

Queen Margaret College

YEAR 11 SUBJECT SELECTION HANDBOOK

2010

INTRODUCTION

Welcome to the Queen Margaret College Year 11 curriculum guide. The purpose of this booklet is to help students make the wisest subject choices now and in the long term, bearing in mind that at the end of Year 11 students have the opportunity to choose which senior secondary school credential they will do in Years 12 and 13: the International Baccalaureate Diploma or The National Certificate of Educational Achievement (NCEA). Students are advised to study this guide very closely – in particular the Curriculum Summary at the back of this book – and carefully discuss options with those people who can assist them make an informed choice. As well as talking to parents and friends, help is available from a variety of sources:

- Deputy Principal Curriculum
- Careers Co-ordinator
- Year 11 Dean
- International Baccalaureate Diploma Co-ordinator

Subject teachers and form teachers are more than happy to help if they can. Even though it is early days, it is also sensible to check university websites regarding entry requirements for particular courses.

Use this formula to help you choose an academic programme:

ABILITY + INTEREST + TERTIARY PATHWAY = SUBJECT CHOICE

Students entering Year 11 should be making subject choices related to their long term educational goals and (possible) career choices. At this stage, students are encouraged to keep their options open and take a wide range of subjects. Information gathering is important. As well as considering whether to do the IB Diploma or NCEA in Years 12 and 13, students should be aware of their abilities, aptitudes and interests and are encouraged to take into account this information when they select their subjects.

In Year 11 the following are compulsory subjects: English, Mathematics, Science, Religious Education, Physical Education and Health. Students choose THREE other subjects.

Every effort is made to accommodate each student's subject choices. However, sometimes it is not always possible to do this. Where there are clashes in subject choice, or the class size is too small, students may be asked to make another choice.

NATIONAL QUALIFICATIONS FRAMEWORK

The National Qualifications Framework (NQF) is designed to provide nationally recognised, consistent standards and qualifications. The National Certificate of Educational Achievement (NCEA) is the principal secondary qualification on the NQF. Every learner gaining credits on the Framework receives a Record of Learning that lists unit and achievement standards. Students who receive a certain number of standards at Merit or Excellence levels in a subject will be eligible for a Merit or Excellence endorsement in that subject. Any standard that is not achieved is also reported on student's results notices.

NATIONAL CERTIFICATES OF EDUCATIONAL ACHIEVEMENT (NCEAs)

NCEA comprises three levels of achievement. Whilst each level broadly corresponds to Years 11, 12 and 13, there is a great deal of flexibility which allows for multi-level study. This allows students to work at the level most suited to them. Levels 1, 2 and 3 are the first three levels of the National Qualifications Framework's ten levels. Students gain the various levels by sitting achievement or unit standards.

For a student to be awarded NCEA Level 1 she must achieve 80 credits. Of these, eight credits must be in literacy standards and eight credits in numeracy standards. The numeracy component for University entrance (14 credits of Mathematics or higher) comes from NCEA Level 1.

For a student to be awarded NCEA Level 2 she must achieve 80 credits, 60 of which must be from Level 2 Standards (20 credits from Level 1 may be used towards Level 2). There are no literacy or numeracy requirements for this qualification. However, the literacy component of University Entrance comes from Level 2 English and comprises four credits in Reading and four credits in Writing.

For a student to be awarded NCEA Level 3 she must achieve 80 credits, 60 of which must be from Level 3 Standards (20 credits from Level 2 can be used towards Level 3). There are no literacy or numeracy requirements for this qualification. Further information on the NCEA is available on the NZQA Website: www.nzqa.govt.nz.

CERTIFICATES OF ENDORSEMENT

Candidates studying for NCEA will be able to receive qualifications with Merit or Excellence endorsements.

For a certificate to be endorsed with Merit, 50 credits at Merit or Excellence will be required at the same level, or higher, on the National Qualifications Framework (NQF) as the certificate being awarded.

For a certificate to be awarded with Excellence, 50 credits at Excellence will be required at the same level, or higher, on the NQF as the certificate being awarded.

The purpose of the endorsements is to encourage students to strive to produce work of a high quality and to recognise that achievement when it occurs. This will provide students with challenging but achievable goals. Some courses have reduced the number of standards being offered, allowing students to focus on aiming for achievement with Merit and Excellence.

EXAMINATION FEES

The National Qualifications Framework incurs a flat fee of \$75.00, including NCEA, for New Zealand citizens.

The fee for International students is \$375.00 for NCEA Levels 1, 2 or 3.

ASSESSMENT PROCEDURES

Students are given clear information about assessment standards and procedures at the beginning of the course. This will include the criteria and methods to be used, the **frequency** of such assessments and the procedures to be followed when further evidence of having met the achievement criteria **may be** offered.

AUTHENTICITY

Assessment work completed must be a student's own work. Students may be required to sign authenticity declarations and will be expected to submit working drafts where appropriate.

Where evidence indicates work presented for internal assessment is not an individual's own work then **no credit will be awarded** (in accordance with school policy).

VERIFYING GRADES

Students will be required to acknowledge the grades that they have been awarded, by signing the result slip attached to each piece of internally assessed work. Students will also be required to verify the final grades that are awarded and submitted to NZQA.

APPEALS

Appeals of grades awarded are to be made within five school days of the return of the assessed work. Appeals must be made in writing to the Head of Department. If a student remains dissatisfied with the Head's decision, a formal appeal (on the correct form) may be lodged with the Deputy Principal Curriculum.

LATE WORK/ABSENCE FROM ASSESSMENT

Late work/absence from assessment will result in a **Not Achieved grade being awarded** unless the lateness/absence is related to compassionate consideration/extensions. Extensions may be granted by the Head of Department but only in the case of school approved extended leave or illness (supported by a doctor's certificate issued on the day that the student was unwell). Such extensions will be for a time period adequate to fairly complete the assignment.

ASSESSMENT OPPORTUNITIES

There will be one assessment opportunity for internal standards unless an opportunity to provide subsequent evidence of having met the standard occurs naturally within the learning programme. A range of strategies suited to the subject area may be used to collect evidence of student achievement. If reassessment is permitted, information about the form this will take and the timing will be clearly stated in the Student Course Outline.

EXTERNAL ACHIEVEMENT STANDARDS

Compassionate assessment related to an absence from an external activity:

- Is only possible **if the teacher has relevant evidence** (from the student's performance in activities related to the Achievement Standard in question)
- **Will not be possible** where a student has failed to attend common examinations or common tests or any other assessment relevant to that standard

SPECIAL ASSESSMENT CONDITIONS

Assistance is available for a few students who need special conditions for internal and external assessment and have been identified as meeting certain criteria. For any matters concerning special assessment conditions, the contact person is the Deputy Principal Curriculum.

RETENTION OF STUDENT WORK

A randomly selected sample of internal assessment material will be retained by Departments for moderation purposes, until it is no longer required.

SUBJECTS

Year 11 BUSINESS

This course is a combination of Achievement Standards from NCEA Level 1 Economics and Accounting. Students will focus on how an economy uses the market system to allocate scarce resources and how business's process financial transactions to make business decisions. By studying Business students will develop analytical skills, problem solving, the ability to comprehend the impact Government policies have on Business production decisions and be able to debate current Business issues.

Year 11 DRAMA

In this course students learn how to use drama technique appropriately to develop their performance skills. They participate in the production of a selected play text and develop an understanding of the role of production technologies in theatre. In small groups, students use conventions to create, script and perform an original piece of Drama. Students learn about the features of an unfamiliar theatre form to extend their knowledge and understanding of the purpose theatre has served across history.

Year 11 ENGLISH

The study of English helps students engage with and enjoy language in all its varieties. Level 1 English provides a varied course with literature being the basis for developing students' skills of close reading, appreciation of language use, creative writing, discussion, analysis of ideas and issues, essay writing and performance. Also included is the study of ways of communicating information through delivering a formal speech.

Year 11 FRENCH

The aim of this course is to interact with French speakers in social situations and use basic language competently. Students will also write short passages, personal letters and simple formal letters and will achieve the proficiency level of social competence. This interactive course teaches students to communicate through studying a variety of topics: holidays, home, school, leisure time, town, country, entertainment, travel, geography and health.

Year 11 GEOGRAPHY

This course aims to develop an understanding of the environment as the home of humans. It helps students develop such skills as pictorial analysis, diagrammatic representation and data collecting, processing and evaluation. Geography allows students to progress with tertiary studies in diverse areas such as Physical Geography, Geology, Tourism, Development Studies or Urban Planning. The objectives of the course allow students to examine and describe aspects of the natural and cultural world. The focus is on the New Zealand landscape and the surrounding Asia-Pacific region. The course studies distinct characteristics of New Zealand including Earthquakes, Dairy Farming and Gold Mining. There are two field trips during the year.

Year 11 HISTORY

This course aims to develop in students an ability to enter imaginatively into the events of the past in order to help develop a critical understanding of themselves as New Zealanders, as well as of peoples in other places and times. Students will develop critical thinking skills and the ability to present information in a variety of ways. The course studies twentieth century themes including: Black Civil Rights (in the USA), New Zealand's Search for Security, the origins of World War Two and Ireland.

Year 11 JAPANESE

The aims of the course include being able to use Japanese to seek and give information in everyday situations, and to read and write notes and short letters. Students will also write hiragana, katakana and 50 kanji accurately and fluently. Students learn to communicate through studying the following topics: my city, my friend's birthday party, and Japanese schools.

Year 11 MATERIALS TECHNOLOGY

Students will have the opportunity to explore a variety of materials throughout the year. Students will work on two major units of work that will take approximately 16 weeks per topic to complete. Each unit of work will require completion of investigation research, design, development work, written tasks and the construction of a practical solution. It is recommended that one of the major units of work should be developed for a client, not the student. The Achievement Standards are embedded across the two major units of work.

Year 11 MATHEMATICS

The course is presented in three strands: number and algebra, geometry and measurement, and statistics. Mathematics follows a 'spiral' curriculum, revisiting topics to reinforce earlier understanding and gradually increasing the difficulty level. Individual differences are planned for by the class teacher and there are opportunities for class support, enrichment and extension activities at all levels.

Some students will be given the opportunity to study some topics to a Level 2 standard, and depending on their success, be entered for some NCEA Level 2 standards.

To achieve NCEA Level 1 (a total of 80 credits from all subjects) students need to have eight credits from Level 1 Mathematics. Students must also have 14 credits from Level 1 Mathematics (or higher) to meet their numeracy component of University Entrance.

Year 11 MUSIC

This course allows students to develop their skills in composition, and performance as well as their aural skills. Through studying a variety of works, students learn to

appreciate the cultural, social and historical background of music. They will also develop musical literacy through experimentation, response, listening and analysis. Students who take this course must have an active interest and ability in Music, and have completed at least two years' instrumental or vocal tuition. Students must also be having regular music tuition in a selected instrument for senior courses, either through the College or privately, and be part of at least one senior-based extra-curricular group.

Year 11 SCIENCE

Students will investigate the living, physical, material and technological components of their environment in order to make sense of them in logical and creative ways. Learning in Science is fundamental to understanding the world in which we live and work. Students will learn to clarify ideas, to ask questions, to test explanations through observation and measurement and to use their findings to establish the worth of an idea. Topics covered include: atomic structure and bonding, carbon compounds, energy and heat transfer, nuclear physics, micro-organisms and genetics. Integrated into the course is the ongoing development of scientific skills and attitudes which involves practical work and carrying out investigations.

Year 11 VISUAL ART

This is a broad practical course involving students in drawing, painting, printmaking and sculpture. The course gives students the opportunity to develop their perceptual, imaginative, technical and critical skills through making Art. Also included is the development of a working knowledge of contemporary artists and their methods. The course provides students with necessary visual and technical knowledge, enabling them to pursue further study in specialist Art disciplines.

CHOOSING YOUR PATHWAY

For many, the question of “Where to?” after secondary school looms large. The internet has numerous sites which offer advice and guidance for secondary students. Three New Zealand websites worth visiting are:

www2.careers.govt.nz/secondary_students

www.tki.org.nz/e/tki/career_planning

www.auckland.ac.nz/uoa/home/for/secondary-students-and-schools

University websites contain a wealth of relevant information and should be consulted before final decisions are made about future tertiary or career pathways.

UNIVERSITY WEBSITES

NEW ZEALAND

University of Auckland www.auckland.ac.nz

Auckland University of Technology www.aut.ac.nz

University of Canterbury www.canterbury.ac.nz

Lincoln University	www.lincoln.ac.nz
Massey University (Albany, Palmerston North, Wellington)	www.massey.ac.nz
University of Otago	www.otago.ac.nz
Victoria University of Wellington	www.vuw.ac.nz
University of Waikato	www.waikato.ac.nz
Wellington Institute of Technology	www.weltec.ac.nz

UNIVERSITY WEBSITES World Wide

Australian National University	www.anu.edu.au
Cambridge University, UK	www.cam.ac.uk
Duke University	www.duke.edu
Harvard, USA	www.harvard.edu
University of Melbourne	www.unimelb.edu.au
MIT, USA	www.mit.edu
Monash University, Australia	www.monash.edu.au
Oxford University, UK	www.ox.ac.uk
Princeton University	www.princeton.edu
University of Queensland	www.uq.edu.au
Stanford University, USA	www.stanford.edu
University of Sydney	www.usyd.edu.au
Yale University, USA	www.yale.edu

MIDDLE SCHOOL CURRICULUM 2010			
International Baccalaureate Middle Years Programme (MYP)			
YEAR 7	YEAR 8	YEAR 9	YEAR 10
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Humanities	Humanities	Humanities	Humanities
			(3) Business Enterprise
Science	Science	Science	Science
Performing Arts	Performing Arts	Performing Arts (Dance, Drama, Music, Visual Art)	
Visual Arts	Visual Arts	Visual Arts	(2) Visual Arts
Music	Music		(2) Music
		Extension English	Extension English
			(2) Drama
French	French	French	(1) French
		Japanese	(1) Japanese
		Spanish	
Technology (Materials and Electronics)	Technology (Production and Processes, Materials, ICT)	Technology (Materials, Structures and Mechanisms)	(3) Materials Technology
Physical Education	Physical Education	Physical Education	Physical Education
Health	Health	Health	Health
Religious Studies	Religious Studies	Religious Studies	Religious Studies
In Years 7 all subjects are compulsory	In Year 8 all subjects are compulsory	<i>In Year 9 all subjects are compulsory but there is a choice of two out of three languages offered.</i>	<i>Select ONE subject from each of the options labelled 1,2,3.</i>
Courses with insufficient numbers: the course may be withdrawn, or year levels may be combined or contact hours with teacher may be reduced.			

SENIOR SCHOOL CURRICULUM: DUAL PATHWAY

YEAR 11	YEARS 12 & 13 IB DIPLOMA
English	<u>English</u>
Mathematics	<u>Mathematics (HL)</u>
	<u>Mathematics (SL)</u>
	<u>Mathematical Studies</u>
History	<u>History</u>
Geography	<u>Geography</u>
	<u>Environmental Systems and Societies</u>
Business	<u>Economics</u>
	<u>Business and Management</u>
Science	<u>Physics</u>
	<u>Chemistry</u>
	<u>Biology</u>
<u>Art</u>	<u>Visual Arts: Painting, Photography</u>
Materials Technology	<u>Visual Arts: Textiles/Fashion</u>
Music	<u>Music</u>
Drama	<u>Theatre</u>
<u>French</u>	<u>French</u>
<u>Japanese</u>	<u>Japanese</u>
	<u>Spanish</u>
	<u>English B (for International Students only)</u>
Physical Education	CAS
Health	
Religious Studies	Theory of Knowledge
We also offer an irregular diploma of 2 or 3 science subjects or the option to do two arts subjects.	<i>Select SIX subjects, one from each group/colour</i> <i>Group 1: Language A1</i> <i>Group 2: Second Language</i> <i>Group 3: Individuals and Societies</i> <i>Group 4: Experimental Sciences</i> <i>Group 5 Mathematics</i> <i>Group 6 The Arts</i> <i>CAS and Theory of Knowledge are compulsory</i>

YEAR 11 NCEA	YEAR 12 NCEA	YEAR 13 NCEA
English	English	English
<u>Mathematics</u>	<u>Mathematics</u>	<u>Statistics and Modelling</u>
History	History	History
Geography	Geography	Geography
Business	Economics	Economics
	Accounting	Accounting
<u>Science</u>	Physics	<u>Physics</u>
	Chemistry	<u>Chemistry</u>
	Biology	<u>Biology</u>
		History of Art
<u>Art</u>	Visual Arts: Design and Painting, Photography	<u>Painting</u>
		<u>Photography</u>
		<u>Design</u>
Materials Technology	Materials Technology	Materials Technology
Music	Music	Music
Drama	Drama	Drama
<u>French</u>	<u>French</u>	<u>French</u>
<u>Japanese</u>	<u>Japanese</u>	<u>Japanese</u>
		Classical Studies
	Media Studies	Media Studies
	Computer Technology	Computer Technology
	Physical Education NCEA Level Two	Physical Education NCEA Level Three
<u>Physical Education</u>	<u>Physical Education</u>	
<u>Health</u>	<u>Health</u>	<u>Health</u>
Religious Studies	Religious Studies	
<i>Select THREE subjects from the UNSHADED list</i>	<i>Select FIVE subjects from the UNSHADED LIST (maximum two art subjects)</i>	<i>Select FIVE subjects (maximum two art subjects)</i>
<i>Underlined subjects require previous study</i>	<i>Underlined subjects require previous study</i>	<i>Underlined subjects require previous study</i>



Passionate Learners

Resilient Women

Future Leaders

www.qmc.school.nz