



Longburn  
Adventist™ College

**Student Course  
Information  
NCEA Level 3  
for  
2026**

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## INTRODUCTION

This booklet contains information on all subjects offered at Longburn Adventist College (LAC) for the National Certificate in Educational Achievement (NCEA) Level 3 in 2026. In Year 13 students study six subjects, one of which is compulsory. The compulsory subject is Religious Studies, the other five subjects are chosen by students from a range of option subjects listed in this booklet.

If students are considering a tertiary pathway when they leave school then they will need to know what the prerequisites are for their chosen tertiary course and ensure that they have a range of subjects that support their ability to get into their chosen field of study. Students will also need to consider a range of subjects that can support their ability to gain University Entrance.

Good subject choices will be made if students consult with parents/caregivers, teachers and the school's careers advisor. Therefore, it is important that students do discuss their choices with their parents/caregivers and seek guidance from teachers and the school's careers advisor, Mrs Loader, on subject choices for 2026. On the following page is a list of questions that may help students to identify subjects they should consider for 2026.

While the information in this booklet is accurate at the time of publishing, reviews by NZQA or subject teachers may result in some changes to the Achievement or Unit Standards offered for a subject. Students will be given information on the assessment programme for each subject at the beginning of Term 1, 2026.

If you require further help or assistance, please contact Mrs Korte (Year 12 Dean, [oliviak@lac.school.nz](mailto:oliviak@lac.school.nz)), or Mr Woollaston.



Mr Greg Woollaston

Assistant Principal

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## **CHOOSING SUBJECTS WISELY**

Use these questions as prompts to help you consider what subjects you need to be taking next year:

### **Interest**

What do you enjoy learning?

### **Ability**

What subjects are you good at? Have you got ability in this subject?

### **Career Pathway**

What subjects do you need for the job you want to do in the future?

### **Qualifications**

What qualification/s do you need to achieve?

### **Pre-requisites**

Have you got the prior learning needed?

### **How I like to learn**

Will the way learning occurs in this subject help me achieve my best results?

## PLANNING A COURSE FOR NCEA LEVEL 3

### COMPULSORY SUBJECT:

Religious Studies

### OPTION SUBJECTS:

Biology	Hospitality
Building Construction (Woodwork)	Mathematics with Calculus
Chemistry	Mathematics with Statistics
Design	Media Studies
Empower	Music
English	Painting
Financial Literacy	Photography
Health	Physical Education
History	Physics
Geography	

Students will study five option subjects in Year 13. Information is given on the proposed assessment programme for each option subject so that you know what to expect in these subjects next year.

In order to assist with the development of the 2025 Timetable, students are required to **select 7 option subjects in order of preference**. Students must enter their selections on the school portal. The portal will be open for selections on **Friday, 19th September 2025** and selections must be completed before **Friday, 3rd October 2025**. We will endeavour to develop a timetable that meets the needs of students, so it is important that students make their subject choices carefully. It will also be difficult to change choices at a later time.

Please note that it is possible that not all courses offered will run in 2025. It will depend on the number of students selecting the course and the availability of staffing.

## Entry Requirements

The entry requirements listed for subjects are to provide students with guidance for subject selection. These requirements will help students to understand prior learning that will enable the best possibility for success. If you have any questions regarding this, please contact Mrs Korte (Year 12 Dean) or the relevant subject teacher.

## Te Kura

If there is a subject not offered at LAC that a student would like to do, it may be possible to study that subject with Te Kura (Correspondence School). This option is only for students who fit the criteria for this type of study and are committed and self motivated. Contact with parents/caregivers will be made to ensure this decision has been fully discussed. If you have any questions regarding this, please contact Mrs Korte (Year 12 Dean).

## STAR and Gateway

Students who wish to do specific work experience and placements in a career area need to contact Mrs Loader (Careers Advisor), who will provide you with the relevant information. This option is only for students who fit the criteria for this type of study and are committed and self motivated. Contact with parents/caregivers will also be made to ensure this decision has been fully discussed.

## Literacy and Numeracy

There are literacy and numeracy requirements for NCEA and for University Entrance, details of which are outlined on pages 22 and 23 of this booklet. Several standards offered across the various courses contribute towards these literacy and numeracy requirements. Where a standard contributes towards literacy and numeracy requirements, an indication is given within the table of information on standards offered by each course, as follows:

L - meets the literacy requirements for NCEA.

N - meets the numeracy requirements for NCEA.

R - meets the literacy reading requirements for University Entrance.

W - meets the literacy writing requirements for University Entrance.

# COMPULSORY SUBJECT

## LEVEL 3 RELIGIOUS STUDIES

### Qualification:

This subject provides you with the opportunity to gain credits towards NCEA Level 3 and the literacy requirements for University Entrance.

### Course Requirement:

Level 1 Literacy.

### Course Description:

Students will be challenged to think about grounding their beliefs in a relationship with Jesus. They will analyse contemporary ethical issues that challenge Christianity as a religion, what religion looks like in New Zealand and the astounding meanings found in the book of Jonah. These ideas will give students the opportunity to solidify their own belief structure and share their understandings with others in the wider community.

### Achievement Standards that will be drawn from for an assessment programme of 3 standards:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 90825	3	3	6	L	Analyse a religious tradition(s) in Aotearoa New Zealand	Internal
AS 90826	3	3	6	L/R	Analyse the response of a religious tradition to a contemporary ethical issue	Internal
AS 91725	2	3	6	L/R	Analyse the meanings in a sacred text within a religious tradition	Internal
AS 90827	3	3	6	L/R	Analyse the key beliefs of a religious tradition and a secular worldview in relation to ultimate questions	Internal
Total credits offered						18

## **OPTION SUBJECTS**

**Students are to choose SEVEN subjects in order of preference.**

**These choices must be entered into the Portal no later than Friday 3rd October, 2025.**

## **LEVEL 3 BIOLOGY**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3 and the literacy requirements for University Entrance.

### **Entry Requirement:**

Level 2 Biology including 1 Biology external.

### **Course Description:**

Students will continue on from Level 2 with deeper understandings of interspecific and intraspecific relationships, a practical investigation and the working of homeostasis in the human body.

In Biology, students will:

- Understand interspecific and intraspecific relationships within both the animal and plant kingdoms, and comprehend the interactions between organisms and the environment.
- Explore the homeostatic mechanisms of the human body that maintain a steady internal state despite fluctuations in the external environment.
- Carry out a Practical Investigation into the hierarchical behaviour of primates
- Research a socio-scientific issue and collate a 'for and against' discussion that concludes with a personal opinion and an action to educate society.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91604	1	3	3	L/R	Demonstrate understanding of how an animal maintains a stable internal environment	Internal
AS 91602	1	3	3	L/R	Integrate biological knowledge to develop an informed response to a socio-scientific issue	Internal
AS 91603	1	3	5	L/R/W	Demonstrate understanding of the responses of plants and animals to their external environment	External
AS 91605	1	3	4	L/R/W	Demonstrate understanding of evolutionary processes leading to speciation	External
AS 91607	1	3	3	L/R	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	Internal
Total credits offered						18

## **LEVEL 3 BUILDING CONSTRUCTION (WOODWORK)**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3 and the National Certificate in Building Construction Level 3.

### **Entry Requirement:**

None, but students find it easier if they have taken Woodwork or Building Construction in the previous year.

### **Course Description:**

This course is designed as a progressive pathway for students wanting to integrate into a wide range of trade related occupations when they leave school, but not limited to these students. It is mostly a practical based course in the workshop.

### **Unit Standards that will be drawn from for an assessment programme:**

<b>US No.</b>	<b>Level</b>	<b>No. of Projects</b>	<b>Credits</b>	<b>Name</b>	<b>Internal/External</b>
US 29677 (v1)	3	1	2	Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment.	Internal
US 29678 (v1)	3	1	4	Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project	Internal
US 29680 (v1)	3	1	5	Communicate and work collaboratively in a Stage 3 BCATS project	Internal
US 29682 (v1)	3	1	4	Select, use and maintain tools, equipment and machinery for a Stage 3 BCATS project	Internal
US 29684 (v1)	3	1	12	Undertake a Stage 3 BCATS Project	Internal
Total credits offered					18

## **LEVEL 3 CHEMISTRY**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3 and the literacy requirements for University Entrance.

### **Entry Requirement:**

Level 2 Chemistry including 1 Chemistry external.

### **Course Description:**

NCEA Level 3 Chemistry moves from foundational concepts to a more in-depth and quantitative understanding of chemistry. This year is less about simple descriptions and more about applying your knowledge to solve complex problems and explain why chemical reactions behave the way they do. You will have Internal assessments covering the topics of: spectroscopic data (using techniques like NMR, Mass and IR to determine a molecule's structure), oxidation-reduction processes (a deeper look at redox reactions and electrochemistry), a research project into chemical processes in the world around us and there will also be an element of quantitative practical skill work using titrations. The external standard focuses on the properties of organic compounds, where you'll delve deeper into the structure, reactions, and synthesis of carbon-based molecules.

### **Achievement Standards that will be drawn from for an assessment programme:**

Standard No.	Version	Level	Credits	Lit/ Num	Full Title	Internal/ External
AS 91387	1	3	4	L/N	Carry out an investigation in chemistry involving quantitative analysis	Internal
AS 91388	1	3	3	-	Demonstrate understanding of spectroscopic data in chemistry	Internal
AS 91389	1	3	3	L/R/W	Demonstrate understanding of chemical processes in the world around us	Internal
AS 91393	2	3	3	L	Demonstrate understanding of oxidation-reduction processes	Internal
AS 91391	1	3	5	L	Demonstrate understanding of the properties of organic compounds	External
Total credits offered						18

## **LEVEL 3 DESIGN**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3.

### **Entry Requirements:**

Achieved Level 2 Painting, Design or Photography.

### **Course Description students will:**

In Design, students will pick one theme and carry it over all of the offered assessments. The external boards are an end product of a year long study around the students theme. This enables work that is created in internals, is then also applicable to go on their external boards. Students will be using digital programs to achieve their desired end result.

Students will also:

- Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works  
Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.
- Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in design  
Extend and refine skills in design, using appropriate processes and procedures via creative computer programs.
- Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field  
Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.
  - Research and analyse selected approaches and theories related to visual arts practice.
  - Critically reflect on, respond to, and evaluate art works.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS91445	2	3	4	-	Use drawing to demonstrate an understanding of conventions appropriate to design	Internal
AS91450	2	3	4	-	Systematically clarify ideas using drawing informed by established design practice	Internal
AS91455	2	3	14	-	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	External
Total credits offered						22

## **LEVEL 3 EMPOWER**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3.

### **Entry Requirement:**

Anyone can take this subject, but '**Empower**' students should be **highly motivated** and genuinely interested in improving their health, fitness, or sports skills consistently throughout the year.

### **Course Description:**

Students will learn the important skills and knowledge needed for sports and fitness. They will find out about training, exercise methods, fitness tests, and how to plan and lead workouts. This will help them keep themselves fit and help others reach their fitness goals.

Students will also be trained as entry-level fitness/training mentors for the LAC fitness department & wider LAC community.

### **Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/Num</b>	<b>Full Title</b>	<b>Internal/External</b>
US 27712	1	3	7		Instruct a Free Weights class	Internal
US 30935	1	3	5	-	Develop and implement an exercise plan for personal physical fitness	Internal
AS 91501	1	3	4	N	Demonstrate quality performance of a physical activity in an applied setting	Internal
US 30933	1	3	5	-	Demonstrate exercise and stretching techniques	Internal
Total credits offered						16 - 21

## **LEVEL 3 ENGLISH**

### **Qualification: T**

This subject provides you with the opportunity to gain credits towards NCEA Level 3 and the literacy requirements for University Entrance.

### **Entry Requirement:**

University Entrance Literacy and gained 14 English Level 2 credits with at least 4 credits from an external.

### **Course Description:**

The contents of this course are designed for students who are intending to pursue tertiary education or have a real passion for English, as well as being driven and motivated to manage themselves.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91472	1	3	4	L/R/W	Respond critically to specified aspect(s) of studied written text(s), supported by evidence	External
AS 91473	1	3	4	L/W	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	External
AS 91474	1	3	4	L/R/W	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	External
AS91475	1	3	6	L/W	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	Internal
AS 91476	1	3	3	L	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	Internal
AS 91478	1	3	4	L	Respond critically to significant connections across texts, supported by evidence	Internal
Total credits offered						19

## **LEVEL 3 FINANCIAL LITERACY**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3.

### **Entry Requirement:**

Open entry.

### **Course Description:**

This subject aims to develop students' awareness of their financial needs and to give them knowledge that will enable them to manage their financial needs now and beyond school.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
US 28098	4	3	3	-	Evaluate options to increase personal income	Internal
US 28099	3	3	3	-	Evaluate credit options and select strategies to manage personal finances	Internal
US 28100	4	3	4	-	Develop a plan to show how a budget contributes to achieving a long-term financial goal	Internal
US 28103	3	3	4	-	Analyse and select personal financing options for purchasing a property	Internal
US 28104	3	3	3	-	Analyse the impact(s) of external factors on personal finance	Internal
Total credits offered						17

## **LEVEL 3 GEOGRAPHY**

### **Qualification:**

- Credits towards NCEA Level 3.

### **Entry Requirement:**

This subject has open entry.

### **Course Description:**

Want to understand the world and your place in it? Geography is the ultimate subject for curious minds who like to ask why things happen and what we can do about it. You'll explore the powerful natural processes shaping New Zealand's landscapes, investigate how people interact with and change their environments, and tackle some of the biggest challenges facing our planet.

This course isn't just about learning facts—it's hands-on. You'll sharpen skills in research, mapping, data analysis, and report writing, while also building critical thinking that will set you up for university, trades, or the workforce. Geography connects seamlessly with subjects like Biology, Agriculture, History, and Economics, giving you an edge through its interdisciplinary focus.

The highlight? A three-day field trip to Taranaki, where you'll climb inside the story of volcanoes, landscapes, and human interaction with the environment. This experience brings the textbook to life and gives you the insights and data you'll need for exam success.

Whether you're eyeing a career in environmental management, urban planning, tourism, agriculture, or just want to make sense of the world we live in, Geography equips you with knowledge, skills, and experiences that reach far beyond the classroom.

**Achievement Standards that will be drawn from for an assessment programme can be found at the follow link:**

<https://www.nzqa.govt.nz/ncea/assessment/search.do?query=Geography&view=all&level=03>

## **LEVEL 3 HEALTH**

### **Qualification:**

- Credits towards NCEA Level 3
- University Entrance subject (you can gain 14 credits through internal assessment)

### **Entry Requirement:**

This subject has open entry with it being **strongly recommended** for students to have achieved Year 12 Health and Year 12 English.

### **Course Description:**

In health you'll learn about well-being (hauora) and what affects it. Assessments are reserach based.

This includes:

- Analysing and researching how to treat illness and health conditions.
- Analysing and researching ethical health dilemmas..
- Analysing and researching New Zealand health issues.
- Evaluation health promotion in New Zealand.

### **What health leads to?**

- Health services (nursing, medicine, midwifery, physiotherapy, occupational therapy)
- Social services (counselling, social work, youth work, community support)
- Public health and policy (health promotion, nutrition, environmental health)
- Emergency services (paramedic, police, fire service, defence)

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91463	2	2	5	L/R	Evaluate health practices currently used in New Zealand	Internal
AS 91461	2	3	5	L/R	Analyse a New Zealand health issue	Internal
AS 91464	2	3	4	L/R	Analyse a contemporary ethical issue in relation to well-being	Internal
AS 91465	2	3	5	L/R/W	Evaluate models for health promotion	External
Total credits offered						19

## **LEVEL 3 HISTORY**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3 and the literacy requirements for University Entrance.

### **Entry Requirement:**

It is preferred that students have achieved:

- NCEA Level 2 History (at least 2 standards of which 1 is an external), or
- For students who have not taken Level 2 History, then Level 2 English (at least 1 external standard).

### **Course Description:**

Development of History skills is continued at Level 3 with an emphasis on analysis. Students are encouraged to question accepted interpretations of the past and to consider contesting theories of historians and commentators. This emphasis reflects contemporary historical scholarship. Topics researched include global and/or New Zealand historical events. With these skills, students enhance their employability and are better prepared for undertaking tertiary studies.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/Num</b>	<b>Full Title</b>	<b>Internal/External</b>
AS 91434	3	3	5	L/R	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Internal
AS 91435	3	3	5	L/R	Analyse an historical event, or place, of significance to New Zealanders.	Internal
AS 91436	2	3	4	L/R/W	Analyse evidence relating to a historical event of significance to New Zealanders	External
AS 91437	2	3	5	L/R	Analyse different perspectives of a contested event of significance to New Zealanders	Internal
AS 91438	2	3	6	L/R/W	Analyse the causes and consequences of a significant historical event	External
Total credits offered						15

## **LEVEL 3 HOSPITALITY**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3. Students who take this course will receive experience and qualifications to work with hot beverages and in a commercial kitchen.

### **Entry Requirement:**

It is recommended that students have completed Level 2 Hospitality previously but not necessary.

### **Course Description:**

Level 3 Hospitality follows the Unit Standard course framework. All learning materials are given to each student by an outside school supplier; Service IQ. During this course, students explore more in depth the different strands founded in the Hospitality Industry, in relation to nutrition, preparation methods, coffee production and complex cookery skills. The units offered are subject to change as they will be dependent on students' interests.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal// External</b>
168	7	3	4	-	Demonstrate knowledge of food contamination hazards, and control methods used in a food establishment	Internal
13343	7	3	5	-	Demonstrate knowledge of nutrition in commercial catering	Internal
18497	9	3	8	-	Demonstrate knowledge of culinary products, terms and food preparation methods	Internal
13282	6	3	2	-	Prepare, assemble and present complex sandwiches for service in a commercial kitchen	Internal
17284	7	3	3	-	Demonstrate knowledge of coffee origin and production	Internal
17288	8	3	5		Prepare and present espresso beverages for service	Internal
Total credits offered						12 - 16

## **LEVEL 3 MATHEMATICS WITH CALCULUS**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3.

### **Entry Requirement:**

It is preferable that students have achieved at least Merit in Algebra or Calculus at Level 2.

### **Course Description:**

This course aims to provide students with a foundation in Calculus. It is designed for students with an interest in the continued study of mathematics, the physical sciences, engineering or any field in which mathematical analysis is an important tool.

This course is made up of 2 internally assessed achievement standards and 2 externally assessed achievement standards. There are compulsory workbooks, and classwork and homework will be undertaken in these.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91574	2	3	3	N	Apply linear programming methods in solving problems	Internal
AS 91578	2	3	6	N	Apply differentiation methods in solving problems	External
AS 91579	2	3	6	N	Apply integration methods in solving problems	External
AS 91587	2	3	3	N	Apply systems of simultaneous equations in solving problems	Internal
Total credits offered						18

## **LEVEL 3 MATHEMATICS WITH STATISTICS**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3.

### **Entry Requirement:**

Entry is open but ideally students should have at least 10 credits in Level 2 Statistics or Calculus and have gained the Level 2 literacy requirements for university entrance.

### **Course Description:**

This course aims to provide students with a solid foundation in Statistics and Modelling. It is designed for students interested in quantitative aspects of biological and social sciences, medicine, commerce and administration, and in general any field where the collection, analysis and interpretation of data is important.

This course is made up of 3 internally assessed achievement standards and 1 externally assessed achievement standard. There are compulsory workbooks, and classwork and homework will be undertaken in these.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91581	2	3	4	L/N	Investigate bivariate measurement data	Internal
AS 91582	2	3	4	L/N	Use statistical methods to make a formal inference	Internal
AS 91583	2	3	4	L/N	Conduct an experiment to investigate a situation using experimental design principles	Internal
AS 91576	2	3	2	N	Use Critical Path analysis in solving a problem	Internal
AS 91585	2	3	4	N	Apply probability concepts in solving problems	External
Total credits offered						18

## **LEVEL 3 MEDIA STUDIES**

### **Qualification:**

This subject provides you with the opportunity to gain credits NCEA Level 3 and the literacy requirements for University Entrance.

### **Entry Requirements:**

- Gained Level 1 Literacy
- Students have ideally gained 12 credits at Level 2 Media Studies

### **Course Description:**

Media studies is about the active exploration, analysis, creation, and enjoyment of the media and its products. Media studies examines the dynamic role of the media in society, how the media constructs messages about individuals, communities, and cultures and how media products are produced, controlled, and distributed. Through media studies students gain the knowledge and skills to conceive, plan, design and make media products that engage audiences.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91490	3	3	4	L/R/W	Demonstrate understanding of an aspect of a media industry	External
AS 91494	2	3	4	L	Produce a design for a media product that meets the requirements of a brief	Internal
AS 91495	2	3	6	L	Produce a media product to meet the requirements of a brief	Internal
AS 91497	2	3	3	L/W	Write a media text to meet the requirements of a brief	Internal
Total credits offered						17

## **LEVEL 3 MUSIC**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3 and the literacy requirements for University Entrance.

### **Entry Requirement:**

NCEA Level 2 Music and instrumental lessons for 4 years.

### **Course Description:**

The practice of music builds confidence and self-esteem, transforming students through supported explorations, which develops a strong sense of well-being and self-empowerment. Students learn to be confident and resilient through taking the creative risks involved in performance and composition. Students connect past, present, and future views of the world through their study of many different types of music. Students access, invent, and transform sounds through the application of sound arts technologies.

### **Achievement Standards that will be drawn from, for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/Num</b>	<b>Full Title</b>	<b>Internal/External</b>	
AS 91416	1	3	8	-	Perform two programmes of music as a featured soloist	Internal	
AS 91417	1	3	4	-	Perform a programme of music as a featured soloist on a second instrument	Internal	
AS 91418	1	3	4	-	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	Internal	
AS 91419	1	3	8	-	Communicate musical intention by composing three original pieces of music	Internal	
AS 91422	1	3	4	L	Analyse a substantial music work	Internal	
AS 91423	1	3	4	L/R/W	Examine the influence of context on a substantial music work	External	
AS 91424	1	3	4	-	Create two arrangements for an ensemble	Internal	
AS 91425	1	3	6	L/R	Research a music topic	Internal	
AS 91848	2	3	8	-	Compose three original songs that express imaginative thinking	Internal	
Total credits offered						20	

## **LEVEL 3 PAINTING/PRINTMAKING**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3.

### **Entry Requirements:**

Achieved Level 2 Painting, Design or Photography.

### **Course Description:**

In Painting, students will pick one theme and carry it over all of the offered assessments. The external boards are an end product of a year long study around the students theme. This enables work that is created in internals, to also be applicable to go on their external boards. The media they will work in is acrylic or oil paint.

Students will also:

- Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works
- Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.
- Extend and refine skills in painting, using appropriate processes and procedures.
- Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in painting.
- Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.
- Research and analyse selected approaches and theories related to visual arts practice.
- Critically reflect on, respond to, and evaluate art works.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91446	2	3	4	-	Use drawing to demonstrate understanding of conventions appropriate to painting	Internal
AS 91451	2	3	4	-	Systematically clarify ideas using drawing informed by established painting practice	Internal
AS 91456	2	3	14	-	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	External
Total credits offered						22

## **LEVEL 3 PHOTOGRAPHY**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3 and the literacy requirements for University Entrance.

### **Entry Requirement:**

To take Photography at Level 3, students will benefit from gaining at least 12 Photography credits at Level 2 or have completed a Visual Arts Course at Level 1.

### **Course Description:**

Year 13 Photography is an extension from Year 12 Photography. Students will work more independently to develop a series of work that provide a deeper critical analysis of photographic techniques and processes. Each assessment task will concentrate on your own learning and time management. Students will be expected to complete in-depth research, record your thought process and document the development of your images. Throughout the year students will have the opportunity to produce creative forms of imagery towards a three-panel folio.

Students will also:

- Research and analyse photographic contexts relevant to your chosen themes and intention.
- Use and apply appropriate materials, techniques, technologies, and established conventions in the photography field.
- Extend and refine skills appropriate to established processes and procedures.
- Develop abilities to use a systematic approach, selectively informed by established practices to develop ideas in a body of work.
- Research and analyse selected approaches and theories related to visual art practices.
- Critically reflect on, respond to, and evaluate art works.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91447	2	3	4	-	Use drawing to demonstrate understanding of conventions appropriate to photography.	Internal
AS 91452	2	3	4	-	Systematically clarify ideas using drawing informed by established photography practice	Internal
AS 91457	2	3	14	-	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	External
Total credits offered						22

## **LEVEL 3 PHYSICAL EDUCATION**

### **Qualification:**

- Credits towards NCEA Level 3
- University Entrance approved subjectkjmkjjj

### **Entry Requirement:**

This subject has open entry with it being strongly recommended for students to have achieved Year 12 Physical Education and Year 12 English (PE is report writing).

### **Course Description:**

In Physical Education students explore concepts behind movement, sport and fitness. This course is around 40% practical and 60% theory.

This includes:

- Completing a training/improvement programme
- Skill improvement
- Reflect on your own personal movement and sport experiences.
- Your performance in a sport or physical event
- Research issues related to sports for example performance enhancing drugs in sport
- Evaluating safety in outdoors (outdoor experience)

### **Course cost:**

Approximately \$150 donation towards off site activities

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91498	1	3	4	L/N	Evaluate physical activity experiences to devise strategies for lifelong well-being	Internal
AS 91499	1	3	3	L	Analyse a physical skill performed by self or others	Internal
AS 91500	1	3	4	L/N/R	Evaluate the effectiveness of a performance improvement programme	Internal
AS 91501	1	3	4	N	Demonstrate quality performance of a physical activity in an applied setting	Internal
AS 91502	1	3	4	L/R	Examine a current physical activity event, trend, or issue and its impact on New Zealand society	Internal
AS 91504	1	3	3	L/R	Analyse issues in safety management for outdoor activity to devise safety management strategies	Internal
Total credits offered						20

## **LEVEL 3 PHYSICS**

### **Qualification:**

This subject provides you with the opportunity to gain credits towards NCEA Level 3, and the literacy requirements for University Entrance.

### **Entry Requirement:**

Students should have achieved at least 2 externals in Year 12 Physics and ideally achieved the algebra external in Year 12 Mathematics.

### **Course Description:**

In Physics students will investigate and seek to understand the physical phenomena in the world around us. There is an emphasis on understanding and explaining the different aspects of physics that relate to our everyday lives, and we will use the tools of logic, reasoning and mathematics to determine and predict actions and reactions. In this course, the mathematics skills that students need are taught side by side with the content, and there are a number of assessments where students choose the topic that they wish to investigate and research. We include a significant number of practical demonstrations and investigations to help illuminate the material.

### **Achievement Standards that will be drawn from for an assessment programme:**

<b>Standard No.</b>	<b>Version</b>	<b>Level</b>	<b>Credits</b>	<b>Lit/ Num</b>	<b>Full Title</b>	<b>Internal/ External</b>
AS 91521	1	3	4	L	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	Internal
AS 91522	1	3	3	L	Demonstrate understanding of the application of physics to a selected context	Internal
AS 91523	1	3	4	L	Demonstrate understanding of wave systems	External
AS 91524	1	3	6	L	Demonstrate understanding of mechanical systems	External
AS 91525	1	3	3	L	Demonstrate understanding of Modern Physics	Internal
AS 91527	1	3	3	L/R	Use physics knowledge to develop an informed response to a socio-scientific issue	Internal
Total credits offered						23

## The National Certificate of Educational Achievement (NCEA)

NCEA is the main national qualification for secondary school students in New Zealand. NCEA is recognised by employers, and used for selection by universities and polytechnics, both in New Zealand and overseas.

In each subject offered at LAC, skills and knowledge are assessed against a number of standards. Our school uses a range of internal and external assessments to measure how well students meet these standards. When a student achieves a standard, they gain a number of credits. Each subject will generally offer up to 20 credits. Students must achieve a certain number of credits to gain an NCEA certificate.

The New Zealand Qualifications Authority (NZQA) has a formal quality assurance process to ensure that the assessment of each standard is fair across all students, regardless of the school they attend. This includes internal moderation, external moderation and assessment system checks. LAC has processes and procedures that ensure we meet these requirements.

There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. In general, students work through levels 1 to 3 in years 11 to 13 at school. Students are recognised for high achievement at each level by gaining NCEA with Merit or NCEA with Excellence. High achievement in a course is also recognised. Details on the requirements for an NCEA certificate and for endorsements are given in the tables below.

### The minimum requirements for NCEA Level 1, 2 and 3

NCEA Level	Credits required	Literacy and Numeracy credits required
Level 1	80 credits: At Level 1 or above	10 Literacy credits and 10 Numeracy credits
Level 2	80 credits: 60 at Level 2 or above plus 20 at any level	Level 1 Literacy and Numeracy requirements must be met
Level 3	80 credits: 60 at Level 3 or above plus 20 at Level 2 or above	Level 1 Literacy and Numeracy requirements must be met

### NCEA Level 1 Literacy and Numeracy Requirements

Students must achieve the minimum of 10 Literacy and 10 Numeracy credits through either: Achievement standards - available through a range of subjects, or Unit standards - a package of 3 literacy unit standards and/or a package of 3 numeracy unit standards, both worth a total of 10 credits each.

## University Entrance Requirements

Students begin preparing for University Entrance from NCEA Level 1. There are some requirements to meet at each NCEA level, from Level 1 to 3.

<b>UNIVERSITY ENTRANCE 2025</b>
To achieve University Entrance, students must gain all of the following:
<ol style="list-style-type: none"> <li><b>1. NCEA Level 3.</b></li> <li><b>2. 14 credits at Level 3 in each of three university entrance approved subjects.</b></li> <li><b>3. University Entrance Literacy</b> - 10 credits (5 credits in reading and 5 credits in writing) at Level 2 or above from approved literacy standards.</li> <li><b>4. Numeracy</b> - 10 credits at Level 1 or above from approved numeracy standards.</li> </ol>

<b>COURSE/SUBJECT ENDORSEMENT</b>
Students may receive NCEA endorsement for individual subjects.
<b>Achieved endorsement:</b> 14 credits at Achieved in one year. At least 3 credits must be internal and 3 credits must be external.
<b>Merit endorsement:</b> 14 credits at Merit (or a mix of Merit and Excellence) in one year. At least 3 credits must be internal and 3 credits must be external.
<b>Excellence endorsement:</b> 14 credits at Excellence in one year. At least 3 credits must be internal and 3 credits must be external.

<b>NCEA CERTIFICATE ENDORSEMENT</b>
<p>Students will require 50 credits at Excellence to gain an NCEA endorsed with Excellence, and 50 credits at Merit (or Merit and Excellence), to gain an NCEA endorsed with Merit.</p> <p>Credits can be gained over more than one year and more than one level, but must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.</p>

## VOCATIONAL PATHWAYS

Vocational Pathways are a Ministry of Education tool that has been developed to help students plan their journey from secondary school to the workforce. Vocational Pathways help students to see how their Level 2 learning and achievement is relevant to a wide range of jobs and study options, in six broad sectors of industry:

- Manufacturing and Technology
- Construction and Infrastructure
- Creative Industries
- Primary Industries
- Social and Community Services, and
- Services Industries

### The Vocational Pathways Award

The Vocational Pathways Award is shown on students' Record of Achievement. To achieve this award students must:

- Achieve NCEA Level 2 which includes literacy (10 credits) and numeracy (10 credits) at Level 1 or above, and
- Achieve 60 Level 2 credits from the Recommended Assessment Standards for a Vocational Pathways, including 20 Level 2 credits from Sector-Related Standards for the same sector. (Credits from the Recommended Assessment Standards and Sector-Related Standards must come from the same Vocational Pathway e.g Primary Industries).

### Why is it good for students to know about their achievement against Vocational Pathways?

- They can show their family, whanau or aiga their strengths, interests and achievements.
- They can identify their interests and link them to a career path.
- They might identify subjects or assessments that they need to take to follow a particular vocational pathway.
- The Vocational Pathways identify many different occupations – some of which students may never have considered before.
- The pathways also show students what employers may expect to see them achieve in their learning.
- The pathways help students be sure that they are developing the right skills for a particular career.
- A Vocational Pathways qualification could lead students into either further study or give them entry into the workplace.

**The following link may help you find out more about vocational pathways:**

- <http://youthguarantee.net.nz/vocational-pathways/>

# MY PLANNING PAGE

Students, use this chart to plan for your future in education. Try to consult with your family, careers and your teachers. The more information you gather about your career option the more informed your final decisions will be.

<b>When I leave School I hope to..... (choose ONE path)</b>			
<input type="checkbox"/> don't know	<input type="checkbox"/> get a job immediately	<input type="checkbox"/> do a Certificate or Diploma at a Polytechnic or some other private training	<input type="checkbox"/> Do a degree at University or Polytechnic
↓	↓	↓	↓
If I don't know what I want to do I must keep my course as general as possible	I will get a job as a:	The training will possibly be in:	The degree will possibly be in:
↓	↓	↓	↓
Research what subjects you may need for your chosen job <a href="http://www.careers.govt.nz/jobs/">http://www.careers.govt.nz/jobs/</a>		Now check the list of available subjects as well as the entrance requirements for university / polytechnics and the recommended subjects for each course. Have you checked degree / diploma / certificate requirements with the Careers Advisor	
↓		↓	

<b>Year 13 Subjects NCEA Level 3</b>	
<b>Compulsory subjects</b>	Religious Studies
<b>My option subjects</b>	<p>Pick <b>7</b> options in order of preference:</p> <p><b>First Choice:</b></p> <p><b>Second Choice:</b></p> <p><b>Third Choice:</b></p> <p><b>Fourth Choice:</b></p> <p><b>Fifth Choice:</b></p> <p><b>Sixth Choice:</b></p> <p><b>Seventh Choice:</b></p>