

# Senior Student Subject Handbook 2024



*ARISE to a future and a hope*

# Contents

Introduction & Assessment for National Qualification	3	Biology (levels 2-3)	33
University Entrance	7	Chemistry (Levels 2-3)	35
Choosing your options	13	Physics (Levels 2-3)	37
Recommended Devices	13	Social Sciences	39
Selecting your options	14	Commerce (Level 1)	39
Christian Living	15	Accounting (Levels 2-3)	40
Christian Living: Religious Studies	15	Economics (Levels 2-3)	42
English	16	Financial Literacy (Levels 2-3)	43
English (Levels 1-3)	16	Geography (Levels 1-3)	45
English Alternative (Levels 1-3)	19	History (Levels 1-3)	48
ESOL	21	Travel & Tourism (Levels 2-3)	50
Languages	23	Technology	
Chinese (Levels 1-3)	23	Design & Visual Communication (Levels 1-3)	51
Mathematics	25	Digital Technologies (Levels 1-3)	54
Mathematics (Levels 1-2)	25	The Arts	56
Calculus (Level 3)	27	Music (Levels 1-3)	56
Statistics (Level 3)	28	Visual Art (Level 1)	59
Physical Education	29	Visual Art: Painting (Levels 2-3)	59
Physical Education (Core)	29	Visual Art: Design (Levels 1-3)	60
Physical Education (Levels 1-3)	29	Visual Art: Photography (Level 2-3)	62
Outdoor Education (Levels 2-3)	31	Drama (Level 1)	63
Science	32	Distance learning	64
Science (Level 1)	32	Gateway	64

# Introduction

---

Read this introductory section carefully before you make any subject choices on your option sheet. There is important information relating to each course and the prerequisites you need to consider. The Careers Advisor can provide you and your parents/caregivers with advice and information on possible career paths. The Assistant Principal of Secondary will approve your courses.

## **NCEA**

NCEA (National Certificate of Education Achievement) is the national qualification for senior secondary school students in New Zealand. Individual subjects are divided into standards, some of which are assessed internally and some externally through NZQA national examinations. Each standard clearly identifies what a student must do in order to achieve that standard and generates credits that contribute to a certificate at Level 1, 2 or 3 on the New Zealand Qualifications Framework. At each level students are able to achieve their qualifications with Merit or Excellence endorsements. For a certificate to be endorsed with Merit or Excellence, 50 credits at Merit or Excellence are required at that level or higher. A subject may also be endorsed with Merit or Excellence if 14 or more credits are gained at Merit or Excellence. At least three credits must be from externally assessed standards and three credits from internally assessed standards in that course.

### **Level 1**

All students are required to take five subjects including English, mathematics and science. From 2024 students need to achieve 60 credits to gain an NCEA Level 1. Literacy and Numeracy co-requisites are also a compulsory part of the new NCEA Level 1 qualification. Learners will only be awarded the new NCEA qualification once they pass the numeracy and literacy co-requisite standards.

### **Level 2**

Students study five subjects including English and Mathematics.

Subject choice should be based on the previous study in Level 1, interests, strengths and future direction. Please pay close attention to the prerequisites for chosen subjects.

To complete NCEA Level 2, students need 80 credits of which 60 need to be at Level 2 or above. The other 20 can be from any level, including Level 1.

### **Level 3**

Students study five subjects at Level 3.

They should be choosing their subjects for Level 3 based on their previous study in Level 2, interests, strengths and future direction.

To complete NCEA Level 3, students need 80 credits of which 60 need to be at Level 3 or above. The other 20 credits need to be from Level 2 or above.

### **Multi Levelling**

Level 1, 2 and 3 NCEA should be viewed as a “menu” of programmes available to all students regardless of their age or year group.

It may be possible for students to enrol in programmes based on prior knowledge. For example, particularly able Year 10 students could attempt some Level 1 subjects. In the same way Year 13 students, may wish to enrol for some Level 1 or 2 courses out of interest or to “catch up”.

### **Scholarship**

Students who have achieved a significant number of excellence results in any Level 2 subject should consider entering scholarship in that subject.

Scholarship is a monetary award to recognise top students. It will not attract credits nor contribute towards a qualification but the fact that a student has gained a scholarship will appear on the Record of Achievement.

# Assessment for National Qualifications

---

## Elim Christian College Assessment for National Qualifications

### Policies and Procedures

#### 1. The National Qualification Framework (NZQF)

- The NZQF includes the NCEA and other NZ certificates such as the New Zealand Certificate in Tourism.
- From 2024 The NCEA (National Certificate in Education Achievement) Level 1 requires a minimum of 60 credits plus 20 credits from the Literacy and Numeracy Corequisite (10 Numeracy and 10 Literacy). Similar changes will be implemented in 2026 for Level 2 and 2027 for Level 3. In 2024 NCEA Level 2 and 3 each require a minimum of 60 credits at Level 2 plus 20 from the previous level (including minimum Level 1 Literacy and Numeracy).
- An NCEA certificate endorsed with Excellence requires a minimum of 50 excellence credits at that level or above. A Merit endorsement requires 50 credits of merit or excellence.
- A course endorsed with Achieved, Merit or Excellence requires 14 or more credits at Achieved, Merit or Excellence at the lower level that supports the endorsement and at least 3 credits from externally and at least 3 credits from internally assessed standards in a single school year.
- Scholarship is a monetary award designed to extend and recognise very high achieving Level 3 students identified by the Principal's Nominee in consultation with the subject teacher. Scholarship examinations do not attract credits nor contribute towards a qualification.
- University entrance requires achievement of NCEA Level 3 plus 14 credits in each of three subjects from the list of approved subjects. In addition, a minimum of 10 numeracy credits at Level 1 or higher and a minimum of 10 literacy credits (5 in reading and 5 in writing) at Level 2 or higher.

#### 2. Recognising Students' Best Achievement

Strategies for recognising students' best achievement are:

- credible and valid evidence from earlier progress tests
- conferencing to complete or correct
- Resubmission\*
- providing a template for the student responses
- integrating assessment with learning
- checking progress at milestone points

##### \*A resubmission

- can be offered to individually identified students to correct a minor error and gain the grade of **Achieved**, *not Merit or Excellence*
- does not allow students to gain Merit or Excellence grades
- should take place as soon as possible after the assessment has been completed.
- can be offered where the teacher judges the student should be capable of discovering and correcting the minor error by themselves.
- Only **one resubmission** can be provided for each assessment of a standard.
- Teachers decide which students at the Not Achieved grade boundary meet the criteria for a resubmission.
- No further teaching or learning can take place.

**A further assessment may** be offered to students where it is practicable to do so.

- Only one further assessment opportunity for each standard can be offered in a year.
- The further assessment opportunity can only be offered after further learning has taken place.
- A different activity or task must be offered for the further assessment opportunity.

- The further assessment opportunity must be offered to all students entered for that standard in that course, regardless of the grade that they achieved. Students do not need to take up the opportunity.
- The highest grade from either assessment opportunity is reported.

### 3. Derived Grades

A derived grades application must be made through the Principal's Nominee in the event of a student being unable to sit the final external assessment or where a student's performance has been seriously impaired due to illness or critical misadventure. No valid evidence will mean no grade is awarded.

- Derived grades submitted must be based upon:
  - an authentic pre-existing grade.
  - standard-specific evidence covering the entire standard.
  - a justifiable process (either because they have been quality assured or because evidence exists that the teacher's judgements are consistent with the national standard).
  - the specific conditions of assessment.

### 4. Authenticity

Students should be aware of authenticity issues relevant to assessments. Before the commencement of an assessment a teacher will evaluate if there are any authenticity issues involved and take steps to ensure they are minimised.

All students must sign an authenticity statement for an assessment with authenticity issues. The following are other strategies that a teacher may use:

- Ensuring that a proportion of work is completed in the classroom.
- Changing the context of the assessment from year to year.
- Supervising the research process by including regular checkpoints.
- Requiring plans, resource material and draft work to be submitted with the final product.
- Keeping on-going work on site.
- Oral questioning to confirm a student's understanding.
- Requiring a repeat performance where there is doubt.
- Being familiar with or controlling the resources available.
- Controlling group work by breaking the task into group and individual components.
- Requiring sources to be acknowledged.

It is important to note that it is appropriate for students to learn from others at home and gather information from a variety of sources. However, teachers should be confident that the assessment work has been processed and produced by the student.

If there is concern over the authenticity of a student's work, the matter must be referred to the Principal or Nominee, and will be investigated.

### 5. Breaches of the Rules

Breaches of the rules in formal assessments include talking, disruption, copying and the bringing in of forbidden materials. Students found to be involved in instances of breaching the rules will be referred to the Principal or Nominee and the student will receive Not Achieved for that standard. Another assessment opportunity will not be given.

### 6. Lateness and Extensions

- An adequate assessment opportunity is defined as being present for the assessment.
- Students must hand in all assessment items on the due date or Not Achieved will be awarded. In a case of exceptional circumstances for a legitimate reason, an extension may be granted using the process described below:



- Where there is a legitimate reason for lateness or a student is missing for a valid reason, i.e. illness, bereavement etc., justification must be documented - [Internal Assessment Extension Application](#) - and presented to the student's teacher. The teacher, in consultation with the Principal's Nominee, must be satisfied that the absence is legitimate by a doctor's medical certificate or formal written contact by caregivers. The teacher will give an extension, approve a further opportunity (where it is practicable to do so) or award a grade if evidence has been recorded that the student has met all criteria in other authentic work.
- This will be done in consultation between the Principal's Nominee and the subject teacher.

### **7. Appeals**

- Teachers at all times should endeavour to avoid appeals by making students fully aware of the reasons for the assessment judgements made.
- A student has the right to appeal any assessment related decision. The following procedure is to be used.

#### **Appeal Process**

Step 1 Student/parent/caregiver enters discussion with teacher concerning grade. This must be done within three school days of the return of the student's assessment work.

Step 2 If not resolved, the student/parent/caregiver may approach the HOLA for further discussion with relevant information.

Step 3 If not resolved the student/parent/caregiver may approach the Principal's Nominee in writing by completing an [Internal Assessment Appeal Form](#) and thereby provide information relevant to the appeal.

Step 4 If the matter is still not resolved the Principal will arbitrate on an outcome and reserve the right to call in an outside expert.

This process also applies to an appeal on a breaching of the rules as well as to assessment conditions and further assessment opportunities.

### **8. Results**

Students will have the opportunity to check and sign off results before transfer to NZQA. Students are encouraged to monitor their results on the NZQA website under Learner Login once they become available.

### **9. Privacy Act**

The Privacy Act 1993 requires that personal information is kept secure. When dealing with student's work and student's results ensure that the student's name is removed and that the student's permission is gained if their work is to be used as exemplars with others. A student is entitled to receive their work back if the student asks for it to be returned after moderation.

### **10. Special Assessment Conditions**

Special Assessment Conditions may be provided for students with learning disabilities and physical needs in well-documented cases. Students are identified and monitored through the school. The Principal's Nominee applies to NZQA early in the year of assessment or in the year prior according to NZQA timelines. The school must provide evidence that they are given assistance in school work and that internal assessments are consistent with the help applied for in external assessments.

# University entrance from NCEA Level 3 for 2024

## University entrance standard

Achievement of NCEA Level 3

14 credits in each of three subjects from the list of approved subjects

UE numeracy - 10 credits at Level 1 or above, from specified achievement standards (available through a range of subjects)

UE literacy – 10 credits (5 reading and 5 writing) at Level 2 or above, from specified achievement standards (available through a range of subjects)

## List of approved subjects for university entrance

Accounting	Economics	Painting (Practical Art)
Agriculture and Horticulture	Education for Sustainability	Photography (Practical Art)
Biology	English	Physical Education
Business Studies	French	Physics
Calculus	Geography	Printmaking (Practical Art)
Chemistry	German	Processing Technologies
Chinese	Health Education	Religious Studies
Classical Studies	History	Samoan
Construction and Mechanical Technologies	History of Art	Science
Cook Islands Maori	Home Economics	Sculpture (Practical Art)
Dance	Indonesian	Social Studies
Design (Practical Art)	Japanese	Spanish
Design and Visual Communication	Korean	Statistics
Digital Technologies	Latin	Technology
Drama	Mathematics	Te Reo Rangatira or
Earth and Space Science	Media Studies	Te Reo Maori
	Music Studies	

## Entrance to the University of Auckland

To be admitted to the University, school leavers must have a university entrance qualification and be selected into a programme. You must also meet the admission requirements and be selected into your programme of study.

You will be allocated a rank score based on your best 80 credits at Level 3 or higher over a maximum of five approved subjects, weighted by the level of achievement attained in each set of credits.

If you achieve fewer than 80 credits, the rank score will be based on those credits you have gained at Level 3 over a maximum of five approved subjects and weighted by the level of achievement.

- The rank score will be calculated by awarding the following points for up to 24 credits in each approved subject taken at Level 3. The maximum rank score is 320.
  - Excellence 4 points
  - Merit 3 points
  - Achieved 2 points
- Credits obtained in any required subjects do not have to be among the best 80 credits used for ranking purposes.

- NCEA Level 3 credits achieved in previous years may be counted towards the 80 best credits used for ranking purposes.
- Level 3 subject requirements for a specific programme may be met in Year 12.

### **Academic English Language Requirement (AELR)**

To meet the AELR via an entry qualification, you must achieve the following:

You must have gained the University Entrance Literacy Standard and a minimum of 17 credits in English at Level 2 and/or 3.

If you do not meet the Requirement through your entrance qualification as outlined above, but otherwise qualify for admission, you can satisfy the AELR during your first year of study by passing an academic English language course as part of your General Education programme, or as otherwise specified by your faculty.

### **Example of how a rank score for NCEA Level 3 is calculated**

Subject	Standard type	Results	Calculate	Rank Score
English	Achievement & Unit	6 Excellence 6 Merit 16* Achieved	6 x 4 points 6 x 3 points 12* x 2 points	66
History	Achievement	8 Excellence 10 Achieved	8 x 4 points 10 x 2 points	52
Physics	Achievement	24 Merit	24 x 3 points	72
Calculus	Achievement	4 Excellence 3 Merit 8** Achieved	4 x 4 points 3 x 3 points	25
Statistics	Achievement	7 Merit 10** Achieved	7 x 3 points	21
Economics	Achievement	6*** Achieved	Not counted***	Nil

Rank score 236

\* Maximum 24 credits per subject. Any points above this limit are excluded.

\*\* Not included as only best 80 credits used in calculation of rank score.

\*\*\* only five subjects are included in the calculation.

**Guaranteed admission** - if you meet the University Entrance Standard, the rank score and the other requirements for your programme or programmes you will be offered a place.

### **NCEA Level 3 subjects**

Table A	Table B
Classical Studies	Accounting
English	Biology
Geography	Calculus
History	Chemistry
History of Art	Economics
Te Reo Maori OR	Mathematics (cannot be used in combination with Calculus and/or Statistics)
Te Reo Rangatira	Physics
	Statistics
	Digital Technology (from 2018)



## ***Undergraduate programme admission requirements for school leavers who have achieved University Entrance***

This table indicates the rank score, subject/credit requirements and other requirements that will guarantee admission to a programme.

Programme	Rank score, subject and credit requirements
Bachelor of Architectural Studies (BAS)	230 A minimum of 16 credits in one subject from Table A and a minimum of 16 credits in one subject from Table B Subject to the qualitative evaluation of a portfolio of creative work and written statement.
Bachelor of Arts (BA) <sup>1</sup>	150
Bachelor of Commerce (BCom) <sup>2</sup>	180 A minimum of 16 credits in each of three subjects from Table A and/or Table B.
Bachelor of Dance Studies (BDanceSt)	150 Subject to the qualitative evaluation of a CV, written statement and an audition/interview.
Bachelor of Education (Teaching) (BE(Tchg)) <sup>3</sup>	150 Subject to a satisfactory interview, police check, and referees' reports.
Bachelor of Engineering (Honours) (BE(Hons)) <sup>4,5</sup>	260 With 17 external Level 3 credits in Calculus and 16 external Level 3 credits in Physics
Bachelor of Fine Arts (BFA)	150 Subject to the qualitative evaluation of a portfolio of 12 colour reproductions and written statement.
Bachelor of Health Sciences (BHSc)	250 with a minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art, Te Reo Māori (or Te Reo Rangatira) or Social Studies and a minimum of 18 credits in one of Biology, Chemistry or Physics
Bachelor of Human Services (BHumServ) <sup>3</sup>	150 Subject to a satisfactory interview, police check, and referees' reports.
Bachelor of Laws (LLB (Part I))	Students must be offered a place in another bachelor's degree. Entry will be based on the guaranteed scores for the other bachelor's degree.
Bachelor of Music (BMus) - Classical Performance, Jazz Performance or Popular Music majors - Composition and Musicology majors	150 Subject to the qualitative evaluation of a statement of musical background, referees' report and: Classical Performance – an audition <sup>6</sup> and musical qualification certificates Jazz Performance and Popular Music – an audition <sup>6</sup> Composition major – a portfolio of 2-3 composition works and musical qualification certificates Musicology – musical qualification certificates

Programme		Rank score, subject and credit requirements
Bachelor of Nursing (BNurs)		230 with a minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art, Te Reo Māori (or Te Reo Rangatira) or Social Studies and a minimum of 18 credits in one of Biology, Chemistry, or Physics
Bachelor of Physical Education (BPE) <sup>3</sup>		150 Subject to a satisfactory interview, police check, and referees' reports.
Bachelor of Property (BProp) <sup>2</sup>		180 With a minimum of 16 credits in each of three subjects from Table A and/or Table B.
Bachelor of Science (BSc) <sup>7</sup>	Biomedical Science	280
	Food Science and Nutrition	200
	Sport and Exercise Science	200
	All other majors/specialisations	165
Bachelor of Social Work (BSW) <sup>3</sup>		150 Subject to a satisfactory interview, police check, and referees' reports.
Bachelor of Urban Planning (Honours) (BUrbPlan(Hons))		230 Subject to the qualitative evaluation of a written statement.

For additional information see The University of Auckland Undergraduate Admission Requirements.

## Conjoint programmes

Applicants must achieve the greater of the two rank scores for their selected programmes and must meet the entry requirements for both programmes.

**Not all degree programmes have conjoint options.**

Programme	Rank score, subject and credit requirements
Bachelor of Arts conjoints	210
Bachelor of Commerce conjoints	210 With a minimum of 16 credits in each of three subjects from Table A and/or Table B
Bachelor of Engineering (Honours) Conjoints <sup>4</sup>	275 With 17 external Level 3 credits in Calculus and 16 external Level 3 credits in Physics.
Bachelor of Fine Arts conjoints	210 Subject to the qualitative evaluation of a portfolio of 12 colour reproductions and written statement.
Bachelor of Health Sciences conjoints	250 With a minimum of 18 credits in one subject from Table A and minimum 18 credits in one subject from Table B
Bachelor of Laws (Part I) conjoints	Satisfy the conjoint score for the other degree.

Programme	Rank score, subject and credit requirements
Bachelor of Music conjoints	Satisfy the conjoint score for the other degree. Subject to the qualitative evaluation of a statement of musical background, referees' report and: Classical Performance – an audition <sup>6</sup> and musical qualification certificates Jazz Performance and Popular Music – an audition <sup>6</sup> Composition major – a portfolio of 2-3 composition works and musical qualification certificates <b>Musicology – musical qualification certificates</b>
Bachelor of Nursing conjoints	230 With a minimum of 18 credits in one subject from Table A and minimum 18 credits from one of Biology, Chemistry, Physics.
Bachelor of Property conjoints	210 With a minimum of 16 credits in each of three subjects from Table A and/or Table B
Bachelor of Science conjoints	210

Applicants for the Bachelor of Medicine and Bachelor of Surgery (MBChB) must first complete Year 1 of either the BHSc or the BSc in Biomedical Science, or have completed another degree approved by the Faculty of Medical and Health Sciences.

Applicants for the Bachelor of Pharmacy (BPharm) must first complete an appropriate first year programme including the prescribed BPharm Part I courses (or equivalent) or have completed another degree approved by the Faculty of Medical and Health Sciences.

Applicants for the Bachelor of Optometry (BOptom) must first complete the set courses from the common year of the BSc in Biomedical Science (or equivalent) or have completed another degree approved by the Faculty of Medical and Health Sciences.

1. Māori applicants and applicants from Equity target groups (including Pacific applicants, those from refugee backgrounds, low socio-economic backgrounds and applicants with declared disabilities) applying based on NCEA who achieve the University Entrance (UE) Standard and a rank score of 120-149 will be admitted to the Bachelor of Arts (BA) through the Targeted Admission Scheme. Other applicants with UE and rank scores from 130-149 will be considered for conditional admission to the BA. Equity applicants with rank scores of 119 or less and all other applicants with rank scores of 129 or below will be referred to an appropriate foundation programme.
2. For more information on the Targeted Admission Scheme for Business School programmes see [www.business.auckland.ac.nz/tas](http://www.business.auckland.ac.nz/tas)
3. Māori and Pacific school leaver applicants who achieve the UE Standard and meet other requirements will be admitted to the programmes in the Faculty of Education through the Targeted Admission Scheme.
4. For CIE students, AS Mathematics and Physics may be accepted based on level of grade achieved. For IB students, SL Mathematics and Physics may be accepted based on level of grade achieved.
5. The Faculty of Engineering will give consideration to students who missed out on admission to BE(Hons) who are able to demonstrate sufficient ability in engineering-related and approved study, in the Bachelor of Science(BSc) programme for admission in Semester 2. Please see <http://www.engineering.auckland.ac.nz/behons-alt-pathway> for more information.
6. An audition can include evaluations of one or more recorded and/or live performance elements.

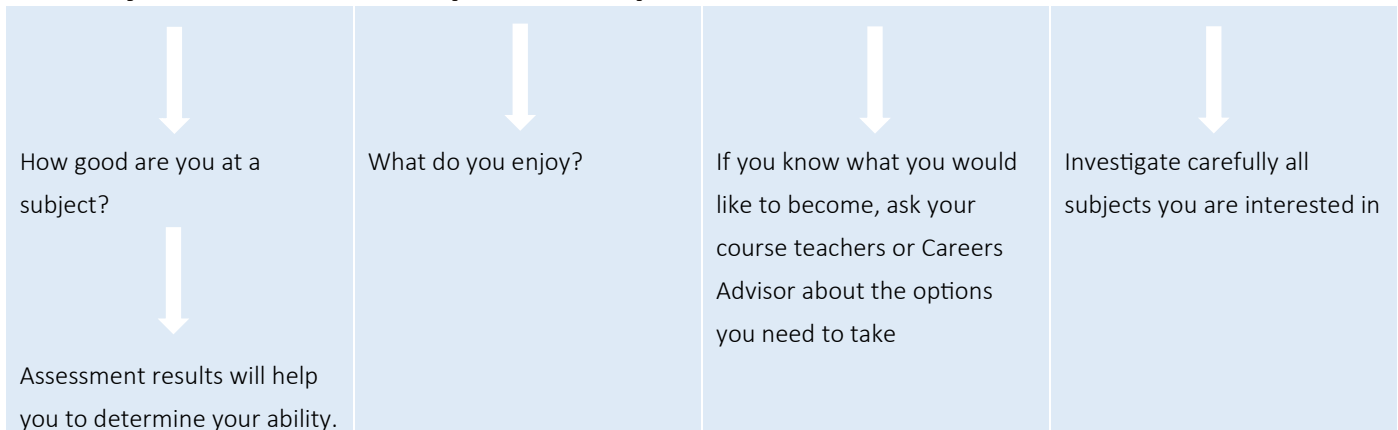
7. Māori and Pacific students with an NCEA rank score greater than or equal to 140 and a minimum of 14 credits in at least two subjects from Table A or B will be admitted to the BSc with the exception of majors in Biomedical Science, Food Science and Nutrition or Sport and Exercise Science. Students with disabilities with an NCEA rank score greater than or equal to 140 will be ranked on the basis of GPE. Māori and Pacific students with an NCEA rank score less than 140 will be conditionally admitted to the BSc dependant on successful completion of the Certificate in Academic Preparation (passing all courses).

International applicants should also refer to the relevant pages of the [International students](#) website for information relating specifically to international applicants.

# Choosing your options

---

## Ability + Interest + Occupation = Option Choice



- 1.** Talk to your current teachers and Careers Advisor. They can give you a good idea of whether you should carry on in a subject or not and where it might lead you.
- 2.** Parents or guardians are required to sign student's option selection sheet to show that they approve.
- 3.** Subjects will be offered depending on the number of applicants and availability of staff and facilities.
- 4.** We will endeavour to meet all subject requests with timetabled classes, but it may be necessary for some students to study a subject by correspondence.
- 5.** Courses may be tailor-made to ensure student's best interests.
- 6.** In consultation with the class teacher students may elect to be entered for fewer internal/ or external achievement standards in order to ensure success.

## Recommended devices

---

Year 11-13 students are encouraged to have their own laptop as a learning tool.

Please note that some subjects in the NCEA curriculum, e.g. Music, Digital Technologies, DVC, Photography and Design, may have specialised tasks and a higher level of computing power from a device that will not be available in lower priced models. Students and parents are encouraged to contact subject teachers if they need more clarification about these specialised tasks.

A Graphics calculator (Casio FX-9750GII) is highly recommended for subjects such as Mathematics and Sciences.

\* Please note that some subjects may have optional elective extra costs / equipment to expect.

## Selecting your options using the KAMAR portal

---

Options selection is done via the KAMAR Portal.

Follow the steps below:

- 1.** Login to <https://elim.school.kiwi/> with your KAMAR credentials.
- 2.** Once into the KAMAR portal you will see a menu bar across the top of the screen. Choose “Course Selection” from this.
- 3.** Once in the course selection screen, choose one course from each column. If you require more information about a course, please refer to the relevant section of this Senior Subject Options Handbook.
- 4.** Remember to click “save” at the bottom of the screen when you have completed your selection. You can re-enter this screen and change subjects selected if needed. Remember to click “save” again when finished.

You must choose your options by **Friday 15 September 2023**. After this date course selection will no longer be available on the portal.

We will do our best to accommodate your preferences, but this may not always be possible, depending on numbers.



HOLA: Tody Granat – [tody.granat@elim.school.nz](mailto:tody.granat@elim.school.nz)

## RELIGIOUS STUDIES

NCEA LEVEL 3

### Course outline:

This is an academic course that develops the critical thinking skills that students require to navigate the world they are about to enter. They will interpret the big questions of life through the lens of a Christian worldview as well as considering other perspectives. They will develop their knowledge of the Bible and will learn to apply it to life in the 21st Century.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 90826	Analyse the response of a religious tradition to a contemporary ethical issue	I	6
AS 90827	Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions	I	6
AS 91725	Analyse the meanings in a sacred text within a religious tradition	I	6

### Scholarship

Scholarship is designed to extend very high achieving Level 3 students.

### Course outline:

The study of English is essential for understanding and communication in all subjects. This course builds on the foundation of Year 10 English and equips students for NCEA Level 2. NCEA Level 1 English aims to develop students' skills in spoken language and written language across a range of genres including academic reading and writing. There is a significant focus on developing critical thinking skills and preparing students for life beyond school where literacy plays an increasingly vital role. The course covers a range of written and visual texts that students are expected to read, study and analyse to show personal understanding. Each student is also expected to speak in a formal situation to communicate ideas.

### Assessment standards

Number	Title	Internal/ External	Credits
91924	Demonstrate understanding of how context shapes verbal language use	I	5
91925	Demonstrate understanding of specific aspects of studied text	I	5
91926	Develop ideas in writing using stylistic and written conventions	E	5
91927	Demonstrate understanding of significant aspects of unfamiliar texts	E	5

**Entry requirements:** Year 10 English.

**Course outline:**

Level 2 is a challenging but fulfilling course of study that covers a range of skills. Students will be required to respond to visual and written texts in a mature and well substantiated manner. Most importantly, the course meets the literacy requirements for entry to tertiary institutions.

Teachers work with students to select standards suited to their particular interests and academic needs beyond Year 12.

There is a continued focus on developing students' critical thinking skills and ensuring they become confident readers and writers, helping to prepare them for life beyond school where literacy plays an increasingly vital role in every workplace context.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	E	4
AS 91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	E	4
AS 91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	E	4
AS 91101	Produce a selection of crafted and controlled writing	I	6
AS 91102	Construct and deliver a crafted and controlled oral text	I	3
AS 91106	Form developed personal responses to independently read texts, supported by evidence	I	4
AS 91104	Analyse significant connections across texts, supported by evidence	I	4
AS 91105	Use information literacy skills to form developed conclusions(s)	I	4
AS 91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.	1	3

**Entry requirements:** Successful completion of Level 1 English.

**Course outline:**

The integrated Level 3 course is designed to challenge students' critical thinking skills in increasingly complex contexts. Throughout the year, students will be required to read, study and respond to a variety of texts and then present their findings in both written and oral form. This course of study will prepare students for the demands of academic writing at a tertiary level. Teachers work with students to select standards suited to their interests and academic needs beyond Year 13.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91472	Respond critically to specified aspects of studied written text(s), supported by evidence	E	4
AS 91473	Respond critically to specified aspects of studied visual or oral text(s), supported by evidence	E	4
AS 91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	E	4
AS 91475	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	I	6
AS 91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	I	3
AS 91478	Respond critically to significant connections across texts, supported by evidence	I	4
AS 91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	I	3

**Entry requirements:** A minimum of 14 credits at Level 2 English or subject to the approval by HOLA.

**Scholarship**

At this level students are expected to demonstrate high level critical thinking about language and literature. This course is suitable for students who excel in this subject. Students who are keen to pursue scholarships in English are encouraged to sign up in Year 12 and to see this as a two-year journey. However, it is possible to prepare for the scholarship examinations in one year.

**Course outline:**

This course covers a similar range of skills and achievement standards as NCEA Level 1 English. It is aimed at both first and second language English learners and is designed to build student confidence by providing a supportive learning environment. Teachers will guide students through the course, selecting standards suited to individual learner needs. This may involve additional support standards or assessments not listed below.

**Assessment standards**

Number	Title	Internal/ External	Credits
91924	Demonstrate understanding of how context shapes verbal language use	I	5
91925	Demonstrate understanding of specific aspects of studied text	I	5
91926	Develop ideas in writing using stylistic and written conventions	E	5
91927	Demonstrate understanding of significant aspects of unfamiliar texts	E	5

**Course outline:**

This course covers a similar range of skills and achievement standards as NCEA Level 2 English. It is aimed at both first and second language English learners and is designed to build student confidence by providing a supportive learning environment. Standards are selected to suit students' interests and academic needs beyond Year 12.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	E	4
AS 91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	E	4
AS 91101	Produce a selection of crafted and controlled writing	I	6
AS 91102	Construct and deliver a crafted and controlled oral text	I	3
AS 91106	Form developed personal responses to independently read texts, supported by evidence	I	4
AS 91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	I	3

**PLEASE NOTE:** A period of two years' study may be required for the Level 2 Alternative English course. Success is dependent upon the student's ability and progress.

## Additional possible internal standards *(not towards achieving UE Literacy)*

Number	Title	Internal/ External	Credits
US 3492	Write a short report	I	3
US 3488	Write business correspondence for a workplace	I	3



## ESOL

TIC: Kerry Mack - kerry.mack@elim.school.nz

## ESOL

## NCEA LEVEL 1

### Course outline:

This course is designed to help students improve their English reading and writing skills, develop their English listening and speaking skills and gain English Language (EL) credits for NCEA. Students will be offered the English Language Unit Standards at Foundation or Level 1, depending on their ability.

## ESOL

## NCEA LEVEL 2

### Course outline:

This course provides students with the opportunity to develop academic reading and writing skills and to improve their command of English. It is designed to be a two-year course which will give students the opportunity to work towards NZQA literacy requirements for NCEA Level 1 and/or New Zealand University Entrance. Students will be offered the English Language Unit Standards at NCEA Level 2, depending on their ability.

## ESOL

## NCEA LEVEL 3

### Course outline:

This course provides students with the opportunity to continue developing their command of English. Skills developed in this course include academic reading, research and formal essay writing. It is designed to give students the opportunity to work towards NZQA literacy requirements for NCEA Level 1 or New Zealand University Entrance. Students will be offered the following Literacy Unit Standards, depending on their ability.

### English Language Unit Standards NCEA Level 1

Number	Title	Credits
US 30984	Demonstrate understanding of simple spoken instructions in everyday situations	5
US 27996	Write basic texts on very familiar topics	5
US 30994	Read simple texts in everyday contexts	5
US 31025	Present simple information on an everyday familiar topic	5

### English Language Unit Standards NCEA Level 2

Number	Title	Credits
US 31026	Present information on a familiar topic	5
US 27999	Write simple texts on a familiar topic	5
US 30980	Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)	5
US 30995	Read and understand a straightforward text on a familiar topic (EL)	5

## English Language Unit Standards NCEA Level 3

Number	Title	Credits
US 28068	Write a connected text on a familiar topic	5
US 30982	Demonstrate understanding of a spoken text on a familiar topic	5
US 30997	Read and understand a text on a familiar topic	5
US 31027	Deliver a developed presentation on a familiar topic	5

**Entry requirements:** English is not the student's first language; HOLA approval.

**Please note:** Modification to the course may be made at the discretion of the HOLA to meet student needs.

# Languages

---

TIC: Karen Liu - karen.liu@elim.school.nz

## CHINESE

## NCEA LEVEL 1

Chinese is one of the most widely spoken languages in the world. The Chinese course is designed to provide in-depth understanding of the Chinese language and culture.

Students will have opportunities to consider and interpret the world from a culturally different point of view. Being an interactive course, students will acquire knowledge, skills and attitudes that will equip them for a world of diverse peoples, languages, and cultures. Students will also reflect on their cultural identities and assumptions in this course.

### Course outline:

Students will learn to understand and construct simple texts using their knowledge of the target language. Students will learn to describe aspects of their own background and immediate environment.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91952	Interact in spoken Chinese (Mandarin) to share and respond to information, ideas, and opinions	I	5
AS 91953	Communicate in Chinese (Mandarin) for a chosen purpose	I	5
AS 91954	Demonstrate understanding of written Chinese related to everyday contexts	E	5
AS 91955	Demonstrate understanding of spoken Chinese (Mandarin) related to everyday contexts	E	5

**Entry requirements:** Year 10 Chinese or approval by TIC Chinese.

**Course outline:**

Students will learn to use language variably to express and justify their own ideas and opinions, and support or challenge those of others. They will learn to be able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts. It is an ideal course for students wishing to head for further study or employment in Business.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91108	Demonstrate understanding of a variety of spoken Chinese texts on familiar matters	E	5
AS 91109	Interact using spoken Chinese to share information and justify ideas and opinions in different situations	I	5
AS 91110	Give a spoken presentation in Chinese that communicates information, ideas and opinions	I	4
AS 91111	Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters	E	5
AS 91112	Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts	I	5

**Entry requirements:** Successful completion of Level 1 Chinese.

**Course outline:**

Students will learn to use language variably and effectively to express and justify their own ideas and opinions, and support or challenge those of others. They will learn to be able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts. It is an ideal course for students wishing to head for further study or employment in Business.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91533	Demonstrate understanding of a variety of extended spoken Chinese texts	E	5
AS 91534	Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material	I	3
AS 91535	Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations	I	6
AS 91536	Demonstrate understanding of a variety of extended written and/or visual Chinese texts	E	5
AS 91537	Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives	I	5

**Entry requirements:** Successful completion of Level 2 Chinese.

# Mathematics and Statistics

HOLA: Jacqui Hammond – Jacqui.hammond@elim.school.nz

## MATHEMATICS AND STATISTICS

## NCEA LEVEL 1

### Course outline:

This is a course that covers the whole mathematics and statistics curriculum and leads on to the NCEA Level 2 Mathematics and/or Statistics courses. It is a continuation of topics covered in Year 9 and Year 10.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91944	Explore data using a statistical enquiry process	I	5
AS 91945	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	I	5
AS 91946	Interpret and apply mathematical and statistical information in context	E	5
AS 91947	Demonstrate mathematical reasoning	E	5

**Entry requirements:** Year 10 Mathematics

**Note:** Students who have not yet achieved their NCEA Numeracy will be part of a Numeracy tutorial in addition to their Mathematics and Statistics course in order to prepare for the Numeracy co-requisite assessment.

### Assessment standard

Number	Title	Internal/ External	Credits
US 32406	Use mathematics and statistics to meet the numeracy demands of a range of situations	E	10

**Course outline:**

This course is designed to build student confidence in statistics and probability and is a pathway to Statistics NCEA Level 3.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91268	Investigate a situation involving elements of chance	I	2
AS 91263	Design a questionnaire	I	3
AS 91265	Conduct an experiment to investigate a situation using statistical methods	I	3
AS 91264	Use statistical methods to make an inference	I	4
AS 91266	Evaluate a statistically based report	I	2
AS 91267	Apply probability methods in solving problems	E	4

**Entry requirements:** Mathematics AND Statistics NCEA Level 1

**Note:** Students taking Statistics Level 2 must be aware that they will need a minimum of 10 credits, including gaining at least achieved in the Use statistical methods to make an inference internal and the Apply probability methods in solving problems external, to be likely to be successful in Level 3 Statistics.

**Course outline:**

This is an academic course that requires proficiency in Level 1 algebra. It establishes the foundation for tertiary study requiring a higher understanding of mathematics.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91256	Apply coordinate geometry methods in solving problems	I	2
AS 91259	Apply trigonometric relationships in solving problems	I	3
AS 91257	Apply graphical methods in solving problems	I	4
AS 91261	Apply algebraic methods in solving problems	E	4
AS 91262	Apply calculus methods in solving problems	E	5

**Entry requirements:** Mathematics and Statistics NCEA Level 1



**Course outline:**

This is a highly academic course that requires proficiency in Level 2 algebra and is for students with a major interest in pure mathematics, engineering, economics, computer science and mathematical analysis.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91575	Apply trigonometric methods in solving problems	I	4
AS 91577	Apply the algebra of complex numbers in solving problems	E	5
AS 91578	Apply differentiation methods in solving problems	E	6
AS 91579	Apply integration methods in solving problems	E	6

**Entry requirements:** A minimum of 16 credits from Mathematics NCEA Level 2 with at least merit in the Apply algebraic methods in solving problems external.

**Note:** For guaranteed entry into The University of Auckland Bachelor of Engineering (Honours) Degree, the three external standards must be gained.

**Scholarship**

Scholarship is designed to extend very high achieving Level 3 students. The examination assesses your ability to synthesise and integrate concepts, to apply higher-level thinking based on in-school and independent learning.

**Course outline:**

Statistics is a compulsory component of very popular areas such as business and commerce, the health, biological and biomedical sciences, and psychology. Stage One Statistics is the most studied course in the University of Auckland and it is recognised that obtaining evidence from data is a core skill requirement in almost every field of endeavour.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91581	Investigate bivariate measurement data	I	4
AS 91583	Conduct an experiment to investigate a situation using experimental design principles	I	4
AS 91582	Use statistical methods to make a formal inference	I	4
AS 91585	Apply probability concepts in solving problems	E	4
AS 91586	Apply probability distributions in solving problems	E	4

**Entry requirements:** Statistics NCEA Level 2 or Mathematics NCEA Level 2

**Scholarship**

Scholarship is designed to extend very high achieving Level 3 students. The examination assesses your ability to synthesise and integrate concepts, to apply higher-level thinking based on in-school and independent learning.

# Physical Education

HOLA: Jason Webb - [jason.webb@elim.school.nz](mailto:jason.webb@elim.school.nz)

## PHYSICAL EDUCATION (CORE)

NCEA LEVEL 1

### Course outline:

This is compulsory for all Year 11 students. The following achievement standard may be offered.

### Internal achievement standard

Number	Title	Internal/ External	Credits
AS 90962	Participate actively in a variety of physical activities and explain factors that influence own participation	I	5

## PHYSICAL EDUCATION

NCEA LEVEL 1

### Course outline:

This course covers introductory level sport science / biomechanics, sport skill improvement and personal development.

### Internal achievement standards

Number	Title	Internal/ External	Credits
AS 92016	Apply movement strategies in an applied setting	I	5
AS 92017	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies	I	5
AS 92018	Demonstrate understanding of the influence of a personal movement experience on hauora	E	5
AS 92019	Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific	E	5

**Entry requirements:** You must be someone who is interested in sport/physical activity and must desire and be willing to take part in leadership roles involving school sports events, i.e. lunchtime sport, ACS days, sports assemblies.

**Course outline:**

This course covers more in-depth content related to sport science, training methods, leadership and sports performance.

**Internal achievement standards**

Number	Title	Credits
AS91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	5
AS91329	Demonstrate understanding of the application of biophysical principals to training for physical activity	4
AS 91330	Perform a physical activity in an applied setting	4
AS 91334	Demonstrate social responsibility during physical activity	3

**Entry requirements:** Students must be physically active, be involved in sport at club or school level and have successfully completed PE achievement standards at Level 1. Students need a reasonable competence in literacy and writing.

**Course outline:**

This course focuses on four main concepts: Well Being, Hauora; Health Promotion; The importance of attitudes and values that promote Hauora. There is further application and development of skill analysis, performance improvement and demonstration of quality sports skill in an applied setting. This is a writing intensive PE course.

**Internal achievement standards**

Number	Title	Credits
AS 91498	Evaluate physical activity experiences to devise strategies for lifelong well being	4
AS 91505	Examine contemporary leadership styles	4
AS 91500	Evaluate the effectiveness of a performance improvement programme	4
AS 91501	Demonstrate quality performance of a physical activity in an applied setting	4
AS 91502	(optional) Examine a current physical activity event, trend, or issue and its impact on New Zealand society	4

**Entry requirements:** Students must be physically active, be involved in sport at club or school level and have successfully completed the PE course at Level 2. Students need a reasonable competence in literacy and writing.

**Scholarship**

Scholarship is designed to extend very high achieving Level 3 students.

**Course outline:**

The course delivers a selection of the following internally assessed NCEA Level 2 unit standards and achievement standards.

**Internal achievement standards**

Number	Title	Credits
US 20159	Gather and apply weather information to an outdoor recreation activity	2
US 32835	Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors.	3
US 32840	Demonstrate knowledge of preparation for an outdoor activity	3
US 32843	Demonstrate knowledge of how personal contribution influences group functioning in an outdoor activity	3
AS 91330	Perform a physical activity (rock climbing) in an applied setting (snorkelling, indoor climbing, mud run)	4
AS 91333	Analyse the application of risk management strategies to a challenging outdoor activity	3
AS 91335	Examine the implementation and outcome(s) of a physical activity event or opportunity (overnight trip)	3
AS 91336	Analyse group processes in physical activity	3

**Entry requirements:** Students taking this course will have an interest in outdoor pursuits including tramping, rock climbing, outdoor experiences and has a future interest in careers related to the outdoors/defence or Police force.

**Class Limit:** 18 students

**Course outline:**

The course delivers a selection of the following internally assessed NCEA Level 3 achievement standards.

**Internal achievement standards**

Number	Title	Credits
AS 91501	Demonstrate quality performance (rock climbing/surfing, mud run, scuba diving)	4
AS 91502	Examine a current physical activity event, trend, or issue and its impact on New Zealand society	4
AS 91504	Analyse issues in safety management	3
AS 91789	Devise strategies for a physical activity outcome	4

**Entry requirements:** Students taking this course will have an interest in outdoor pursuits including, rock climbing, water-based activities and other outdoor experiences. Students also taking this course may have a future interest in careers related to the outdoors or are wanting to go on and complete a Certificate in Outdoor Recreation.

**Class Limit:** 18 students

### Course outline:

The Year 11 Science course aims to provide students with a foundation in practical and theoretical knowledge and introduce them to the discipline of Biology, Chemistry, Physics. This course also fosters the development of scientific investigation skills and provides students with the opportunity to think critically and engage with scientific phenomena in our daily lives.

This course is compulsory in Level 1, and a pre-requisite for any student who wishes to pursue specialist Biology Chemistry and Physics in Level 2.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91921	Demonstrate understanding of the use of a range of scientific investigative approaches in a context	I	5
AS 91922	Describe features of science that have contributed to the development of a science idea in a local context	E	5
AS 92045	Demonstrate understanding of a physical phenomenon through investigation	I	5
AS 92047	Demonstrate understanding of energy in a physical system	I	5

**Entry requirements:** Year 10 Science.

**Course outline:**

Students will be introduced to the major themes of Biology including cell structure and function, cellular processes including cell division, DNA replication and protein synthesis and gain a deeper understanding of genetic variation and gene expression. This course has a practical component and encourages deep thinking, and research and analysis of academic texts in order to develop student's ability to effectively understand the concepts underpinning Biology. This course leads towards careers in medicine and nursing, allied health, veterinary science, physiotherapy, sports science, nutrition, and many more.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91154	Analyse the biological validity of information presented to the public	I	3
AS 91155	Demonstrate understanding of adaptation of plants or animals to their way of life	I	3
AS 91156	Demonstrate understanding of life processes at the cellular level	E	4
AS 91157	Demonstrate understanding of genetic variation and change	E	4
AS 91159	Demonstrate understanding of gene expression	E	4

**Entry requirements:** Minimum of Merit in NCEA Level 1 Genetic Variation external standard, and Achieved in two other NCEA Level 1 science standards, or HOLA approval.

**Course outline:**

This course aim to cover how species interact with each other and the environment, how to evaluate and engage in socio-scientific issues, apply knowledge of genetics, gene expression and inheritance so that students can evaluate modern biotechnology practices. Students will learn how to gather data accurately, analyse and graph it, and use scientific reasoning to explain trends. A focus on academic writing and how to accurately reference scientific material will be taught too. This course leads towards careers in medicine and nursing, allied health, veterinary science, physiotherapy, sports science, nutrition, and many more.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	I	3
AS 91603	Demonstrate understanding of the responses of plants and animals to their external environment	E	5
AS 91604	Demonstrate understanding of how an animal maintains a stable internal environment	I	3
AS 91605	Demonstrate understanding of evolutionary processes leading to speciation	E	4
AS 91606	Demonstrate understanding of trends in human evolution	E	4

**Entry requirements:** Minimum of 'Achieved' in two external standards and one internal standard at Level 2 Biology or HOLA approval.

**Scholarship**

Scholarship is designed to extend very high achieving Level 3 students.



**Course outline:**

At Level 2 students will gain a better understanding of the structure of an atom and its relationship with other atoms in terms of structure, bonding and chemical reactions. The basis of organic chemistry will be explored together with chemical reactivity and redox reactions. A major focus on internal assessments is calculations. This requires a basic understanding of Level 1 Mathematics.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91161	Carry out quantitative analysis	I	4
AS 91164	Demonstrate understanding of bonding, structure and energy changes	E	5
AS 91165	Demonstrate understanding of the properties of selected organic compounds	E	4
AS 91166	Demonstrate understanding of chemical reactivity (optional)	E	4
AS 91167	Demonstrate understanding of oxidation - reduction	I	3

**Entry requirements:** Minimum of Merit in NCEA Level 1 Acids and Bases Achievement Standard, and Achieved in one other NCEA Level 1 external science standard, or HOLA approval.

**Course outline:**

This course builds on the knowledge gained from Level 2 Chemistry. Students will discover spectroscopy and analytical chemistry, complete a research report regarding a chemical process and real-world oxidation-reduction processes. Furthermore, students will continue to expand their knowledge on thermochemistry and organic compounds through external assessment.

Chemistry at Level 3 leads to qualifications involving biotechnology, nursing, optometry, medicine, pharmacy, veterinary science, chemical engineering, industrial chemistry, dentistry, food technology.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91388	Demonstrate understanding of spectroscopic data in chemistry	I	3
AS 91389	Demonstrate understanding of chemical processes in the world around us	I	3
AS 91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	E	5
AS 91391	Demonstrate understanding of the properties of organic compounds	E	5
AS 91392	Demonstrate understanding of equilibrium principles in aqueous systems (optional)	E	5
AS 91393	Demonstrate understanding of oxidation-reduction processes	I	3

**Entry requirements:** Minimum of 'Achieved' in two external achievement standards at NCEA Level 2 Chemistry, which includes AS 91165, or HOLA approval.

**Scholarship**

Scholarship is designed to extend very high achieving Level 3 students.

**Course outline:**

This is an academic course that develops the skills of physics that are required to enable a student to succeed in the NCEA Level 3 Physics course. Physics is the science that has an impact on all our lives ranging from mobile phones we use daily to nuclear power stations that generate electricity. Physics uses mathematics as an important tool and will build their skills in problem solving and communicating ideas. Main topics taught in this course includes mechanics, waves, electricity, and atomic and nuclear physics. This course lead towards engineering, medicine, veterinary science and for those who are interested in careers as pilots, medical laboratory assistants and electricians.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	I	4
AS 91170	Demonstrate an understanding of waves (optional)	E	4
AS 91171	Demonstrate an understanding of mechanics	E	6
AS 91172	Demonstrate understanding of atomic and nuclear physics	I	3
AS 91173	Demonstrate an understanding of electricity and magnetism	E	6

**Entry requirements:** Minimum of Achieved in physics external standard NCEA Level 1 AS 90191, or HOD approval, plus 'Achieved' in CAT Mathematics Level 1.

**Course outline:**

This is an academic course that develops the skills of physics that are required to enable a student to succeed in tertiary courses. Credits gained contribute to the NCEA Level 3 Certificate. Physics is the study of the matter and energy that makes up the physical world. It offers an insight into the fundamental ways the world works scientifically and its relationship with technology. This includes topics such as the waves systems, mechanical systems, electrical systems and atomic and nuclear physics. This course is suitable for students who wish to study engineering, medicine, veterinary science and for those who are interested in careers as pilots, medical laboratory assistants and electricians.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship (optional)	I	4
AS 91523	Demonstrate understanding of wave systems	E	4
AS 91524	Demonstrate understanding of mechanical systems	E	6
AS 91525	Demonstrate understanding of modern physics	I	3
AS 91526	Demonstrate understanding of electrical systems	E	6

**Entry requirements:** Achieved in mechanics and electricity external achievement standards at Level 2 Physics or HOLA approval.

**Please note:** For guaranteed entry into The University of Auckland Bachelor of Engineering (Honours) Degree, the three external standards must be gained.

**Scholarship**

Scholarship is designed to extend very high achieving Level 3 students.

HOLA: Rob Thomas – [rob.thomas@elim.school.nz](mailto:rob.thomas@elim.school.nz)

## COMMERCE

## NCEA LEVEL 1

### Course outline:

Commerce is the use and exploration of accounting, economic, and business concepts and models to make sense of society and solve problems. In this subject, students will build the knowledge, skills, and values they need to navigate, and participate in, the economic world. They will learn how participants in the economic world make decisions, and they will analyse how these decisions impact on sustainability. Students will learn that decision-making is necessitated by scarcity and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine Māori, Pacific, and different approaches to commerce, and business models from whānau and organisation contexts.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 92028	Demonstrate understanding of an organisation's financial decision making	I	5
AS 92029	Demonstrate understanding of price determination for an organisation	I	5
AS 92030	Demonstrate understanding of how interdependent financial relationships are affected by an event	E	5
AS 92031	Demonstrate understanding of how an organisation's financial viability is affected by an event	E	5

**Entry requirements:** Year 10 Business Studies strongly recommended.

## ACCOUNTING

## NCEA LEVEL 2

### Course outline:

This course takes students through the accounting process from the point of purchase or sale to the presentation and interpretation of financial statements for the business owner or lender. It includes a study of the inputs, processes, reports and management control procedures of the various accounting sub-systems in larger businesses. The course builds on the Level 1 course by going into more depth in many areas. It includes a significant computer accounting component.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91174	Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems	E	4
AS 91175	Demonstrate understanding of accounting processing using accounting software	I	4
AS 91176	Prepare financial information for an entity that operates accounting subsystems	E	5
AS 91177	Interpret accounting information for entities that operate accounting subsystems	E	4
AS 91179	Demonstrate understanding of an accounts receivable subsystem for an entity	I	3
AS 91409	Demonstrate understanding of a job cost system for an entity (Level 3)	I	4

**Entry requirements:** Studies subject at previous level and approval by HOLA.

## ACCOUNTING

## NCEA LEVEL 3

### Course outline:

This course assumes that students will have studied accounting at Level 1 and Level 2. The course looks at adapting the basic accounting systems to partnerships and companies. It also introduces students to the various aspects of management accounting like cash budgeting and costing. One of the internally assessed achievement standards involves the study of a company's annual report. Very able students will also have the opportunity to enter scholarship in accounting. As the scholarship examination is based on the Level 3 achievement standards content, students must complete the full course at Level 3 to be fully prepared.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91405	Demonstrate understanding of accounting for partnerships	I	4
AS 91406	Demonstrate understanding of company financial statement preparation	E	5
AS 91407	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	I	5
AS 91408	Demonstrate understanding of management accounting to inform decision-making	E	4

**Entry requirements:** Studied subject at previous level and approval by HOLA.

## **Scholarship**

Scholarship is designed to extend very high achieving Level 3 students.

**Course outline:**

This course begins with an introduction to the basic concepts and then goes on to discuss major economic issues (themes) in the New Zealand and world economies. It aims to give you a useful insight into the issues that affect all of us here in New Zealand. These issues result from the interaction of market forces in various market situations.

Following an introduction to economics the issues that we will study are employment, inequality, inflation, growth and trade.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91222	Analyse inflation using economic concepts and models	E	4
AS 91223	Analyse international trade using economic concepts and models	E	4
AS 91224	Analyse economic growth using economic concepts and models	E	4
AS 91225	Analyse unemployment using economic concepts and models	I	4
AS 91227	Analyse how government policies and contemporary economic issues interact	I	6

**Entry requirements:** Commerce Level 1. Students who have not done any economics will NOT be admitted to this course.

**Course outline:**

This course aims at achieving an understanding of

- Resource allocation via the market system
- Allocation via the public sector
- A macro-economic approach to the economy, and the impact of Government actions

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91399	Demonstrate understanding of the efficiency of market equilibrium	E	4
AS 91400	Demonstrate understanding of the efficiency of different market structures using marginal analysis	E	4
AS 91401	Demonstrate understanding of micro-economic concepts	I	5
AS 91402	Demonstrate understanding of government interventions to correct market failures	I	5
AS 91403	Demonstrate understanding of macro-economic influences on the New Zealand economy	E	6

**Entry requirements:** Students who wish to be admitted to this course should have successfully completed some, or the entire, Level 2 course.



## **Scholarship**

Scholarship is designed to extend very high achieving Level 3 students.

**Course outline:**

This course covers relevant and practical life skills relating to personal finance, money management and financial goal setting. All credits are unit standards based and no prerequisite for this course is required.

**Internal achievement standards**

Number	Title	Credits
US 28092	Analyse the effect of significant life events at different life stages on personal financial income	3
US 28093	Describe the financial responsibilities and consequences of tertiary study funding options	3
US 28094	Produce a balanced household budget and adjust the budget to reflect changing financial circumstances	3
US 28095	Analyse personal financial investment options	3
US 28096	Demonstrate understanding of insurance products for personal financial capability	3
US 28097	Analyse and select banking products and services in relation to personal finances	3

**Course outline:**

This course covers relevant and practical life skills relating to personal finance, money management and financial goal setting. All credits are unit standards based and no prerequisite for this course is required.

**Internal achievement standards**

Number	Title	Credits
US 28098	Evaluate options to increase personal income	3
US 28099	Analyse credit options and select strategies to manage personal finances	3
US 28100	Develop a plan to achieve a long-term personal financial goal(s)	4
US 28101	Create a long-term personal financial investment portfolio	4
US 28102	Demonstrate understanding of risk and return on investment for a personal financial investment portfolio	4

TIC: Nigel Cato - [nigel.cato@elim.school.nz](mailto:nigel.cato@elim.school.nz)

### Course outline:

Geography is the study of *te taiao* and the interconnections within. *Te taiao* consists of all things that make up the natural and cultural environments. Features of *te taiao* are all closely interconnected, including people. Geography asks the questions "*What Is Where, Why There, and Why Care?*"

Level One Geography includes studies of several aspects of *te taiao*, such as the natural processes that have formed our significant landforms eg volcanoes, mountains, rivers, islands and coastlines. We will look at sustainability issues facing Pacific Island communities, and the amazing story of Māori and Polynesian navigation and migration. Another important focus is the extreme natural events taking place around the world. A major component will be the use of Geographic Information Systems to show the distribution of, and relationships between, different features of the *taiao*. Throughout the course we will seek to grow in our understanding of *Mātauranga Māori* as it relates to *te taiao*.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91932	Demonstrate understanding of the spatial distribution of phenomena and its impacts within <i>te taiao</i>	I	5
AS 91933	Explore <i>te taiao</i> using data	I	5
AS 91934	Demonstrate understanding of how natural processes operate within <i>te taiao</i>	E	5
AS 91935	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific	E	5

**Entry requirements:** None

**Course outline:**

Geography is about people and their relationship with their environment. This course includes a study of the natural environment of the Amazon Tropical Rainforest. Students will develop a range of practical geographic skills as they investigate current geographic issues and global topics, including drawing and interpreting various types of maps and other forms of geographic data. Students will also learn how to use ARCGIS for conducting spatial analysis of a geographic problem. The course will include a field trip to investigate public transport initiatives around Auckland.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91240	Demonstrate geographic understanding of a large natural environment	E	4
AS 91243	Apply concepts of geographic skills to demonstrate understanding of a given environment	E	4
AS 91245	Explain aspects of a contemporary New Zealand geographical issue	I	3
AS 91246	Explain aspects of a geographic topic at a global scale	I	3
AS 91247	Apply spatial analysis, with guidance, to solve a geographical problem	I	3

**Entry requirements:** Level 1 Geography or the discretion of the TIC.

**Course outline:**

Geography is about people and their relationship with their environment. This course includes field studies of interacting natural processes in contrasting coastal environments of the Auckland region. Students will develop a range of practical geographic skills as they investigate current geographic issues and global topics, including drawing and interpreting various types of maps and other forms of geographic data.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91427	Demonstrate understanding of how a cultural process shapes geographic environment(s)	E	4
AS 91429	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills	E	4
AS 91431	Analyse aspects of a contemporary geographical issue	I	3
AS 91432	Analyse aspects of a geographic topic at a global scale	I	3
AS 91433	Apply spatial analysis, with consultation, to solve a geographic problem	I	3

**Entry requirements:** Level 2 Geography or the discretion of the TIC.

**Scholarship**

Scholarship is designed to extend very high achieving Level 3 students. The Scholarship programme includes an extra topic that requires candidates to undergo further study out of class time and to read widely on specific issues.

## HISTORY

## NCEA LEVEL 1

HOLA: Rob Thomas – [rob.thomas@elim.school.nz](mailto:rob.thomas@elim.school.nz)

### Course outline:

History in Year 11 covers topics that are of significance to New Zealand and the rest of the world. The course of study will include an in depth look at the origins of World War II, the 1981 Springbok tour, the Atomic Age and NZ's place in it and the Black Civil Rights Movement in USA. Students will be developing questioning and research skills and will learn how to write formal essays.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 92024	Engage with a variety of primary sources in a historical context	I	5
AS 92025	Demonstrate understanding of the significance of a historical context	I	5
AS 92026	Demonstrate understanding of historical concepts in context of significance to Aotearoa New Zealand	E	5
AS 92027	Demonstrate understanding of perspectives on a historical context	E	5

**Entry requirements:** Proficiency in English and Social Studies at Year 10 level.

## HISTORY

## NCEA LEVEL 2

### Course outline:

The course of study in Year 12 includes analysis of the New Zealand wars, Russian Revolution and the events of World War II. Students will be encouraged to delve into the intrigue and drama of these topics and will develop research, critical thinking and essay writing skills.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders.	I	4
AS 91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders.	I	5
AS 91233	Examine causes and consequences of a significant historical event.	E	5
AS 91234	Examine how a significant historical event affected New Zealand society.	E	5

**Entry requirements:** Level 1 English.

**Course outline:**

Year 13 History will include thorough evaluation of the fall of the Bastille, which heralded the beginning of the French Revolution, the origins of World War I and the intriguing relationships forged between early missionaries and Māori in the early contact period.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	I	5
AS 91436	Analyse evidence relating to an historical event of significance to New Zealanders.	E	4
AS 91437	Analyse different perspectives of a contested event of significance to New Zealanders.	I	5
AS 91438	Analyse the causes and consequences of a significant historical event.	E	6

**Entry requirements:** Level 2 English.

**Course outline:**

This course has been specifically designed to provide students with an introduction to the tourism industry. It recognises the knowledge and skills required as a base for further training in the tourism industry. This in turn can lead to qualifications and careers in outbound travel such as travel consultancy or wholesale travel, and inbound tourism within the New Zealand tourism industry.

Students awarded with this qualification are able to demonstrate communication skills: written and verbal, mathematics and information technology in the context of the tourism industry. This includes knowledge of world geography and tourism destinations within New Zealand, as well as tourism as a worldwide industry.

**Internal unit standards – Travel and Tourism (compulsory)**

Number	Title	Level	Credits
US 18237	Perform calculations for a tourism workplace	2	3
US 23761	Read and comprehend work-related documents in English for a tourism workplace	2	3
US 23767	Demonstrate knowledge of and use the Internet in a tourism workplace	2	2
US 24726	Describe and compare social and cultural impacts of tourism	2	2
US 24727	Describe and compare impacts of tourism on the physical environment	2	3
US 24728	Demonstrate knowledge of work roles in tourism	2	3
US 24729	Demonstrate knowledge of world tourist destinations	2	4
US 24730	Demonstrate knowledge of the business of tourism	2	4
US 24731	Demonstrate knowledge of destination New Zealand	2	4
US 24732	Demonstrate knowledge of tourist characteristics and needs	2	3

**Level 3 units (compulsory)**

Number	Title	Level	Credits
US 18228	Demonstrate knowledge of specific New Zealand regions as tourist destinations	3	8
US 24725	Describe and analyse the economic significance of tourism	3	4
US 23755	Identify and self-evaluate the demands of a specific role in a tourism workplace	3	3
US 26461	Demonstrate knowledge of Asian countries as tourist destinations	3	8
US 378	Provide customer service for international visitors	3	3

**Entry requirements:** Students must have achieved a minimum of 8 credits in Level 1 Mathematics or Science.

**Qualification:** National Certificate in Tourism (Secondary Schools). Level 2 (total of 51 credits).



TIC: Daniel Charman - [daniel.charman@elim.school.nz](mailto:daniel.charman@elim.school.nz)

### Course outline:

In today's society, communication and design in its many forms are vital factors. Design and Visual Communication helps to meet the needs of a modern technological society by combining the important educational aspects of graphic communication and creative problem solving. It focuses on communicating ideas and precise information through drawing. Through graphic communication, students give directions to others, plan a procedure or system of operation, exactly describe a mechanism, or realistically portray the shape and form of any object.

The NCEA Level 1 Design and Visual Communication programme at Elim Christian College includes design briefs based on realistic and thought-provoking situations. They are intended to encourage, and challenge you to achieve your best. You will be encouraged to seek individual, innovative solutions and use graphics to develop, record, and communicate these solutions in a variety of ways.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 92000	Generate product or spatial design ideas using visual communication techniques in response to design influences	I	5
AS 92001	Use presentation techniques to visually communicate own product or spatial design outcome	I	5
AS 92002	Develop product or spatial design ideas informed by the consideration of people	E	5
AS 92003	Use instrumental drawing techniques to communicate own product or spatial design outcome	E	5

**Entry requirements:** Studied the subject at previous level or approval by TIC.

**Course outline:**

Design and Visual Communication helps to meet the needs of a modern technological society by combining the important educational aspects of graphic communication and creative problem solving. It focuses on communicating ideas and precise information through drawing. This practical course builds on skills learnt at Level 1.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91337	Use visual communication techniques to generate design ideas	E	3
AS 91340	Use the characteristics of a design movement or era to inform own design ideas	I	3
AS 91341	Develop a spatial design through graphics practice	I	6
AS 91342	Develop a product design through graphics practice	I	6
AS 91343	Use presentation techniques to compose a presentation of a design	I	4

**Entry requirements:** Students must have studied the subject at Level 1 or approval by TIC.

**Course outline:**

Technology is intervention by design to expand human possibilities. Almost every aspect of daily life – food, health care, transport, communications, entertainment, our environment – uses technology. This technology is constantly evolving: today's 'new technology' may be superseded tomorrow or in a year's time. New Zealanders have long been technological innovators and creators. Our economy has been driven by creative problem solvers, designers and inventors.

This course combines the important educational aspects of graphic communication and creative problem solving. It focuses on communicating ideas and precise information through drawing. This practical course builds on skills learnt at Level 2.

**Assessment standards**

Number	Title	Internal/ External	Credits
91627	Initiate design ideas through exploration	E	3
91628	Develop a visual presentation that exhibits a design outcome to an audience	I	6
91629	Resolve a spatial design through graphics practice	I	6
91630	Resolve a product design through graphics practice	I	6

**Entry requirements:** Students must have studied the subject at Level 2 or approval by TIC.

**Scholarship**

This course is suitable for students who excel in this subject.

TIC: Steven Woollaston - [steven.woollaston@elim.school.nz](mailto:steven.woollaston@elim.school.nz)

### Course outline:

This is an academic, university-approved subject delivered under the technology learning area, designed to turn students from consumers into creators of digital technology. Students cover a range of topics with a focus on media creation and computer science.

Only students who have demonstrated commitment to their internal assessments and have passed the internals well will be considered for doing any external assessments at Level 1-3. Getting endorsement will require a high level of dedication and self-management.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 92004	Create a computer program	I	5
AS 92005	Develop a digital technologies outcome	I	5
AS 92006	Demonstrate understanding of usability in human-computer interfaces	E	5
AS 92007	Design a digital technologies outcome	E	5

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91893	Use advanced techniques to develop a digital media outcome	I	4
AS 91894	Use advanced techniques to develop an electronics outcome	I	6
AS 91896	Use advanced techniques to develop a computer program	I	6
AS 91898	Demonstrate understanding of a computer science concept	E	3
AS 91899	Present a summary of developing a digital outcome	E	3

**Entry requirements:** Achievement in NCEA Level 1 Digital Technologies or by approval of the TIC Digital Technologies.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91903	Use complex techniques to develop a digital media outcome	I	4
AS 91904	Use complex techniques to develop an electronics outcome	I	6
AS 91906	Use complex programming techniques to develop a computer program	I	6
AS 91907	Use complex processes to develop a digital technologies outcome	I	6
AS 91908	Analyse an area of computer science	E	3
AS 91909	Present a reflective analysis of developing a digital outcome	E	3

**Entry requirements:** Achievement in NCEA Level 2 Technologies or by approval of the TIC Digital Technologies.

HOLA: Nate Collings – [nate.collings@elim.school.nz](mailto:nate.collings@elim.school.nz)

### Course outline:

NCEA Level 1 Music is designed to cater for musicians who aim to develop a deeper understanding and appreciation of music and to discover their musical potential. To further develop their performance skills, it is a pre-requisite that students are getting instrumental or vocal lessons either through the school instrumental and vocal programme, or privately. Students are strongly encouraged to participate in extra-curricular music at school to broaden their musical experience and this may also count towards their performance credits. Level 1 Music offers a wide variety of practical music making experiences and develops core skills and knowledge essential for further study.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91948	Use Music skills in a music style	I	5
AS 91949	Demonstrate performance skills	I	5
AS 91950	Demonstrate understanding of music in relation to contexts	E	5
AS 91951	Shape music ideas to create an original composition	E	5

**Entry requirements:** Year 9 and/or 10 Music or prior approval by HOLA Music.

**Course outline:**

NCEA Level 2 Music is designed to cater for musicians who aim to further develop a deeper understanding and appreciation of music and to discover their musical potential. To further develop their performance skills, it is a pre-requisite that students are getting instrumental or vocal lessons either through the school instrumental and vocal programme, or privately. Students are strongly encouraged to participate in extra-curricular music at school to broaden their musical experience and this may also count towards their performance credits. Level 2 Music offers a wide variety of practical music making experiences and further develops core skills and knowledge. It is an ideal course for students wishing to head for further study or employment in music.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91270	Perform two substantial pieces of music as a featured soloist	I	6
AS 91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	I	6
AS 91271	Compose two substantial pieces of music	I	6
AS 91277	Demonstrate understanding of two substantial contrasting music works	I	6
AS 91273	Devise an instrumentation for an ensemble	I	4
AS 91275	Demonstrate aural skill through written representation	E	4
AS 91276	Demonstrate knowledge of conventions in a range of music scores	E	4

**Entry requirements:** Achievement in NCEA Level 1 Music or prior approval by HOLA Music.

### Course outline:

NCEA Level 3 Music is designed to cater for musicians who aim to develop a deeper understanding and appreciation of music and apply their musical potential. To further develop their performance skills, it is a pre-requisite that students are getting instrumental or vocal lessons either through the school instrumental and vocal programme, or privately. Students are strongly encouraged to participate in extra-curricular music at school to broaden their musical experience and this may also count towards their performance credits. Level 3 Music offers a wide variety of experiences and allows students to choose standards based on their strengths; be that academic, practical music making or performance. It is an ideal course for students wishing to enter tertiary study or employment in music.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91416	Perform two programmes of music as a featured soloist	I	8
AS 91417	Perform a programme of music as a featured soloist on a second instrument	I	4
AS 91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	I	4
AS 91419	Communicate musical intention by composing three original pieces of music	I	8
AS 91420	Integrate aural skills into written representation	E	4
AS 91421	Demonstrate understanding of harmonic and tonal conventions in a range of music scores	E	4
AS 91422	Analyse a substantial music work	I	4
AS 91424	Create two arrangements for an ensemble	I	4
AS 91425	Research a music topic	I	6
AS 91849	Compose three original songs that express imaginative thinking	I	8

**Entry requirements:** Achievement in NCEA Level 2 Music, or prior approval by HOLA Music.

### Scholarship

This course is suitable for students who excel in this subject.



HOLA Reuben Lankshear - [reuben.lankshear@elim.school.nz](mailto:reuben.lankshear@elim.school.nz)

### Course outline:

NCEA Level 1 Art extends the art-making skills learned in Years 9 and 10 and requires a reasonable level of competency in drawing and painting. This course aims to develop perceptual ability, creative imagination and critical knowledge. Students will study the work of New Zealand and overseas artists to assist their decision making when producing their own art.

Students will present a set number of workbook pages for each internal assessment and a portfolio of work on two A1 size boards for the externally moderated assessment.

This course is a foundation for NCEA Level 2 Visual Art.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91912	Use practice-based visual inquiry to explore Aotearoa New Zealand's Māori context and another cultural context	I	5
AS 91913	Produce resolved artwork appropriate to established art making conventions	I	5
AS 91914	Explore Visual Arts processes and conventions to inform own art making	E	5
AS 91915	Create a sustained body of related artworks in response to an art making proposition	E	5

**Entry requirements:** Successfully completed Year 10 Art.

## VISUAL ART: PAINTING

## NCEA LEVEL 2

### Course outline:

In this course ideas and techniques are covered in more depth and issues are tested by studying particular artists and their approaches. Over the course of the year painting is studied in some depth. Students are required to take a more individual approach and make decisions that reflect their own opinions about possible directions regarding the content and the direction of their work.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91306	Demonstrate an understanding of methods and ideas from established practice appropriate to painting	I	4
AS 91311	Use drawing methods to apply knowledge of conventions appropriate to painting practice	I	4
AS 91316	Develop ideas in a related series of drawings appropriate to established painting practice	I	4
AS 91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	E	12

**Entry requirements:** Achieved at least 12 credits in Level 1 or approval by HOLA Visual Arts.

**Course outline:**

The understanding and application of ideas and techniques related to painting are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues as well as familiarity with traditional and contemporary art styles and methods of working.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91441	Analyse methods and ideas from established painting practice	I	4
AS 91446	Use drawing to demonstrate understanding of conventions appropriate to painting	I	4
AS 91451	Systematically clarify ideas using drawing informed by established painting practice	I	4
AS 91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	E	14

**Entry requirements:** Achieved at least 12 credits in Level 2 or approval by HOLA Visual Arts.

**Scholarship**

This course is suitable for students who excel in this subject.

**Course outline:**

NCEA Level 1 Design extends the design skills learned in Year 10 art design. The understanding and application of ideas and techniques are studied in detail and students are required to engage in work of a high conceptual level.

Students will study the work of New Zealand and overseas designers within the rich cultural context of Aotearoa New Zealand to assist their decision making when producing their own design solutions.

This course aims to develop perceptual ability, creative imagination and critical knowledge and builds a strong foundation for Level 2 photography and art design.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is beneficial.

**Internal achievement standards**

Number	Title	Credits
AS 91912	Use Practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context.	5
AS 91913	Produce resolved artwork appropriate to established art making conventions.	5
AS 91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting.	5

**Entry requirements:** Successfully completed Year 10 Art and Design.

**Course outline:**

The understanding and application of ideas and techniques related to design are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues in design, as well as familiarity with traditional and contemporary art styles and methods of working.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is beneficial.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91305	Demonstrate an understanding of methods and ideas from established design practice.	I	4
AS 91310	Use drawing methods to apply knowledge of conventions appropriate to design.	I	4
AS 91315	Develop ideas in a related series of drawings appropriate to established design practice.	I	4
AS 91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design.	E	12

**Entry requirements:** Achieved at least 12 credits in Level 1 or approval by HOLA Visual Arts.

**Course outline:**

The understanding and application of ideas and techniques related to design are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues in design, as well as familiarity with traditional and contemporary art styles and methods of working.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is expected.

**Assessment standards**

Number	Title	Internal/ External	Credits
AS 91440	Analyse methods and ideas from established design practice	I	4
AS 91445	Use drawing to demonstrate understanding of conventions appropriate to design	I	4
AS 91450	Systematically clarify ideas using drawing informed by established design practice	I	4
AS 91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	E	14

**Entry requirements:** Achieved at least 12 credits in Level 2 or approval by HOLA Visual Arts.

**Scholarship**

This course is suitable for students who excel in this subject.

## VISUAL ART: PHOTOGRAPHY

## NCEA LEVEL 2

### Course outline:

The understanding and application of ideas and techniques related to photography are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues as well as familiarity with traditional and contemporary art styles and methods of working.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is beneficial.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91306	Demonstrate an understanding of methods and ideas from established photography practice.	I	4
AS 91311	Use drawing methods to apply knowledge of conventions appropriate to photography.	I	4
AS 91317	Develop ideas in a related series of drawings appropriate to established photography practice	I	4
AS 91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.	E	12

**Entry requirements:** Achieved at least 12 credits in Level 1 Art or approval by HOLA Visual Arts.

**Please note:** Access to a digital SLR camera is highly beneficial, but not a prerequisite to this course.

## VISUAL ART: PHOTOGRAPHY

## NCEA LEVEL 3

### Course outline:

The understanding and application of ideas and techniques related to photography are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues as well as familiarity with traditional and contemporary art styles and methods of working.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is expected.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91442	Analyse methods and ideas from established photography practice	I	4
AS 91447	Use drawing to demonstrate understanding of conventions appropriate to photography	I	4
AS 91452	Systematically clarify ideas using drawing informed by established photography practice	I	4
AS 91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	E	14

**Entry requirements:** Achieved at least 12 credits in Level 2 or approval by HOLA Visual Arts.

**Please note:** Access to a digital SLR camera is highly beneficial, but not a prerequisite to this course.

## Scholarship

This course is suitable for students who excel in this subject.

## DRAMA

NCEA LEVEL 1

*HOLA: TBC*

### Course outline:

Drama helps us to understand cultural perspectives and worldviews and connect with our community. It celebrates and explores te ao Māori, Pacific, and European whakapapa and helps us to prepare for the future by challenging us to explore the attitudes and beliefs of characters in drama from Aotearoa New Zealand and globally.

Through drama, learners explore the lives and worlds of others and develop a deeper understanding of themselves and empathy for others. They will engage with the ways in which drama can uplift and sustain the mana of communities, groups and individuals.

Drama is for the learners of today who will be the adults of tomorrow — adults with an appreciation of who they are in relation to others, where they come from, and what kind of world they would like to live in.

### Assessment standards

Number	Title	Internal/ External	Credits
AS 91940	Explore the function of theatre Aotearoa	I	5
AS 91941	Participate in creative strategies to create a drama	I	5
AS 91942	Use drama techniques to perform a scripted role for an audience	E	5
AS 91943	Respond to a drama performance	E	5

**Entry requirements:** None

## Distance Learning

---

*TIC: Carol Pottow - carol.pottow@elim.school.nz*

Distance Learning through Te Kura Correspondence School is available in exceptional cases. Limited spaces may be offered in options such as a language (pre-entry assessment of competency is required) and Art History.

Students who apply for distance learning need to be highly motivated, focused, independent workers. They are required to make regular submissions of set assignments in order to remain enrolled. Previous successful academic track record is a requirement.

## Gateway

---

*TIC: Daniel Charman - daniel.charman@elim.school.nz*

The Gateway programme provides a pathway for Year 12 and 13 domestic students to undertake structured workplace learning across a range of industries and businesses, while continuing to study at school. Students can gain Level 1, 2 or 3 Unit Standards. Various Unit Standards are offered, depending on the industry. A minimum of 20 credits needs to be achieved per course.

Please note that Unit Standards do not count towards University Entrance.

There are limited spaces available. Students must apply for a course the year before commencement.

The courses will be paid for through Gateway funding.

Entry requirements:

As spaces are limited, preference will be given to Year 13 students. However, students who plan to leave school at the end of Year 12 will be given priority over other Year 12 students.

Special conditions apply for Year 11 students to enter the Gateway programme.

Costs:

Free to domestic students. However, if a student withdraws partway through a course, they may be required to repay the Gateway course fees. The average cost per course, per student, is \$500.

Examples of industries:

Agriculture, Aviation, Banking, Broadcasting, Butchery, Construction, Early Childhood Education, Event Management, Fashion, Hair and Beauty, Horticulture, Hospitality, IT, Motor Industry, Retail & Customer Service, Sport Training & Management, Trades Skills, Transport & Logistics, Travel and Tourism, Veterinary Medicine and many more.











SENIOR STUDENT SUBJECT HANDBOOK

Updated 08/08/2023