



Semester 2

Course Selection Information

2021 Year 11

Updated 21 June 2021 v5

Choosing semester 2 classes

Please read and understand the following information before making a decision on your semester 2 class choices.

Semester classes

- You can't repeat a semester class that you have already done in semester 1. You must choose new classes.

Full year classes

- If you chose a full year class (or classes) at the start of the year you must stay in it. If there are special circumstances about why you want to leave you must discuss this with the Learning Leader and Mr Caine before you make your choice.
- In certain circumstances you may join a full year class for semester 2. You need to discuss this with the Learning Leader of that class before you make your choice.

If you didn't get your first choice at the start of the year

- If you didn't get your first choice at the start of the year you will have been added to that class for semester 2 already. You should choose that class as your first choice for semester 2 if you still want to do it.
- If you have changed your mind and no longer want to do that class then choose something else in that block.

BLS learners

- Most BLS learners from semester 1 will stay in BLS for semester 2. Some new learners may be added and some may move out. Your BLS Learning Leader will discuss this with you.

Numeracy and Literacy credits

- You **MUST** choose classes that allow you to earn the remaining Numeracy and Literacy credits that you may not have had opportunity to earn in semester 1. This must be the top priority when choosing classes. You cannot get NCEA level 1 without 10 numeracy and 10 level 1 literacy credits.

Year 11 at Alfriston College - Important Information for Learners, Whanau and Caregivers

- The school year is split into two semesters of around 18 weeks each.
- Most classes are semester classes and can be taken in either semester 1 or semester 2.
- Some classes are full year classes. If a full year class is chosen learners will be expected to remain in that class for the full year.
- The classes are organised into 5 different timetable blocks.
- Learners need to choose one class from each block.
- Year 11 is the first year of NCEA. Learners should plan their courses so that they can achieve NCEA level 1 by the end of the year.
- The requirements for NCEA Level 1 are:
 - 80 or more credits from Level 1 or higher, which must include:
 - at least 10 Numeracy credits AND;
 - at least 10 Literacy credits.
- Credits are earned by completing assessment tasks that are aligned to standards.
- The credit value for each standard varies. Most are in the 2 - 6 credit range although some are worth more than this.
- Learners can achieve a standard at three levels: Achieved, Merit and Excellence.
- Merit and Excellence credits count towards Endorsements which show a higher level of achievement.
- You can watch a [short video](#) about how NCEA works on NZQA's website. The video is available in several different languages.

Choosing the courses

- For semester 2, learners should aim to achieve around 40 credits i.e. half of what is required for the year.
- Learners must also choose courses that give them sufficient opportunities to complete the 10 Num and 10 Lit credits that they need.
- Each course is identified by a code (shown in the table below). The rest of this document contains the detailed description of each course (one course per page).
- Learners will make their choices by completing a Google form which they will have access to from Tuesday 20 June.
- Prior to the form being made available, learners should read the information in this doc with their Whanau and caregivers so they are making informed choices and are ready for completing the form on Monday.
- Learners may choose a second choice for each block which will help me to allocate classes if their first choice of course is full, unsuitable or unavailable.

Why are there only 6 courses in Block 2?

- 11BLS is a class specifically designed to help learners develop good learning habits and become independent learners. There will be one BLS class in each Whanau and around 20 learners from each Whanau will continue in this class, and a few more may be invited to join them. Because of the BLS class in every Whanau, only 5 other classes are needed in Block 2.

Course Title: Design and Model	
Code: 11DAM	Block: 1
NZCA alignment: Technology	
Semester or Full Year course: Semester	Learning Leader: GR
Driving question: How can I design and make a successful prototype for a stakeholder in the community?	
Description of Learning:	Learners will be engaged in guided research, free hand sketching, data analysis and computer skills allowing them to successfully develop a prototype using the laser cutter that follows the design process from start to finish.
	Contexts for learning will include producing free hand sketches, rendering techniques to show form and drawing techniques such as 1 and 2 point perspective that communicate technical features of design ideas.
	Learners will work individually to complete a portfolio of design work and produce a prototype.
	The learning and assessment comes from Technologies.
	Successful learners will gain 13 credits from this class including 4 Literacy.

Assessment Information (note that this may be subject to change to best accommodate individual learner's needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
91054	4	Int	Lit	Demonstrate understanding of basic human factors in design	Generic Technology 1.11
91067	3	Int	-	Use the work of an influential designer to inform design ideas	Design and Visual Communication 1.34
91068	6	Int	-	Undertake development of design ideas through graphics practice	Design and Visual Communication 1.35

Course Title: Dream Vacation Maths	
Code: 11DVM	Block: 1
NZCA alignment: Mathematics and Statistics	
Semester or Full Year course: Semester	Learning Leader: MT
Driving question: What decisions factor into the cost and planning of a Dream Vacation?	
Description of Learning:	Learners will be engaged in researching where in the world they would go on a dream vacation.
	Contexts for learning will include them researching the sites, planning an itinerary, calculating prices using exchange rates, creating a visual overview, and presenting their vacation to their peers.
	Learners will collaborate, carry out independent research and learning, be given direct instruction to guide their learning direction and have the opportunity to carry out a practical investigation linked to real life contexts, as well as individual assessments to demonstrate their learning.
	The learning and assessment comes from the curriculum area of Mathematics & Statistics.
	Successful learners will be able to gain 10 numeracy credits from this course.

Assessment Information (note that this may be subject to change to best accommodate individual learner's needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91026	4	Int	Num	Apply numeric reasoning in solving problems.	Mathematics & Statistics 1.1
91033	3	Int	Num	Apply knowledge of geometric representations in solving problems.	Mathematics & Statistics 1.8
91036	3	Int	Lit and Num	Investigate bivariate numerical data using the statistical enquiry cycle.	Mathematics & Statistics 1.11

Course Title: English Language Support	
Code: 11ELS	Block: 1
NZCA alignment: English	
Semester or Full Year course: Full Year	Learning Leader: MC
Driving question: How can I acquire and improve my skills in the English language?	
Description of Learning:	Learners will be engaged in developing and understanding the use of English as a language in a diverse range of situations.
	Contexts for learning will include reading words and phrases in everyday contexts and writing basic texts.
	Learners will work individually or in groups to complete a range of tasks.
	The learning and assessment comes from English Language (formerly called ESOL).
	Successful learners will gain up to thirty five (35) credits from this course if all assessment tasks are completed. Learners should NOT choose this class, they will be pre-selected based on their needs.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
27998	5	Int	-	Complete basic forms on familiar topics	English Language
31013	10	Int	-	Participate in simple everyday spoken interactions	English Language
31041	10	Int	-	Write basic texts for practical purposes relevant to self	English Language
30993	5	Int	-	Read and understand words and phrases in common everyday texts	English Language
30994	5	Int	-	Read and understand simple texts in everyday contexts	English Language

Course Title: Growing Great Thinkers <i>[this course is also offered in block 2]</i>	
Code: 11GTT	Block: 1
NZCA alignment: Health and Physical Education	
Semester or Full Year course: Semester	Learning Leader: MR
Driving question: What influences my attitudes and behaviours?	
Description of Learning:	Learners will be engaged in a combination of practical and theory lessons. Learners will build knowledge and make sense of hauora and factors that influence their participation in physical activity.
	Contexts for learning will include but not be limited to adventure based learning activities and a range of modified sports contexts including cultural games.
	Learners will work collaboratively to understand our health curriculum including the socio-ecological perspective and connecting this learning to key concepts in Physical Education.
	The learning and assessment comes from the curriculum area of Health and Physical Education.
	Successful learners will gain up to 13 credits including 4 L1 Literacy credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90962	5	Int	-	Participate actively in a variety of physical activities and explain factors that influence own participation	Physical Education 1.1
90965	4	Int	Lit	Demonstrate understanding of societal influences on physical activity and the implications for self and others	Physical Education 1.4
91097	4	Int	-	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	Health 1.3

Course Title: Ko wai au? Ko wai tātou? <i>[Note - this course is also offered in Block 2 - see 11KWT]</i>		
Code: 11KWA	Block: 1	NZCA alignment: Visual Arts
Semester or Full Year course: Full Year		Learning Leader: OS
Driving question: How will I identify and connect to places and objects that are significant to me through painting and mixed media art making?		
Description of Learning:	Learners will be engaged in painting and mixed media art making techniques and conventions to present their ideas. Learners will build knowledge of cultural concepts and the significance of relationships to whenua, site and self. Learners will create a body of related painted/mix media works presented in a visual diary and on a two panel folio board.	
	Contexts for learning will include site visits to record and collect photographic evidence, exploring a range of mixed media and painting techniques in the classroom, reflecting on links and connections to different meaningful locations.	
	Learners will work independently to create personalised artworks and explorative pages in their visual diaries. Learners will work collaboratively sharing ideas and critiquing each other's artworks.	
	The learning and assessment comes from the new standards in the curriculum area of Visual Arts.	
	Successful learners will gain up to 20 credits from this course.	

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91913	5	Int	-	Apply Visual Arts knowledge and methods related to Aotearoa New Zealand's Maori foundations and another cultural context.	Visual Arts 1.1
91914	5	Ext	-	Inform own art making by exploring Visual Arts processes and conventions	Visual Arts 1.2
91915	5	Ext	-	Create a sustained body of related artworks	Visual Arts 1.3
91912	5	Int	-	Produce resolved artwork within an authentic context	Visual Arts 1.4

Course Title: Pacific Change and Development	
Code: 11PCD	Block: 1
NZCA alignment: Social Sciences	
Semester or Full Year course: Semester	Learning Leader: FI
Driving question: What are the significant events that have led to change in the Pacific and what is their enduring impact on me?	
Description of Learning:	Learners will be engaged in guided research and source analysis to learn about historical events of significance to Pacific Peoples living in New Zealand. They will also investigate an aspect of Pacific change and development and draw a conclusion that links back to the evidence collected.
	Contexts will include historical events such as the dawn Raids of the 1970s and aspects of Pacific change could include migration, education, aid and development, global warming, language and many other examples.
	Learners will be encouraged to engage with and affirm their traditional culture and values during this course. It is also suitable for non-Pacific people to study the history and changes of this region of the world.
	The learning and assessment comes from the curriculum area of Social Sciences and Pacific Studies.
	Successful learners will earn up to 9 credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91004	4	Int	Lit	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	History 1.4
17165	5	Int	-	Draw a conclusion after an investigation into an aspect of Pacific change and development with direction	Pacific Studies

Course Title: Samoan Language and Culture	
Code: 11SAM	Block: 1
NZCA alignment: Languages	
Semester or Full Year course: Full Year	Learning Leader: KI
<p>Driving question: O a ituaiga faaiuga e maua e tamaiti Samoa i mataupu o loo suesueina ma iloilo e faatatau i le Gagana ma le aganuu Samoa, ia faatuputeleina lona iloa i le tusitusi, faalogo, tautala ma le faitau i le gagana Samoa?</p> <p>What could learners get from their research and exploration of Samoan language and culture to help build their knowledge of writing, listening, speaking and reading in the Gagana Samoa?</p>	
Description of Learning:	Learners will be engaged in talanoa, research and exploration in the Samoan language and culture.
	Contexts for learning will include interactions with peers or family members, presentations on topics that are significant to Samoan culture and writing for different purposes using Gagana Samoa.
	Learners will work individually to present on their aiga/geneology as well as a writing portfolio on subjects relating to Samoa. They will also work in pairs to talanoa for assessment.
	The learning and assessment comes from the curriculum area of Languages.
	Successful learners will gain the communication skills, language and cultural knowledge needed to communicate a personal response and write a variety of texts in areas of most immediate relevance.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90904	4	Int	-	Give a spoken presentation in Samoan that communicates a personal response	Samoan 1.2
90905	5	Int	-	Interact using spoken Samoan to communicate personal information, ideas and opinions in different situations	Samoan 1.3
90907	5	Int	-	Write a variety of text types in Samoan on areas of most immediate relevance	Samoan 1.5
90903	5	Ext	-	Demonstrate understanding of a variety of spoken Samoan texts on areas of most immediate relevance	Samoan 1.1
90906	5	Ext	-	Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance	Samoan 1.4

Course Title: Shakespeare's Lion King	
Code: 11SLK	Block: 1
NZCA alignment: Performing Arts	
Semester or Full Year course: Semester	Learning Leader: MK
Driving question: How can we adapt traditional pieces of Drama effectively to make them more accessible to a contemporary audience?	
Description of Learning:	Learners will be engaged in independent research and analysis of one of Shakespeare's most famous works.
	Contexts for learning will include the use of imagery within Shakespeare's written word, the dramatic effects of metaphors, the moral and emotional journey of a character and why Shakespeare's plays are still important and influential today.
	Learners will work individually to analyse and research William Shakespeare's Hamlet and present their discoveries and interpretations of the play and it's characters to the class. Learners will work as a group to develop and perform a version of Hamlet in the style of Melodrama, they will work individually to set smart and achievable targets to develop their skills.
	This learning and assessment comes from the curriculum area of Drama.
	Successful learners will gain up to 13 credits (all 13 are L1 Literacy credits)

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91000	4	Int	Lit	Demonstrate understanding of a significant play	Drama 1.5
90997	5	Int	Lit	Devise and perform a drama	Drama 1.2
90999	4	Int	Lit	Use features of drama/theatre form in a performance	Drama 1.4

Course Title: Te Ohanga Hauora	
Code: 11TOH	Block: 1
NZCA alignment: Science	
Semester or Full Year course: Full Year	Learning Leader: AI
Driving question: Mā te whakaaro nui e hanga te whare, mā te mātauranga e whakaū. [Big ideas create the house; knowledge maintains it.]	
Description of Learning:	Learners will be engaged in activities that are purposeful, relevant and empowering through a Kaupapa Maori approach.
	Contexts for learning will include authentic Putaiao and Science experiences that develop understanding of living things and our environment with the promotion of hauora.
	Learners will work individually to produce artefacts that demonstrate one's passion and interest for Matauranga Maori and Science.
	The learning and assessment comes from the curriculum area of Science.
	Successful learners will gain up to 24 credits from this course, including 8 literacy and 12 numeracy credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90925	4	Int	Num	Carry out a practical investigation in a biological context, with direction (1.1)	Biology 1.1
90954	4	Int	Lit	Demonstrate understanding of the effects of astronomical cycles on planet Earth (1.15)	Science 1.15
90944	4	Ext	-	Demonstrate understanding of aspects of acids and bases	Science 1.5
90948	4	Ext	Lit	Demonstrate understanding of biological ideas relating to genetic variation	Science 1.9
90943	4	Int	Num	Investigate implications of heat for everyday	Science 1.4
90930	4	Int	Num	Carry out a practical chemistry investigation, with direction	Chemistry 1.1

Course Title: What makes us Tick?	
Code: 11WMT	Block: 1
NZCA alignment: English and Social Sciences	
Semester or Full Year course: Semester	Learning Leader: FE
Driving question: What makes us tick? How can our past influence our future and can we do something about that?	
Description of Learning:	Learners will be engaged in learning about different approaches to psychology. This will be supported with case studies to see what influences in their earlier lives had on their present lives.
	Contexts for learning will include the study of various psychological approaches which will then be applied to case studies. As well as complaint the psychology standard, this information will then be used to create a Visual Text to draw attention to the issues or strengths found
	Learners will work initially together to build knowledge around the psychological approaches and how they could be applied to a couple of real life examples or case studies. The learners will then work independently, making sense of their chosen case study of choice to suggest possible events or influences that had both positive and negative influences on their lives. They will also create a visual text which creates awareness of either negative issues or positive strengths that influenced their case study's life
	The learning and assessment comes from English and Social Sciences
	Successful learners will gain up to 9 credits from this course (all 9 are L1 Literacy credits)

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90839	6	Int	Lit	Demonstrate understanding of psychological approaches	Psychology 1.1
90855	3	Int	Lit	Create a visual text	English 1.7

Course Title: Architecture of the Future	
Code: 11AOF	Block: 2
NZCA alignment: Technology	
Semester or Full Year course: Semester	Learning Leader: WM
Driving question: What is the future of Architecture?	
Description of Learning:	Learners will be engaged in the process of designing architecture & use digital technologies to visualise their project designs.
	Contexts for learning include drawing & thinking creatively about designing for People, Places & Spaces.
	Learners will work creatively & individually to complete assessments.
	This learning & assessment comes from the curriculum areas of Digital Technology & Design and Visual Communication.
	Successful learners will gain up to 10 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91880	4	Int	-	Develop a digital media outcome	Digital Technologies 1.4
91877	3	Int	-	Develop a proposal for a digital outcome	Digital Technologies 1.1
91063	3	Ext	-	Produce freehand sketches that communicate design ideas	Design and Visual Communication 1.30

Course Title: Ancient Roman Civilization	
Code: 11ARC	Block: 2
NZCA alignment: Social Sciences	
Semester or Full Year course: Semester	Learning Leader: UI
Driving question: What were relationships like in Ancient Rome and why is it important that we learn about them?	
Description of Learning:	Learners will be engaged in guided research and investigation about the Classical World and how people used to behave and interact and what was important to Classical people.
	Contexts for learning will include Ancient Roman society, politics and people, how and why Roman people interacted with each other and how different figures in Roman society behaved.
	Learners will work individually to complete research on an Ancient Roman relationship (e.g. the paterfamilias) and present their findings in a visual way for their assessment.
	This learning and assessment comes from the curriculum area of Classical Studies within Social Sciences.
	Successful learners will gain up to 6 credits from this course, including 6 Literacy credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
91024	6	Int	Lit	Demonstrate understanding of social relationships in the classical world	Classical Studies 1.4
91025	6	Int	Lit	Demonstrate understanding of links between aspects of the classical world and another culture	Classical Studies 1.5

Course Title: Belong, Learn, Succeed	
Code: 11BLS2	Block: 2
NZCA alignment: Various	
Semester or Full Year course: Semester	Learning Leader: TI, VK, WR, BU, MD
Driving question: How can I continue to develop the good learning habits I started in semester 1?	
Description of Learning:	Learners will continue to engage in learning activities to develop and apply good literacy skills and good learning habits through authentic contexts both inside and outside the classroom.
	The contexts for learning will include self-awareness and self-improvement, physical education, safe behaviour in the outdoors and healthy food habits.
	Learners will work collaboratively on many practical aspects of the course and also individually on their developing skills of self-management and when collating artefacts for assessment.
	Learning and assessment will come mainly from Health and Physical Education. The focus for semester 2 will be on developing good literacy skills. Learners will also have the opportunity to complete unfinished work from semester 1.
	Successful learners could upto 10 credits if attendance is good and all assessments are completed. Learners will be selected for this class. You should NOT choose this class unless you were in BLS in semester 1 or you have been selected for it.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90970	3	Int	Lit	Demonstrate self management strategies and describe the effects on participation in physical activity	Physical Education 1.9
90968	3	Int	Lit	Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities	Physical Education 1.7
90972	4	Int	Lit	Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations	Health 1.2

Course Title: Growing Great Thinkers <i>[this course is also offered in block 1]</i>	
Code: 11GTT	Block: 2
NZCA alignment: Health and Physical Education	
Semester or Full Year course: Semester	Learning Leader: To be confirmed
Driving question: What influences my attitudes and behaviours?	
Description of Learning:	Learners will be engaged in a combination of practical and theory lessons. Learners will build knowledge and make sense of hauora and factors that influence their participation in physical activity.
	Contexts for learning will include but not be limited to adventure based learning activities and a range of modified sports contexts including cultural games.
	Learners will work collaboratively to understand our health curriculum including the socio-ecological perspective and connecting this learning to key concepts in Physical Education.
	The learning and assessment comes from the curriculum area of Health and Physical Education.
	Successful learners will gain up to 13 credits including 4 L1 Literacy credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90962	5	Int	-	Participate actively in a variety of physical activities and explain factors that influence own participation	Physical Education 1.1
90965	4	Int	Lit	Demonstrate understanding of societal influences on physical activity and the implications for self and others	Physical Education 1.4
91097	4	Int	-	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	Health 1.3

Course Title: Ko wai au? Ko wai tātou? <i>[Note - this course is also offered in Block 1 - see 11KWA]</i>	
Code: 11KWT	Block: 2
NZCA alignment: Visual Arts	
Semester or Full Year course: Full Year	Learning Leader: OL
Driving question: How will I identify and connect to places and objects that are significant to me through painting and mixed media art making?	
Description of Learning:	Learners will be engaged in painting and mixed media art making techniques and conventions to present their ideas. Learners will build knowledge of cultural concepts and the significance of relationships to whenua, site and self. Learners will create a body of related painted/mix media works presented in a visual diary and on a two panel folio board.
	Contexts for learning will include site visits to record and collect photographic evidence, exploring a range of mixed media and painting techniques in the classroom, reflecting on links and connections to different meaningful locations.
	Learners will work independently to create personalised artworks and explorative pages in their visual diaries. Learners will work collaboratively sharing ideas and critiquing each other's artworks.
	The learning and assessment comes from the new standards in the curriculum area of Visual Arts.
	Successful learners will gain up to 20 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
91913	5	Int	-	Apply Visual Arts knowledge and methods related to Aotearoa New Zealand's Maori foundations and another cultural context.	Visual Arts 1.1
91914	5	Ext	-	Inform own art making by exploring Visual Arts processes and conventions	Visual Arts 1.2
91915	5	Ext	-	Create a sustained body of related artworks	Visual Arts 1.3
91912	5	Int	-	Produce resolved artwork within an authentic context	Visual Arts 1.4

Course Title: Science of the Living World	
Code: 11SLW	Block: 2
NZCA alignment: Science	
Semester or Full Year course: Semester	Learning Leader: CA
Driving question: How and why is the living world influenced by its environment?	
Description of Learning:	Learners will be engaged in research and investigations to build knowledge and make sense of the Living World around them.
	Contexts for learning will include practical investigation involving the learner themselves along with research into the life processes of other organisms, their genetics and how the environment has a part to play in their survival and success.
	Learners will collaborate, carry out independent research and learning, be given direct instruction to guide their learning direction and have the opportunity to carry our practical investigation linked to real life contexts.
	The learning and assessment comes from curriculum areas of Science.
	Successful learners will gain up to 12 credits from this course, including 4 numeracy and 4 literacy credits (could be 16 credits in total if the optional external standard is completed).

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90925	4	Int	Num	Carry out a practical investigation in a biological context with direction	Biology 1.1
90949	4	Int	-	Investigate life processes and the environmental factors that affect them	Science 1.10
90951	4	Int	Lit	Investigate the biological impact of an event on a NZ ecosystem	Science 1.12
Optional 90948	4	Ext	-	Demonstrate understanding of biological ideas relating to genetic variation	Science 1.9

Course Title: Art and Indigenous Cultures	
Code: 11AIC	Block: 3
NZCA alignment: Visual Arts	
Semester or Full Year course: Semester	Learning Leader: NT
Driving question: How has my culture been represented in the art world?	
Description of Learning:	Learners will be engaged in guided research and application of art to explore different cultures that have not been heavily represented in mainstream art.
	Contexts for learning will include using a Maori lens to study indigenous art around the world. The topics of tradition, migration, culture shock, and effects of colonisation will be covered.
	Learners will work individually to study art from their own culture and work collaboratively for a group exhibition of their cultural artworks that they will create from their founded research.
	The learning and assessment comes from Art History and Visual Arts.
	Successful learners will gain up to 12 credits from this course, including 8 literacy credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90913	4	Int	Lit	Demonstrate understanding of art works from a Maori and another cultural context using art terminology	Visual Arts 1.1
91018	4	Int	Lit	Demonstrate knowledge of media and methods used to produce art works	Art History 1.4
90917	4	Int	-	Produce a finished work that demonstrates skills appropriate to cultural conventions	Visual Arts 1.5

Course Title: Dream it, Design it, Sell it	
Code: 11DDS	Block: 3
NZCA alignment: Maths, Business Studies, Economics	
Semester or Full Year course: Semester	Learning Leader: EM
Driving question: “If you could design <i>anything</i> you wanted, from your imagination, how would you sell it, and how would that affect the NZ economy?”	
Description of Learning:	Learners will be engaged in conceiving a product from scratch. This product might include anything from a new line of clothing that reflects their values, to a new type of soft drink that they always wish was sold, but no one has made and marketed yet.
	Contexts for learning will include learners drawing inspiration from their everyday lives to conceive of a product from scratch. This will be something that fills a need or satisfies a “want”. They will look at how some of the most iconic products were designed and create something game-changing of their own.
	Learners will work independently to complete a coherent portfolio that seamlessly moves between the three NZC areas.
	The learning and assessment comes from Mathematics and Statistics, Business Studies and Economics.
	Successful learners will gain up to 11 credits, including 6 Num credits which are at L2.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91263	3	Int	Num	Design a questionnaire	Mathematics and Statistics 2.8
91260	2	Int	Num	Apply network methods in solving problems	Mathematics and Statistics 2.5
90988	3	Int	Lit	Demonstrate understanding of the interdependence of sectors of the New Zealand economy.	Economics 1.6
90840	3	Int	Lit	Apply the marketing mix to a new or existing product	Business Studies 1.4

Course Title: Ethics, Traditions and Religion	
Code: 11ETR	Block: 3
NZCA alignment: Social Sciences	
Semester or Full Year course: Semester	Learning Leader: MF
Driving question: How can I address ethical issues and traditions from a religious perspective?	
Description of Learning:	Learners will be engaged in building knowledge of different ethical problems through inquiry based research.
	Contexts for learning will include exploring the origins of ethical issues and common beliefs from a social, historical, religious point of view.
	Learners will work collaboratively in discussion forums to share their views on ethical issues and independently on assessed tasks.
	The learning and assessment comes from the curriculum area of Religious Studies within Social Sciences.
	Successful learners will gain up to 12 credits from this course (all 12 are L1 Literacy credits)

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90818	6	Int	Lit	Describe the application of the key ethical principle(s) of a religious tradition to an issue	Religious Studies 1.3
90819	6	Int	Lit	Describe key beliefs of a religious tradition	Religious Studies 1.4

Course Title: Misfits, Outcasts and Oddballs	
Code: 11MOO	Block: 3
NZCA alignment: English	
Semester or Full Year course: Semester	Learning Leader: JE
Driving question: What can we learn about the human character when the character of the human doesn't fit?	
Description of Learning:	Learners will be engaged in reading and responding to fictional works where the characters are seen as misfits, outcasts or oddballs within their societies.
	Contexts for learning will include works such as <i>The Maze Runner</i> and <i>The Hunger Games</i> or other similar texts.
	Learners will read independently and form their personal responses to the text. Depending on the standards the learner chooses for assessment, learners will also identify and explain the connections across the texts chosen, or complete other relevant tasks based on their response and understanding of the texts.
	The learning and assessment comes from the curriculum area of English.
	Successful learners will achieve up to 8 credits from this course, all of which are Level 1 Literacy credits. Learners who are already keen readers may choose to personalise this course and the standards they are entered for.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90854	4	Int	Lit	Form personal responses to independently read texts, supported by evidence	English 1.10
90852	4	Int	Lit	Explain significant connection(s) across texts, using supporting evidence	English 1.8
90855	3	Int	Lit	Create a visual text	English 1.7
90856	3	Int	Lit	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	English 1.11

Course Title: Not in My Backyard	
Code: 11NMB	Block: 3
NZCA alignment: Social Sciences	
Semester or Full Year course: Semester	Learning Leader: RE
Driving question: Why are human rights and social justice important for the development of healthy members of a society?	
Description of Learning:	Learners will be required to conduct a social inquiry and to give an account of a social justice or a human rights action.
	Contexts for learning will include identifying human rights and social justice and actions taken to develop fair treatment and equity for all (e.g. political rights, voting, social rights, freedom of speech, gender rights, equal opportunity and employment rights).
	Learners will work individually to conduct a social inquiry and to describe a social justice and human rights action.
	The learning and assessment comes from the curriculum area of Social Sciences.
	Successful learners will gain up to 8 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91040	4	Int	Lit	Conduct a social inquiry	Social Studies 1.2
91043	4	Int	Lit	Describe a social justice and human rights action	Social Studies 1.5

Course Title: Pacific Island Cultures	
Code: 11PIC	Block: 3
NZCA alignment: Social Sciences	
Semester or Full Year course: Semester	Learning Leader: UI
Driving question: What conclusions can be drawn after investigating aspects of a pacific culture?	
Description of Learning:	Learners will be engaged in researching, collecting, evaluating and processing information to reach conclusions.
	Contexts for learning could include traditional or contemporary aspects of a Pacific Island culture such as colonisation, education, the role of women, chiefly systems and family relationships.
	Learners will work collaboratively to collect information and individually to complete the assessments.
	This learning and assessment comes from the curriculum area of Pacific Studies within Social Sciences.
	Successful learners will gain up to 8 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
17168	5	Int	-	Draw a conclusion after an investigation into an aspect of Pacific society with direction	Pacific Studies
26538	3	Int	-	Communicate understanding of an aspect of Pacific culture through a planned presentation with direction	Pacific Studies

Course Title: Science of the Physical World	
Code: 11SPW	Block: 3
NZCA alignment: Science	
Semester or Full Year course: Semester	Learning Leader: KM
Driving question: What are the laws of forces, movement and energy that drive our world and the universe?	
Description of Learning:	Learners will be engaged in designing models, research, investigations and collaborative discussions to build knowledge and make sense of the Physical World around them.
	Contexts for learning will include aspects of mechanics, nature of science investigation, implications of electricity and understanding of effects of astronomical cycles on our planet.
	Learners will work collaboratively to carry out practical physics investigation using scientific methods, collate data and individually write a report. They will carry out research and process secondary data. They will investigate principles of physics in the context of everyday situations and link observations to the concepts of physics.
	The learning and assessment comes from the curriculum area of Science.
	Successful learners will gain up to 12 credits from this course, including 8 numeracy and 4 literacy credits (could be 16 credits in total and 12 Num if the optional external standard is completed).

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90935	4	Int	Num	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Physics 1.1
90941	4	Int	Num	Investigate the implications of electricity and magnetism for everyday life.	Science 1.2
90954	4	Int	Lit	Demonstrate understanding of the effects of astronomical cycles on planet Earth.	Science 1.15
Optional 90940	4	Ext	Num	Demonstrate understanding of aspects of mechanics.	Science 1.1

Course Title: Swagalicious Music <i>[Note - this course is also offered in Block 5]</i>	
Code: 11SWM	Block: 3
NZCA alignment: Performing Arts	
Semester or Full Year course: Semester	Learning Leader: TT
Driving question: How can I improve my own music, and how can I support other musicians on stage?	
Description of Learning:	Learners will be engaged in guided inquiry and skill acquisition performing (solo, group, on a 2nd instrument), songwriting and composing, studies of music, and can include learning for staging (sound, lights, management).
	Contexts for learning will include the practical, technical and workplace requirements for performing and making music.
	Learners will work in groups and individually to complete a series of mini-projects for assessment and collaboratively to prepare and deliver their performances and music creations for each project event.
	This learning and assessment comes from the curriculum areas of Music, Music Technology and Entertainment and Events Management.
	Successful learners will gain 8 -12 credits in a semester from this course depending on the assessments chosen.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91090	6	Int	-	Perform two pieces of music as a featured soloist	Music 1.1
91091	4	Int	-	Demonstrate ensemble skills through performing a piece of music as a member of a group	Music 1.2
91092	6	Int	-	Compose two original pieces of music	Music 1.3
91095	6	Int	Lit	Demonstrate knowledge of two music works from contrasting contexts	Music 1.6
26686	4	Int	-	Demonstrate and apply knowledge of simple stage lighting for a performance context	Performing Arts General
26687	4	Int	-	Demonstrate and apply knowledge of sound technology for a performance context	Performing Arts General
26691	2	Int	-	Assist in a performing arts production by undertaking a specified production role	Performing Arts General

Course Title: Te Reo Māori	
Code: 11TRM	Block: 3
NZCA alignment: Languages	
Semester or Full Year course: Full Year	Learning Leader: RL
Driving question: Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa	
Description of Learning:	Learners will be engaged by learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori journey towards shared cultural understandings.
	Contexts for learning will include how to read and understand its texts; how to communicate knowledge and ideas in appropriate ways; how to listen and read critically; assessing the value of what they hear and read.
	Learners will work on learning te reo māori, students develop their understanding of the power of te reo. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning te reo māori provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own reo māori and te ao maori.
	The learning and assessment comes from the Learning Languages area.
	Successful learners will gain confidence to conversate basic te reo maori, to introduce themselves by enhancing their pepeha and whakapapa, to play a key role in powhiri, to demonstrate a deeper understanding of our world through a māori lens, and will build on reading, listening, speech and writing in te reo māori.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91085	6	Int	Lit	Whakarongo kia mohio ki te reo o tona ao	Te reo māori 1.1
91086	6	Int	Lit	Korero kia whakamahi te reo o tona ao	Te Reo Māori 1.2
91089	6	Int	Lit	Waihanga tuhinga i te reo o tona ao	Te reo Māori 1.5
91087	6	Ext	Lit	Panui kia mohio te reo o tona ao	Te Reo Māori 1.3
91088	6	Ext	Lit	Tuhi i te reo o tona ao	Te Reo Māori 1.4

Course Title: We're Better Together <i>[this course is also offered in block 5]</i>		
Code: 11WBT	Block: 3	NZCA alignment: Health and Physical Education
Semester or Full Year course: Semester		Learning Leader: CE
Driving question: How can our interpersonal skills positively impact others around us?		
Description of Learning:	Learners will be engaged in a combination of practical and theory lesson centred around building knowledge of interpersonal skills and sexual education to positively impact others	
	Contexts for learning will include using adventure based learning and sports to demonstrate interpersonal skills as well as classroom activities to enhance relationships and build knowledge around sexual education strategies.	
	Learners will work individually and in group settings to complete assessments.	
	The learning and assessment comes from the curriculum area of Health and Physical education	
	Successful learners will gain up to 13 credits from this course, including 13 literacy credits	

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90966	4	Int	Lit	Demonstrate interpersonal skills in a group and explain how these skills impact on others	Physical Education 1.5
90973	5	Int	Lit	Demonstrate understanding of interpersonal skills used to enhance relationships	Health 1.4
90974	4	Int	Lit	Demonstrate understanding of strategies for promoting positive sexuality	Health 1.5

Course Title: Cooking up Business	
Code: 11CUB	Block: 4
NZCA alignment: Technology and Social Sciences	
Semester or Full Year course: Semester	Learning Leader: SA
Driving question: What is the winning ingredient for creating a successful commercial food product and making sure it sells well?	
Description of Learning:	Learners will be responding to a design brief where they will undertake guided market research, develop concepts and trial food ideas to produce a fit for purpose final prototype for their stakeholder. Learners will go on to sell their products and evaluate their business activity.
	Contexts for learning will include identification and reflection of existing food, development of design ideas through conceptual designs and manufacture, evaluation and reflection throughout the design process. Planning of time and manufacture for their product design concept outcome. Learners will identify key elements of business that will be crucial in the sale of their products, they will plan and review how they impact the sale of their products.
	Learners will work individually in their market research, collaboratively to meet the needs of their stakeholder through development of their conceptual designs and individually to plan the production and making of their final prototype. Learners will work collaboratively to promote their products and plan for the sale of products.
	The learning and assessment comes from generic and processing technology.
	Successful learners will gain a total of 12 credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90842	6	Int	-	Carry out and review a product-based business activity within a classroom context with direction	Business Studies 1.6
91047	6	Int	-	Undertake development to make a prototype to address a brief.	Generic Technology 1.4

Course Title: Design in the Shark Tank	
Code: 11DST	Block: 4
NZCA alignment: Visual Arts	
Semester or Full Year course: Semester	Learning Leader: ON
Driving question: How can exploring a sense of identity and self within a Design-led art practice affect a learner's artistic outcomes?	
Description of Learning:	Learners will be engaged in artistic research and exploration with a focus on identity and a sense of self.
	Contexts for learning will include the design process, Adobe Photoshop and Illustrator, curating a purposeful body of work, and exploring different artist models to create their own style.
	Learners will work individually to create a series of work informed by established practice, which develops ideas, using a range of media.
	The learning and assessment comes from the curriculum area of Visual Arts.
	Successful learners will gain 12 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90916	12	Ext	-	Produce a body of work informed by established practice, which develops ideas, using a range of media	Visual Arts 1.4
This standard is externally assessed but the work is produced in school. Final grades will only be available at the start of 2022 regardless of whether the course is taken in Sem 1 or 2.					

Course Title: Eco-Warriors Kaitiakitanga	
Code: 11EWK	Block: 4
NZCA alignment: Te Marautanga and Science	
Semester or Full Year course: Semester	Learning Leader: MY
Driving question: How and why should I demonstrate Kaitiakitanga and promote a sustainable future?	
Description of Learning:	Learners will be engaged through disciplinary literacy - observing, listening, reading, writing and speaking. The nature of the learning will help learners to form written texts and present their work.
	Contexts for learning will include sustainability, conservation and kaitiakitanga through a Māori indigenous perspective. This learning is connected, authentic and relevant to our current global climate and the actions, attitudes and choices we can make to help make a positive difference to our world.
	Learners will have autonomy to choose a kaupapa they are interested in and passionate about for their assessment. There will be scaffolding to help build knowledge and make sense of the learning before learners work independently to complete their assessments.
	The learning and assessment comes from Te Marautanga o Aotearoa, Agriculture and Horticulture, and Science.
	Successful learners will gain a stronger understanding, perspective and attitude towards contributing to the sustainability of our world and how to exercise their voice and actions. Successful learners will gain up to 18 literacy credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91728	3	Int	Lit	Te whakaatu māramatanga mō ngā tirohanga kē ki tētahi take o te wā Demonstrate understanding of perspectives on an issue of time in relation to Kaupapa Maori	Tikanga a Iwi 1.3
90923	4	Int	Lit	Demonstrate knowledge of basic plant propagation techniques	Agriculture & Horticulture Science 1.9
91686	4	Int	Lit	Te whakamarama i te panga o nga take kai ki te oranga o te tangata Explain the impact and relations of Kai and people's well-being	Hauora 1.3

Course Title: Japanese Language and Culture		
Code: 11JAP	Block: 4	NZCA alignment: Languages
Semester or Full Year course: Full Year		Learning Leader: MI
Driving question: How can we build positive relationships with people in Japanese effectively?		
Description of Learning:	Learners will be engaged in many activities to learn how to communicate ideas orally and in writing effectively, and how to identify information necessary for task-based communication in Japanese.	
	Contexts for learning will include winning a trip to Japan, travelling, doing shopping, ordering food, making and helping friends, participating in events and festivals, experiencing school life in Japan, and writing letters.	
	Learners will work individually to give a short self-introduction, and to write letters in Japanese. They will also work collaboratively to have short conversations in Japanese.	
	The learning and assessment comes from the curriculum area of Japanese Language.	
	Successful learners will gain up to 24 credits from the course.	

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90893	5	Ext	-	Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance.	Japanese 1.1
90894	4	Int	-	Give a spoken presentation in Japanese that communicates a personal response.	Japanese 1.2
90895	5	Int	-	Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations.	Japanese 1.3
90896	5	Ext	-	Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance.	Japanese 1.4
90897	5	Int	-	Write a variety of text types in Japanese on areas of most immediate relevance.	Japanese 1.5

Course Title: Passion for Applied Maths	
Code: 11PAM	Block: 4
NZCA alignment: Mathematics and Statistics	
Semester or Full Year course: Full Year	Learning Leader: Swahella Sahib (Sb)
Driving question: How can I use Mathematical power to solve hypothetical and real world problems?	
Description of Learning:	Learners will be engaged in using various methods and procedures in problem solving integration of mathematics into authentic and relevant contexts
	Contexts for learning will include real life context situations which will involve applying knowledge and skills gained in Measurement, Algebra, Transformations and Geometric reasonings.
	Learners will work individually to complete tasks based on concepts and skills taught in each lesson for the standard to gain proficiency in the skills needed to complete each assessment.
	The learning and assessment comes from the curriculum area of Mathematics and Statistics
	Successful learners will gain up to 19 credits (including 8 credits from Externals)

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
91030	3	Int	Num	Apply Measurement in solving Problems	Mathematics and Statistics
91032	3	Int	Num	Apply right angled triangles in solving measurement problems	Mathematics and Statistics
91029	3	Int	Num	Apply linear Algebra in solving problems	Mathematics and Statistics
91034	2	Int	Num	Apply Transformation geometry in solving problems	Mathematics and Statistics
91027	4	Ext	Num	Apply Algebraic procedures in solving problems	Mathematics and Statistics
91031	4	Ext	Num	Apply geometric reasoning in solving problems	Mathematics and Statistics

Course Title: Painting as Sculpture	
Code: 11PAS	Block: 4
NZCA alignment: Visual Arts	
Semester or Full Year course: Semester	Learning Leader: WT
Driving question: How can learners' sense of place, space and significant relationships influence ideas that can transform into a body of work using both painting and sculpture as tools of expression?	
Description of Learning:	Learners will be engaged in the recording of information, guided marquette building and wet and dry media application techniques to allow them to produce a series of finished works sitting within both mediums.
	Contexts for learning will include practical exploration of the sculptural and painting mediums, from initial brainstorming, 2D/3D drawings and idea development through to final creations.
	Learners will work individually to complete a series of practical outcomes within the sculptural and painting fields. Additional written outcomes will be required to support their investigations and ideas.
	The learning and assessment comes from the curriculum area of Visual Arts.
	Successful learners will gain up to 10 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90914	4	Int	-	Use drawing methods and skills for recording information using wet and dry media.	Visual Arts 1.2
90915	6	Int	-	Use drawing conventions to develop work in more than one field of practice.	Visual Arts 1.3

Course Title: 11 Supercrew Music	
Code: 11SCM	Block: 4
NZCA alignment: Performing Arts	
Semester or Full Year course: Semester	Learning Leader: AND
Driving question: How can I take a creative concept from the planning stage right through to a finished product?	
Description of Learning:	Learners will be engaged in guided research and application of sound and media equipment and use a range of conventions. Learners will also be engaged in group musical performances.
	Contexts for learning will include anything from the planning stage, to refining a performance, right through to the finished production of two contrasting performances; one with a focus on operating sound and the other on film.
	Learners will work individually to research, identify, describe and explain the key features and primary functions of sound equipment and use a range of specific media conventions. Learners will work collaboratively to plan and produce and operate equipment for a music performance and short film or music video.
	This learning and assessment comes from the curriculum areas, Music- Sound arts and Media Studies.
	Successful learners will gain up to 11 credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90993	3	Int	-	<i>Produce a design and plan for a media product using a specified range of conventions</i>	<i>Media Studies 1.5</i>
26687	4	Int	-	<i>Demonstrate and apply knowledge of sound technology for a performance context</i>	<i>Event Technology</i>
91091	4	Int	-	<i>Demonstrate ensemble skills through performing a piece of music as a member of a group</i>	<i>Music 1.6</i>

Course Title: Slasher Genre	
Code: 11SLG	Block: 4
NZCA alignment: Media Studies (Arts)	
Semester or Full Year course: Semester	Learning Leader: HI
Driving question: Why are audiences so drawn to slasher films?	
Description of Learning:	Learners will be engaged in analysis of themes and messages within the horror genre.
	Contexts for learning will include elements of horror films such as looking at the acting, cinematography, setting and themes within a given film.
	Learners will work on their own interpretations of horror films and will create their own media products.
	The learning and assessment comes from art and social sciences.
	Successful learners will gain an understanding of the deeper meaning within a given genre, they will develop their analytical skills for interpreting films/literature.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90990	3	Int	Lit	Demonstrate understanding of selected elements in the media	Media studies 1.2
90996	3	Int	Lit	Write media texts for a specific target audience	Media studies 1.8
90994	6	Int	Lit	Complete a media product from a design and plan using a specified range of conventions	Media studies 1.6

Course Title: Sports Science and Performance	
Code: 11SSP	Block: 4
NZCA alignment: Health and Physical Education	
Semester or Full Year course: Semester	Learning Leader: To be confirmed
Driving question: What can I improve in order to become a better, more equipt, athlete?	
Description of Learning:	Learners will be engaged in a combination of practical and theory lessons centered around Anatomy, Biomechanics, Exercise physiology.
	Contexts for learning will be the sports of Ki-o-rahi, and Tapu-wai.
	Learners will work individually to analyse skill and apply biophysical principles in order to improve individual performance.
	The learning and assessment comes from Health and Physical Education.
	Successful learners will gain up to 11 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90963	5	Int	Lit	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	Physical Education 1.2
90964	3	Int	-	Demonstrate quality movement in the performance of a physical activity	Physical Education 1.3
90971	3	Int	Lit	Take action to enhance an aspect of personal well-being	Health Education 1.1

Course Title: Zombie Apocalypse	
Code: 11ZAP	Block: 4
NZCA alignment: Performing Arts	
Semester or Full Year course: Semester	Learning Leader: BW
Driving question: What is it about Zombie Horror?	
Description of Learning:	Learners will be engaged in studying aspects of the horror genre from an acting and performance perspective.
	Contexts for learning will include studying and performing scenes from classic horror films and playscripts, as well as using 'Special Effects Make-up' techniques to develop character and role.
	Learners will work individually and in groups for performance assessments.
	The learning and assessment comes from Performing Arts and Performing Arts Technology .
	Successful learners will gain up to 13 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90006	4	Int	Lit	Apply drama techniques in a dramatic context.	Drama 1.1
90009	5	Int	Lit	Perform an acting role in a scripted production.	Drama 1.6
26688	4	Int	-	Demonstrate knowledge and techniques of Make-up application for a performance context.	Event Technology

Course Title: Design Concepts	
Code: 11DEC	Block: 5
NZCA alignment: Technology	
Semester or Full Year course: Semester	Learning Leader: JO
Driving question: What makes a good product and how do you design one?	
Description of Learning:	Learners will be responding to a design brief where they will undertake guided research, develop and model design ideas to produce a final well thought out, planned and justified product for their stakeholder.
	Contexts for learning will include identification and reflection of existing designs, development of design ideas through modelling by hand and using computer aided design and manufacture (laser cutter), evaluation and reflection throughout the design process with consultation with their stakeholder. Planning of time and manufacture for their product design concept outcome.
	Learners will work individually in their research, collaboratively to meet the needs of their stakeholder through development of their design ideas and individually to plan the production and making of their final practical outcome
	The learning and assessment comes from the curriculum area of Technology
	Successful learners will gain 10 credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
91046	6	Int	-	Use design ideas to produce a conceptual design for an outcome to address a brief	Technology Generic 1.3
91045	4	Int	-	Use planning tools to guide the technological development of an outcome to address a brief	Technology Generic 1.2

Course Title: Dungeons and Dragons	
Code: 11DND	Block: 5
NZCA alignment: English, Mathematics and Technology	
Semester or Full Year course: Semester	Learning Leader: JE
Driving question: How can I develop my role playing skills using the 5e Dungeons & Dragons RPG (Role Playing Game) system?	
Description of Learning:	Learners will be engaged in using the 5th Edition of the Dungeons & Dragons RPG (role playing game) to develop personal narratives in character development and mechanics of creative world building.
	Contexts for learning will include the probability of random number generations, applications of creative writing to describe fictional characters and situations and the crafting of world design which includes locales which include, but not limited to, dungeons, towns, cities, unique locales.
	Learners will work in both solo and group learning activities to complete writing portfolios about characters, area descriptions, plot and timeline events. They will also design and participate in dungeons and lead other learners in exploration. Learners will be expected to work independently and then come together in a group to demonstrate role-playing skills.
	This learning and assessment comes from the curriculum areas of English, Mathematics and Technology.
	Successful learners will gain up to 10 credits from this course, three numeracy and three literacy credits are included.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91038	3	Int	Num	Investigate a situation involving elements of chance	Mathematics and Statistics 1.13
91048	4	Ext	-	Demonstrate understanding of how technological modelling supports decision-making	Generic technology 1.5
90552	3	Int	Lit	Produce creative writing	English 1.4

Course Title: Lights, Camera, Action	
Code: 11LCA	Block: 5
NZCA alignment: English	
Semester or Full Year course: Semester	Learning Leader: FE
Driving question: How can I develop my appreciation of understanding movies?	
Description of Learning:	Learners will be engaged in critically viewing a series of Visual Texts such as feature length movies and short films and building knowledge of symbology and filmic terms and techniques
	Contexts for learning will include the study of various visual texts such as feature length films and short films and the use of symbols to create meaningful visual texts.
	Learners will work initially together and individually to build knowledge of critical content and filmic techniques of each of the visual texts The learners will then work independently, making sense to construct texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language and text form. They will also make connections across the text to relate aspects of the human condition.
	The learning and assessment comes from English.
	Successful learners will gain up to 10 literacy credits from this course.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90852	4	Int	Lit	Explain significant connections across texts using supporting evidence	English 1.8
90855	3	Int	Lit	Create a visual text	English 1.7
90856	3	Int	Lit	Show understanding of visual and/or oral texts through close viewing and/or listening, using supporting evidence	English 1.11

Course Title: Mandarin Language	
Code: 11MAN	Block: 5
NZCA alignment: Languages	
Semester or Full Year course: Full Year	Learning Leader: DD
Driving question: What tools are available in the Chinese language for enabling communication and relationship building and what makes using them doable?	
Description of Learning:	Learners will be engaged in the learning of the fundamentals Mandarin language and the building of habits of using the language.
	Contexts for learning will include the tools and style of the Mandarin language used for expressing thoughts and building connections with other Mandarin speakers.
	Learners will work individually to recall and reuse the grammatical material presented in the HSK system at level 1 and will work collaboratively to write and speak about imaginary situations while examining and justifying their usage of language.
	The learning and assessment comes from the curriculum area of Languages.
	Successful learners will gain up to 24 credits from this course from internal and external standards.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90868	5	Ext	-	Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance	Chinese 1.1
90869	4	Int	-	Give a spoken presentation in Chinese that communicates a personal response	Chinese 1.2
90870	5	Int	-	Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations	Chinese 1.3
90871	5	Ext	-	Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance	Chinese 1.4
90872	5	Int	-	Write a variety of text types in Chinese on areas of most immediate relevance	Chinese 1.5

Course Title: Move your Thinking (Dance)	
Code: 11MYT	Block: 5
NZCA alignment: Performing Arts	
Semester or Full Year course: Semester	Learning Leader: FA
Driving question: How can we come together in the space to move our thinking in a practical and theoretical way?	
Description of Learning:	Learners will be working in a collaborative space that will offer practical and theoretical components
	The learners will be engaged in a range of activities that outline the dance elements, dance techniques and dance devices. 11MYT offers many learning opportunities such as building confidence, learning choreography, creating choreography and reflecting about their experiences in dance. As well as the theory part of dance this will help learners embody their written work through movement.
	Learners will be given the chance to work in groups and also have the opportunity to work individually so they are experiencing different ways of learning in dance.
	Learners will gain a sense of confidence, problem solving skills, the ability to pick up choreography and to work in a collaborative space. This will be a safe environment for all learners and their abilities.
	Successful learners can gain up to 14 credits from this course including 4 L1 Literacy credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90859	4	Int	-	Demonstrate Ensemble Skills in Dance	Dance 1.3
90002	6	Int	-	Perform Dance Sequences	Dance 1.2
90860	4	Int	Lit	Demonstrate Understanding of the Dance Elements	Dance 1.4

Course Title: Pastries in Production	
Code: 11PIP	Block: 5
NZCA alignment: Technology	
Semester or Full Year course: Semester	Learning Leader: SA
Driving question: How can we create a productive, efficient and flawless pastry production line?	
Description of Learning:	Learners will be creating baked products, through creation of an efficient and flawless production line. The learners will also have a choice of conducting a research and experiment to broaden their knowledge on the chemistry of baking.
	Contexts for learning will include identification and reflection of existing food production lines, development of design ideas through consultation with their key stakeholder. Planning of time and manufacture for their product design concept outcome. Investigation of how ingredients work together and perform in different products.
	Learners will work individually and collaboratively to meet the needs of their stakeholder. They will use technological design to trial and implement efficient production-line that will enable consistent products.
	The learning and assessment comes from generic, processing technology and chemistry.
	Successful learners will gain a total of 10 credits.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91082	4	Int	-	Implement basic procedures to process a specified product	Processing Technology 1.60
91056	4	Int	-	Implement a multi-unit manufacturing process	Generic Technology 1.13
90931	2	Int	Lit	Demonstrate understanding of the chemistry in a technological application	Chemistry 1.2

Course Title: Real Life Maths		
Code: 11RLM	Block: 5	NZCA alignment: Mathematics and Statistics
Semester or Full Year course: Semester		Learning Leader: ML
Driving question: How can I apply my Maths skills to my everyday life?		
Description of Learning:	Learners will be engaged in guided research and investigation around PPDAC, budgeting and designing logos.	
	Contexts for learning will include GST, graphing, percentages, fractions and decimals, and also transformation.	
	Learners will work individually to complete a series of mini-projects for Assessment	
	The learning and assessment comes from the Curriculum area of Mathematics and Statistics.	
	Successful learners will gain up to 10 Numeracy credits from this course.	

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91035	4	Int	Num and Lit	Investigate a given Multivariate data set using the statistical enquiry cycle	Mathematics & Statistics 1.10
91026	4	Int	Num	Apply numeric reasoning in solving problems	Mathematics & Statistics 1.1
91034	2	Int	Num	Apply transformation geometry in solving problems	Mathematics & Statistics 1.9

Course Title: Science of the Material World	
Code: 11SMW	Block: 5
NZCA alignment: Science	
Semester or Full Year course: Semester	Learning Leader: PY
Driving question: What is the material world and why does it matter?	
Description of Learning:	Learners will be engaged in research and investigations to build knowledge and make sense of the Material World around them.
	Contexts for learning will include chemistry of nature of science, carbon chemistry and properties of metals and their use in society.
	Learners will work collaboratively to carry out chemical reactions using scientific methods, collate data and individually write a report. They will carry out research and process secondary data. They will investigate properties of metals and make and explain observations using conventional chemistry symbols and vocabulary.
	The learning and assessment comes from the curriculum area of Science.
	Successful learners will gain up to 12 credits from this course, including 4 numeracy and 4 literacy credits (could be 16 credits in total if an optional external standard is completed).

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
90930	4	Int	Num	Carry out a practical investigation, with direction	Chemistry 1.1
90946	4	Int	-	Investigate the implications of the properties of metals for their use in society.	Science 1.7
90953	4	Int	Lit	Demonstrate understanding of carbon cycling.	Science 1.14
Optional 90932	4	Ext	-	Demonstrate understanding of aspects of carbon chemistry.	Chemistry 1.3

Course Title: Swagalicious Music <i>[Note - this course is also offered in Block 3]</i>	
Code: 11SWM	Block: 5
NZCA alignment: Performing Arts	
Semester or Full Year course: Semester	Learning Leader: TT
Driving question: How can I improve my own music, and how can I support other musicians on stage?	
Description of Learning:	Learners will be engaged in guided inquiry and skill acquisition performing (solo, group, on a 2nd instrument), songwriting and composing, studies of music, and can include learning for staging (sound, lights, management).
	Contexts for learning will include the practical, technical and workplace requirements for performing and making music.
	Learners will work in groups and individually to complete a series of mini-projects for assessment and collaboratively to prepare and deliver their performances and music creations for each project event.
	This learning and assessment comes from the curriculum areas of Music, Music Technology and Entertainment and Events Management.
	Successful learners will gain 8 -12 credits in a semester from this course depending on the assessments chosen.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
91090	6	Int	-	Perform two pieces of music as a featured soloist	Music 1.1
91091	4	Int	-	Demonstrate ensemble skills through performing a piece of music as a member of a group	Music 1.2
91092	6	Int	-	Compose two original pieces of music	Music 1.3
91095	6	Int	Lit	Demonstrate knowledge of two music works from contrasting contexts	Music 1.6
26686	4	Int	-	Demonstrate and apply knowledge of simple stage lighting for a performance context	Performing Arts General
26687	4	Int	-	Demonstrate and apply knowledge of sound technology for a performance context	Performing Arts General
26691	2	Int	-	Assist in a performing arts production by undertaking a specified production role	Performing Arts General

Course Title: Te Parawhakawai	
Code: 11TEP	Block: 5
NZCA alignment: Te Marautanga	
Semester or Full Year course: Full Year	Learning Leader: MY
Driving question: Ko taku taiaha tēnei, he rākau atua, he rākau tipua, he rākau kai rangi, he rākau kai papa he rākau kai matakaka e	
Description of Learning:	To restore identity and self-worth to the individual by empowering them with knowledge about themselves and their Maori history.
	To enhance self confidence in the individual by the strong demands of the kaupapa and course of which has a rigid etiquette of personal courtesies.
	To develop humility and self-restraint by the high standards of discipline and behavior required in the use of the Taiaha as a weapon.
	To promote fluency in Te Reo Māori and Tikanga. To promote top physical fitness and good attitudes towards health. To master all uses of the Taiaha as a weapon, ceremonial and as a fighting art.
	This is a full year course and successful learners can receive up to 23 credits. Learners must commit to the full year.

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
<i>Standard number</i>	<i>Credit value</i>	<i>Int or Ext</i>	<i>Num or Lit</i>	<i>Full title of standard</i>	<i>NZQA subject ref</i>
20948	8	Int	-	Demonstrate knowledge of tuwaewae	Mau Raku
27544	6	Int	-	Demonstrate knowledge of takaro Maori	Mau Raku
27546	5	Int	-	Demonstrate knowledge of torotoro tinana	Mau Raku
27547	4	Int	-	Identify nga momo rakau whawhai	Mau Raku

Course Title: We're Better Together <i>[this course is also offered in block 3]</i>	
Code: 11WBT	Block: 3
NZCA alignment: Health and Physical Education	
Semester or Full Year course: Semester	Learning Leader: To be confirmed
Driving question: How can our interpersonal skills positively impact others around us?	
Description of Learning:	Learners will be engaged in a combination of practical and theory lesson centred around building knowledge of interpersonal skills and sexual education to positively impact others
	Contexts for learning will include using adventure based learning and sports to demonstrate interpersonal skills as well as classroom activities to enhance relationships and build knowledge around sexual education strategies.
	Learners will work individually and in group settings to complete assessments.
	The learning and assessment comes from the curriculum area of Health and Physical education
	Successful learners will gain up to 13 credits from this course, including 13 literacy credits

Assessment Information (note that this may be subject to change to best accommodate learners' needs)					
Standard number	Credit value	Int or Ext	Num or Lit	Full title of standard	NZQA subject ref
90966	4	Int	Lit	Demonstrate interpersonal skills in a group and explain how these skills impact on others	Physical Education 1.5
90973	5	Int	Lit	Demonstrate understanding of interpersonal skills used to enhance relationships	Health 1.4
90974	4	Int	Lit	Demonstrate understanding of strategies for promoting positive sexuality	Health 1.5