



## **LEVEL 3 COURSES for 2018**

| <b>SUBJECT</b>                      | <b>TIMETABLE CODE</b> |
|-------------------------------------|-----------------------|
| Art Design                          | L3ADES                |
| Biology                             | L3BIO                 |
| Calculus                            | L3CAL                 |
| Chemistry                           | L3CHE                 |
| Digital Technology                  | L3DGT                 |
| English                             | L3ENG                 |
| History                             | L3HIS                 |
| Music                               | L3MUS                 |
| Painting                            | L3PTG                 |
| Photography                         | L3PHT                 |
| Sport and Recreation                | L3REC                 |
| Sport and Health Science            | L3SPO                 |
| Statistics and Modelling            | L3STA                 |
| Te Reo Maori Me Ona Tikanga         | L3TRM                 |
| <b>ACADEMIES</b>                    |                       |
| Maori Creative and Performance Arts | L3TMCP                |
| Services Academy                    | L3SVR                 |

***Successful Learners – the only option***

# ART DESIGN

## LEVEL 3 ART DESIGN

Students will produce a portfolio of Design work for a brand, product or event. They will incorporate their own photographic resource imagery. The project will include the development of logo and promotional design using hand-made and digital technologies. Students will develop skills with DSLR camera, photographic studio practice, Adobe Creative Suite, hand-made illustration processes and design art theory. Students will investigate the processes and intentions of contemporary artist models from Aotearoa and the world. Students are encouraged to take part in the Scholarship extension programme where students develop an additional 8 x A3 page research document alongside their investigation for the portfolio.



Design by Caleb Toi

- Internal Achievement Standards will be formatively assessed in Week 7 of Terms 1, 2 and 3.
- One 3 x A1 panel portfolio is required for the external standard submission in Term 4.
- *Students may elect to study more than one Art subject in Year 13. Consultation with Head of Department and Team Leaders is advisable to ensure this is the best pathway for you.*

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths.

**Fee - \$40.00**

| Internal standard | Description  | Literacy | Credits |
|-------------------|--|----------|---------|
| 91450             | Systematically clarify ideas using drawing informed by established design practice                         |          | 4       |
| External standard |  |          |         |
| 91455             | Produce a systematic body of work that integrates conventions and regenerates ideas within design practice |          | 14      |

# BIOLOGY

## LEVEL 3 BIOLOGY

Students will gain an understanding of how to respond to accurate and inaccurate biological evidence, how organisms interact with their environment, research skills to find biotechnology applications and evolutionary processes that lead to new species being formed.

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths. The standards will be chosen from the following:

| <b>Internal standards</b> | <b>Description</b>   | <b>Literacy</b> | <b>Numeracy</b> | <b>Credits</b> |
|---------------------------|--|-----------------|-----------------|----------------|
| 91601                     | Carry out a practical investigation in a biological context, with guidance.                            | ✓               | ✓               | 4              |
| 91602                     | Integrate biological knowledge to develop an informed response to a socio-scientific issue.            | ✓               |                 | 3              |
| 91604                     | Demonstrate understanding of how an animal maintains a stable internal environment.                    | ✓               |                 | 3              |
| 91607                     | Demonstrate understanding of human manipulations of genetic transfer and its biological implications.  | ✓               |                 | 3              |
| <b>External standards</b> |  |                 |                 |                |
| 91603                     | Demonstrate understanding Science of the responses of plants and animals to their external environment |                 |                 | 5              |
| 91605                     | Demonstrate understanding of evolutionary processes leading to speciation.                             | ✓               |                 | 4              |

# CALCULUS

## LEVEL 3 CALCULUS

Students should have completed the Level 2 Calculus standard. It is a more abstract course than statistics.

| Internal standards | Description   | Numeracy | Credits |
|--------------------|---|----------|---------|
| 91587              | Apply systems of simultaneous equations in solving problems | ✓        | 3       |
| 91575              | Apply trigonometric methods in solving problems             | ✓        | 4       |
| External standards |   |          |         |
| 91261              | Apply the algebra of complex numbers in solving problems    | ✓        | 5       |
| 91262              | Apply differentiation methods in solving problems           | ✓        | 6       |
| 91579              | Apply integration methods in solving problems               | ✓        | 6       |

# CHEMISTRY

## LEVEL 3 CHEMISTRY

Students will research current scientific ideas and investigate the chemical and physical properties of a variety of substances (including ionic, molecular, organic compounds)

The internal component has hands on experiments investigating the different physical and chemical processes, oxidation and reduction reactions, using scientific equipment to analyse chemical reagents and researching about current chemical processes.

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths. The standards will be chosen from the following:

| Internal standards | Description  | Literacy | Numeracy | Credits |
|--------------------|--|----------|----------|---------|
| 91388              | Demonstrate understanding of spectroscopic data in chemistry.  |          |          | 3       |
| 91389              | Demonstrate understanding of chemical processes in the world around us.                                | ✓        |          | 3       |
| 91393              | Demonstrate understanding of oxidation-reduction processes.  | ✓        |          | 3       |
| External standards |  |          |          |         |
| 91390              | Demonstrate understanding of thermochemical principles and the properties of particles and substances. | ✓        |          | 5       |
| 91391              | Demonstrate understanding of properties of organic compounds.  |          |          | 5       |

# DIGITAL TECHNOLOGY

## LEVEL 3 DIGITAL TECHNOLOGY

Students will have the opportunity to specialise in an Information Technology area of interest including Web design, 3D modelling, 3D animation or Game development. You must also demonstrate your understanding of complex concepts of information systems in a business.

Consider choosing this subject if you:

- experienced success in Digital Technology as a Year 12
- are confident working within a creative digital environment

**Fee - \$10.00**

| Internal standards | Description   | Literacy | Credits |
|--------------------|---|----------|---------|
| 91610              | Develop a conceptual design considering fitness for purpose in the broadest sense       | ✓        | 6       |
| 91635              | Implement complex procedures to produce a specified digital media outcome               | ✓        | 4       |
| 91611              | Develop a prototype considering fitness for purpose in the broadest sense               | ✓        | 6       |
| 91632              | Demonstrate understanding of complex concepts of information systems in an organisation | ✓        | 3       |

# ENGLISH

## LEVEL 3 ENGLISH

Students will engage in a range of more complex literary texts chosen from novel, short story, poetry, film, and a Shakespearean play.

Students learn how to write academic essays and carry out research of the type required for tertiary study. There is an introduction to critical theory with a consideration of different perspectives.

The anchor text is finalised early in the year according to student interest. The film component builds on level 1 and 2 film studies and requires an ability to close read film.

Consider choosing this subject if you:

- have an enjoyment of reading and writing.
- have a willingness to engage with ideas and to work independently.

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths. The standards will be chosen from the following:

| Internal Standards | Description  | U.E Literacy | Credits |
|--------------------|--|--------------|---------|
| 91475              | Produce a selection of fluent and coherent writing which develops, sustains and structures ideas.                    | ✓ W          | 6       |
| 91478              | Respond critically to significant connections across texts, supported by evidence                                    |              | 4       |
| 91476              | Create and deliver a fluent and coherent oral presentation which develops, sustains and structures ideas.            |              | 3       |
| 91480              | Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence |              | 3       |
| External Standards |  |              |         |
| 91474              | Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence   | ✓ R, W       | 4       |
| 91472              | Respond critically to specified aspect(s) of studied written text(s)   |              | 4       |

# HISTORY

## LEVEL 3 HISTORY

Students will further develop their research skills in History and other Social Science areas.

Students will be able to choose the context for their assessments based on their interests and in consultation with the teacher.

This course works well with other courses in the school. For example, it can give you the research skills and content knowledge to gain credits in the Te Reo Maori research about the Maori Prophets.

| Internal standards | Description  | Literacy | Credits |
|--------------------|--|----------|---------|
| 91434              | Research an historical event or place of significance to New Zealanders, using primary and secondary sources | ✓ R      | 5       |
| 91435              | Analyse an historical event, or place, of significance to New Zealanders                                     | ✓ R      | 5       |
| 91437              | Analyse different perspectives of a contested event of significance to New Zealanders                        | ✓ R      | 5       |
| External standard  |  |          |         |
| 91438              | Analyse the causes and consequences of a significant historical event  | ✓ R, W   | 6       |



# MUSIC

## LEVEL 3 MUSIC

Students will perform in solo and group performances, music analysis, theory, and listening skills.

Standards chosen by the student will largely be based on their interest and ability within the subject.

Consider choosing this subject if you:

- have previous experience with a musical instrument and success in Level 2 Music
- have a willingness to complete all written aspects of the course.

### Itinerant Music Lessons

- All students have the opportunity to learn a musical instrument through the Itinerant Teachers of Music Scheme (ITMS). The school has specialist instrumental teachers that take lessons on these each week.

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths. The standards will be chosen from the following:

| Internal standards | Description  | Literacy | Credits |
|--------------------|--|----------|---------|
| 91416              | Perform two programmes of music as a featured soloist  |          | 8       |
| 91418              | Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group |          | 4       |
| 91417              | Perform a programme of music as a featured soloist on a second instrument                        |          | 4       |
| 91423              | Examine the influence of context on a substantial music work                                     | ✓        | 4       |
| 91419              | Communicate musical intention by composing three original pieces of music                        |          | 8       |
| 28007              | Select and apply a range of processes to enhance sound in a performance context                  |          | 6       |
| 23730              | Operate music sequencing, editing, and music notation application(s)                             |          | 8       |

# PAINTING

## LEVEL 3 PAINTING

Students will produce a portfolio of Painting. A theme of personal interest will be developed. Students will incorporate their own photographic resource imagery. Students will develop skills with DSLR camera, photographic studio practice, Photoshop basics, painting techniques, and painting art theory. Students will investigate the processes and intentions of contemporary artist models from Aotearoa and the world. Students are encouraged to take part in the Scholarship extension programme where students develop an additional 8 x A3 page research document alongside their investigation for the portfolio.



*Painting by Matariki Totoro*

- Internal Achievement Standards will be formatively assessed in Week 7 of Terms 1, 2 and 3.
- One 3 x A1 panel portfolio is required for the external standard submission in Term 4.
- *Students may elect to study more than one Art subject in Year 13. Consultation with Head of Department and Team Leaders is advisable to ensure this is the best pathway for you.*

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths.

**Fee - \$80.00**

| Internal standard | Description  | Literacy | Credits |
|-------------------|--|----------|---------|
| 91451             | Systematically clarify ideas using drawing informed by established painting practice                         |          | 4       |
| External standard |  |          |         |
| 91456             | Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice |          | 14      |

# PHOTOGRAPHY

## LEVEL 3 PHOTOGRAPHY

Students will produce a portfolio of Photography. A theme of personal interest will be developed. Students will develop skills with DSLR camera operation, professional photographic studio practice, Adobe Creative Suite, and photographic art theory. They will edit and manipulate photographic images in post-production using digital processes. Students will investigate the processes and intentions of contemporary artist models from Aotearoa and the world. Students are encouraged to take part in the Scholarship extension programme where students develop an additional 8 x A3 page research document alongside their investigation for the portfolio.



Photography by Grace Ligairi

- Internal Achievement Standards will be formatively assessed in Week 7 of Terms 1, 2 and 3.
- One 3 x A1 panel portfolio is required for the external standard submission in Term 4.
- *Students may elect to study more than one Art subject in Year 13. Consultation with Head of Department and Team Leaders is advisable to ensure this is the best pathway for you.*

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths.

**Fee - \$80.00**

| Internal standard | Description   | Literacy | Credits |
|-------------------|---|----------|---------|
| 91452             | Systematically clarify ideas using drawing informed by established photography practice                         |          | 4       |
| External standard |   |          |         |
| 91457             | Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice |          | 14      |

## SPORT AND RECREATION

### LEVEL 3 SPORT AND RECREATION

This is **NOT** an approved University subject.

Students will have opportunities to achieve in practical and theoretical aspects of physical activity.

| Internal standards | Description  | Literacy | Credits |
|--------------------|--|----------|---------|
| 22769              | Conduct and review a beginner level coaching session   |          | 6       |
| 22771              | Plan a beginner level coaching session for sports participants   |          | 4       |
| 21414              | Plan and run a recreation activity   |          | 4       |
| 20673              | Demonstrate knowledge of injury prevention and risk and injury management in sport or recreation   |          | 4       |
| 91501              | Demonstrate quality performance of a physical activity in an applied setting<br><i>(Students will be offered this assessment throughout the year, providing them with a range of opportunities to attain the highest grade they can. Marks will be finalised and submitted in Term 4).</i> | ✓        | 4       |
| 28932              | * <i>Scuba dive in open water to a maximum depth of 18 metres</i>  |          | 7       |
| 28407              | * <i>Complete a scuba dives off a boat in open water</i>   |          | 3       |
| 28408              | * <i>Complete a scuba dive off shore in open water</i>   |          | 4       |

\* *These standards may be offered at the end of Term 3. The criteria for participation in these standards is attendance, completion of all previous standards, and medical clearance or at the discretion of the Teacher in Charge with consultation with the Leader of Learning.*

# SPORT AND HEALTH SCIENCE

| <b>LEVEL 3 SPORT AND HEALTH SCIENCE</b>  |   |                 |                 |                |
|--|---|-----------------|-----------------|----------------|
| Students will have opportunities to achieve in practical and theoretical aspects of physical activity. However this course is more theory based than Sport & Recreation. |   |                 |                 |                |
| <b>Internal standards</b>  | <b>Description</b>  | <b>Literacy</b> | <b>Numeracy</b> | <b>Credits</b> |
| 91498  | Evaluate physical activity experiences to devise strategies for life long well being  |                 |                 | 4              |
| 91501  | Demonstrate quality performance of a physical activity in an applied setting.<br><br><i>(Students will be offered this assessment throughout the year, providing them with a range of opportunities to attain the highest grade they can. Marks will be finalised and submitted in Term 4).</i> |                 | ✓               | 4              |
| <b>Health standard</b>   |   |                 |                 |                |
| 91463  | Evaluate health practices currently used in New Zealand   |                 |                 | 5              |
| 91461  | Analyse a New Zealand Health Issue  |                 |                 | 5              |
| 91464  | Analyse a contemporary ethical issue in relation to well being  |                 |                 | 4              |
| <b>Optional units</b>  |   |                 |                 |                |
| 28932  | * Scuba dive in open water to a maximum depth of 18 metres  |                 | 7               | 28932          |
| 28407  | * Complete a scuba dives off a boat in open water   |                 | 3               | 28407          |
| 28408  | * Complete a scuba dive off shore in open water   |                 | 4               | 28408          |

\* These standards may be offered at the end of Term 3. The criteria for participation in these standards is attendance, completion of all previous standards, and medical clearance or at the discretion of the Teacher in Charge with consultation with the Leader of Learning.

# STATISTICS AND MODELLING

## LEVEL 3 STATISTICS AND MODELLING

Students will study the mathematics required for statistics and probability. It is particularly suitable for students with an interest in the social sciences and science.

| Internal standards | Description   | Numeracy | Credits |
|--------------------|---|----------|---------|
| 91574              | Apply linear programming methods in solving problems        | ✓        | 3       |
| 91587              | Apply systems of simultaneous equations in solving problems | ✓        | 3       |
| 91581              | Investigate bi-variate measurement data                     | ✓        | 4       |
| 91582              | Use statistical methods to make a formal inference          | ✓        | 4       |
| External standard  |   |          |         |
| 91585              | Apply probability concepts in solving problems              | ✓        | 4       |

## TE REO MĀORI ME ONA TIKANGA

### LEVEL 3 TE REO MAORI ME ONA TIKANGA

Students will take part in general conversation with speakers of Te Reo Māori, understand most of what is said, and contribute relevant comments. They will explain and discuss many of their own ideas and opinions and may use Te Reo Māori creatively. They can read a variety of authentic Te Reo Māori materials and write expressively for a range of purposes. Students will use a range of strategies to help them learn Te Reo Māori effectively, and they demonstrate a high level of fluency for a learner of Te Reo Māori as a second language.

Te Reo Maori students that are part of the school Kapa Haka will have the opportunity to complete the requirements of the Maori Performing Arts Standard as per the Level 3 MCP programme. Performances at Te Tai Tokerau Festival and Regional Competitions will be kept for evidence towards these standards.

Students have now demonstrated consistent genuine interest or passion in learning and continuing to develop knowledge and skill in Te Reo Māori and Tikanga Māori as they are intertwined, and so learning Te Reo Māori will enhance students access to te ao Māori (the Māori world) and to Māori world views. The insights and experiences (Maori Performing Arts) that students gain as they learn the language will enrich and broaden their understandings of the uniqueness and complexity of Te Ao Māori.

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths. The standards will be chosen from the following:

| Internal Standards       | Description  | Literacy | Credits |
|--------------------------|--|----------|---------|
| 91650                    | Whakarongo kia mōhio ki te reo Māori o te ao whānui      |          | 4       |
| 91651                    | Kōrero kia whakamahi i te reo Māori o te ao whānui       |          | 6       |
| 91654                    | Waihanga tuhinga whai take i te reo Māori o te ao whānui | ✓        | 6       |
| 7259v8                   | Tuhituhi korero mo tetahi tangata me tona taiao          | ✓        | 7       |
| <b>External standard</b> |  |          |         |
| 91652                    | Pānui kia mōhio ki te reo Māori o te ao whānui           | ✓        | 6       |

# TE PUNA O NGA TOI MAORI - MAORI CREATIVE PERFORMANCE ARTS

## LEVEL 3 MAORI CREATIVE PERFORMANCE

Students will further develop and take part in general conversation with speakers of Te Reo Māori, understand most of what is said, and contribute relevant comments. Students will use a range of strategies to help them learn te reo Māori effectively, and they demonstrate a high level of fluency for a learner of Te Reo Māori as a second language.

It is beneficial that all Level 3 MCP students are part of the school Kapa Haka where their learning will be developed and further refined to successfully meet the requirements of the Maori Performing Arts Standard and the Dance Achievement Standards. Performances at Te Tai Tokerau Festival and Regional Competitions will be kept for evidence towards these standards.

If time permits there is opportunity for L3 MCP students to participate in a Level 3 Mau Rakau Unit Standard which have been integrated in all MCP programmes. This kaupapa provides opportunity for students to learn historical knowledge and skills of 'Whawhai'. Selected Whakairo standards will be selected to further develop practical skill and application, design development including cultural practices, and protocols relevant to the Art.

Students have now demonstrated consistent genuine interest or passion in learning and continuing to develop knowledge and skill in Te reo Māori and Tikanga Māori as they are intertwined, and so learning Te Reo Māori will enhance student's access to te ao Māori (the Māori world) and to Māori world views. The insights and experiences (Maori Performing Arts) that students gain as they learn the language will enrich and broaden their understandings of the uniqueness and complexity of Te Ao Māori.

The actual standards will be finalised at the beginning of next year when the teacher and students will co-construct the course depending on interests and strengths. The standards will be chosen from the following:

| Unit Standards             | Description   | Literacy | Credits |
|----------------------------|---|----------|---------|
| <b>KAPA HAKA STANDARDS</b> |   |          |         |
| 22756                      | Perform a Bracket   |          | 10      |
| <b>WHAKAIRO STANDARDS</b>  |   |          |         |
| 2572                       | Demonstrate formal welcome to manuhiri through te reo                           |          | 10      |
| 2559                       | Observe tikanga and kawa practice to demonstrate cultural awareness in whakairo |          | 10      |
| 23013                      | Apply Maori art conventions, designs and practices to develop whakairo.         |          | 6       |
| 23014                      | Develop ideas to create whakairo.   |          | 6       |
| 23015                      | Examine meaning in particular whakairo situations.                              |          | 6       |
| <b>DANCE STANDARDS</b>     |   |          |         |
| 91590                      | Perform a solo or duet dance  |          | 4       |
| 91591                      | Perform a group dance   |          | 4       |
| 91592                      | Perform a repertoire of contrasting dances.                                     |          | 6       |
| 28100                      | Develop a plan to achieve a long-term personal financial goal(s)                |          | 4       |
| 17602                      | H&S   |          | 4       |
| 4249                       | Plan a Career Pathway   |          | 3       |
| 9681                       | Contribute within a team or group which has an objective                        |          | 3       |
| 27548                      | Mau Rākau – Perform tētahi momo rākau whaiwhai                                  |          | 8       |



# SERVICES ACADEMY

## LEVEL 3 SERVICES

This is **NOT** an approved University subject.

The Tikipunga High School Services Academy provides those students - who maybe considering a career in the NZDF - with the skills, knowledge and experience to properly prepare them for Service life. It also suits students - who may not be considering a career in the NZDF – but are looking for an alternative education program that includes outdoor and physical challenges. Either way the Services Academy program will develop a student's strength of character that will help them succeed after leaving school.

The Academy academic program focuses on Unit Standards that are relevant to a career in NZDF.

Included in the Services Academy program are 3 opportunities to represent THS at military courses run by current serving NZDF personnel. These courses give a great insight into Service life that cannot be matched by any other Services Prep program. Additionally, the top students within the class will be selected to represent THS on Basic and Advanced leadership courses.

### 2018

Entry into the Services Academy for 2018 will be by application. Applications will open in Oct this year for any student who will be in Year 13 in 2018. All applicants will be interviewed as part of the selection process with successful applicants being notified by the end of the school year.

Students should consider choosing this subject if you:

- attend all NZDF Courses throughout 2018
- maintain at least an 80% attendance record
- be in correct uniform at all times
- behave in a way that promotes the values of the school
- be prepared to do Physical Training (PT) each day, regardless of weather conditions

*Ma mahi, ka ora - By work we prosper*

| Internal standards        | Description   | Level | Credits |
|---------------------------|---|-------|---------|
| <b>SERVICES KNOWLEDGE</b> |   |       |         |
| 6400                      | Manage first aid in emergency situations  | 3     | 2       |
| 424                       | Assess and manage an emergency care situation during an outdoor recreation activity (External provider) | 3     | 5       |
| <b>LEADERSHIP SKILLS</b>  |   |       |         |
| 1307                      | Speak to a known audience in a predictable situation  | 3     | 3       |
| 1312                      | Give oral instructions in the workplace   | 3     | 3       |
| 9705                      | Give and respond to feedback on performance   | 3     | 3       |
| 9681                      | Contribute within a team or group which has an objective  | 3     | 3       |
| 24663                     | Demonstrate leadership while participating in an adventure based learning programme                     | 3     | 3       |