacy and numeracy.

To gain **NCEA Level 2**: Achieve a minimum of **60 credits** at Level 2 or above; and 20 credits at any level.

To gain **NCEA Level 3**: Achieve a minimum of **60 credits** at Level 3 or above; and 20 credits at Level 2 or above



(Image taken from [www.careers.govt.nz](http://www.careers.govt.nz))

## Subject choices for 2021

This booklet has been designed to ensure that you are able to select a range of subjects that will best meet your interests and career goals for the future. The overview of each subject is intended to show the vital information needed when selecting your subjects.

Each page will show:

- Name of course
- University approved or not
- NCEA credits offered
- A brief description of the subject
- Potential careers that may be available through that subject

### How many compulsory and optional Subjects are there ?

At year 12 **English** is a compulsory subject. You will be required to also select another **five** subjects, with **two** back up options.

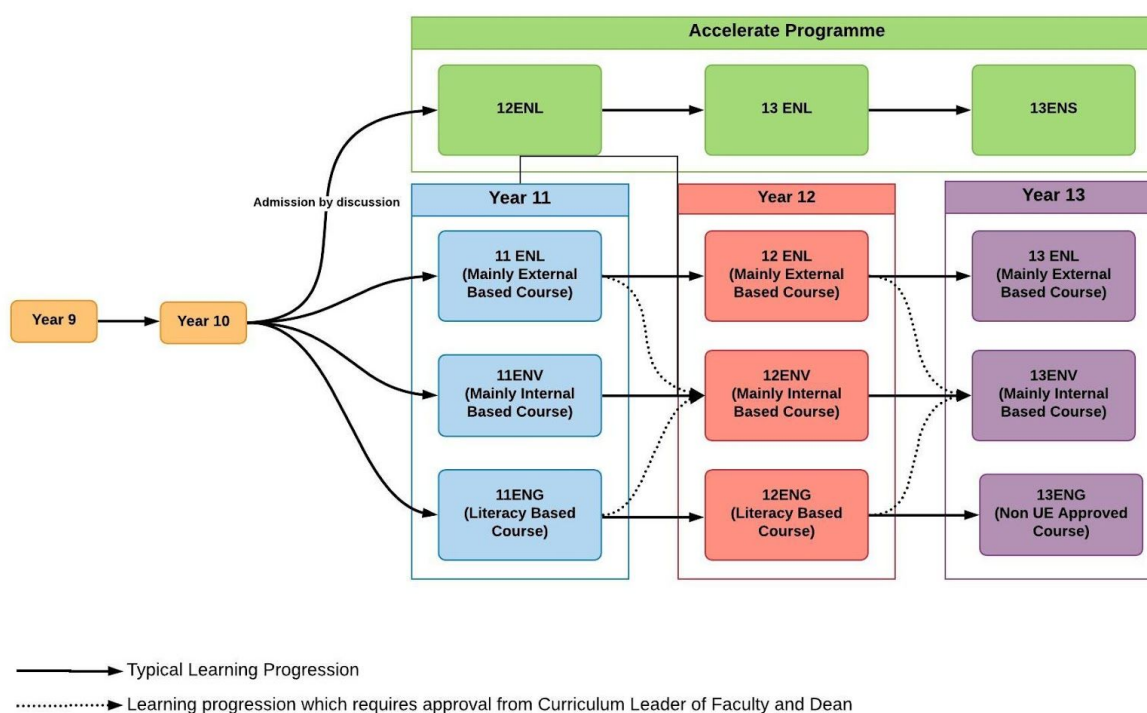
It is really important that you think carefully about the subjects that will work best with your vocational pathway.

# ENGLISH

## Description of the Learning Area:

In English, students study and use the English language and its literature, to communicate orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

## Learning Pathways:



**Person to Contact:** Sarah Riley (Curriculum Leader) [sriley@rghs.school.nz](mailto:sriley@rghs.school.nz)

# 12ENL - English Literature

## Description:

This course is designed for students that have an interest in Literature and wish to explore academic study through both visual and written literature. All of the internal standards are linked to external standards, which will enrich their learning and understanding of the elements of English.

## Pre-requisites:

Completion of Year 11 English and achieved at least 14 credits.

## Future Areas of Interest and Study:

A study in English can lead to many areas and careers. These include Jobs directly related to English Study: Digital copywriter, Editorial Assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist, Publishing copy-editor/proofreader, Secondary school teacher, Web content manager, Writer, Academic librarian, Advertising copywriter, Arts administrator, Education consultant, Information Officer, Learning mentor, Marketing executive, Media researcher, PPC specialist, Primary school teacher, Private tutor, Public Relations officer, Records Manager, Social media manager, etc.

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Analyse specified aspect(s) of studied written text(s), supported by evidence	91098	E	4
Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	91099	E	4
Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	91100	E	4
Produce a selection of crafted and controlled writing	91101	I	6
Construct and deliver a crafted and controlled oral text	91102	I	3
Analyse significant connections across texts, supported by evidence	91104	I	4
Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	91107	I	3
<b>Total Credits Offered</b>			<b>28</b>



## 12ENV - English Visual

### Description:

This course is designed for students that have an interest in Literature and wish to explore academic study through visual literature. All of the internal standards are linked to external standards, through thematic study, which will enrich student learning and understanding of the elements of English.

### Pre-requisites:

Completion of Year 11 English and achieved at least 14 credits.

### Future Areas of Interest and Study:

A study in English can lead to many areas and careers. These include Jobs directly related to English Study: Digital copywriter, Editorial Assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist, Publishing copy-editor/proofreader, Secondary school teacher, Web content manager, Writer, Academic librarian, Advertising copywriter, Arts administrator, Education consultant, Information Officer, Learning mentor, Marketing executive, Media researcher, PPC specialist, Primary school teacher, Private tutor, Public Relations officer, Records Manager, Social media manager, etc.

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	91099	E	4
Produce a selection of crafted and controlled writing	91101	I	6
Create a crafted and controlled visual and verbal text	91103	I	3
Use information literacy skills to form developed conclusion(s)	91105	I	4
Form developed personal responses to independently read texts, supported by evidence	91106	I	4
Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	91107	I	3
<b>Total Credits Offered</b>			<b>24</b>



# 12ENG - English General

## Description:

This course is designed for students that wish to attain literacy at level two. Students are offered internal standards that allow them to achieve UE Literacy All of the internal standards are offered in a portfolio and report format that allows students to achieve a clear and relevant understanding of English skills.

## Pre-requisites:

Completion of Year 12 English and achieved at least 14 credits.

## Future Areas of Interest and Study:

A study in English can lead to many areas and careers, which require good literacy skills.

## Standards Offered:

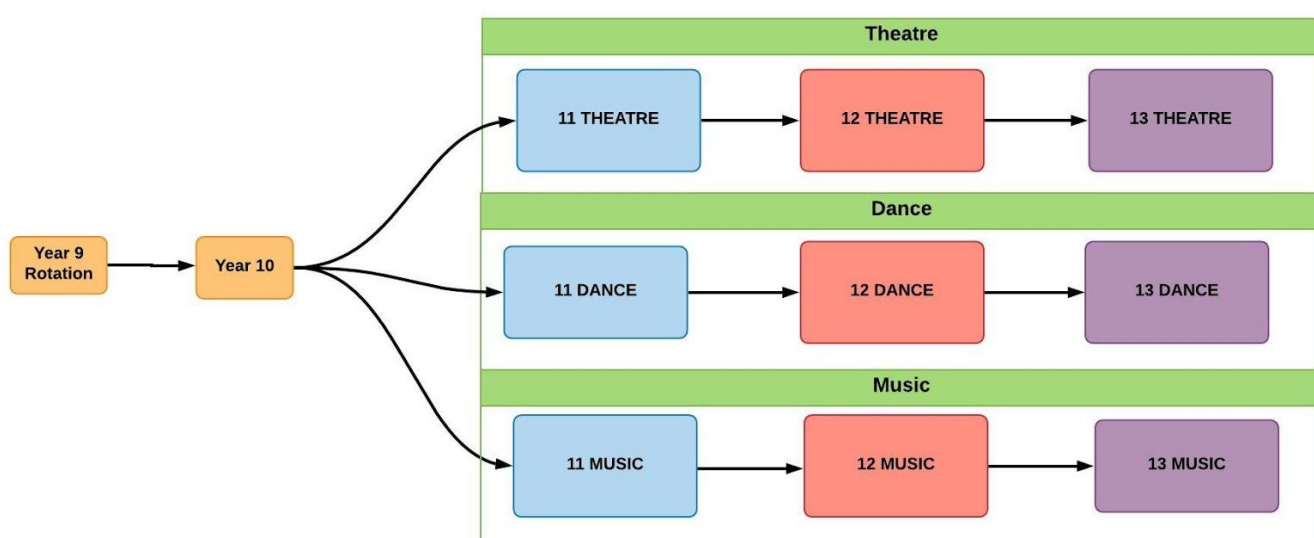
<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Produce a selection of crafted and controlled writing	91101	I	6
Use information literacy skills to form developed conclusion(s)	91105	I	4
Form developed personal responses to independently read texts, supported by evidence	91106	I	4
<b>Total Credits Offered</b>			<b>14</b>

# CREATIVE ARTS

## Description of the Learning Area:

Creative Arts in the New Zealand Curriculum emphasises that the Arts disciplines offer students unique opportunities for imaginative and innovative thought and action, for emotional growth, and for deeper understandings of cultural traditions and practices in New Zealand and overseas. Such opportunities are integral to young people achieving their potential as learners and participating fully in their communities and in society as a whole. Studying the Creative Arts also encourages students to go on to contribute their vision, abilities, and creative energies to Arts initiatives and industries that help define New Zealand's national identity.

## Learning Pathways:



**Contact:** Bridget Donovan (Curriculum Leader) [bdonovan@rghs.school.nz](mailto:bdonovan@rghs.school.nz)

# 12DAN - Dance

## Description:

Do you sit there tapping your feet along to any beat? Or daydreaming of being the star of Saturday Night Fever or Born to Dance? Well take a chance on NCEA Level 2 Dance and explore a variety of dance genres, including Hip Hop, Jazz, Contemporary, Haka fusion, Ballet, and Musical Theatre. This course will help build your confidence in dance and will look more deeply at the varying elements that make it what it is. It will develop your skill and ability to critique dance performances, write choreographic intentions, choreograph dance routines using dance structure, research dance practices, deliver media presentations and perform dance sequences with confidence, to invited audiences.

## Pre-requisites:

Level 1 Dance

## Future Areas of Interest and Study:

Professional Dancer (Movies, Video Clips, Music Clips, Internet Sensation, Broadway, Cruise Ship Entertainer, TV advertisements), Dance Studio Owner, Teacher, Choreographer, Modelling, Dacting (dance acting), Fitness Instructor. .

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Choreograph a solo to communicate an intent	91206	I	4
Perform a theatre dance to communicate understanding of the dance	91208	I	4
Perform an ethnic or social dance to communicate understanding of the style	91207	I	4
Perform a repertoire of dance	91209	I	6
Choreograph a group dance to communicate an intention	91205	I	4
Provide an interpretation of a dance performance, with supporting evidence	91211	E	4
<b>Total Credits Offered</b>			<b>26</b>

**Approximate Extracurricular Course Costs :** To be confirmed. There will be a variety of trips and performances to attend throughout the year. Students will be given notice well in advance to help with budgeting for these events.

# 12MUS - Music

## Description:

Music Level 2 leads on from Level 1. This course will extend and challenge your talent and skills to reach a Grade 4 standard. You will be provided with opportunities to perform as a soloist and as a member of a group, create your own music as an individual or collaboratively. To investigate different styles of music and eras from around the world. You can use Maori Performing Arts or Pacific Island songs for your music performances. By the end of this course you will have grown as a performing artist and composer at Level 2 standard preparing you for the Level 3 course. You will acquire advanced skills in vocal and instrumental performance, composition, research and live sound.

## Pre-requisites:

Completion of the Level 1 Music course. Itinerant lessons are provided by the school and attendance is mandatory in Level 2 for a successful year.

## Future Areas of Interest and Study:

Musician, Singer, Composer, Conductor, Sound Technician, Entertainer, Teacher, Broadcaster, Music Producer, Music Journalist, Events Management

## Standards Offered:

<b>Name</b>	<b>Standard #</b>	<b>Type</b>	<b>Credits</b>
Perform two substantial pieces of music as a featured soloist	91270	I	6
Compose two substantial pieces of music	91271	I	6
Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	91273	I	4
Investigate an aspect of New Zealand music	91278	I	4
Devise an instrumentation for an ensemble (Optional)	91273	I	4
Demonstrate aural understanding through written representation	91275	E	4
Demonstrate knowledge of conventions in a range of music scores	91276	E	4
<b>Total Credits Offered</b>			<b>32</b>

**Approximate Extracurricular Course Costs :** To be confirmed. There will be a variety of trips and performances to attend throughout the year. Students will be given notice well in advance to help with budgeting for these events.

# 12THE - Theatre Performance

## Description:

Students will study the craft of performance through a variety of hands-on activities, including character development, proper voice technique, staging and rehearsals. In this course, there is the opportunity to study a variety of dramatic genres by reading and watching theatre versions of plays, completing written assignments, and developing group presentations over some aspect of the theatre and/or entertainment industry. Dramatic performance is required of all students.

## Pre-requisites:

Completion of the Level 1 Theatre Performance course

## Future Areas of Interest and Study:

Actress, Comedian, Camera Operator, Radio presenter, Artistic Director, TV & Film Director, Producer, Teacher, Lawyer, Events Manager, Public Speaking

## Standards Offered:

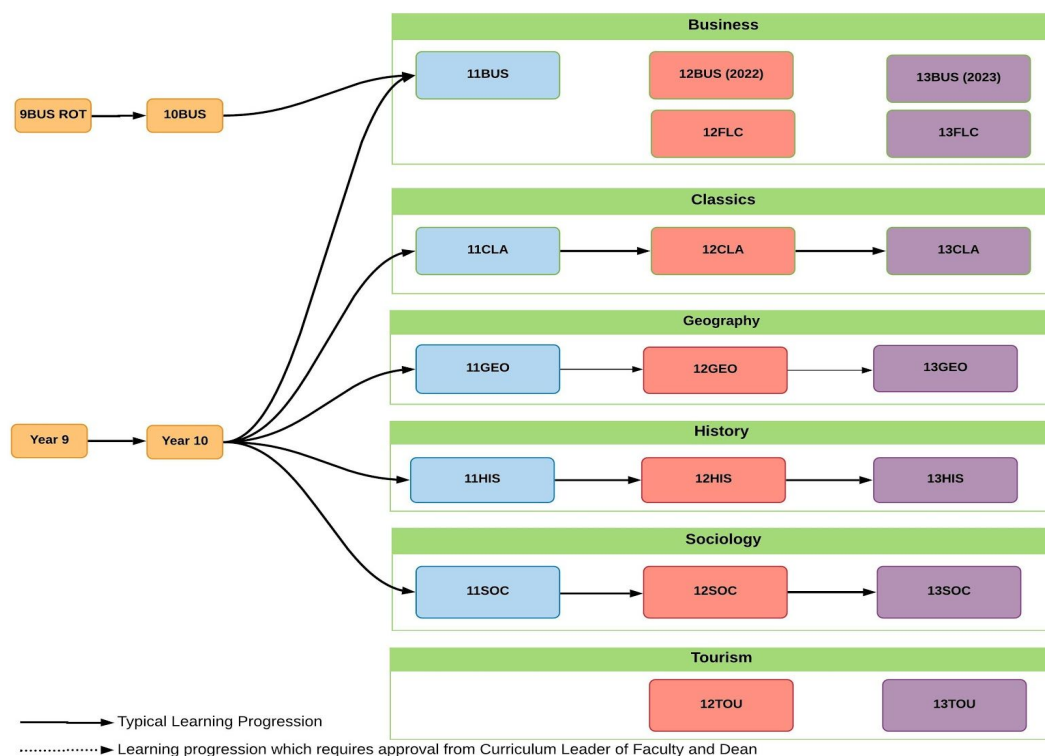
<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Perform a substantial role in a scripted production	91218	I	5
Devise and Perform a drama to realise an intention	91214	I	5
Apply Drama techniques in a dramatic context	91213	I	4
Use complex performance skills associated with a theatre form/period	91216	I	4
Discuss drama elements, techniques, conventions and technologies within live performance	91219	E	4
<b>Total Credits Offered</b>			<b>22</b>

**Approximate Extracurricular Course Costs :** To be confirmed. There will be a variety of trips and performances to attend throughout the year. Students will be given notice well in advance to help with budgeting for these events.

# HUMANITIES

## Description of the Learning Area:

The Humanities Faculty consists of the following subject areas: Business/Financial Capabilities, Classical Studies, Geography, History, Social Studies, Sociology and Tourism. Our learning area focuses on how societies work and how people can participate as critical, active, informed and responsible citizens. Our contexts for learning are drawn from the past, present, and future, and from both within and beyond Aotearoa New Zealand. Students in Humanities subjects learn about people, places, cultures, histories and the economic world, and will develop understandings of how those places and cultures are shaped by different perspectives, values, and viewpoints. Students will also develop the skills to ask questions, gather information, examine past and current issues, analyse ideologies, and reflect on and evaluate their understanding of the ideas and processes they have learned about.



**Contact:** Jo-Anne Vari (Curriculum Leader)

[jvari@rghs.school.nz](mailto:jvari@rghs.school.nz)

# 12CLA - Classics

## Description:

Classical Studies is the study of the civilisations of classical Greece and Rome, and their continuing influence on the modern world. It is a multi-disciplinary subject that includes the study of classical art, history, literature, philosophy, politics, religion, and society. Students gain skills such as information gathering and analysis, reasoning, argument, and writing. All standards contribute towards NCEA Literacy requirements. Contexts at Year 12 vary from year to year, but may include the study of heroism in classical myth and modern films (such as Percy Jackson), significant events such as the eruption of Mt Vesuvius or the Persian Wars, Greek vase paintings, the architecture of buildings such as the Parthenon and Colosseum, literary works such as Homer's Odyssey and Sophocles' Antigone.

## Pre-requisites:

At least 8 credits in Level 1 Classical Studies, History, or English, along with a good level of reading and writing, and an interest in past events.

## Future Areas of Interest and Study:

The knowledge and skills acquired in Classical Studies can be applied to the study of, and careers in, art, anthropology, archaeology, journalism, languages, librarianship, museum curacy, philosophy, science and medicine, and in the practice of law, teaching, business and management. A knowledge of Classical Studies increases the capability of anyone employed in a position which demands accuracy, logical thought and articulate speech.

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Examine ideas and values of the classical world	91200	E	4
Examine the significance of features of work/s of art in the classical world.	91201	E	4
Demonstrate understanding of a significant event in the classical world.	91202	I	4
Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures.	91204	I	6
<b>Total Credits Offered</b>			<b>18</b>



## 12FLC - Financial Capability

**Description:** Mathematics for Life Skills builds on the numeracy skills and understanding developed in previous years. This course focuses on applied mathematics that can be used in a range of situations such as budgeting, banking and financing. This course has been designed for students who may be unsure about a traditional mathematics course in Year 12 and completed mostly Unit Standards in the prior year.

**Pre-requisites:**

There is no prerequisite for this course.

**Future Areas of Interest and Study:**

This course provides students with skills in money management and some mathematical concepts. At the time of publication of this guide, a follow up course in Year 13 has not been determined and therefore this course is considered a terminating course. Under unique circumstances and with approval from the HOF and Dean a student may be admitted into 13MAS.

**Standards Offered:**

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Analyse Personal Income	28092	I	3
Student Loans and Tertiary Study	28093	I	3
Balancing your Budget	28094	I	3
Banking	28097	I	3
Evaluate options to increase personal income	28090	I	3
Develop a plan to achieve a long term personal financial goal/s.	28100	I	4
<b>Total Credits Offered</b>			<b>19</b>

**Who to contact:** Trish Pike [tpike@rghs.school.nz](mailto:tpike@rghs.school.nz)

## 12GEO - Geography

### Description:

Geography is the study of our planet, our home. It explores the natural environment, the patterns and processes that created it, and how people connect to that environment. Geography also looks at issues that affect the cultural, economic and political spheres of our lives. Students of Geography learn to think spatially, to use maps and visual images, to obtain, present and analyse information. This is a subject that would suit students who have a strong interest in environmental and global issues.

### Pre-requisites:

At least 8 credits in a Level 1 Humanities subject, English, or Science, and an interest in the world around them..

### Future Areas of Interest and Study:

Geography-related careers include Environmental Science, Geology, Volcanology, Hydrology, Geothermal Engineer, Town Planning, Resource Management, Economic Development Advisor, Civil Engineer. Surveying, GIS Analysis, Mining Engineer.

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Demonstrate geographic understanding of a large natural environment	91240	E	4
Apply geography concepts and skills to demonstrate understanding of a given environment	91243	E	4
Conduct geographic research with guidance	91244	I	5
Explain aspects of a contemporary New Zealand geographic issue	91245	I	3
Explain aspects of a geographic topic at a global scale	91246	I	3
<b>Total Credits Offered</b>			<b>18</b>

## 12HIS - History

### Description:

History is a literacy-rich course, learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and substantiate their arguments and judgments. Students can see why they are learning and what they are learning, and they can debate the significance of the history they learn. Contexts at Year 12 vary from year to year, but may include topics such as the French and Russian Revolutions, the Vietnam War, and the Origins of World War 1, and significant New Zealand events such as Parihaka and the Dawn Raids.

### Pre-requisites:

At least 8 credits in Year 11 History, Classical Studies, Sociology, or English, along with a good level of reading and writing, and an interest in past events.

### Future Areas of Interest and Study:

History complements Classical Studies and Sociology. The skills learned in History can be applied to many different careers, including Lawyer, Teacher, Research Analyst, Librarian, Museum Curator, Archivist, Journalist, Heritage Manager, Civil Service Administrator.

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Carry out an inquiry of an historical event, or place, of significance to New Zealanders.	91229	I	4
Examine an historical event, or place, of significance to New Zealanders.	91230	I	5
Examine sources of an historical event that is of significance to New Zealanders.	91231	E	5
Interpret different historical perspectives of people in an historical event that is of significance to New Zealanders.	91232	I	5
Examine the causes and consequences of a significant historical event.	91233	E	5
<b>Total Credits Offered</b>			<b>24</b>

# 12SOC - Sociology

## Description:

Sociology is the study of Society and the people in it. The aim of this course is to help you better understand changes and beliefs in society and develop ways to solve social problems. Sociology will sharpen your skills in research and analysis of information. You will learn how to develop a strong, well-constructed argument and appreciate the wide range of beliefs that exist regarding social issues.

## Pre-requisites:

Level 1 Sociology would be an advantage. Good understanding of English

## Future Areas of Interest and Study:

Excellent for those students interested in careers such as a Teacher, Social Worker, Lawyer, Analyst, Social Policy Writer, Politician, Councillor, Prime Minister, Psychiatrist, Psychologist

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights	91283	I	4
Describe personal involvement in a social action related to rights and responsibilities	91282	I	5
Conduct a reflective social inquiry	91279	I	4
Examine a social structure	8998	I	4
Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas	91279	E	4
<b>Total Credits Offered</b>			<b>21</b>

## 12TOU - Tourism

### Description:

Tourism is a significant industry in New Zealand generally, and in Rotorua in particular. Students will learn about the different work roles in the industry, the different types of tourists, tourist attractions in different countries, tourist attractions in New Zealand, the impacts of tourism, how to perform calculations for the tourism industry, and how to provide customer service. Students who complete all of the compulsory assessments at both Level 2 and 3 can gain a New Zealand Certificate in Tourism (Introductory Skills), and be work-ready as soon as they finish school.

### Pre-requisites:

Nil.

### Future Areas of Interest and Study:

Tourism is ideally suited to students who are interested in a career in the Tourism, Travel and Hospitality industry. Specific jobs may include travel agent, airline cabin crew, hotel management, attraction and activity operator, tour guide, marketing coordinator, event and conference organiser, customer service assistant.

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Demonstrate knowledge of work roles in tourism	24728	I	3
Demonstrate knowledge of the business of tourism	24730	I	4
Demonstrate knowledge of tourist characteristics and needs	24732	I	3
Demonstrate knowledge of destination New Zealand	24731	I	4
Perform calculations for the tourist industry	18237	I	3
Demonstrate knowledge of world destinations	24729	I	4
Demonstrate knowledge of social and cultural impacts of tourism	24726	I	2
Demonstrate knowledge of the impacts of tourism on the physical environment	24727	I	3
Provide customer service	57	I	2
<b>Total Credits Offered</b>			<b>28</b>

# MARAUTANGA

## Description of the Learning Area:

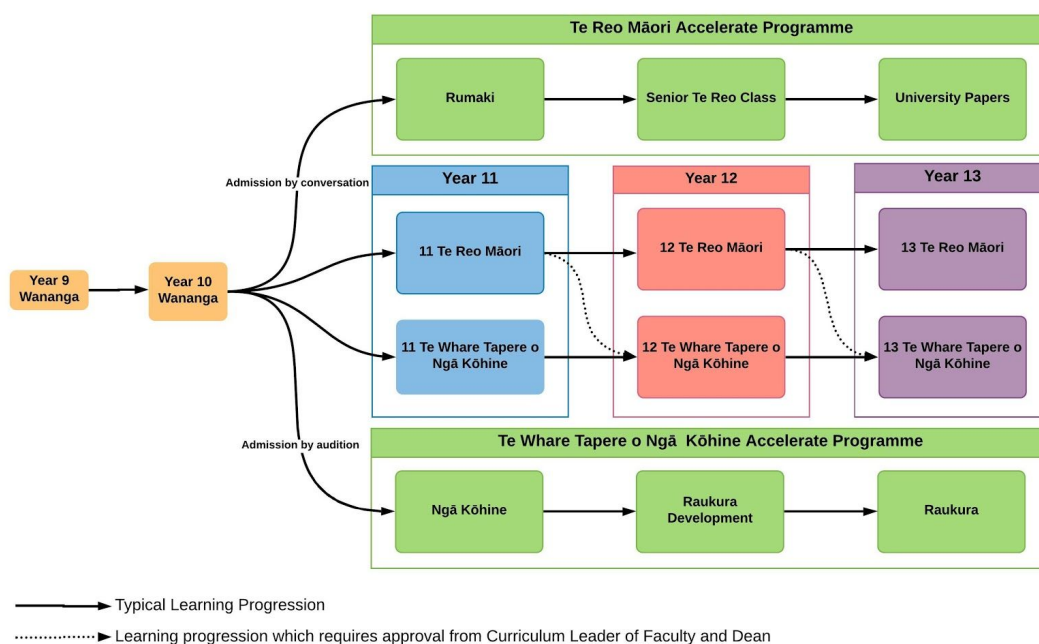
*Ko te reo Māori, te hā o te Māori'*

*(The Māori language is the life breath of Māori'*

Marautanga focuses on the development of competent speakers of Te Reo Māori. Through our Te Reo Māori classes, students build a range of simple and complex language constructions and vocabulary to express themselves in a variety of situations. Students will learn to communicate through the learning strands of **whakarongo**, **kōrero**, **tuhituhi** and **pānui** in both internal and external assessment activities. Language acquisition occurs through a variety of pathways and this year we offer Te Whare Tapere o Ngā Kohine which combines performance and research methodologies to showcase and build student knowledge around Māori performance and its evolution.

Building language competency and a Māori knowledge base is core to our learning journey and our students are at the heart of all that we do. By experiencing the language in both formal and informal situations and at increasing levels of complexity, students become skilled and confident to take up the myriad of roles and career opportunities on offer.

## Learning Pathways:



**Contact:** Laurelle Tamati (Curriculum Leader) [ltamati@rghs.school.nz](mailto:ltamati@rghs.school.nz)

# 12TWT - Te Whare Tapere o Nga Kohine

## Description:

Develop a comprehensive understanding of Maori Performing Arts with an emphasis on Te Arawa kawa and tikanga. Each student will be expected to work independently and cooperatively to complete assignment tasks. A firm commitment to use of Te Reo Māori in given settings.

## Pre-requisites:

You must have participated in a Kapa Haka performance or completed Year 9 & 10 Wananga

## Future Areas of Interest and Study:

NCEA Levels 3 in Te Whare Tapere o Ngā Kōhine  
Bachelor of Maori Performing Arts

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Standard 1 Demonstrate knowledge and understanding of waiata-a ringa (Level 2)	13367	I	6
Standard 2 Demonstrate knowledge and skill of Whakarakā (Level 2)	15019	I	6
<b><u>Cross-curricular credits with Dance on offer to students who complete a Performing Arts Bracket (10 Credits at Level 2)</u></b>			
Standard 4 Perform an ethnic or social dance to communicate understanding of the style (Level 2)	91207	I	4
Standard 5 Perform a theatre dance to communicate understanding of the dance (Level 2)	91208	I	4
Standard 6 Perform a repertoire of dance (Level 2)	91209	I	6
<b>Total Credits Offered</b>			<b>12+14</b>



## 12REO - Te Reo Maori

### Description:

Te Reo Maori is a living language and one of the official languages of Aotearoa. This subject will include achievement standards in speaking, listening, reading and writing in Te Reo Maori. Tikanga and cultural aspects of protocol will also be studied through specific topics. Students will use their language skills to study various topics that will enhance their ability to use Te Reo in everyday situations. The appropriate level of grammatical constructions and vocabulary will be woven into the programme to prepare all students for assessment opportunities.

### Pre-requisites:

You must have completed year 10 Wananga and Level 1 Te Reo Maori (Including external exams), Kura Kaupapa.

### Future Areas of Interest and Study:

NCEA Level 3 Te Reo Maori, University papers  
Bachelor of Te Reo Maori, Indigenous studies

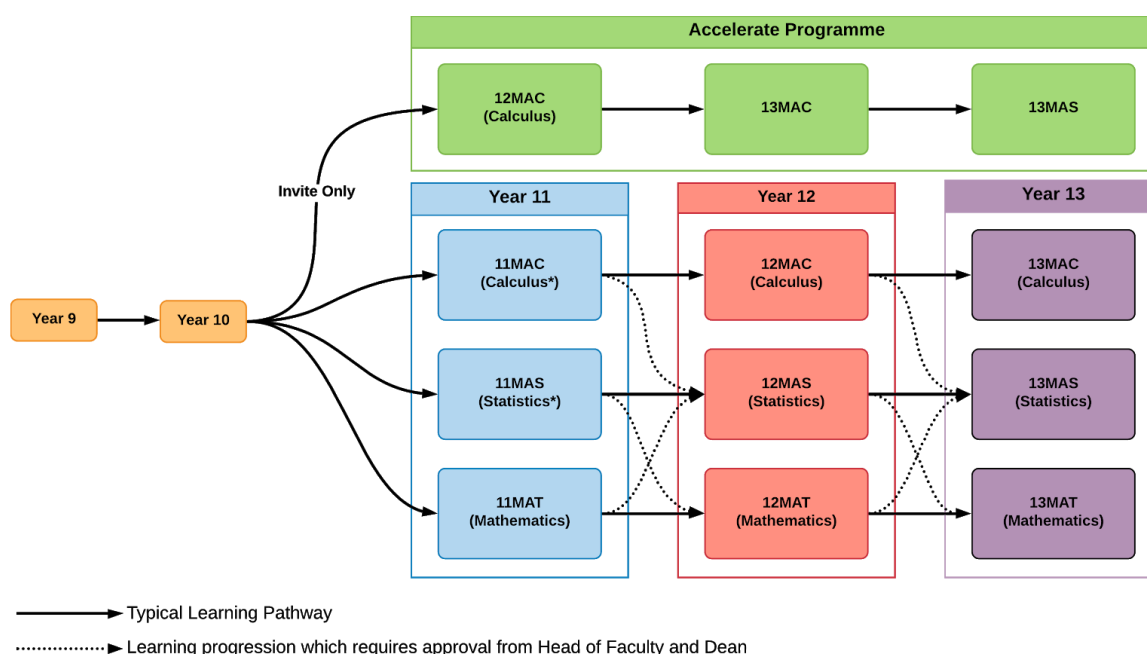
### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Korero kia whakamahi i te reo o tona ao torotoro (Level 2) (optional)	91285	I	6
Waihanga tuhinga auaha, i te reo o tona ao torotoro (Level 2)	91288	I	6
Whakarongo kia mohio ki te reo o tona ao torotoro (Level 2)	91284	I	4
Tuhi i te reo o tona ao torotoro (Level 2)	91287	E	6
<b>Total Credits Offered</b>			<b>22</b>

# MATHEMATICS

## Description of the Learning Area:

In mathematics, students will gain critical knowledge and skills related to Number, Algebra, Geometry and Statistics. Through these lenses, students will gain experience exploring and expressing relationships between quantities, space and data so that they can participate as critical, informed and responsible citizens in a society in which mathematical and statistical modelling plays a significant role.



\*Note: Calculus and Statistics are not subjects in year 11 but the Achievement Objectives covered in these courses have a pathway into those topics are designed for those pathways

**Contact:** Christopher Niles (Curriculum Leader) [cniles@rghs.school.nz](mailto:cniles@rghs.school.nz)

## 12MAC — Calculus

**Description:** Mathematics Calculus in Year 12 builds on the skills and understanding developed in previous years. This course focuses on the specialist branch of mathematics, calculus, which is introduced and applied to a range of situations. This course can be taken in conjunction with 12MAS.

**Pre-requisites:**

Level 1 Mathematics; Merit in Algebra 91027 (Level 1 external Algebra exam) recommended and at least 10 Level 1 Numeracy (Achievement Standards) Approval by head of faculty is required

**Future Areas of Interest and Study:**

Mathematics is a foundation for further study in a range of learning areas including engineering, surveying, commerce, science, social science, medicine and information management. Satisfactory completion of this course allows students to proceed to Level 3 Calculus.

**Standards Offered:**

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Apply algebraic methods in solving problems	91261	E	4
Apply calculus methods in solving problems	91262	E	5
Apply graphical methods in solving problems	91257	I	4
Apply trigonometric relationships in solving problems	91259	I	3
Apply probability methods in solving problems	91267	E	4
<b>Total Credits Offered</b>			<b>20</b>

## 12MAS — Statistics

### Description:

This course covers the process of carrying out investigations to provide answers for real world

problems, by using statistics to organise, process, present and analyse data. Making use of technology and modern analytical software, students will learn to notice trends, evaluate reports, design surveys, investigate patterns in society, conduct experiments, make predictions and communicate findings in written reports. This course can be taken in conjunction with 12MAC.

### Pre-requisites:

Students entering this course should have gained Level 1 Numeracy, Level 1 Literacy and Achieved with at least Merit on AS91035 and AS91036. Students from 11MAT must be given approval from the Head of Faculty.

### Future Areas of Interest and Study:

Satisfactory completion of this course allows students to proceed to Level 3 Statistics.

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Apply coordinate geometry methods in solving problems	91256	I	2
Apply network methods in solving problems	91260	I	2
Design a questionnaire	91263	I	3
Use statistical methods to make an inference	91264	I	4
Conduct an experiment to investigate a situation using statistical methods	91265	I	3
Apply probability methods in solving problems	91267	E	4
<b>Total Credits Offered</b>			<b>18</b>

## 12MAT - Mathematics

### Description:

This course is about optimising functions, graphing, a small bit of Algebra and looking at relationships in data and chance. It is a mix of everything and leaves student-options open to continue exploring Optimisation & Data or move into a Statistics course in Year 13. The coursework mainly consists of Internal coursework and one exam on probability.

### Pre-requisites:

Satisfactory completion of 11MAS or 11MAC.

Students coming from 11MAT should have achieved at least a Merit in ASg1035 and ASg1038.

### Future Areas of Interest and Study:

This course offers students a foundation for further study in a range of learning areas including business, computer science, commerce, manufacturing, market and social research, telecommunications, retail and tourism. Satisfactory completion of this course will prepare students to proceed to the Level 3 Optimisation and Data course. Significant success in ASg1264, ASg1265 and ASg1267 will prepare students to proceed to the Level 3 Statistics course.

### Standards Offered:

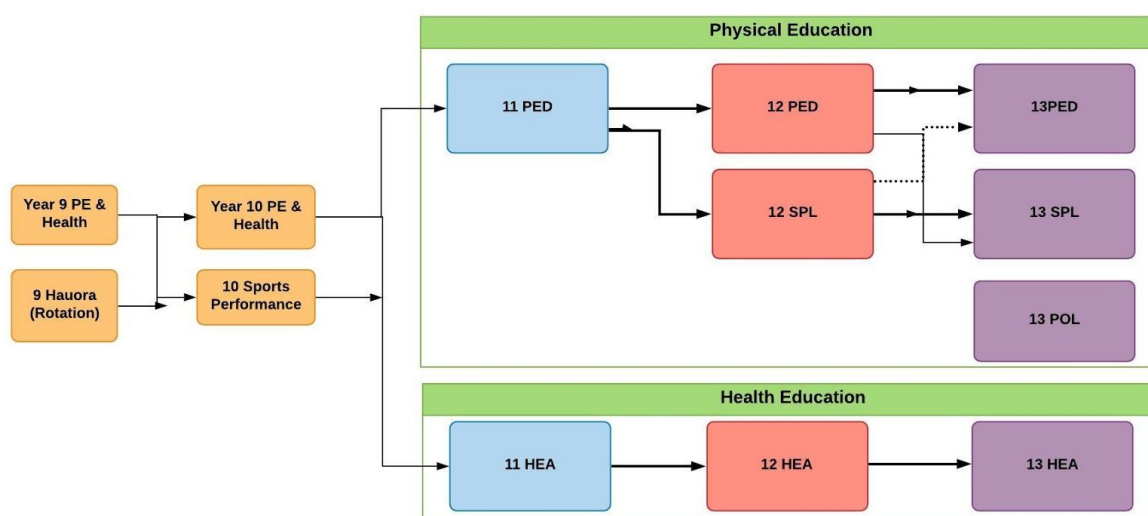
<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Apply coordinate geometry methods in solving problems	91256	I	2
Apply systems of equations in solving problems	91269	I	2
Investigate a situation involving elements of chance using a simulation	91268	I	2
Conduct an experiment to investigate a situation using statistical methods	91265	I	3
Use statistical methods to make an inference	91264	I	4
Apply probability methods in solving problems	91267	E	4
<b>Total Credits Offered</b>			<b>17</b>

# PHYSICAL EDUCATION AND HEALTH

## Description of the Learning Area:

Students will learn 'in, through and about' Physical Education. they will gain the knowledge, skills, attitudes and values to enjoy a healthy lifestyle and contribute actively to the well-being of themselves, other people and the wellbeing of their communities. Through participation in a variety of rich and meaningful student and teacher selected practical activities, including at least one major Education Outside the Classroom (EOTC) experience, students will gain an appreciation of how Physical Education and Health impacts on our everyday lives now and in the future.

## Learning Pathways:



**Person to Contact:** Carolyn Katu (Curriculum Leader) - [ckatu@rghs.school.nz](mailto:ckatu@rghs.school.nz)

# 12HEA - HEALTH EDUCATION

## Description:

This course is designed for students who can think critically about current Health issues in New Zealand and abroad. Students will show their understanding of the underlying concepts in Health Education - Hauora, determinants of health, attitudes and values, health promotion and social justice and apply them to a New Zealand and International Health issue, health practices, an ethical issue and health promotion.

## Pre-requisites:

Completion of Level 1 Health or sound achievement in Level 1 English.

## Future Areas of Interest and Study:

A study in Health Education can lead to many areas and careers including: Nursing, Midwife, Plunket Nurse, Health Care Assistant, Health Researcher, Doctor, Ambulance Office, Health Promotion, Medical Sales, Health Teacher, Early Childhood Educator, Counsellor, Therapist, Social Worker, Doctor, Dentist, Radiography technician, Phlebotomist,

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Describe an adolescent Health issue	91235	E	5
Evaluate factors that influence people's ability to manage change	91236	I	5
Take action to enhance an aspect of people's well-being within the school or wider community	91237	I	5
Analyse issues related to sexuality and gender to develop strategies for addressing the issues	91239	I	5
<b>Total Credits Offered</b>			<b>20</b>



# 12PED - PHYSICAL EDUCATION

## Description:

This course will develop further understanding of the 'core' Physical Education principles with a focus on mostly sport science achievement standards, namely exercise physiology, motor skill learning, anatomy, biomechanics and sociocultural factors. There will be a variety of physical activity contexts which will be co-constructed with students where possible, but will include at least one key EOTC activity. Much of the assessment is through written assignments and students taking this course must be well-organised and self-motivated as Level 2 Physical Education offers internally assessed Achievement Standards only.

## Pre-requisites:

Completion of Year 11 Physical Education and achievement in the Level 1 Sport Science assessments - 90963, 90967, 90965

## Future Areas of Interest and Study:

A study in Physical Education can lead to many areas and careers. PE Teacher, Physiotherapist, Nutritionist, Professional Sportsperson, Sport Psychologist, Performance Analyst, Personal trainer, Coach, Occupational Therapist, Paramedic, Nurse, Massage Therapist, Osteopath.

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Examine the role of activity in the lives of young people	91327	I	3
Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	91328	I	5
Demonstrate understanding of the application of biophysical principles to training for physical activity	91329	I	4
Perform a physical activity in an applied setting	91330	I	4
Examine the significance of self, others and society of a physical activity, sporting event or a festival	91331	I	4
<b>Total Credits Offered</b>			<b>20</b>

# 12SPL - SPORT LEADER

## Description:

This course is designed for students that prefer the practical aspects of Physical Education. This course builds on the knowledge and skills developed in Year 11 PE, in particular, leadership, coaching, outdoor pursuits and event management. Physical activity contexts will be co-constructed with students where possible, but will include a focus on Education Outside the Classroom. The Sport Leader course develops self and interpersonal skills required to be an effective change agent in encouraging others to be more active.

## Pre-requisites:

Completion of Year 11 Physical Education.

## Future Areas of Interest and Study:

A study in Sport Leader can lead to many areas and careers. Outdoor Pursuits Instructor, Tournament Director, Professional Sports Person, Recreation Centre Manager, Lifeguard, Swim Instructor, Referee/Umpire, Coach, Group Fitness Instructor, Adventure Tourism Instructor, Health Care Assistant, Sports Commentator, Sports Journalist, Police, Firefighter, Army, Navy, Ambulance Officer.

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Evaluate leadership strategies that contribute to the effective functioning of a group	91332	I	4
Analyse the application of risk management strategies to a challenging outdoor activity	91333	I	3
Constantly demonstrate social responsibility through applying a social responsibility model in physical activity	91334	I	3
Examine the implementation and outcomes of a physical activity event or opportunity	91335	I	3
Analyse group processes in physical activity	91336	I	3
Perform a physical activity in an applied setting	91330	I	4
<b>Total Credits Offered</b>			<b>20</b>

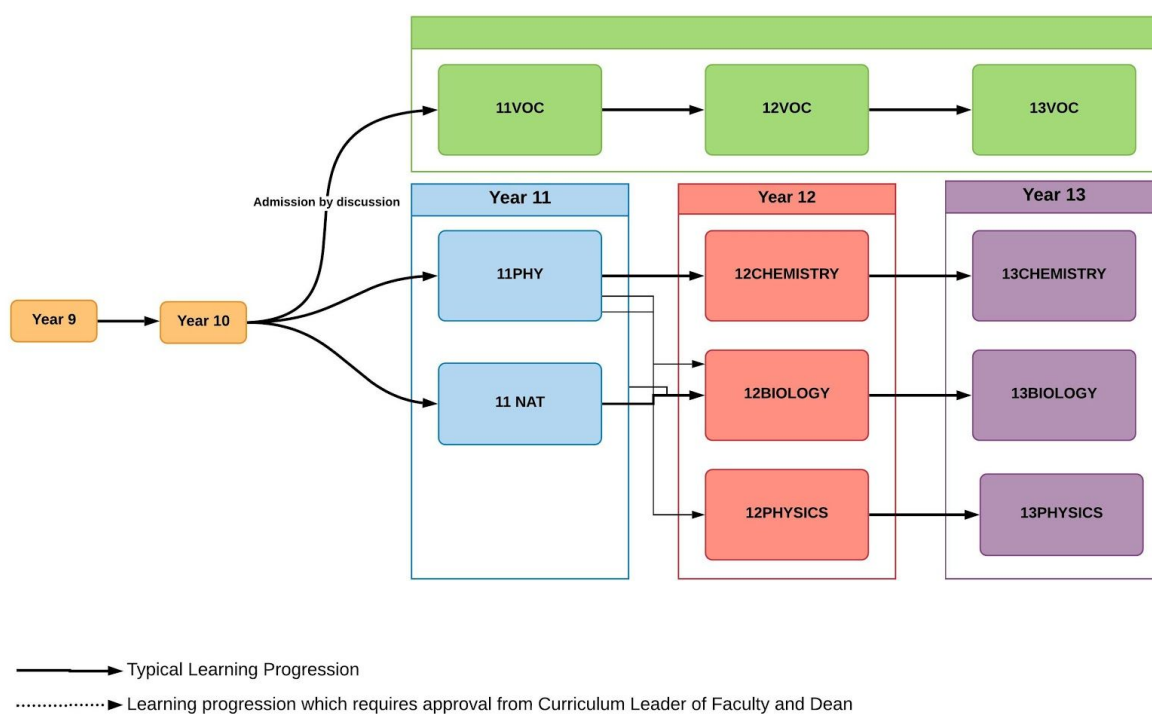
# SCIENCE

## Description of the Learning Area:

Science is necessary for life long learning and is the foundation for most careers. Year 11/Level 1 NCEA courses have options which lead onto year 12 and 13/Level 2 and Level 3. A vocational programme is focused on learning practical skills and competencies required within a science field - a choice of internals are offered that can lead onto qualifications towards Nursing, Health, Laboratory Technician, Environmental Services, Dental and data processing.. Skills are taught through the strands of Chemistry, Physics and Biology to give a broad grounding in the foundations of Science.

More detailed content is covered in the Physical course which leads onto tertiary studies and involves more external assessing.

## Learning Pathways:



**Person to Contact:** Michelle Goeth (Curriculum Leader) [mgoeth@rghs.school.nz](mailto:mgoeth@rghs.school.nz)

## 12BIO - Biology

### Description:

This is a full year course that includes both internal and external standards. Skills that are developed include observing organisms, drawing labelled diagrams, sampling techniques, using microscopes, and, further development of general scientific investigative skills. These are taught through the context of Plant and animal Diversity, Genetic Changes within Populations, The Microscopic World and Ecological Relationships.

### Pre-requisites:

Achieved AS 90948 plus at least 9 other credits in Level 1 Science

### Future Areas of Interest and Study:

Leads onto Level 3 Biology. Is a valuable asset for entry into some courses such as nursing, pharmacy, Laboratory technician, dietitian, animal husbandry, as well as tertiary courses in the Biological Sciences.

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Carry out a practical investigation in a biology context, with supervision	91153	I	4
Analyse the biological validity of information presented to the public	91154	I	3
Demonstrate understanding of adaptation of plants/animals to their way of life.	91155	I	3
Use a Microscope to Investigate Biological Material	91160	I	3
Demonstrate understanding of life processes at the cellular level.	91156	E	4
Demonstrate understanding of genetic variation and change.	91157	E	4
Demonstrate understanding of gene expression	91158	E	4
<b>Total Credits Offered</b>			<b>25</b>

## 12CHE - Chemistry

### Description:

This is a full year course that includes both internal and external standards. Skills that are developed include observational and analytical skills, problem solving and further development of general scientific investigative skills. These are taught through the context of Quantitative and Qualitative Analysis, Chemical Reactivity, and Organic Compounds.

### Pre-requisites:

Achieved AS 90944 plus at least 9 other credits in Level 1 Science.

### Future Areas of Interest and Study:

Leads onto Level 3 Chemistry. It is a prerequisite for many Universities and tertiary courses eg science degrees, engineering, forensic science, pharmaceutical work, environmental science.

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Carry out Quantitative Analysis	91910	I	4
Carry out Procedures to identify Ions	91911	I	3
Demonstrate understanding of Chemistry development	91163	I	3
Demonstrate Understanding of reduction-Oxidation	91167	I	3
Demonstrate Understanding of selected Organic Compounds.	91165	E	4
Demonstrate Understanding of Chemical reactivity	91166	E	4
<b>Total Credits Offered</b>			<b>21</b>

## 12PHY - Physics

### Description:

This is a full year course that includes both internal and external standards. Skills that are developed include gathering information and data, recognising trends and patterns, using models to explain physical phenomena and to use equipment appropriately. This is done using the content of mechanics - motion and forces: light and waves.

### Pre-requisites:

Achieved AS 90940 plus at least 9 other credits in Level 1 Science

### Future Areas of Interest and Study:

Leads onto Level 3 Physics. It is a prerequisite for many Universities and tertiary courses eg science degrees, engineering, forensic science, pharmaceutical work, environmental science

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Carry out a practical physics investigation	91168	I	4
Demonstrate understanding of Physics in a context	91169	I	3
Demonstrate Understanding of atomic and nuclear physics	91172	I	3
Demonstrate understanding of Mechanics	91171	E	4
Demonstrate Understanding of Waves	91170	E	4
<b>Total Credits Offered</b>			<b>18</b>

## 12SVC - Vocational Science

### Description:

A vocational programme is focused on learning practical skills and competencies required within a science field - a choice of internals are offered that can lead onto qualifications towards Nursing, Health, Laboratory Technician, Environmental Services, Dental and data processing.. Skills are taught through the strands of Chemistry, Physics and Biology to give a broad grounding in the foundations of Science.

### Pre-requisites:

Satisfactory completion 11 Vocational Science

### Future Areas of Interest and Study:

This course can lead to practical skill application in the fields of Science such as Agriculture, Horticulture, Nursing, Animal Husbandry, Laboratory Technician.

### Standards Offered:

**These are a choice of standards that can be offered and will be determined according to the students and class direction eg Vocational/Natural**

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Practical Investigation in a Biological Context	91153	I	4
Carry out an extended horticulture Investigation	91289	I	4
Microscopy Practices	91160	I	3
Report on an Environmental Impact	91298	I	4
Undertake Personal Action in Sustainable Practices	90810	I	6
Demonstrate understanding of how different personal values have implications for a sustainable future.	90813	I	3
Demonstrate understanding of physics relevant to a selected context (optional)	91169	I	3
Demonstrate understanding of the chemistry used in the development of a current technology (optional)	91163	I	3
<b>Total Credits Offered</b>			<b>30</b>



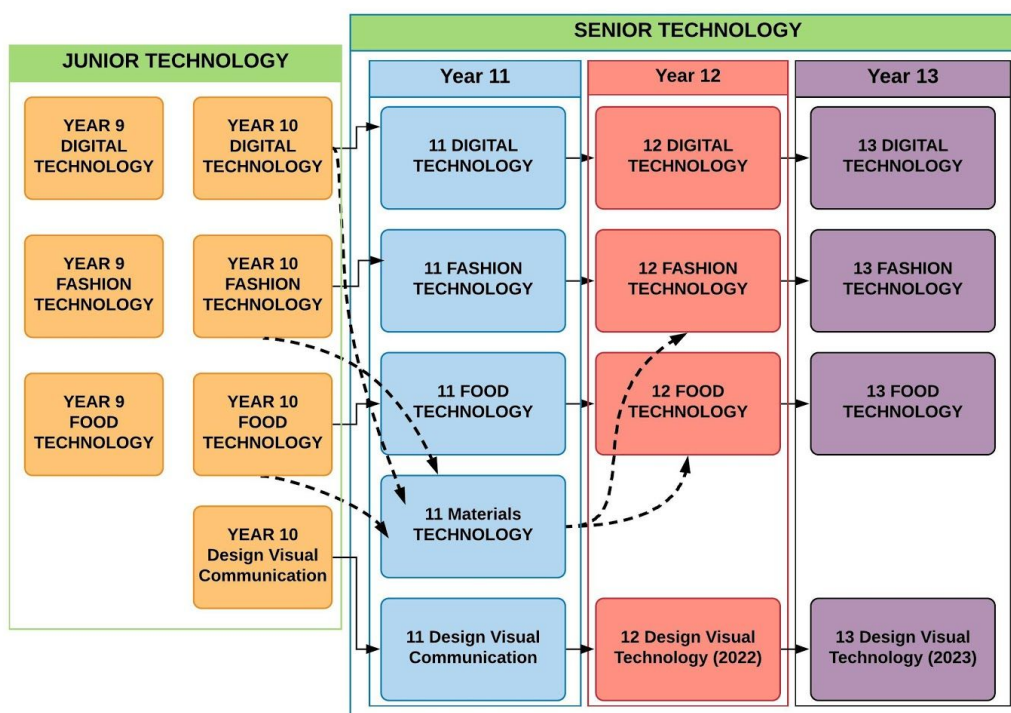
# TECHNOLOGY

## Description of the Learning Area:

This subject area offers **subject endorsement** and **university entrance opportunities**.

Technology is intervention by design. It is the use of practical and intellectual resources to develop products and systems that expand human possibilities. Adaptation and innovation are the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical and creative.

## Learning Pathways:



**Contact:** Carolyn Compton (Curriculum Leader) [ccompton@rghs.schhol.nz](mailto:ccompton@rghs.schhol.nz)

## 12DIG - Digital Technology

### Description:

This course of Digital Technology builds on understandings developed at Level 1 to further develop a design process and use informed planning to guide them through the technological process. Students are required to develop & produce original content using a variety of software. The skills acquired here will be very helpful whether your plans include tertiary education or going into the workforce: Digital Technology focuses on understanding, developing and using digital software, hardware and electronic systems across a range of contexts including organisations, school, the home and wider community settings. Students develop understandings and skills related to producing quality digital outcomes.

### Pre-requisites:

Study at Level One in Digital Technology provides a strong foundation of learning for Level Two and therefore is strongly recommended. If you have a passion and interest in the Digital Technology industry then this is the recommended course for you. Students without prior learning in Level One Digital Technology must discuss course intentions with Teacher Responsible.

### Future Areas of Interest and Study:

*Database System Administrator, Engineer, Architect, Developer. Print Media Designer, Developer. Director of Technology. System Analyst. Computer System Technician. Office Administer. Help Desk Support. Video Designer and Developer. Sound Designer and Developer.*

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Conduct a digital technologies inquiry	91890	I	6
Apply conventions to develop a design for a digital outcome	91891	I	3
Use advanced techniques to develop a database	91892	I	4
Use advanced techniques to develop a digital media outcome	91683	I	4
Analyse a digital technology concept	91898	E	3
<b>Total Credits Offered</b>			<b>20</b>

## 12FAS - Fashion Technology

### Description:

Students work independently on their own design projects. They work with their own stakeholders to create a unique prototype. They work through an advanced process of technological development. They have an opportunity to design and create with flexibility and introduce their own interests and add flare and creativity to projects.

### Pre-requisites:

None.

Any student is welcome to register for this course however any student new to the subject will be more challenged as they will have much more to learn. They will need to put in much more effort and use some of their own personal time out of timetabled class.

### Future Areas of Interest and Study:

*Fashion Designers, Pattern Making, Retail, Costume and Set Design, Window Dressing, Marketing, Business Management, Computer Aided Design, Fashion Photographer, Interior Design. Examples of courses available in NZ are: Massey University. BA (hons) Fashion Design; NZ Drama School - Diploma in Costume Construction; Toi Ohomai - BA Creative Industries; Auckland University - BA Design (Fashion); Otago University - BA Design (Fashion); Weta Workshop School at Massey University*

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Advanced Procedures	91345	I	6
Applied Design	91623	I	4
Conceptual Design	91356	I	6
Prototype	91357	I	6
Adapt Pattern	91350	I	4
Risk Management (written report)	91358	E	4
<b>Total Credits Offered</b>			<b>30</b>

## 12FDT - FOOD TECHNOLOGY

### Description:

Taking Food technology will give students a broad range of experiences and skills that can then be perfected when a career path is chosen.

Students will increase their learning about nutrition, and prepare food for a specific need, i.e. gluten free. They will also practice food technology systems that teach consistency to produce high quality food items. Food sustainability is explored. Hospitality is introduced with a food safety certificate and knife skills can be gained.

This course explores three areas of curriculum all relating to food: Home economics, Technology and Hospitality (Service IQ).

### Pre-requisites:

None, but Level 1 preferred.

### Future Areas of Interest and Study:

*Food Technology, Nutritionist, Chef, Barista, Waiter, Bartender, Cafe Owner or Hotel and Restaurant Service*; Massey University - BA (hons) Food Technology; Massey University - Bsc Science (Human Nutrition); Toi Ohomai - Diploma of Culinary Arts; Toi Ohomai - Diploma of Hospitality Management; Otago University - Bsc Applied Science (Consumer Food Science).

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Analyse issues related to the provision of food for people with specific food needs	91299	I	5
Implement advanced procedures to process a specified product	91351	I	4
Evaluate sustainable food related practices	91302	I	5
Demonstrate knowledge of commercial espresso equipment and prepare espresso beverages under supervision	17285	I	4
Demonstrate understanding of the role of material evaluation in product development	91359	E	4
<b>Total Credits Offered</b>			<b>22</b>

# VISUAL ARTS

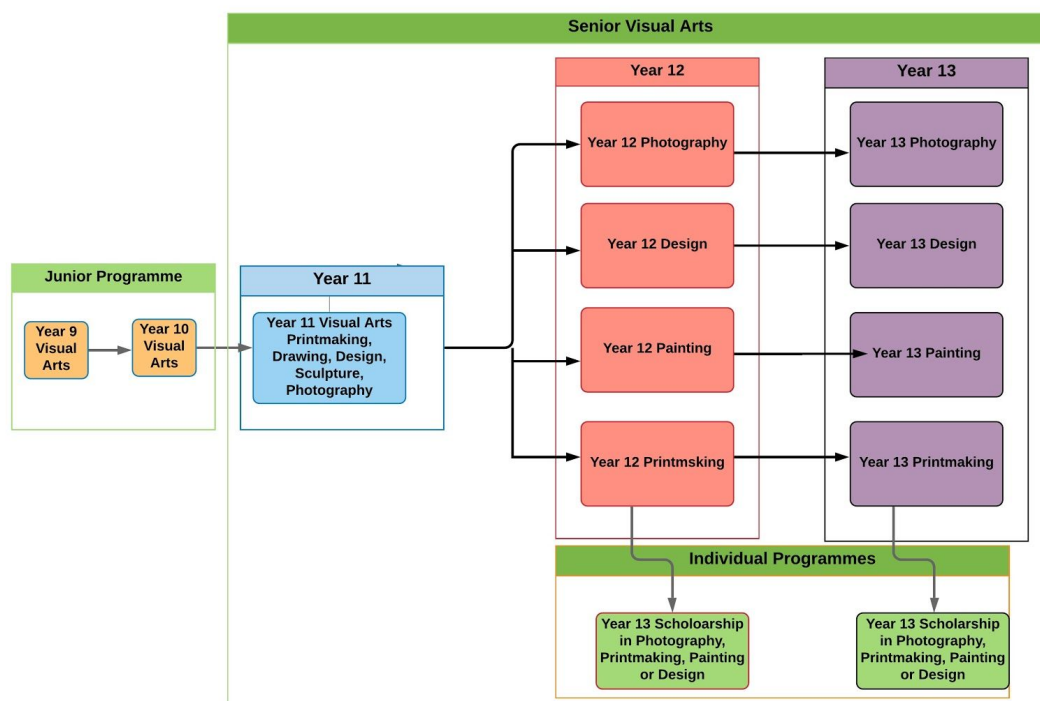
## Description of the Learning Area:

Visual Arts offers opportunities in cultural practices, and individual learning ideas. This subject area offers **subject endorsement** and **university entrance opportunities**.

The arts are powerful forms of personal, social, and cultural expression. The Visual Arts offers a range of media that students specialise in by Year 12 and 13 at Level 2 and 3. These include Photography, Design, Painting and Printmaking. Other media may be produced in an individual programme at Level 3 in the senior years.

The Strands from the New Zealand Curriculum include: Understanding the Arts in Context (UC), Developing Practical Knowledge (PK), Developing Ideas (DI) and Communicating and Interpreting (CI). Generally Visual Arts uses two dimensional images developing in ideas, pictorial and technical conventions. Students identify the connections between the visual arts and the wider culture of Aotearoa and the world beyond. Students engage in making objects and images that embody their ideas, feelings, and actions. Students develop ideas through research, observation, imagination, and action. Students connect with their local and global worlds through responding to and making visual images and objects.

## Learning Pathways



**Contact:** Carolyn Compton (Curriculum Leader) [ccompton@rghs.schhol.nz](mailto:ccompton@rghs.schhol.nz)

## 12DES - Design

### Description:

Students will create a complete branding or illustrative solution in response to a fantastical design problem. They will learn to generate and develop their ideas, explore a range of media, from drawing and photography through to using Adobe Illustrator and Photoshop in their construction of digitally constructed art and design\*. Students will be encouraged to think creatively and critically and will be required to challenge themselves in learning many new skills.

*\*Including logo and poster design*

### Pre-requisites:

None

### Future Areas of Interest and Study:

*Graphic Designer, Web Designer, Art Director, Marketing and Advertising designers and directors, Photo Editor, Print and publication Editor, Photoshop Retouch Artist, Commercial and Industrial Designer, Freelance Designer, Interior Designer, Architectural Designer, Spatial Designer, Set Designer, Teacher.*

### Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Use drawing methods to apply knowledge of conventions appropriate to design	91310	I	4
Develop ideas in a related series of drawings appropriate to established design practice	91315	I	4
Produce a systematic body of work that shows understanding of art making conventions and ideas within design	91320	E	12
<b>Total Credits Offered</b>			<b>20</b>

# 12PAI - Painting or Printmaking

## Description:

Students will investigate and explore a range of ideas, subject matter and art media through drawing, which they will develop into mixed media and then further into painting OR printmaking. Students will then select by early Term 1, whether they are completing a Painting Folio or Printmaking Folio. They will be guided through a conventional process, beginning with a shared theme to assist them to find a starting point to their folio. During their inspirational journey, they will learn to generate and develop their own ideas relating to their selected theme. Students will be encouraged to problem solve, think critically and creatively as they build their portfolio of work. Their learning will be enriched as they investigate Māori, Pakeha and other New Zealand and international artists.

## Pre-requisites:

None

## Future Areas of Interest and Study:

Museum Educator, Museum Archivist, Curator, Artist, Screen Printer, Printer, Craftsperson, Artistic Director, Teacher, Film Television and Video editor, Advertising Director, Web Designer, Graphic Designer, Illustrator, Interior Designer, Architect, Landscape Architect, Industrial Designer, Art Therapist, Occupational Therapist, Make-up Artist, Marketing Manager. Creative thinking (outside of the box) is essential in today's job market, printmaker, magazine editor

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Use drawing methods to apply knowledge of conventions appropriate to painting/printmaking.	91311/91311	I	4
Develop ideas in a related series of drawings appropriate to established painting/printmaking practice.	91316/91318	I	4
Produce a systematic body of work that shows understanding of art making conventions and ideas within painting/printmaking.	91321/91323	E	12
<b>Total Credits Offered</b>			<b>20</b>

# 12PHO - Photography

## Description:

Students will learn to control, manipulate and capture light as they build skills using the camera and Photoshop. They will learn to generate and develop ideas relating to a specific theme. Students will learn to think critically and creatively as they work towards digitally constructed imagery. Students taking photography need to have a DSLR (Digital Single Lens Reflex) Camera. Canon is our preferred camera choice.

## Pre-requisites:

Year 10 Photography and Design an advantage.

## Future Areas of Interest and Study:

*Art Director, Photographic Director, Lighting Director, Photo Editor, Photoshop Retouch Artist, Commercial and Industrial Photographer, Scientific Photographer, News Photographer/Camera Person, Freelance/Fine Arts Photographer, Government and Advertising Photographer*

## Standards Offered:

<u>Name</u>	<u>Standard #</u>	<u>Type</u>	<u>Credits</u>
Use drawing methods to apply knowledge of conventions appropriate to photography	91312	I	4
Develop ideas in a related series of drawings appropriate to established photography practice	91317	I	4
Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	91322	E	12
<b>Total Credits Offered</b>			<b>20</b>

**Approximate Course Costs :** 16 GB SD card is required.



# NOTES

# SUBJECT DISCUSSION NOTES

Talk to your current subject teachers and see what recommendations they make for subject choices within their faculties (especially English, Mathematics, and Science where they have streamed options).

Learning Area	Discussion Notes
English	
Creative Arts	
Humanities	
Mathematics	
Marautanga	
Physical Education	
Science	
Visual Art and Technology	