



ROTORUA
GIRLS
HIGH SCHOOL

CURRICULUM GUIDE
YEAR 13

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Introduction

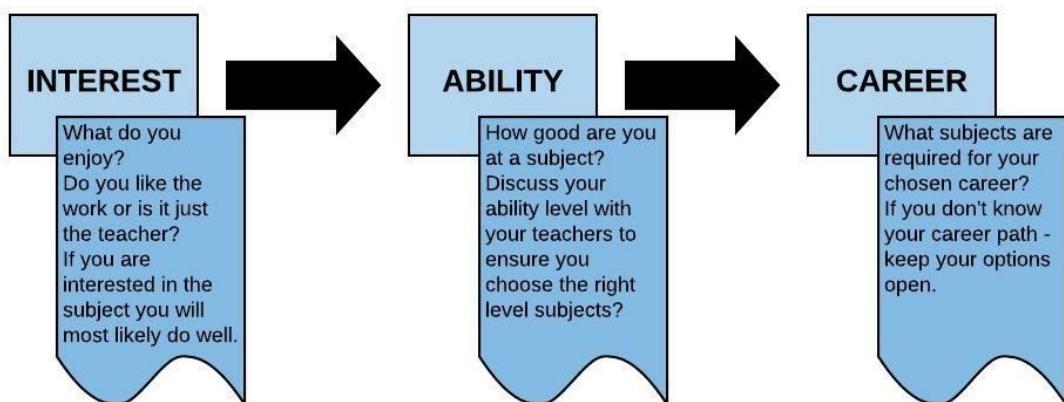
Welcome to the 2021 Year 13 Curriculum Guide. This year we have designed courses in all curriculum areas that can cater for your individual needs. During term 3 a teacher will meet with you to discuss a preliminary course for 2021, after discussions at Option Evening on Thursday the 27th August 2020. 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.

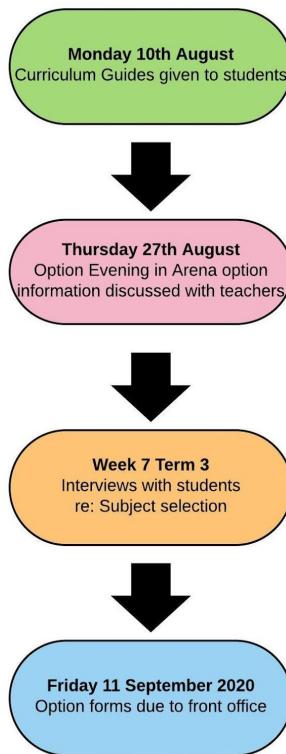
General information is provided at the beginning of the booklet for choices in Year 13. The second section provides specific subject information to help students make their subject choices for 2021. The last section of the booklet are the planning pages and notes pages to be used at option evening gathering 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)

University Entrance

To qualify for entrance to a New Zealand university and some polytechnic courses with a NCEA qualification you will need at least:

- NCEA Level 3
- Three subjects - at Level 3 or above, made up of:
 - 14 credits each, in three university approved subjects
- Literacy - 10 credits at Level 2 or above made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - 10 credits at Level 1 or above, made up of:

achievement standards – specified achievement standards available through a range of subject

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 13 there are no compulsory subjects. You will be required to select **five** subjects, with **two** back up options. **NB: The sixth line is a study line.**

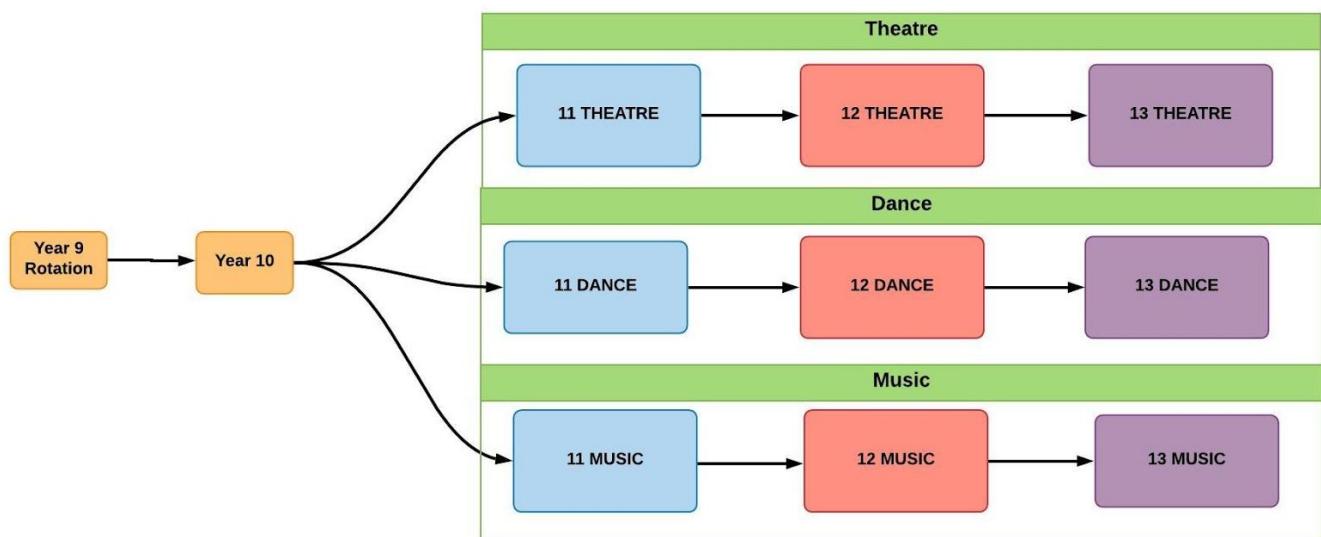
It is really important that you think carefully about the subjects that will work best with your vocational pathway.

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

13DAN - Dance (UE APPROVED)

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 3 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 2 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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Perform a solo or duet dance | 91590 | I | 4 |
| Choreograph a dance to develop and resolve ideas | 91589 | I | 4 |
| Perform a group dance | 91591 | I | 4 |
| Perform a repertoire of contrasting dances | 91592 | I | 6 |
| Analyse a dance performance | 91594 | E | 4 |
| Total Credits Offered | | | 22 |

As well as the Achievement Standards listed below, there are a range of **Performing Arts Technology Standards** available to interested students. **Production Design, Lighting, Sound, Makeup, Costume and Stage Management**

Approximate 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.

13MUS - Music (UE APPROVED)

Description:

Music Level 3 leads on from Level 2. This course will extend and challenge your talent and skills to reach a Grade 5 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 or investigate different styles of music and eras from around the world. Technology plays a big part in being a 21st century musician and all devices are an invaluable way to support your creativity and learning. By the end of this course you will have grown as a performing artist and composer at a Level 3 standard preparing you for Tertiary Education. You will acquire advanced skills in vocal and instrumental performance, composition, research and live sound.

Pre-requisites:

Completion of the Level 2 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, Events Management, Music Journalist, Music Producer, Broadcaster.

Standards Offered:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Perform two programmes of music as a featured soloist | 91417 | I | 8 |
| Communicate musical intention by composing three original pieces of music | 91420 | I | 8 |
| Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group | 91418 | I | 4 |
| Research a music topic | 91425 | I | 6 |
| Integrate aural skills into written representation 4credits | 91420 | E | 4 |
| Demonstrate understanding of harmonic and tonal conventions in a range of music scores | 91421 | E | 4 |
| Examine the influence of context on a substantial music work | 91423 | E | 4 |
| Total Credits Offered | | | 38 |

As well as the Achievement Standards listed above, there are a range of **Performing Arts Technology Standards** available to interested students.

Approximate Course Costs: There will be a variety of trips and performances to attend throughout the year. Students will be given notice well in advance.

13THE - Theatre Performance (UE APPROVED)

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 2 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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Perform a substantial role in a significant production | 91517 | I | 5 |
| Devise and Perform a drama to realise a concept | 91513 | I | 5 |
| Interpret scripted text to integrate drama techniques in performance | 91512 | I | 4 |
| Select and use complex performance skills associated with a drama form or period | 91515 | I | 4 |
| Demonstrate understanding of live drama performance | 91518 | E | 4 |
| Total Credits Offered | | | 22 |

As well as the Achievement Standards listed above, there are a range of **Performing Arts Technology Standards** available to interested students. These standards can be built into your programme. They include: **Production Design, Lighting, Sound, Makeup, Costume and Stage Management**

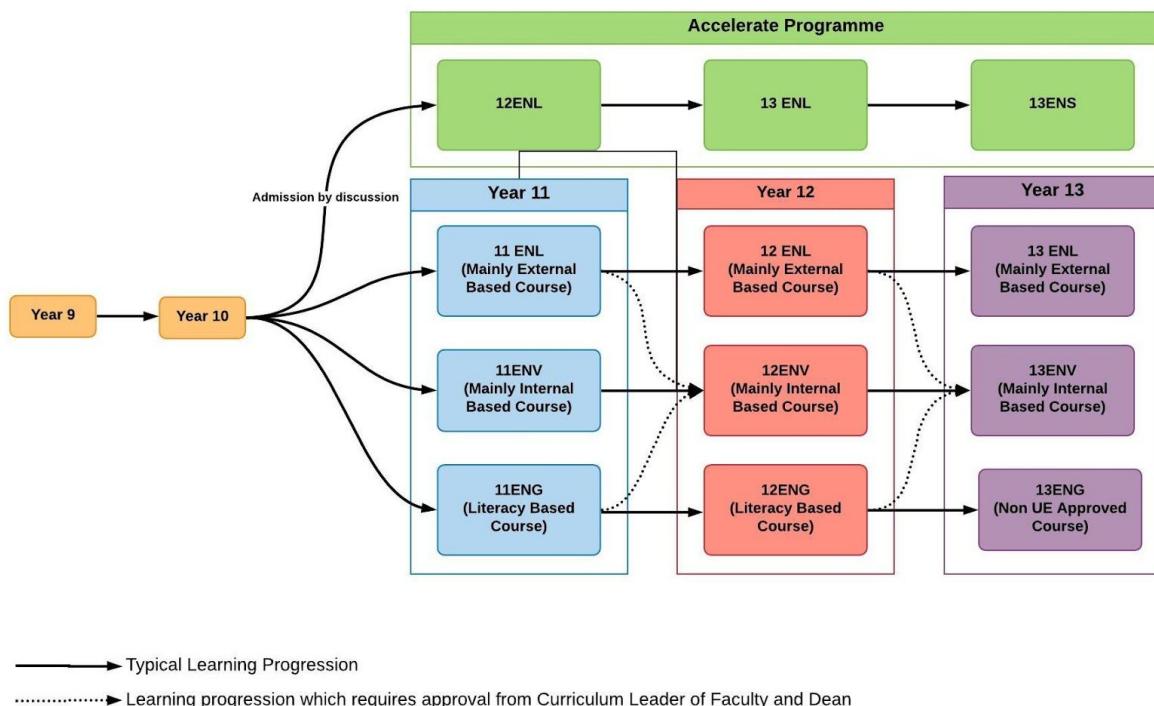
Approximate Course Costs : To be confirmed. There will be a variety of trips and performances to attend throughout the year. Students will be given notice well in advance to help with budgeting for these events.

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

13ENL - English Literature (UE APPROVED)

Description:

This course is designed for students that have an interest in Literature and are looking at further academic study. 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 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., including: 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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Respond critically to specified aspect(s) of studied written text(s), supported by evidence | 91472 | E | 4 |
| Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence | 91473 | E | 4 |
| Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence | 91474 | E | 4 |
| Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas | 91476 | I | 3 |
| Respond critically to significant connections across texts, supported by evidence | 91478 | I | 4 |
| Develop an informed understanding of literature and/or language using critical texts | 91479 | I | 4 |
| Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence | 91480 | I | 3 |

Total Credits Offered

26

13ENV - English Visual (UE APPROVED)

Description:

This course is designed for students that have an interest in English and could be considering further academic study. The students are offered predominated internal standards with one external. All of the internal standards are linked to the external standard, through thematic study, which will enrich student learning and understanding of the elements of English.

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. 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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence | 91473 | E | 4 |
| Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas | 91475 | I | 6 |
| Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language | 91477 | I | 3 |
| Develop an informed understanding of literature and/or language using critical texts | 91479 | I | 4 |
| Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence | 91480 | I | 3 |

| | |
|------------------------------|-----------|
| Total Credits Offered | 20 |
|------------------------------|-----------|

13ENG - English General (UE APPROVED)

Description:

This course is designed for students that have an interest in English but are not looking at going on to university study. The students are offered internal standards from English.. All of the internal standards are linked through thematic study, which will enrich student learning and understanding of the elements of writing, reading, and presenting in the world..

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. 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.

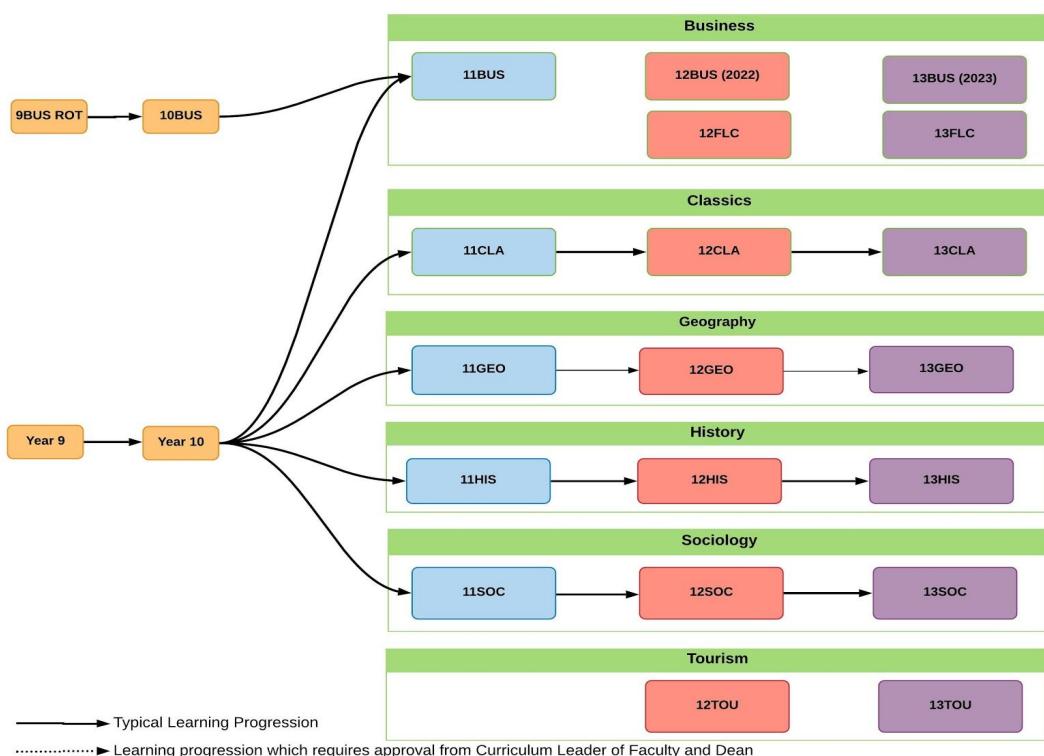
Standards Offered:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas | 91475 | I | 6 |
| Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas | 91476 | I | 3 |
| Respond critically to significant connections across texts, supported by evidence | 91478 | I | 4 |
| Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language | 91477 | I | 3 |
| Total Credits Offered | | | 16 |

HUMANITIES

Description of the Learning Area:

The Humanities Faculty consists of the following subject areas: Business, 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

13CLA - Classics (UE APPROVED)

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 Level 3 vary from year to year, but may include the study of Roman religion, the political ideologies of the Emperor Augustus, the comparison of heroism in the classical world with heroism in modern film or literature (such as Star Wars or Harry Potter), the architecture of Roman buildings such as the Ara Pacis and the Pantheon, and literary works such as Virgil's Aeneid.

Pre-requisites:

At least 8 credits in Level 1 or Level 2 Classical Studies, or History, or Level 2 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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Analyse ideas and values of the classical world | 91394 | E | 4 |
| Analyse the significance of features of work/s of art in the classical world. | 91395 | E | 4 |
| Demonstrate understanding of significant ideologies in the classical world. | 91397 | I | 6 |
| Demonstrate understanding of the lasting influences of the classical world on other cultures across time.. | 91398 | I | 6 |
| Total Credits Offered | | | 20 |

13FLC - Financial Capability (NOT UE APPROVED)

Description:

Experts have suggested that teaching young adults about money will help set them up for life. In this course seniors will be equipped with knowledge, skills and strategies in money management. They will be learning about saving, debt, goal setting, insurance, investing, kiwisaver and retirement. Our graduates will know what it means to be financially resilient so they are better prepared to weather financial storms which may occur in the early stages of their lives. The aim is to grow 'money-smart' young adults. Skills taught in this course are valued by employers and it will give students the confidence and capability to engage in further money education in the future.

Pre-requisites:

No prerequisites

Future Areas of interests and Study:

This course provides students with skills in money management and some mathematical concepts. Further studies at tertiary level in accounting, business studies, economics, managerial accounting and financial management.

Standards Offered:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Evaluate Options to increase personal Income | 28098 | I | 3 |
| Analyse credit options and select strategies to manage personal finances. | 28099 | I | 3 |
| Develop a plan to achieve a long-term personal financial goal(s). | 28100 | I | 4 |
| Create a long-term personal financial investment portfolio | 28101 | I | 4 |
| Analyse and select personal financing options for purchasing a property. | 28103 | I | 4 |
| Analyse the impact(s) of external factors on personal finances | 28104 | I | 3 |
| Total Credits Offered | | | 21 |

Who to contact: Trish Pike tpike@rghs.school.nz

13GEO - Geography (UE APPROVED)

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 Level 1 or 2 Geography, Level 2 Maths 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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment | 91426 | E | 4 |
| Demonstrate understanding of a given environment (s) through selection and application of geographic concepts and skills | 91429 | E | 4 |
| Conduct geographic research with consultation | 91430 | I | 5 |
| Analyse aspects of a contemporary geographic issue | 91431 | I | 3 |
| Analyse aspects of a geographic topic at a global scale | 91433 | I | 3 |
| Total Credits Offered | | | 19 |

13HIS - History (UE APPROVED)

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 13 vary from year to year, but may include 19th-century New Zealand history with a focus on Maori/Pakeha relations, the Battle of Gallipoli, and the Bombing of Hiroshima. Other topics may be co-constructed between students and the teacher.

Pre-requisites:

At least 8 credits in Year 12 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:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Research an historical event, or place, of significance to New Zealanders, using primary and secondary sources. | 91434 | I | 5 |
| Analyse an historical event, or place, of significance to New Zealanders. | 91435 | I | 5 |
| Analyse evidence relating to an historical event of significance to New Zealanders. | 91436 | E | 4 |
| Analyse different perspectives of a contested event of significance to New Zealanders. | 91437 | I | 5 |
| Analyse the causes and consequences of a significant historical event. | 91438 | E | 6 |
| Total Credits Offered | | | 25 |

13SOC - 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 2 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:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Examine a campaign of social action(s) to influence policy change | 91600 | I | 4 |
| Examine personal involvement in a social action(s) that aims to Influence policy change | 91599 | I | 6 |
| Conduct a critical social inquiry | 95197 | I | 6 |
| Demonstrate understanding of how ideologies shape society | 91598 | E | 4 |
| Total Credits Offered | | | 20 |

13TOU - Tourism (NON - UE APPROVED)

Description:

Tourism is a significant industry in New Zealand generally, and in Rotorua in particular. Students will carry out research into tourism products in different destinations, such as air and ground transport, attractions and activities, and accommodation; they will learn about the importance of tourism to both New Zealand's and the world's economies; and they will demonstrate understanding of aspects of Maori tourism ,and dealing with people from other cultures. This is a unit standards course

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 operator.

Standards Offered:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Demonstrate knowledge of Pacific Island countries as visitor destinations | 3727 | I | 5 |
| Demonstrate knowledge of Australia as a visitor destination | 18211 | I | 5 |
| Describe and promote a New Zealand tourist destination | 24733 | I | 5 |
| Apply cross-cultural communication for the tourism industry | 18226 | I | 3 |
| Describe and analyse the economic significance of tourism | 24725 | I | 4 |
| Maori Tourism standards available on consultation with teacher | | | |
| Total Credits Offered | | | 22+ |

MARAUTANGA

Description of the Learning Area:

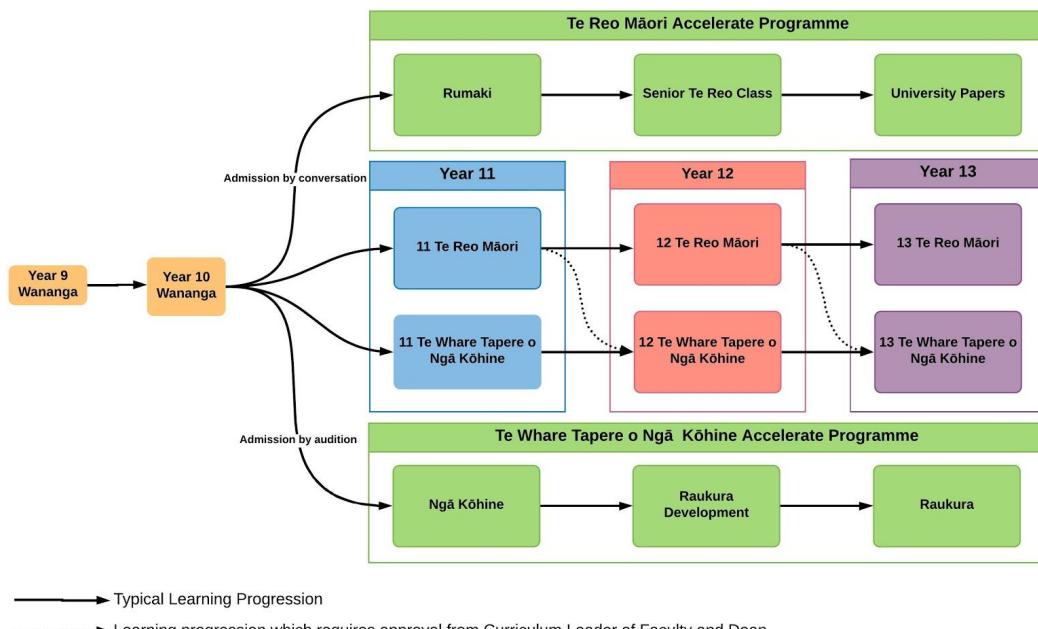
Ko te reo Māori, te hā o te Māori'

(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

13TWT - Te Whare Tapere o Nga Kohine (NON UE APPROVED - UNDER REVIEW)

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 Level 2 & 3 Te Whare Tapere ō Ngā Kōhine

Future Areas of Interest and Study:

Bachelor of Maori Performing Arts

Standards Offered:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Perform Poi (Level 4) | 13368 | I | 17 |
| <u>Cross-curricular with Fashion - Pari (Level 3)</u> | | | |
| Implement complex procedures using textile materials to make a specified product | 91621 | I | 6 |
| Implement complex procedures to create an applied design for a specified product (Level 3) | 91623 | I | 4 |
| <u>Cross-curricular credits with Dance on offer to students who complete a Performing Arts Bracket (10 Credits @ Level 3)</u> | | | |
| Perform a group dance (Level 3) | 91591 | I | 4 |
| Perform a repertoire of contrasting dances (Level 3) | 91592 | I | 6 |
| Demonstrate understanding of Dance performance practices (Level 3) | 91593 | I | 4 |
| Total Credits Offered | | | 27*14 |

13REO - Te Reo Maori (UE APPROVED)

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 Level 1 and 2 Te Reo Maori (Including external exams), Kura Kaupapa.

Future Areas of Interest and Study:

University papers (in-school)

Bachelor of Te Reo Maori, Indigenous studies

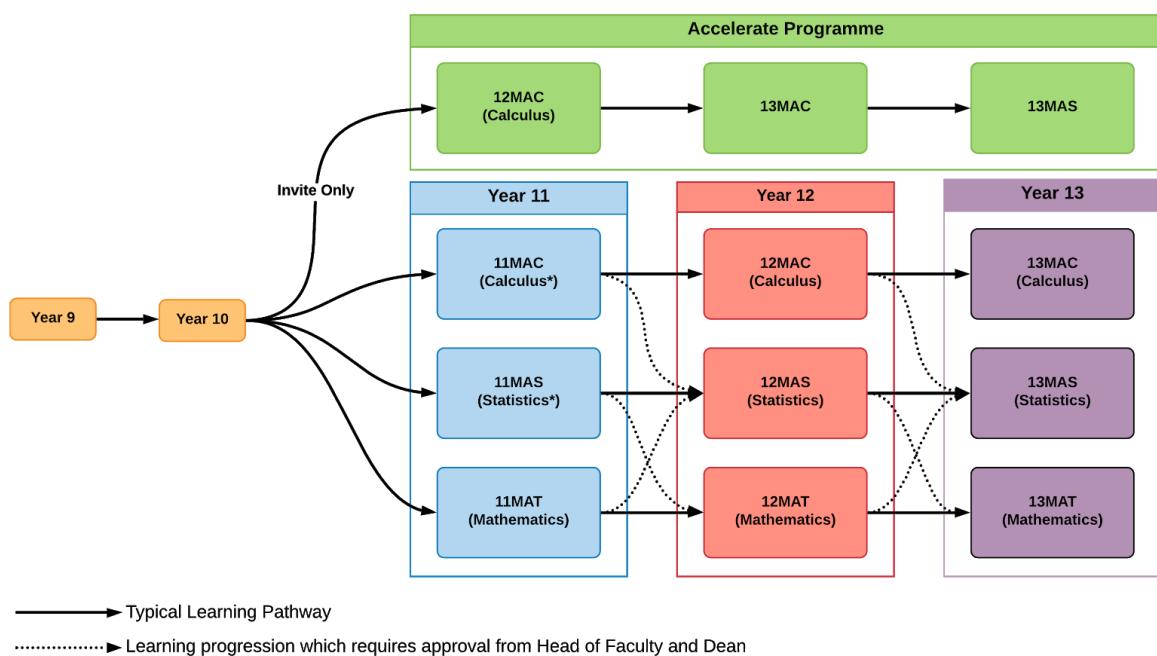
Standards Offered:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Waihanga tuhinga whai take i te reo Maori o te ao whanui (Level 3) | 91654 | I | 6 |
| Whakarongo kia mohio ki te reo Maori o te ao whanui (Level 3) | 91650 | I | 4 |
| Tuhi i te reo Maori o te ao whanui (Level 3) | 91088 | E | 6 |
| Total Credits Offered | | | 16 |

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

13MAC— Calculus (UE APPROVED)

Description: The study of calculus helps the development of analytical and problem solving skills and provides an enjoyable, intellectual challenge. In this course Differentiation and Integration started in Year 12 are further extended to solve real life problems and simulated situations. The Algebra of irrational numbers, complex numbers and trigonometry is also studied.

Pre-requisites:

Sound achievement in Level 2 Mathematics. Merit in Algebra and Calculus is recommended.

Future Areas of Interest and Study:

Calculus provides us with powerful theoretical techniques to advance our understanding of the modern world and solve problems in society and industry. In particular, the growing field of computer animation requires advanced calculus, algebra and geometry. Students with strong analytical and reasoning skills are widely sought in all areas of employment.

Standards Offered:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Apply linear programming methods in solving problems | 91574 | I | 3 |
| Apply systems of simultaneous equations in solving problems | 91587 | I | 3 |
| Apply trigonometric methods in solving problems | 91575 | I | 4 |
| Apply differentiation methods in solving problems | 91578 | E | 6 |
| Apply integration methods in solving problems | 91579 | E | 6 |
| Total Credits Offered | | | 22 |

13MAS — Statistics (UE APPROVED)

Description:

This course is a generic Mathematics course and covers the majority of NCEA Level 3 Mathematics and Statistics Achievement Standards. The emphasis will be on: an analysis of statistical data, the use of technology to solve problems and developing mathematical thinking and communication. Students will develop their mathematical skills by working on problems in class and at home. A significant amount of time is spent analysing data using computer software.

Pre-requisites:

Achievement or better in AS91267 (Probability) and at least 12 credits in Level 2 Mathematics or Level 2 Statistics.

Future Areas of Interest and Study:

A knowledge of statistics and the ability to organise and process information is an advantage in many walks of life. The study of statistics is a foundation for further study in a wide range of learning areas including commerce, science, medicine, operations research and information management. This is reflected in enrolments at the University of Auckland where Statistics is the most popular Stage 1 course.

Standards Offered:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Apply linear programming methods in solving problems | 91574 | I | 3 |
| Investigate Time Series Data | 91580 | I | 4 |
| Investigate Bivariate Data | 91581 | I | 4 |
| Use Statistical Methods to Make a Formal Inference | 91582 | I | 4 |
| Evaluate statistically based reports | 91584 | E | 4 |
| Total Credits Offered | | | 19 |

13MAT - Mathematics (UE APPROVED)

Description:

This course is about optimising functions, graphing, a small bit of Algebra and looking at relationships in data and chance. The Linear Programming and Simultaneous Equations Internals provide sufficient understanding of optimising functions that is useful in Business and Commerce. Time Series, Experiments and Probability provide the necessary understanding of data and probability to support the beginning further interest into Data Science. The coursework mainly consists of Internals and one exam on probability.

Pre-requisites:

Satisfactory completion of 12MAS or 12MAC.

Students coming from 12MAT should have achieved at least a Merit in AS91264 and AS91267.

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.

Standards Offered:

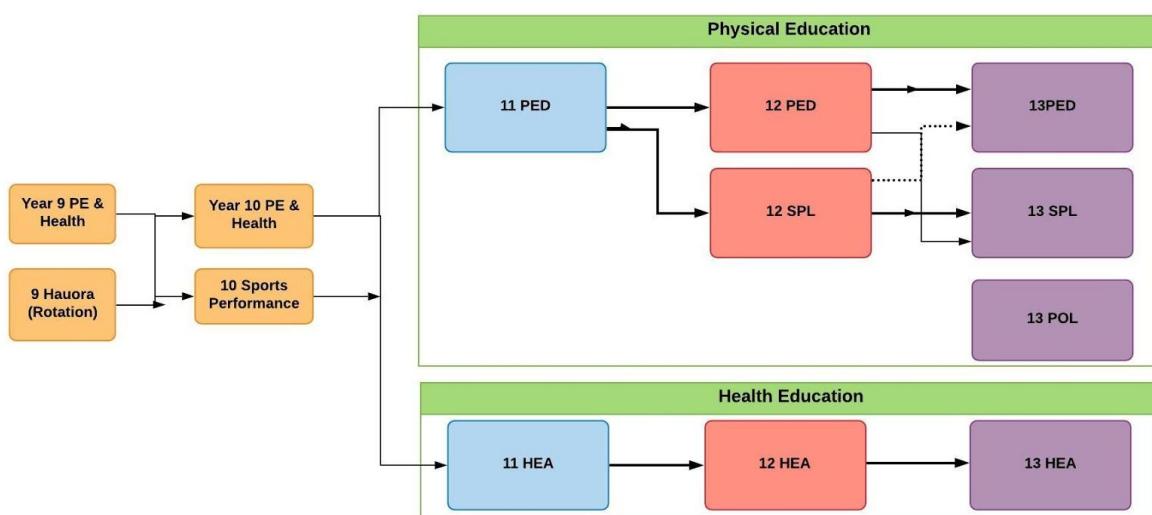
| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Apply linear programming methods in solving problems | 91574 | I | 3 |
| Apply linear programming methods in solving problems | 91574 | I | 3 |
| Apply systems of simultaneous equations in solving problems | 91587 | I | 3 |
| Apply systems of simultaneous equations in solving problems | 91587 | I | 3 |
| Investigate Time Series Data | 91580 | I | 4 |
| Investigate Time Series Data | 91580 | I | 4 |
| Conduct an experiment to investigate a situation using experimental design principles | 91583 | I | 4 |
| Conduct an experiment to investigate a situation using experimental design principles | 91583 | I | 4 |
| Apply probability concepts in solving problems | 91585 | E | 4 |
| Total Credits Offered | | | 18 |

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

13HEA - HEALTH EDUCATION (UE APPROVED)

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 2 Health or sound achievement in Level 2 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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Analyse a health issue for a particular group within New Zealand Society | 91461 | I | 5 |
| Analyse an International health issue | 91462 | E | 5 |
| Investigate and evaluate a range of health practices in contemporary New Zealand society | 91463 | I | 5 |
| Analyse a contemporary ethical issue in relation to well-being | 91464 | I | 4 |
| Evaluate models for Health promotion | 91465 | E | 5 |
| Total Credits Offered | | | 24 |

13PED - PHYSICAL EDUCATION (UE APPROVED)

Description:

The emphasis of the Year 13 PE programme is to apply knowledge of exercise physiology, anatomy, biomechanics and sociocultural factors to a variety of physical activity contexts. Physical activity contexts are co-constructed with students where possible, but will include one key EOTC activity. This course builds on NCEA Level 2 Physical Education and although this is not a prerequisite, it is advisable to have some knowledge of human biology or physical activity programmes. Much of the assessment is through written assignments and students taking this course must be well-organised and self-motivated as Level 3 Physical Education offers internally assessed Achievement Standards only.

Pre-requisites:

Completion of Year 12 Physical Education and have achieved at least 14 credits. If a student has successfully completed Year 12 Sport Leader and wishes to take Year 13 Physical Education, this will need to be discussed with the Head of Faculty.

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:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Analyse a physical skill performed by self or others | 91499 | I | 3 |
| Evaluate the effectiveness of a Personal Improvement Programme | 91500 | I | 4 |
| Demonstrate quality performance of a physical activity in an applied setting | 90501 | I | 4 |
| Examine a current physical activity, event, trend or issue and its impact on NZ society | 91502 | I | 4 |
| Evaluate the use of health promotion to influence participation in physical activity | 91503 | I | 5 |
| Total Credits Offered | | 20 | |

13POL - POLICE STUDIES (NON UE APPROVED)

Description:

This course aims to provide students with a common base (foundation) level understanding of the knowledge, skills, attributes and attitudes associated with the Police and Policing, and potentially other agencies, in Aotearoa New Zealand. In addition to this, the course will provide an opportunity for students to explore the physical and leadership requirements of a police officer. This course is a prerequisite for entry to the New Zealand Police as successful completion of the course will result in achieving the Level 4 Introduction to Police Studies Aotearoa Certificate from UNITEC.

Pre-requisites:

There are no pre-requisites for this course, however, a commitment to personal physical fitness is a must.

Future Areas of Interest and Study:

A study in Police Studies can lead to many areas and careers.

Police, Corrections Officer, Defence Forces - Navy, Army, Air Force, Firefighter, Negotiator.

Standards Offered:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Plan a career pathway | 4251 | I | 2 |
| Describe factors that contribute to mental health well-being and mental health problems | 26971 | I | 3 |
| Communicate across cultures | 1304 | I | 3 |
| Interview in informal situations | 1296 | I | 3 |
| Demonstrate quality performance of a physical activity in an applied setting | 91501 | I | 4 |
| Contribute within a team or group which has an objective | 9681 | I | 3 |
| Conduct an interview in a formal situation | 1297 | I | 5 |
| Listen actively to gain information in an active setting | 11097 | I | 3 |
| Total Credits Offered | | | 26 |

Course Fee : There is a course fee of **\$250** which includes the cost of Noho Marae, 3 Day Intensive Camp, graduation and Police Studies PT shirt. There may be fundraising opportunities that students are encouraged to participate in as part of community service.

13SPL - SPORT LEADER (UE APPROVED)

Description:

This course is designed for students that prefer and enjoy the practical aspects of Physical Education. This course builds on the knowledge and skills developed in Year 12 Sport Leader or Physical Education, 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 12 Sport Leader or 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:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Examine contemporary leadership principles applied in physical activity contexts. | 91505 | I | 4 |
| Analyse issues in safety management for outdoor activities to devise safety management strategies | 91504 | I | 3 |
| Evaluate physical activity experiences to devise strategies for lifelong wellbeing | 91498 | I | 4 |
| Demonstrate quality performance of a physical activity in an applied setting | 91501 | I | 4 |
| Devise strategies for a physical activity outcome | 91789 | I | 4 |
| Total Credits Offered | | | 19 |

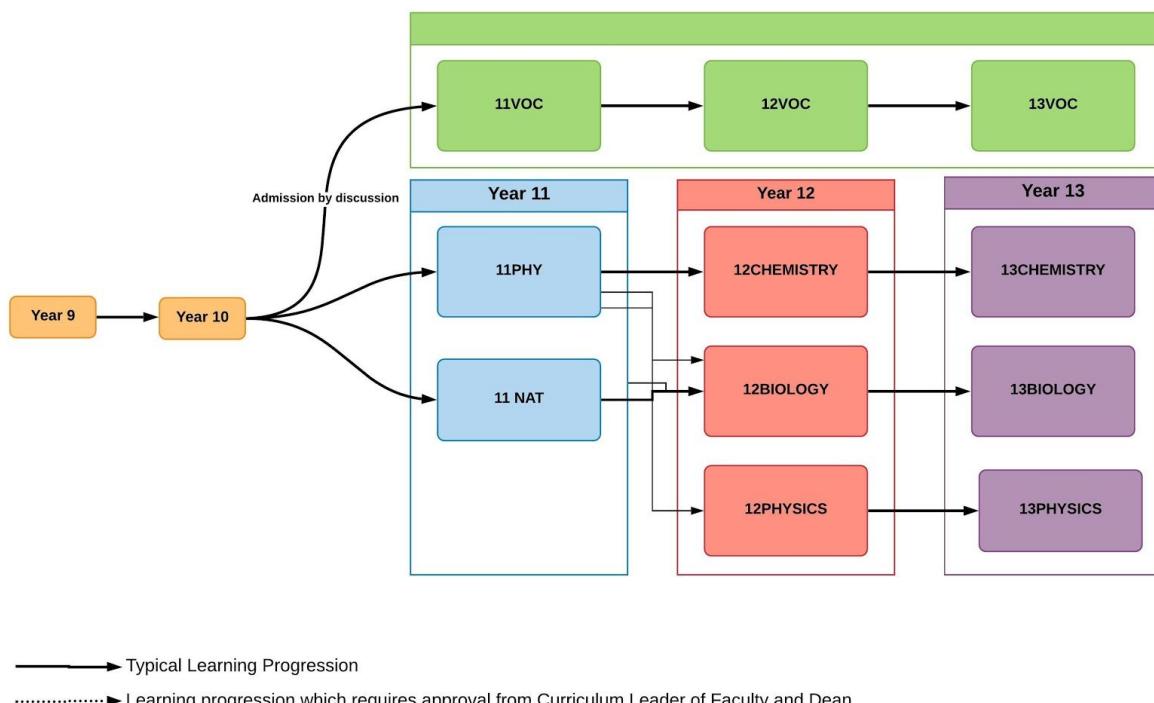
SCIENCE

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

13BIO - Biology (UE APPROVED)

Description:

This is a full year course that includes both internal and external standards. Skills are further developed from Level 2, as well as giving a sound foundation in genetics and evolution. The content of cellular processes and critical analysis of biological reporting are part of the internal assessing programme, and is required for tertiary courses.

Pre-requisites:

Completed at least two of the externally assessed level 2 Biology achievement standards and achieved in at least two of the internally assessed Biology standards

Future Areas of Interest and Study:

Leads onto Universities and tertiary courses eg science degrees, Biologist, medicine, physiotherapy, physical education, food technology Optometrist, Veterinary, Ecologist, and many more

Standards Offered:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Carry out a practical investigation in a biology context, with guidance | 91601 | I | 4 |
| Integrate biological knowledge to develop an informed response to a socio-scientific issue. | 91602 | I | 3 |
| Demonstrate understanding of how an animal maintains an internal environment | 91604 | I | 3 |
| Demonstrate understanding of human manipulations of genetic transfer and its biological implications. | 91607 | I | 3 |
| Demonstrate understanding of trends in human evolution. | 91606 | E | 4 |
| Demonstrate understanding of evolutionary processes leading to speciation | 91605 | E | 4 |
| Demonstrate understanding of the responses of plants and animals to their external environment | 91603 | E | 5 |
| Total Credits Offered | | | 26 |

13CHE - Chemistry (UE APPROVED)

Description:

This is a full year course that includes both internal and external standards. Skills are further developed from Level 2, as well as applying knowledge to real situations-gathering information and data, recognising trends and patterns. and to use equipment appropriately. This is done using the content of atomic structure and bonding, organic and inorganic reactivities. Planning, researching and practical techniques are assessed through internal standards

Pre-requisites:

Completed at least two of the externally assessed level 2 achievement standards and achieved 3 credits from an internally assessed Chemistry standard

Future Areas of Interest and Study:

Leads onto Universities and tertiary courses eg science degrees, architecture, medicine, physiotherapy, physical education, food technology engineering, forensic science and many more

Standards Offered:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Demonstrate Understanding of Spectroscopic Data | 91388 | I | 3 |
| Demonstrate Understanding of Chemical Processes | 91389 | I | 3 |
| Demonstrate Understanding of Reduction-Oxidation | 91393 | I | 3 |
| Demonstrate understanding of chemical processes in the world around us | 91389 | I | 3 |
| Demonstrate Understanding of Organic Compounds | 91391 | E | 5 |
| Demonstrate Understanding of Particles | 91390 | E | 5 |
| Total Credits Offered | | | 22 |

13PHY - Physics (UE APPROVED)

Description:

This is a full year course that includes both internal and external standards. Skills are further developed from Level 2, as well as applying knowledge to real situations-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 at least two of the externally assessed level 2 achievement standards and have at least 12 credits in Level 2 Mathematics. It is recommended you study Year 13 Mathematics with Calculus concurrently

Future Areas of Interest and Study:

Leads onto Universities and tertiary courses eg science degrees, architecture, medicine, physiotherapy, physical education, food technology engineering, forensic science and many more.

Standards Offered:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Demonstrate understanding of modern physics | 91525 | I | 3 |
| Demonstrate understanding of Physics in a context | 91522 | I | 3 |
| Use Physics knowledge to make an informed Response | 91527 | I | 3 |
| Demonstrate Understanding of Wave Systems | 91523 | E | 6 |
| Demonstrate Understanding of Mechanical Systems | 91524 | E | 6 |
| Total Credits Offered | | | 21 |

13SVC - Vocational Science (NOT UE APPROVED)

Description:

.This is a full year course that has internal standards. Skills are further developed from Level 2, as well as giving a sound foundation in education for sustainability and Earth and Space.

Pre-requisites: Study at Level 2 Science would be beneficial for this subject.

Future Areas of Interest and Study:

Leads onto Universities and tertiary courses eg science degrees, Biologist, medicine, physiotherapy, physical education, food technology Optometrist, Veterinary, Ecologist, and many more

Standards Offered:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Evaluate a personal action that contributes towards a sustainable future | 91828 | I | 6 |
| Evaluate measures that may be taken to sustain and/or improve a biophysical environment | 91735 | i | 4 |
| Develop a strategy for an organisation that will contribute to a sustainability issue | 90832 | I | 5 |
| Carry out an independent practical Earth and Space investigation | 91410 | I | 4 |
| Investigate a socio-scientific issue in an Earth and Space context | 91411 | I | 4 |
| Investigate an aspect of astronomy | 91415 | I | 4 |
| Total Credits Offered | | | 27 |

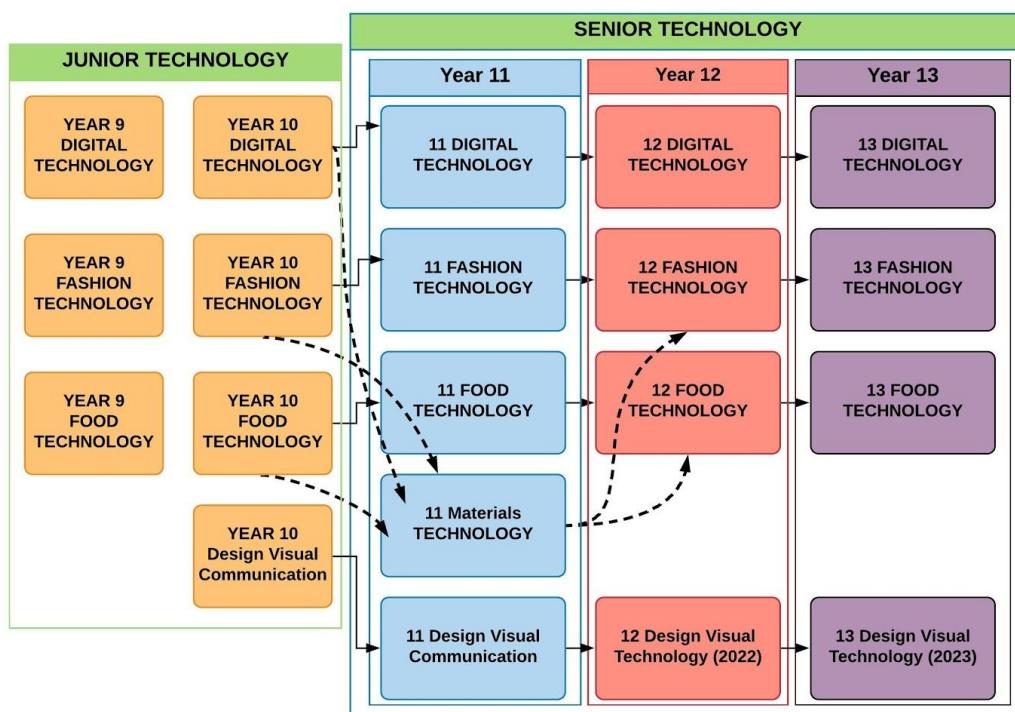
TECHNOLOGY

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) cocompton@rghs.school.nz

13DIG - Digital Technology (UE APPROVED)

Description:

This course of Digital Technology builds on understandings developed at Level 2 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. Digital Technology is a University Approved Subject.

Pre-requisites:

Study at Level Two in Digital Technology provides a strong foundation of learning for Level Three and therefore is strongly recommended. Students without prior learning in Level Two Digital Technology must discuss course intentions with the 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:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Conduct a critical inquiry to propose a digital technologies outcome | 91900 | I | 6 |
| Apply user experience methodologies to develop a design for a digital technologies outcome. | 91901 | I | 4 |
| Use complex techniques to develop a database | 91902 | I | 4 |
| Use complex techniques to develop a digital media outcome | 91903 | I | 4 |
| Present a reflective analysis of developing a digital outcome | 91909 | E | 3 |
| Total Credits Offered | | | 21 |

13FAS - Fashion Technology (UE APPROVED)

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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Complex Procedures | 91621 | I | 6 |
| Applied Design | 91623 | I | 4 |
| Conceptual Design | 91610 | I | 6 |
| Prototype | 91611 | I | 6 |
| Fitness for Purpose (written report) | 91616 | I | 4 |
| Technological Modelling (written report) | 91612 | E | 4 |
| Total Credits Offered | | | 30 |

13FDT - Food Technology (UE APPROVED)

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 build on their knowledge of nutrition, technological processes and hospitality barista skills. Students run a 'cafe' for staff and are exposed to a realistic environment when preparing barista style coffees. They also investigate a nutritional issue that affects New Zealand society and explore ways to help improve this issue on a societal level. Students are challenged by making a more complex product in food technology and are offered an external standard that relates to food product development.

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

Pre-requisites:

Level 2 Food Technology is preferred as knowledge of nutrition and technological processes will be an advantage at Level 3.

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:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Prepare and present espresso beverages for service | 17288 | I | 5 |
| Demonstrate knowledge of basic nutrition in commercial catering | 13343 | I | 5 |
| Investigate a nutritional issue affecting the well-being of New Zealand society | 91466 | I | 5 |
| Implement complex procedures to process a specified product | 91643 | I | 6 |
| Demonstrate understanding of material development | 91613 | E | 4 |
| Total Credits Offered | | | 25 |

VISUAL ARTS

Description of the Learning Area:

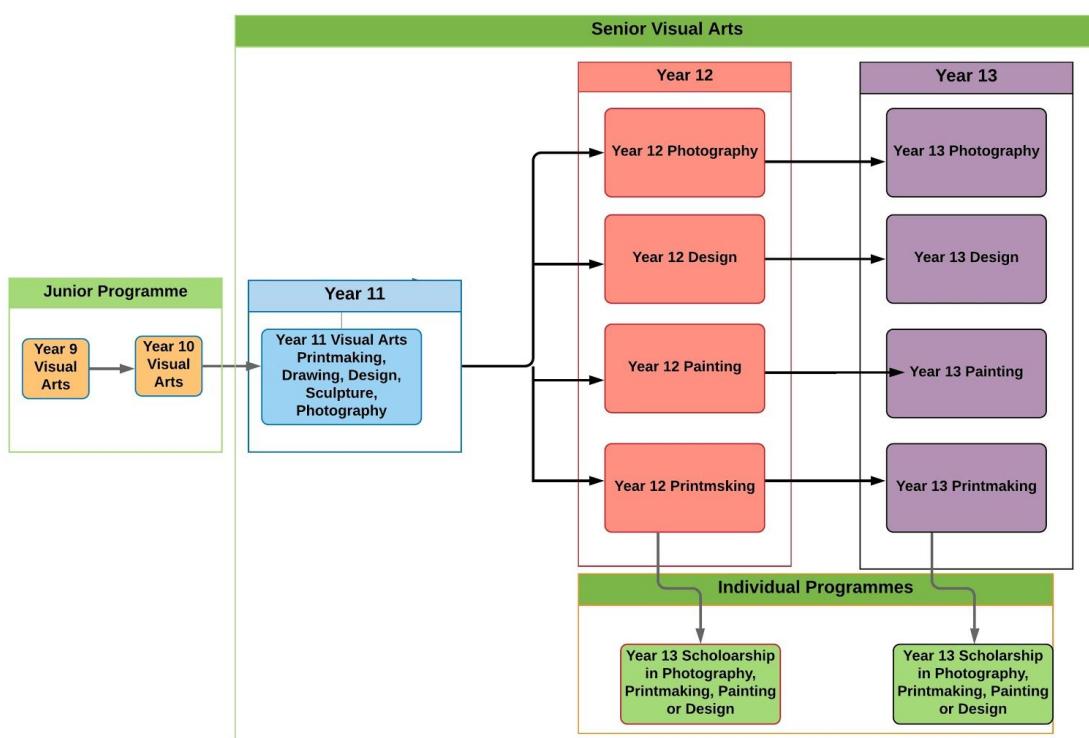
Visual Arts offers opportunities in cultural practices, and individual learning ideas. This subject area offers **subject endorsement** and **university entrance opportunities**.

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.school.nz

13DES - Design (UE APPROVED)

Description:

Students will create a complete branding or illustrative solution in response to an original and personalised fantastical design problem. They will learn to generate and develop their ideas, produce logos and posters, and 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 think creatively and critically and will be required to challenge themselves in the production of their work towards commercial and industry standards.

Pre-requisites:

Students must have passed the Level Two Design course unless approved by subject teacher..

Future Areas of Interest and Study:

Graphic Designer, Web Designer, Art Director, Marketing and Advertising Designer or Director, Photo Editor, Print and publication Editor, Photoshop Retouch Artist, Commercial and Industrial Designer, Freelance Designer, Interior Designer, Architectural Designer, Spatial Designer, Set Designer, Teacher, Screen printer, Make-up Artist.

Standards Offered:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Use drawing to demonstrate understanding of conventions appropriate to Design | 91445 | I | 4 |
| Systematically clarify ideas using drawing informed by established Design practice | 91450 | I | 4 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within Design practice | 91455 | E | 14 |
| Total Credits Offered | | | 22 |

13PAI - PAINTING OR PRINTMAKING (UE APPROVED)

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, senior painting or printmaking experience is an asset.

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:

| Name | Standard # | Type | Credits |
|--|-------------------|-------------|----------------|
| Use drawing to demonstrate understanding of conventions appropriate to design/painting/photography/printmaking/sculpture | 91446/91448 | I | 4 |
| Systematically clarify ideas using drawing informed by established design/painting/photography/printmaking/sculpture practice. | 91451/ 91453 | I | 4 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within design/painting/photography/printmaking/sculpture practice. | 91321/91323 | E | 14 |

Total Credits Offered

22

13PHO - PHOTOGRAPHY (UE APPROVED)

Description:

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

*Limited positions are available for students to use school cameras. Please apply as early as possible so students will need to apply as early as possible.

Pre-requisites:

Level 2 Photography preferred.

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 / Cameraperson, Freelance / Fine Arts Photographer, Government and Advertising Photographer, Portrait / Weddings Photographer, Marketing and Advertising designers and directors, Web Design, Graphic Design, Teacher.

Standards Offered:

| Name | Standard # | Type | Credits |
|---|-------------------|-------------|----------------|
| Use drawing to demonstrate understanding of conventions appropriate to photography | 91447 | I | 4 |
| Systematically clarify ideas using drawing informed by established photography practice | 91452 | I | 4 |
| Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice | 91457 | E | 14 |
| Total Credits Offered | | | 22 |

Approximate Course Costs :

16GB 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 | |